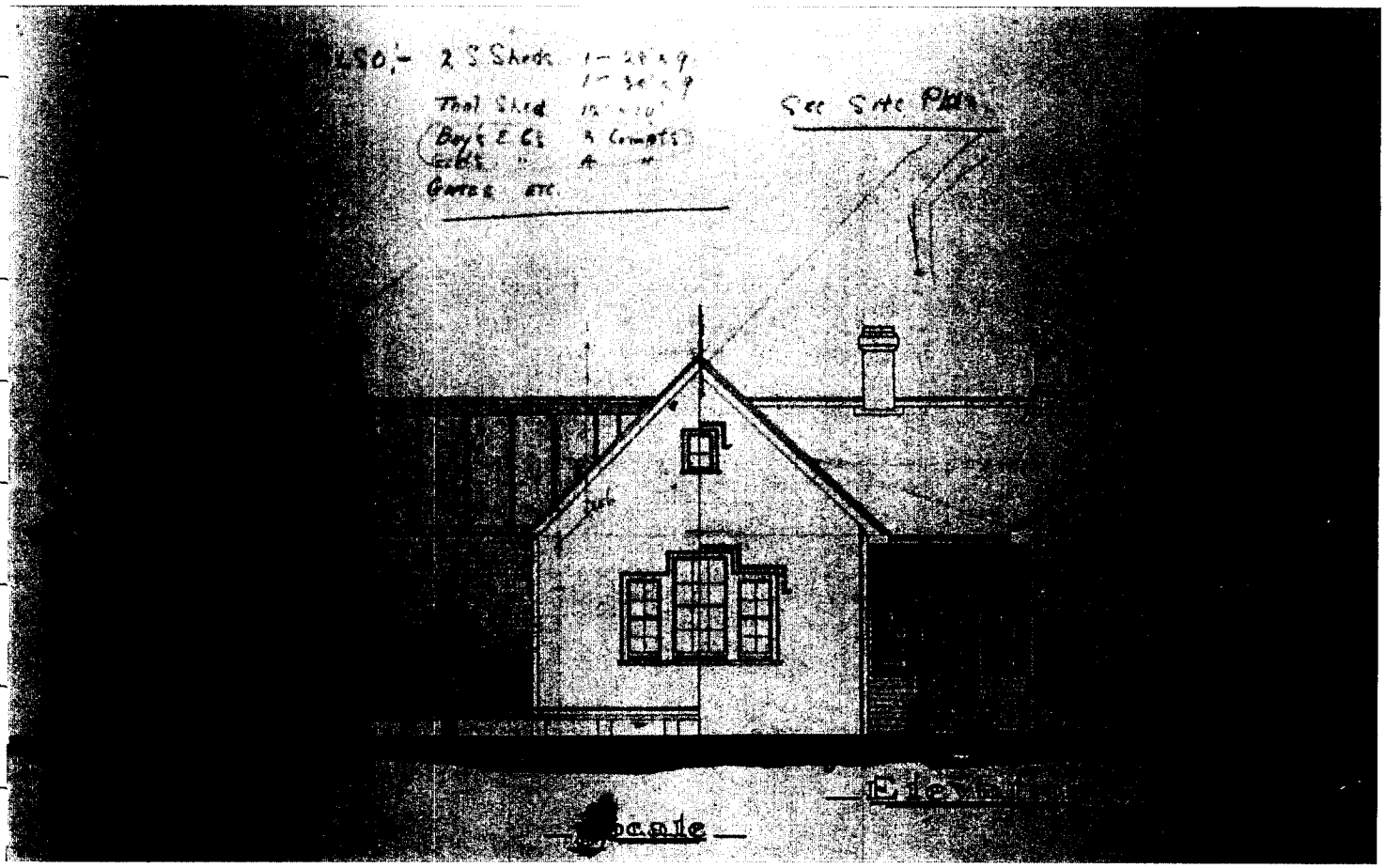
HAURAKI HOUSE

THE FORMER COROMANDEL DISTRICT SCHOOL

KAPANGA ROAD
COROMANDEL



A CONSERVATION PLAN BY

GRAEME BURGESS AND DI STEWART
BURGESS AND TREEP ARCHITECTS
DI STEWART AND ASSOCIATES

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FOR THE HAURAKI HOUSE MANAGEMENT COMMITTEE

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Cover Picture: Mitchell & Watt, drawing of 1897 additions from National Archives file YCAU A889/289

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- Sue Wright of the Hauraki House Management Committee who has shown endless patience and has given us great support.
- Tania Mace who has endured wordprocessing this document.
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- Warwick Kellaway of Hamilton who gave us the benefit of his knowledge of early school buildings.
- The staff of the New Pacific Collection at Auckland Public Library.
- The staff of the Museum and Institute Library.
- The staff of the Planning Department of the Thames Coromandel District Council.

INTRODUCTION AND SCOPE OF REPORT

Di Stewart & Associates and Burgess & Treep Architects have been commissioned by the Hauraki House Management Committee to write a conservation plan for their property, Hauraki House on Kapanga Road in Coromandel township. This building is the former Coromandel District School.

"A conservation plan is a document setting out what is significant in a place, and therefore, what policies are appropriate to enable that significance to be retained in its future use and development." (The Conservation Plan a Guide to the Preparation of Conservation Plans for Places of European Cultural Significance, James Semple Kerr, National Trust (NSW), 1990.)

This conservation plan has been undertaken through the following sequence of tasks:

Stage 1 Cultural Significance

a. Gathering evidence.

   Documentary evidence including graphic sources such as maps and photographs have been used to develop the history of the building and its site. A thorough site survey of the building was undertaken to discover the physical evidence of its history and its current state. A full photographic survey of the building was made.

b. Evidence gathered during a. was co-ordinated and analysed.

c. The cultural heritage significance of Hauraki House was assessed.

d. A Statement of Cultural Significance was made.

Stage II Conservation Policy

a. The requirements of the Hauraki House Management Committee were established.

b. The external constraints were established. These include the requirements of the Thames Coromandel District Plan, The Building Act (1991), and the implications of the structure's registration under the Historic Places Act (1993).

c. The requirements necessary for the retention of the building's cultural heritage significance were established.

d. The building's physical significance was documented.

e. Conservation policy has been derived from all of the above.

f. A strategy for implementing the conservation policy was developed.

g. An estimate of costs for urgent works was drawn up.

The team which has produced this document are: conservation architect Graeme Burgess and heritage consultant Di Stewart. Graeme has co-ordinated the report and surveyed the building, analysed its fabric, make recommendations and form future policies. Di has provided the historical background and assisted in writing the statement of cultural significance.

Due to budget constraints in carrying out this work there has been no detailed consideration of the landscape and archaeological aspects of the site. There has also been no structural engineering assessment of the building carried out. Recommendations regarding landscape, archaeology and structural integrity have been included in section D.

The conservation plan has been developed using the practices, principles and definitions of the *ICOMOS New Zealand Charter for the Conservation of Places of Cultural Heritage Value* which appears at Appendix 1.

A. HISTORY

A.1 A Brief History of Coromandel Township with Particular Emphasis on the Goldmining Period.

The area in and around Coromandel township has long been a centre for trade and industry. Beginning in 1795 with the British Admiralty ship The Fancy. In 1820 the British naval ship HMS Coromandel (named after India's east coast) was dispatched to Sydney conveying convicts and sailed on to New Zealand to trade in Kauri spars. British ships called periodically for Kauri timber for ships spars. Later British East India Company ships came and Maori were employed as bushmen to supply the spars fetching £200 a piece in London at the time. They are said to have given Nelson the advantage at the Battle of Trafalgar in 1805.

By 1840 local Maori were exporting corn to Australia and during the 1840's, 1850's and 1860's the European population in the areas grew steadily attracted mainly by the areas timber. During the 1860's Coromandel township was supplying the infant town of Auckland with potatoes, pigs, fowls, wheat, maize, kumera, onions, cabbages and peaches. The highway to Auckland was by sea and tidal creek and much of the Maori produce arrived in Auckland by canoe. But as well as these there were numerous other small craft plying the waterway and over a third of these small schooners and cutters were also Maori owned. They were colloquially known as the "mosquito fleet".

While the timber industry continued to be of importance to Coromandel, Shipbuilding was also important from the early 1830's with three ship yards in the areas in the 1860's. Kauri gum extraction and flax growing were other important local industries.

But it was the discovery of gold in Kapanga Creek by Charles Ring in 1852 that brought Coromandel to national attention and which initially boosted its population. Within a month 300 diggers had arrived but many left again soon afterwards when they found that the gold was not alluvial but contained in quartz its extraction from which required hard work and considerable financial investment.

Coromandel was not formally declared a gold field until 1862 and by then there were barely 100 miners left, with a population of 300 around Coromandel, which was at the time still scattered settlements rather than a consolidated town. They nevertheless made up a significant proportion of the population. By this time a quartz crushing battery had been established and by the end of 1862 £4,000 worth of Coromandel gold had been shipped to Auckland.

The formal declaration of Coromandel as a gold field in 1862 did attract the miners back and by late 1862 there were 200 working in the Driving Creek area and there was a great public confidence in the potential of Coromandel. Plans were developed for the sale of allotments in several privately owned townships including that of Kapanga which was laid out and auctioned in Auckland on 17th July 1862. All of the allotments were sold.

However it was only after the 1867 discovery of gold on the Tokatea saddle overlooking Coromandel that a sizeable permanent community was established at Coromandel and that a clean split developed between the upper and lower townships; the lower focusing on port based activities and communication with Auckland and the upper serving the needs of the miners and their families in the hills around and behind. Both had commercial centres with hotels and shops and both had their own schools. During the 1890's a horse drawn tram service ran hourly between the upper and lower townships.

opened in 1898. The introduction of the cyanide process for the extraction of gold from quartz in 1892 was an event of real importance in the gold mining industry. It gave gold a recovery rate of 92-94% and was a real improvement on the 46% (minimum) recovery rate experienced before this.

View of Coromandel township c1900 from a Christmas postcard held by Coromandel School of Mines Museum.

During the 1890's timber milling also accelerated with the scale of work in the area being much greater. By then the Kauri Timber Company owned three large mills on the peninsular. Kauri was the main timber exported from New Zealand in the 1890's. Many of the buildings that burned so well in the 1906 San Francisco earthquake were built of Coromandel Kauri. Kahikatea milling had also become important by the this time.

In 1899 *The History and Resources of the Auckland Goldfield* was published by the local newspaper's *Country News* office in Coromandel. It gives a picture of a vibrant and lively Township. The shops were open until the exodus from the hotels at 10.00pm on a Saturday night with the main street of both townships crowded.

There were thirteen hotels between the two townships (one of which was adjacent to Kapanga Road in the Coromandel Schools grounds), the Salvation Army played hymns outside the Post Office and a mobile coffee bar "the Coffee Palace"; a horse drawn vehicle with a counter on each side from which coffee and biscuits were sold, plyed the street.

At this time six to seven ships a week sailed to and from Auckland but road transport remained primitive. Much of the road to Thames was a pack-horse track.

The final gold bonanza came in 1894 when the Hauraki mine was opened but by 1902 with the dwindling production from that mine, Coromandel township's period of goldmining was largely over around 1913. The Coromandel branch of the Bank of New Zealand stopped buying gold

The final gold bonanza came in 1894 when the Hauraki mine was opened but by 1902 with the dwindling production from that mine, Coromandel township's period of goldmining was largely over around 1913. The Coromandel branch of the Bank of New Zealand stopped buying gold altogether although they continued to buy it in Thames.

Other extractive industries too had substantially run out by the end of the century. Kauri milling and especially gum digging had had a devastating effect on the landscape around Coromandel township. By the 1920's timber supply from Coromandel made up less than 2% of New Zealand exports but it was still supplying substantial quantities of firewood to Auckland.

By the 1920's the focus of the district's population had turned to fishing and farming. Between 1891 and 1921 farming changed from mixed and subsistence farming (which many timber millers and miners had used to supplement their primary income), and the area of land used for farming and cultivation increased six times with the number of dairy cows in the district increasing eight times. By the 1920's there were also market gardens between the upper and lower townships.

While fishing and farming have continued to be of importance to the township, tourism has become increasingly important. From the earliest days of passenger shipping contact between Auckland and Coromandel township in the 1860's, people visited the town to see the scenery. Its potential as a tourist destination was well recognised before the turn of the century.

The post World War I era saw an increase in the number of visitors to the Coromandel area. Road access became easier, particularly with the completion of the road from Thames to Coromandel in the 1920's.

Social and economic factors also played a part in the popularity of Coromandel as a tourist destination. The urban drift and the comparative affluence of the period post 1950 created a desire for many city dwellers to escape to attractive rural areas as a temporary respite from urban life while the increase in disposable income allowed this.

Today tourism is one of the most important industries for the township.

A.2. A Brief History of the Development of Education in the Auckland Region

The earliest schools in the Auckland region were the mission schools which were established during the period of earliest European settlement for the purpose of Maori education. However these were virtually all closed during the land wars of the 1870's and 1860's.

The Auckland Provincial Government made an early attempt to encourage education with its Education Act of 1857 which offered a free grant of 80 acres of country land plus £50 per annum to induce teachers to come to Auckland province. The lack of success of this initiative was apparent in the 1864 census figure that indicated that only 46.18% of children were attending any day school in the Auckland areas compared with 53.82% nationally.

In 1867 the Auckland education system collapsed due to the financial difficulties of the Auckland Provincial government. This led to Central Government requiring a specific report from all provinces respecting their educational organisation and efficiency. These collectively revealed extreme inequalities in basic education with a complete inadequacy of educational facilities in the North Island.

In 1869 the earlier 1857 Education Act was repealed by the Auckland Provincial Government and the Common Schools Act passed by which Auckland became the first province in New Zealand to attempt to establish a secular system of public schools. In 1872 a first act was passed establishing a

householders rate of £1.00 and 5 shillings for each child levied throughout the province as well as a poll tax of 10 shillings per annum for each adult male. This act also introduced clauses which gave school committees the authority to compel all children from 7 to 14 years to attend school half time. These clauses were not enforced in practice because of the want of sufficient funds to erect school buildings fast enough to provide for the number of children to be accommodated. Nevertheless this Act led to the provision and erection of the first state schools in the Auckland Provincial area including those at Thames, Driving Creek and Kapanga. The Kapanga school was replaced in May 1877 by the Coromandel School which is the subject of this conservation plan.

During 1878 twenty two new school houses were built and 29 enlarged and improved. Fifteen teachers residences were also built (without these it was almost impossible to retain the services of an efficient teacher). See appendix 2 for the reports of the Inspector of Schools and the Auckland Board of Education for 1877 and 1878.

ELECTION OF SCHOOL COMMITTEE.

Office of Board of Education,
Auckland, February 8, 1873.

IT is hereby notified that the Board of Education, under "The Education Act, 1872," have constituted the District hereinafter described to be an Educational District under the said Act, and have appointed a time and place of meeting for the election of a District School Committee for the said Educational District as hereunder set forth.

By order of the Board.
FREDERICK J. MOSS,
Secretary.

THE COROMANDEL EDUCATIONAL DISTRICT,

Commencing from the mouth of the Waiau River to its source, thence by a line North-east to a point half a mile distant from the main range, thence by a line South-west to the head of Paul's Creek, thence by Paul's Creek to the sea, and thence by the sea coast to the point of commencement.

Meeting for the election of District School Committee to be held at the Coromandel Hall, Kapanga Road, on Saturday, the 15th February, 1873, at 4 o'clock p m.

Advertisement, Coromandel Mail February 15 1873.

However despite the 1872 Auckland Provincial Act most elementary education remained in private or denominational schools and pressure for a general system of elementary education increased throughout the 1870's especially with the high immigration to the colony that occurred during this decade. In 1876 the provinces were abolished, which forced the creation of a new national system of education.

By this time it seems to have been taken for granted that it was the duty of the state to look after education. The provincial period had proved the general ineffectiveness of household rates, capitation fees, school fees and permissive clauses. On the basis of the evidence parliament decided that the most appropriate arrangements were: firstly, that elementary education should be free, supported form the general reserve of the colony, and secondly, that it should be compulsory at the discretion of the local committees. This second decision was made principally because of the scattered nature of settlements outside the few urban centres and was intended as a mere suspension of power until conditions were suitable for its full application. The crucial point of conflict was the question of religious instruction in schools.

During the 1870's sentiment in favour of compulsory education grew everywhere. Among the more affluent there had been many who had deeply resented paying for the education of other people's children but the spectacle of wild and disorderly behaviour among young people strengthened the notion that schooling for all was necessary as a form of social insurance. Among the rest of the community; small farmers, farm labourers, tradesmen, and others of modest means, many were hostile or indifferent to the whole idea of education for children while others were prepared to make heavy sacrifices in the interests of schooling for their children. But everywhere the introduction of free education invariably resulted in large increases in enrolments.

The 1877 Education Act

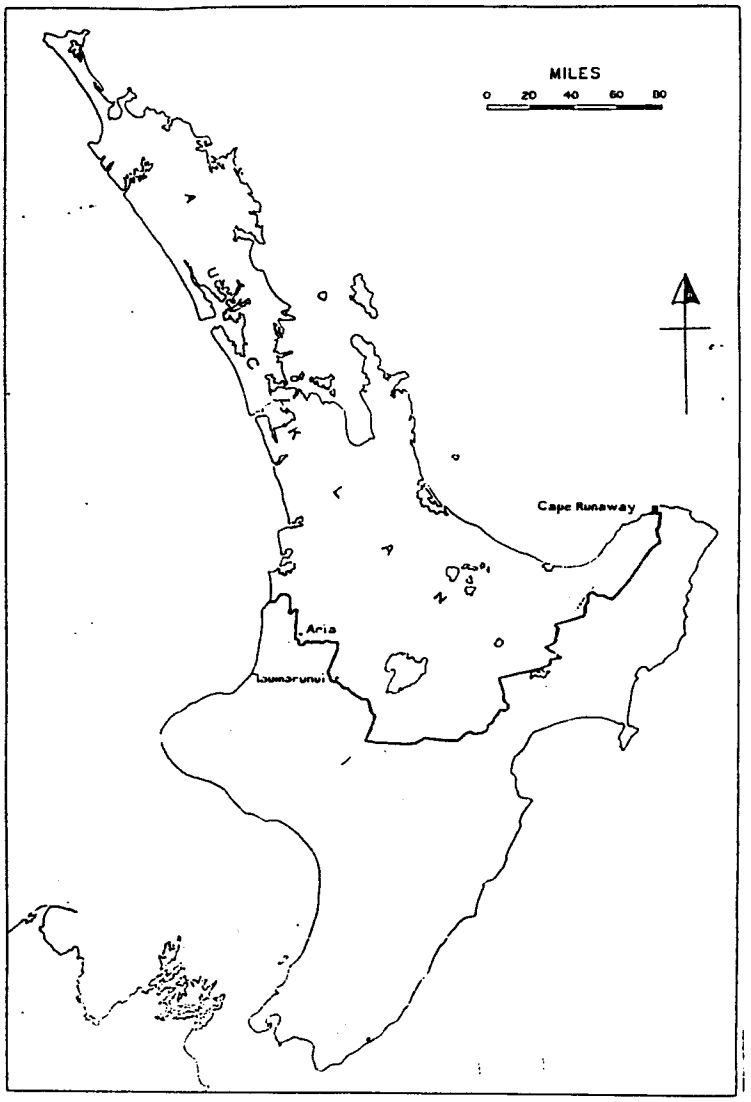
The 1877 Education Act came into effect in January 1878. It introduced a system of free secular, compulsory education. It established three levels of administration; the Department of Education on a national level, Education Boards at a regional level these being Auckland, Taranaki, Wanganui, Wellington, Hawkes Bay, Marlborough, Nelson, North Canterbury, Westland, Otago and Southland (see map below of the Auckland Education District in 1878), and finally school districts and school committees. It also provided for public schools and their management. John Ballance was the first Minister of Education.

Education Boards received money from grants from the consolidated fund and from rents and property, or endowments vested in them. These funds provided of the expenses of purchasing or renting school sites, playgrounds and buildings and for erecting, fitting up and improving school buildings.

Every school district had to be run by a School Committee consisting of seven householders from within the school district. They could provide buildings, improve, enlarge and fix up school houses after the Board of Education had sanctioned such works.

Compulsory education commenced on 1st January 1878. For each child *"not less than seven nor more than thirteen years of age"* and living within two miles by road of a public school *"for at least one half of the period in each year"*. The legal school day was four hours. While the 1877 Act provided only for primary education it nevertheless laid the foundation for a national system of education for New Zealand.

It was unfortunate that the new national system was scarcely established when New Zealand entered the "long depression" of the 1880's and 1890's. Education expenditure was cut in 1880 and again in 1887.



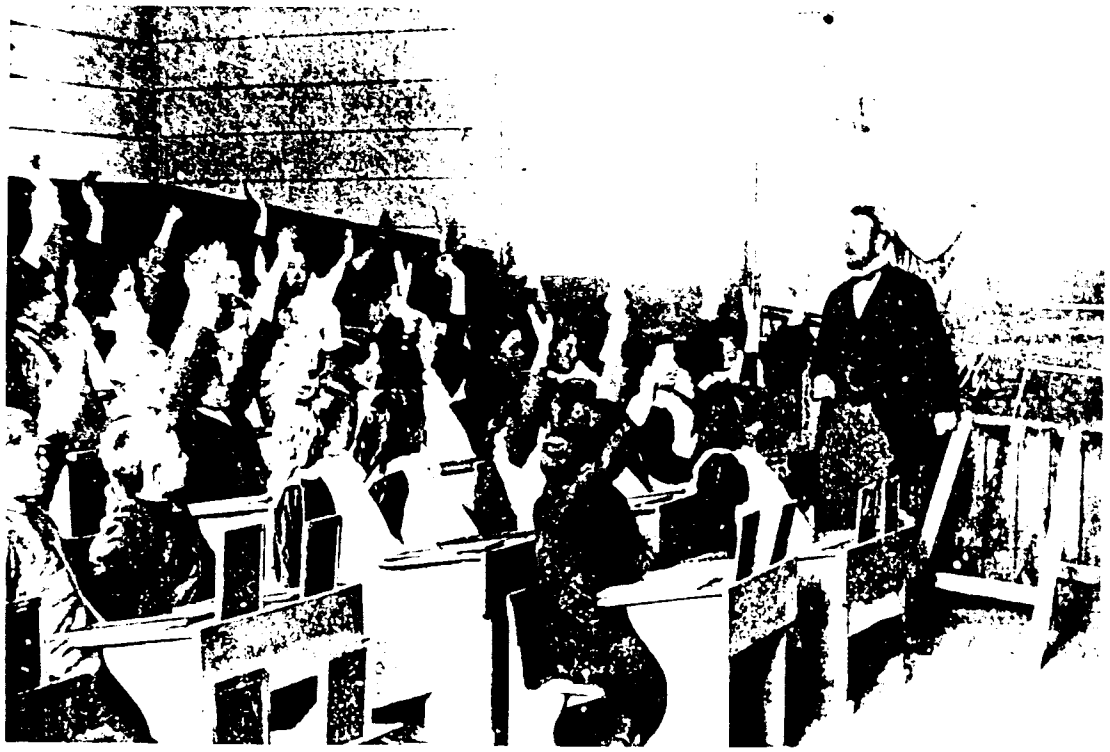
Map showing Auckland Education District in 1878.

Sources of New Zealand's Education Philosophy and Practice

The nature of the philosophy and practice of elementary education adapted in New Zealand affected the lay out, functioning and to an extent the style of school buildings. Coromandel School illustrates this.

The choice that the New Zealand Parliament made regarding the form that the national system of education was to take reflected a debate between English verses American influences. While the secular approach adapted had more affinity with America rather than England, there was a definite English emphasis on the curriculum development which was largely traditional. Universal compulsory education had been introduced in England with the Elementary Education Act of 1870.

In England early in the nineteenth century new social and economic conditions had led to a decrease in the popularity of classical education and a new emphasis on elementary and commercial education. While there was an increase in poor children receiving an education it was also increasingly in new style elementary schools (and not in the older endowed schools which generally ceased to exist by mid century). These new schools were conducted in one large room so that one teacher could simultaneously teach a large class of children at different levels of attainment. A gallery with desks staged up a raked floor was also used. These were initially used in infant schools but later introduced for older children as well. The original Coromandel School was a single room. The classroom built in 1897 had a raked floor which clearly shows on the cross section shown on the cover of this document and in the photograph below.



Classroom around the turn of the century, Courtesy of Auckland Public Library 995.141 A6891.

The Tararu (Thames North School still standing) was also built in 1877; originally much bigger than Coromandel School. J.W. Kellaway *Education 150* describes it as being *"of about four class size"* and could find no evidence of any interior partitions.

Thames North School, Photo Burgess & Treep

In England through the middle of the nineteenth century, as a wide range of subjects were taught, the basic teaching unit evolved from the whole school (as had traditionally been the case with the smaller "classical" schools) to the class with its own teacher. The adaption of the idea is generally apparent in the Auckland Region elementary schools in the late 1880's.

Other contemporary ideas about the nature of education influenced the design and evolution of late nineteenth century New Zealand schools. Ten square feet (@ 1 meter) of space per child was regarded as adequate and many schools provided less than this. Windows were set at a height,

> *"that, so far as such exclusion can be made consistent with the admission of sufficiency of light, no object, exterior to the building shall be visible in any part of it occupied by the scholars"*
> (Jeremy Bentham on the ideal classroom)

Discipline was strict, in his report of 1881 R.J. O'Sullivan, inspector of schools for the Auckland Board of Education insisted that there is still far too much:

> *"rewarding, pampering and praising of children" and calls on 'Board and Committees, parents and the Press, and every good citizen' to assist teachers 'to fight against the system of truckling to pupils, which is fast producing a despotism of children which must become e a danger to the State.' He winds up by declaring in round terms that children 'should be taught to walk in quiet paths, and should be relegated to their proper and natural position of insignificance.' Such opinions, which were widely and fervently held, were strengthened by the spectacle of a good deal of wild and disrespectful behaviour among the youth of the country.*

Primary School cadet corps was also part of school life. This was stimulated by the imperialism of Prime Minister Seddon and his colleagues and increased rapidly in the years following the South African War. Teachers had to attend classes in squad drill, company drill, bar-drill and dumb bell exercise. Boys were drilled with dummy rifles and taught to shoot. The Primary School cadet corps was abolished in 1912 and replaced with a new system of physical training.

Around the turn of the century more modern attitudes toward education began to be adopted. The syllabus was reformed in 1902 with the child being given a greater and more expressive part in doing and thinking class work. A new Act in 1908 made special provision for technical education. There was great change especially around World War I when many old buildings were remodelled. A domestic science room was established at Coromandel School in 1917 in the sub divided east classroom.

A.3 A Brief History of Coromandel School Kapanga School

With the passing of the Education Act 1872 the Auckland Provincial Council set up a system of elementary education wherein schools, through their committees were directly responsible to the Auckland Board of Education. At this time all city and rural areas were circulated with a pamphlet of regulations and it was the arrival of this in Coromandel township that set in motion the efforts that soon established the two public primary schools of Kapanga and Driving Creek.

After some initial difficulties with the Auckland Board of Education, who questioned the need for two schools in the Coromandel township area (Driving Creek in the upper township and Kapanga in the lower township), funding was made available on 13th May 1873 . Mr Pearse was appointed the first teacher at Kapanga School at £100 per annum. The school opened in rented rooms in the Exchange Building on 19th May 1873 but that day Mr Pearse resigned.

The next teacher was Mr Dyer who confronted a shortage of everything except pupils and who wrote to the Auckland Board of Education in June saying:

> *Sir,*
>
> *I beg leave to draw your attention to the great want of accommodation in the present school room, there being hardly standing room at present. There were 60 present this morning and nearly 70 on the list - the school still rapidly increasing; also the great want of some assistance if obtainable, in teaching the younger children. I found that the maps, blackboard, etc., have not been sent and hope further application will be made for them as they are very much needed. I have the honour to remain your obedient servant.*
>
> *H.H. Dyer*

In a probable attempt to alleviate this situation the Committee rented the Coromandel Hall but Mr Dyer resigned on 20th August anyway. He was replaced by Mr and Mrs Martin who also resigned fairly promptly in December 1874. The hall the school was using was burned down in July of 1875. The school then moved into yet further rented premises in the Templar Hall.

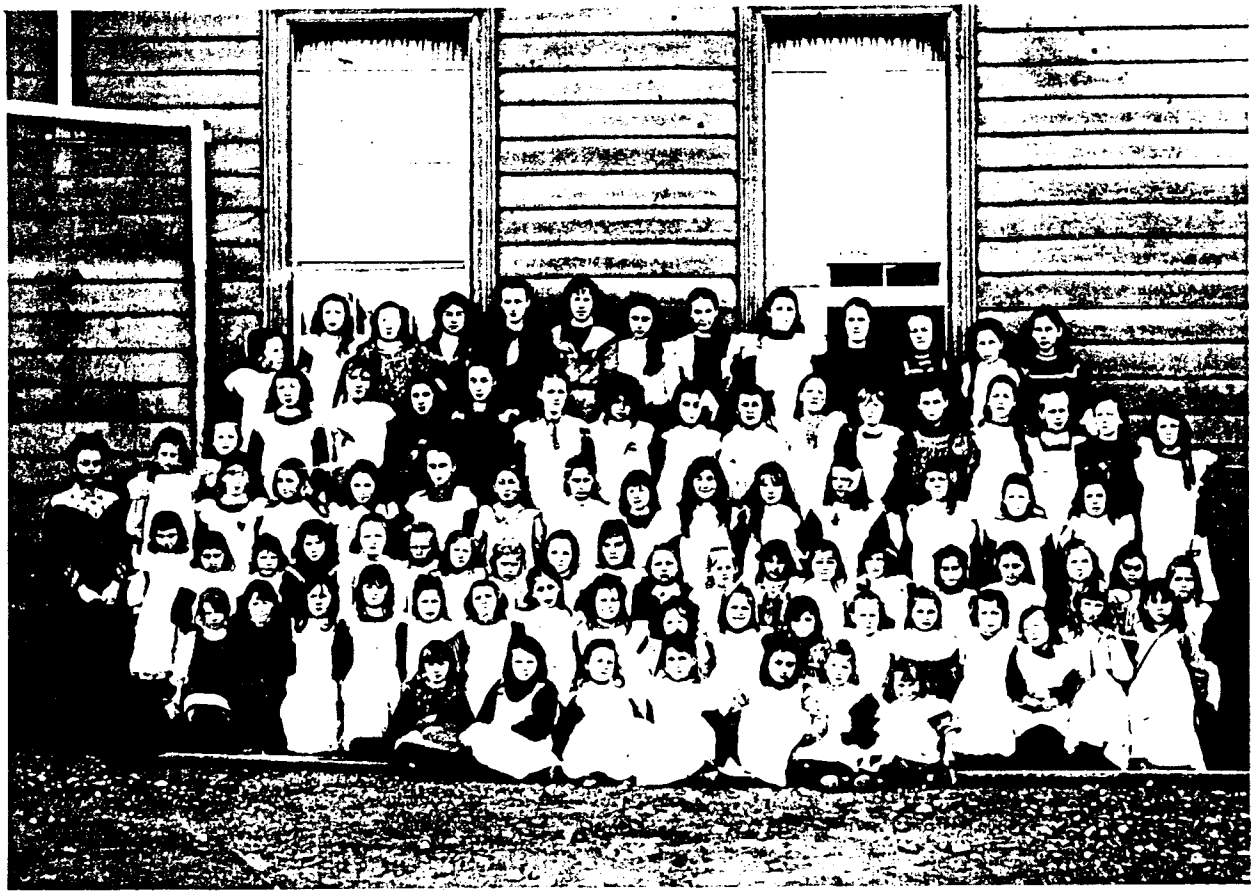
Coromandel School

Purchase of the new site for the school finally occurred in 1876 and, despite wrangling with the Board over financial contributions, the new building (which is the subject of this conservation plan) was commenced in May of 1877. Mr Gibson was appointed as head teacher and it was he who was responsible for the implementation of the new 1877 Education Act in Coromandel township.

On 12th March 1878 fifteen householders met to elect the first district school committee. This was responsible for overseeing the completion of the new school and the purchase of Mr Kelly's house as a teacher's residence.

By the end of 1897 the school was described: *"as one of the first in the provincial district"* and householders were invited to look around the school rooms in order that they: *"may have ocular demonstration of the thoughtful cultivation of taste and refinement exhibited by the head teacher".*

This was Mr Litten who was appointed in 1887 and who served in this capacity for thirteen years.



Coromandel School class photo c1900, Auckland Public Library 995.141 A7558.

Confidence in mining in Coromandel township increased throughout the 1880's and 1890's and the school roll climbed dramatically with the most spectacular increases in the 1890's as follows:

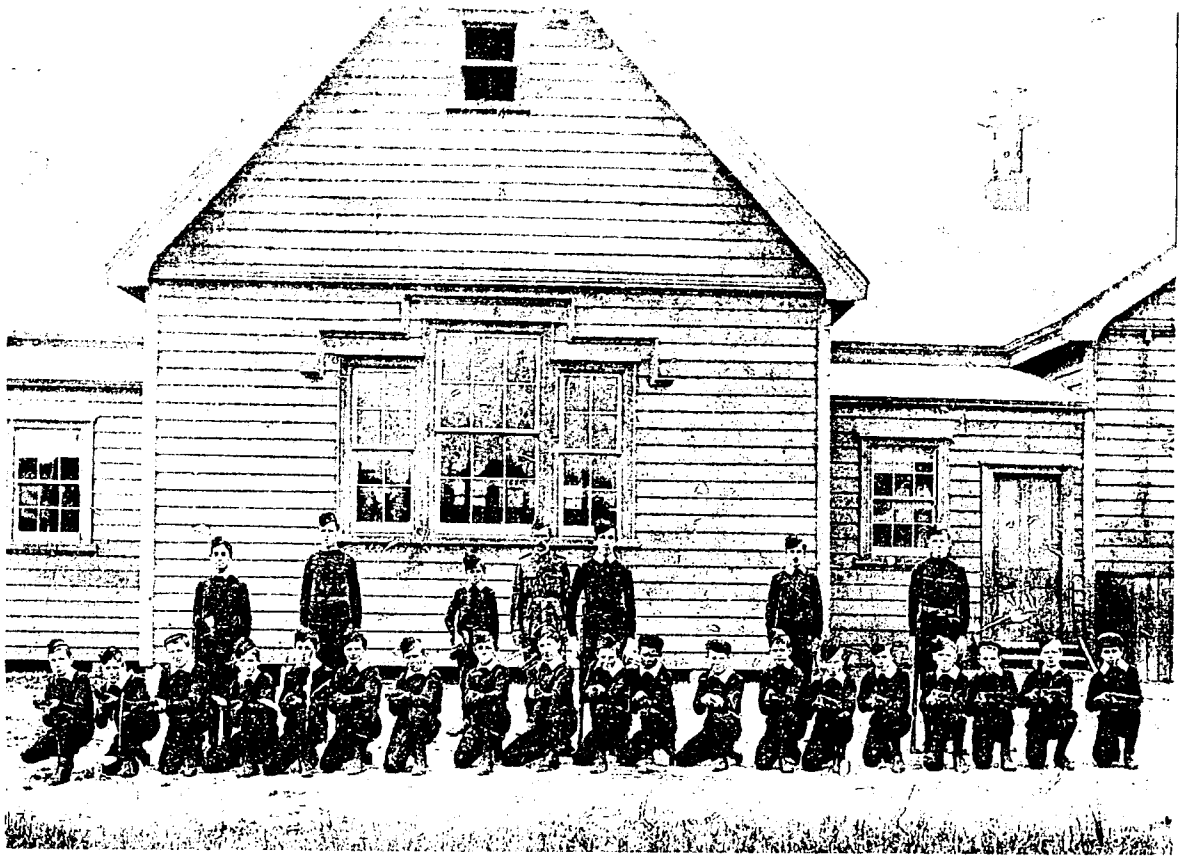
Year	School Roll
1895	181
1896	257
1897	373
1898	386

1898 represented the peak of enrolments at the school.

By 1897 Coromandel School had been completed and was at the peak of its development.

It is also at this time a reflection of the height of development of Coromandel township which was at its most populous. The built form of the Coromandel school also, demonstrates the philosophy and practice of educational thinking of the time as it was embodied in the 1877 Education Act.

The Primary School Cadet Corps (shown in the photograph below)is representative of the military imperialism which prevailed throughout the country during this period and is refered to in a Coromandel school report written in 1900.



Primary School Cadet Corps Photo, Coromandel School of Mines Museum

"During the year the headmaster has, through the committee, obtained guns for the use of the boys, and he has given a good deal of his time during the play hours teaching the boys military drill and instruction; the boys, dressed in a neat uniform of red and white guernsey and red and white cap, present quite a martial appearance. Your committee are pleased to report that they are able to erect a flag pole on the school, and the children will now be taught to salute the flag, a very necessary part of their education in these patriotic days.

The children were given a holiday for the relief of the Ladysmith and half a day for the capture of General Cronje. Your committee feel that these holidays were useful and beneficial to the children and will leave a lasting impression upon their minds of our army having gained two great victories in the Transvaal. During the heavy gales in last October the fence on the east side of the school was blown down."

In 1900 a High School Department was established. In 1902 the town water supply was laid on to the school replacing the reliance on tank water.

From its peak in 1898 the school roll began to decline steadily. By 1902 there were 268 pupils.

Few alterations occurred to the school throughout the next decades. The grounds appear to have been enlarged during the 1920's with the Department of Education and the school committee paying half the cost each.

During 1948 alterations were made to the school in an attempt to modernise it. During the 1950's the secondary department left the original building and became housed in a separate building with access from Woollams Avenue.

Staffing problems afflicted the school throughout the 1960's with a class of 75 pupils being taught by one teacher for part of 1969.

The Old Coromandel School was superseded by a new primary school building in 1978. At this time a large number of Coromandel residents expressed the wish that the original buildings be retained by the community for community purposes rather than be demolished.

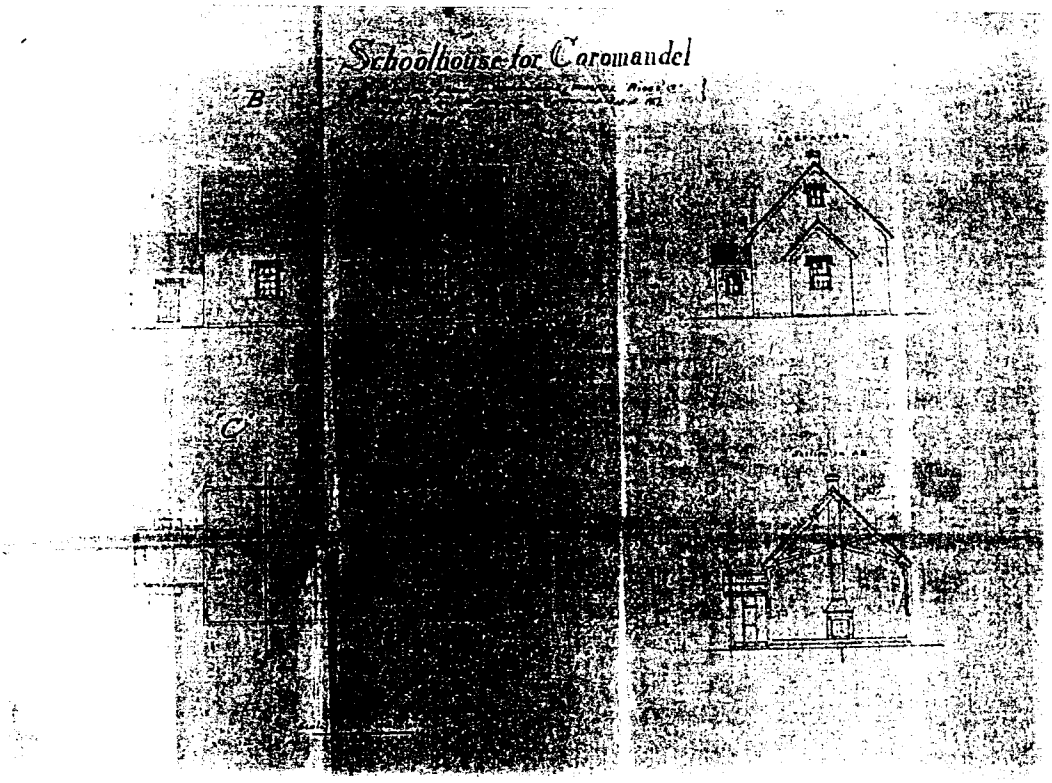
The Thames Coromandel District Council regarded a short term lease with South Auckland Education Board. Subsequently on the acquisition of the land and buildings by the Department of Lands and Survey in August of 1983 became classified as a Recreation Reserve with the control and management vested in the Thames Coromandel District Council (see Appendix 6). The Hauraki House Management Committee has manages this building which is used by a wide variety of community groups including the Youth Club, Watchdog Group, Scouts and Cubs, Painting Groups, Spinners and Weavers, Coromandel Players, Youth Hostel, Art Gallery, Kohanga Reo and Craft Centre.

B.1 History of the Physical Development of the Building

The school building as it stands is largely the result of the expansion of the original school house from 1877 until 1897 when the addition of a second side gable finally resulted in a symmetrically composed building, the favoured institutional form of the period. The building has been little altered since this time.

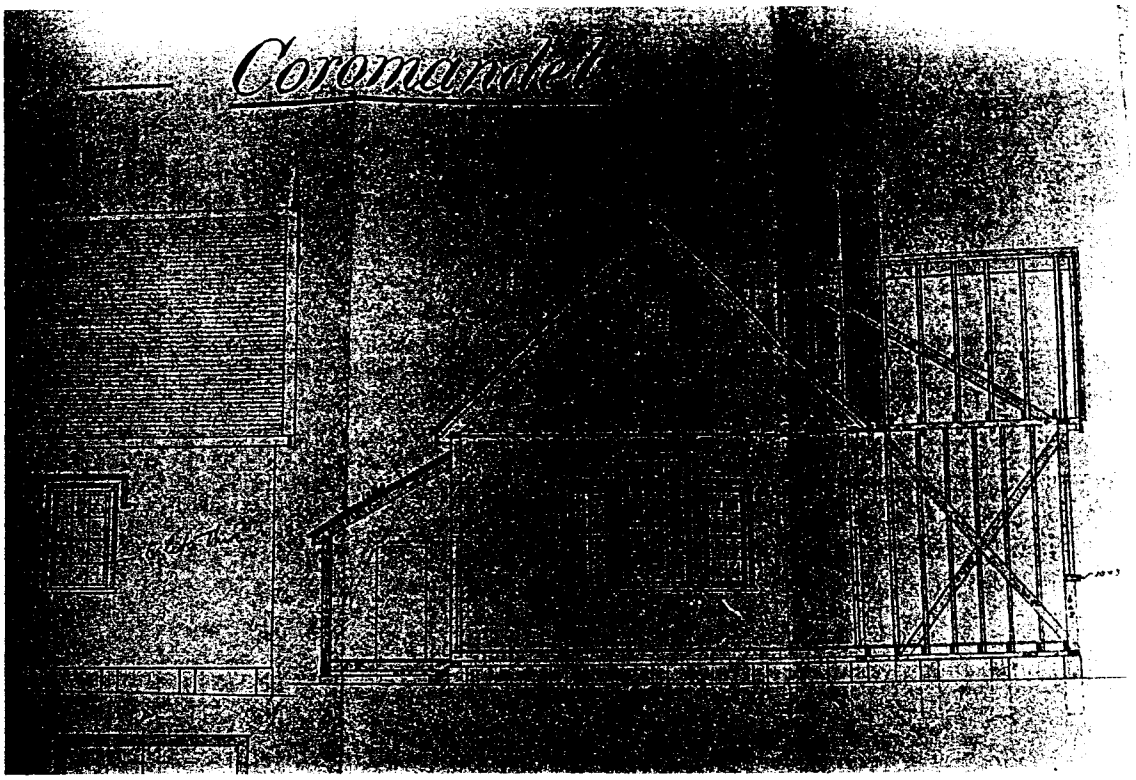
The rapid progress of building through the years 1877 - 97 were largely the result of the education legislation and population growth of the period.

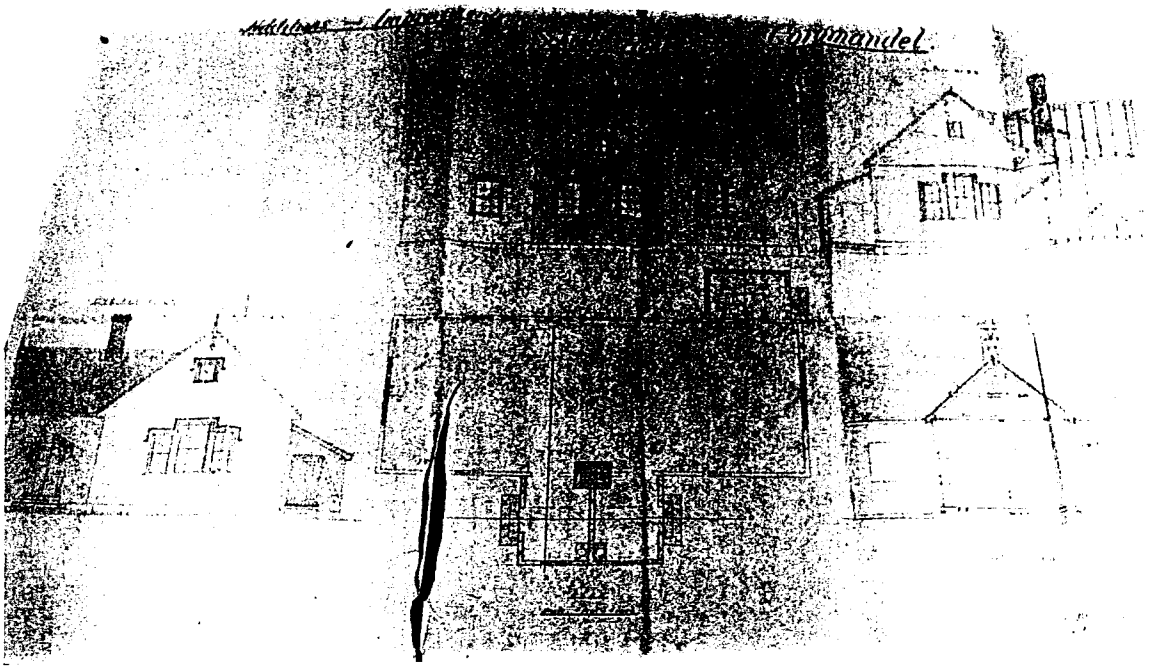
Some of the building contracts for this period clearly set out the changes through this period (refer to building chronology). Archival record (Nat. Archives YCAU. A889/289)



1877 Allwright drawings, National Archives YCAU A889/289

The 1877 school hall, to the design of Henry Allwright, was a tall rectilinear hall 55ft x 25ft with a gabled entry porch at one end and a brick chimney at the other. A side porch adjoining the chimney provided shelter for firewood. This building was kauri weatherboard clad and shingle roofed. The high roof structure of large kauri cross beam trusses with steel connecting plates still remains. The window and door openings had a separate hood moulding over them (as currently exists on the Coromandel Courthouse Building, St Andrews Church, Coromandel and the R.S.A. Hall). The windows were double hung six light sashes, three lights each side and one placed in the end or the entry porch, a smaller four light casement window was placed opposite the door and also as a high window above the entry porch gable. The entry door was a four panelled, timber door.



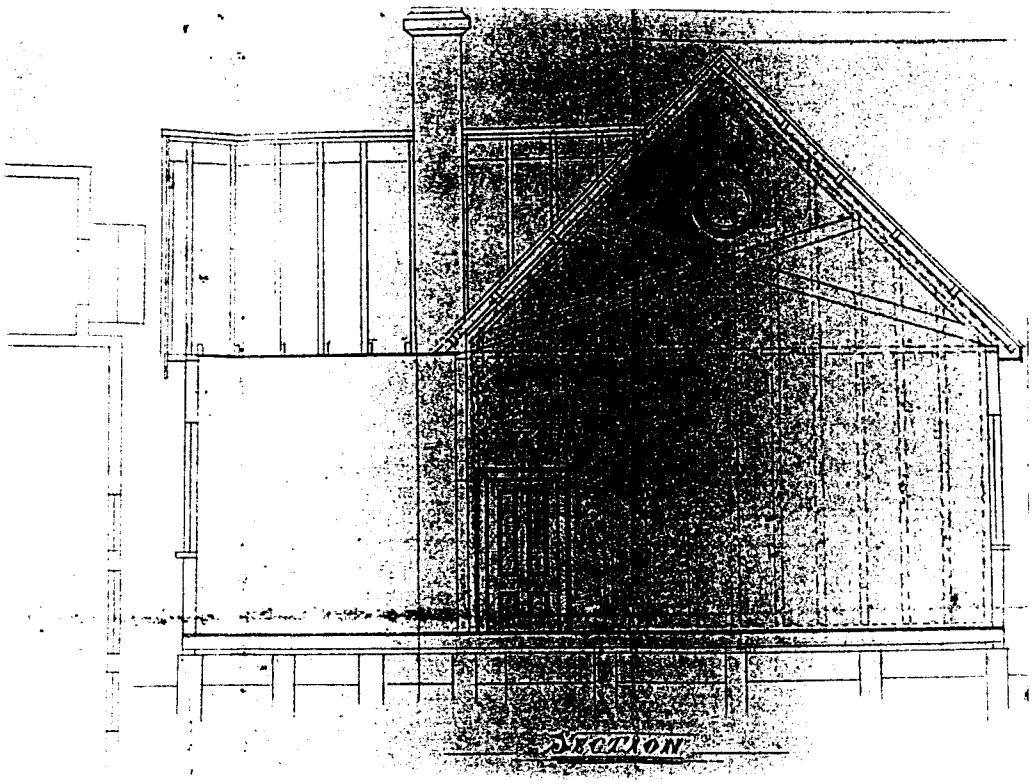


1879 Allwright drawings, National Archives YCAU A889/289

By 1879 this building needed structural help. It was necessary to secure the middle of the building from falling outwards. At the base of the trusses timber angle ties were placed across at each end and a steel tie rod was secured through the middle. This rail was also a curtain rail (the curtain rings are still on the rail). To further stabilise the building, the chimney and porches were removed and rebuilt at the side of the building.

The cloakroom addition remains as the central part of the lobby areas adjoining the youth club room. Finials were placed on the building at this time and the elaborate drip mouldings and the windows continued. The doors to the cloakrooms were pointed head, french doors giving a more Gothic flavour to the property (this detail was also used by Allwright at Pirongia School p. 47 Kelleway & Te Awamutu p.71 Kelleway). At each end of the building a composition of three double hung windows (a pair of lights sashed each side and a larger pair of six light sashes to the centre) were fitted. These windows remain at the northern end of the building.

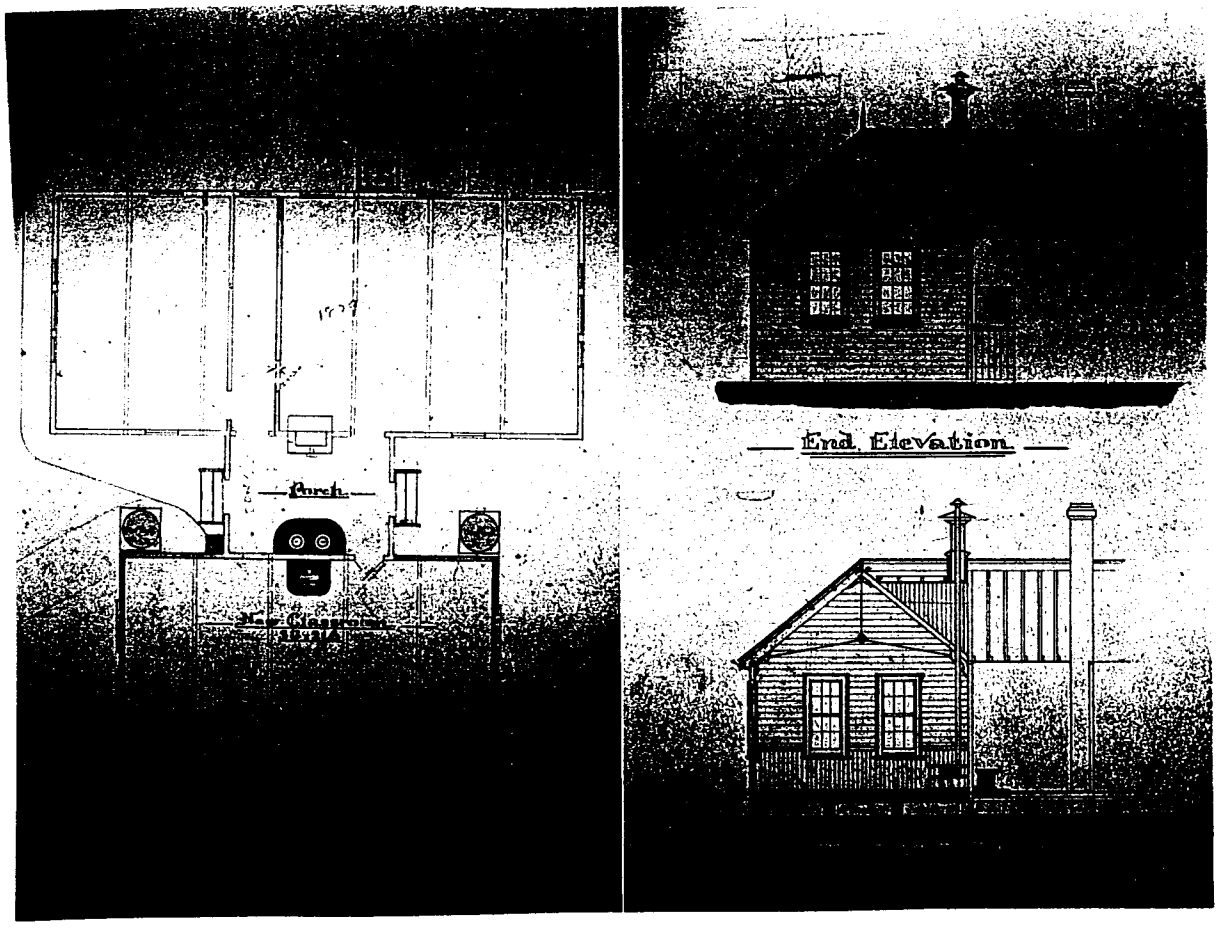
The 1879 building work did not increase the available facilities, and both the documentary and physical evidence indicates that this work was carried out in order to stabilise the building by tying the walls together. The new work did however result in some picturesque detailing. The finials and stepped symmetrical windows, which were, definitely incorporated into the future designs. The gothic doors are not recorded as having been reused and do not survive.



1887 Allwright drawing, National Archives YCAU A889/289.

From this time until 1896 a series of largely pedantic works took place. In 1887 a partition, which incorporates one of the original trusses was built across the school room. This wall still exists and at its apex is the circular ventilator with circular moulding around shown in the contract documents. The wide panelled floor in this wall was removed in 1897. At this time new earth closets were built and a well was sunk.

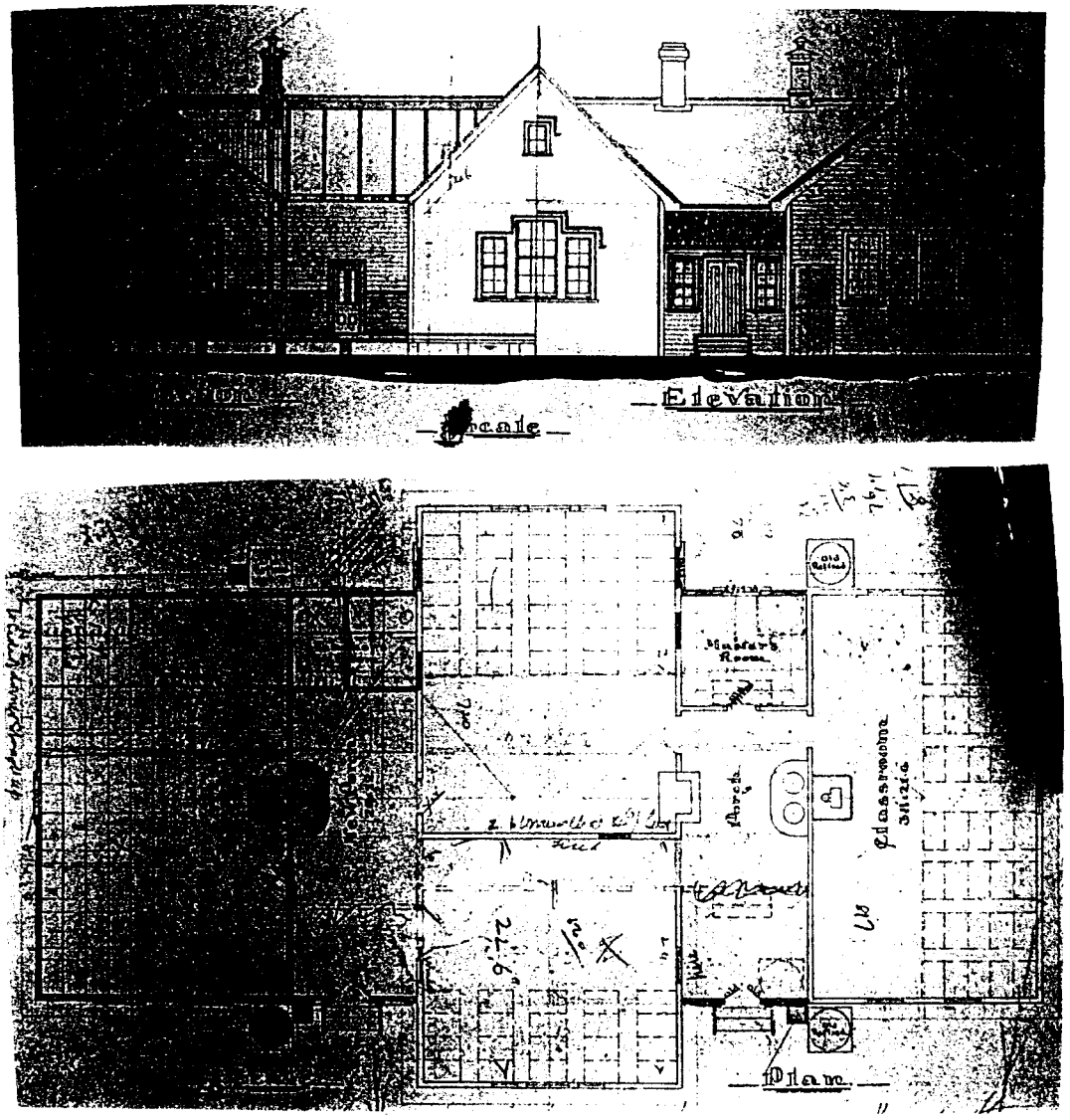
In July 1896 to the plans of Mitchell & Watt Architects, a substantial addition was carried out. A gabled classroom with roof running parallel to the central gable was built at the west end to the building and the porch was opened as a single room. This new classroom is the current Youth Club room. At this time the stove was installed in this room and a wash stand area formed within the porch. A second wall was built through the original classroom to form a corridor between the northern and southern classrooms. The plan shows dados were installed throughout. A single window to the western wall.



1896 Mitchell & Watt drawing, National Archives YCAU A889/289.

In 1897 plans were prepared for a classroom wing to the east to balance the west wing. A matching connecting porch was built in between the new east wing and the original gable. This porch was expanded by its lean tos each side to the full width of the classroom. Matching leans tos were constructed each side of the existing porch. The southern lean tos were each separated off to form a masters room and a teachers room. The original wood house was demolished. Matching french doors were installed repositioned from the old porch. The windows within the side walls of the northern end of the central gable were left as internal openings into the new porch lean tos.

The new classrooms clearly show in section the raked floor which appears also on photographs (Auckland Public Library Photo Collection A6891). Although this room is one of the same dimensions as its opposite twin the roof is supported by only two trusses whereas the earlier room has four trusses. All these trusses are matching and have large timber top chords with steel rod tie beams. It is difficult to fathom why this major structural component should vary so much in set out from one side of the building to the other. All external openings featured the turn down hood moulding.



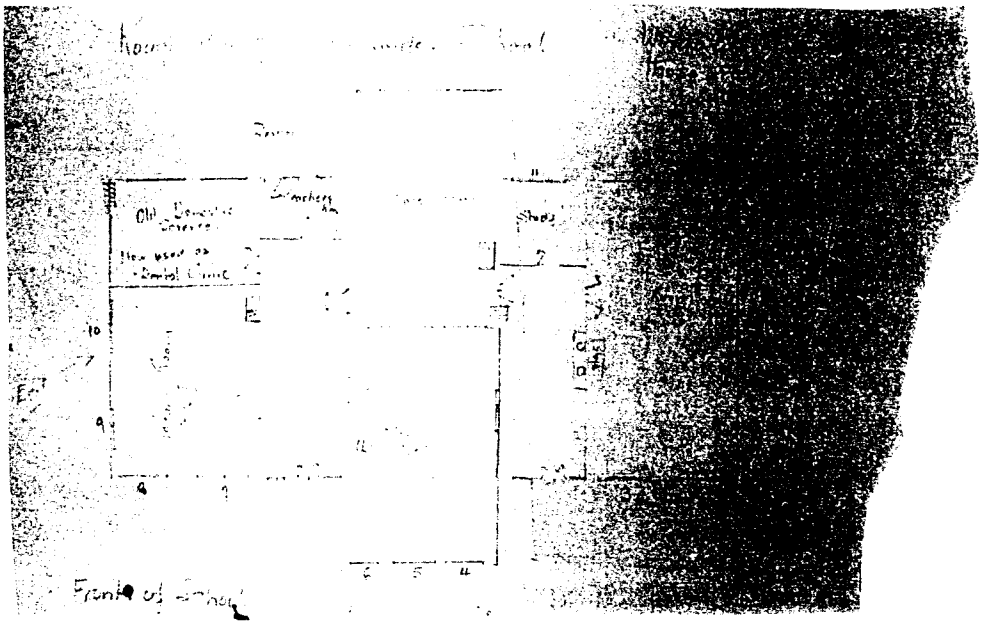
1897 Mitchell & Watt drawing, National Archives YCAU A889/289.

The finished state of the building after this work was completed represents its most significant form. The architects had considerable skill in adding to the existing schools and had devised methods of combining new elements with the old in a well resolved formal manner. They incorporated the original hall as the central element and set two lower pitched and smaller gables on each side clearly connected by the cross gables. The new symmetrically placed joinery emphasises the formality of the architectural composition. This directly correlates to their additions to the Cambridge School (ref Kellaway) and the Bayfield School in Herne Bay, Auckland (ref Nat Arch YCBD A688 1639c).

All the additions and alterations which have taken place since have degraded this appearance although they are informative in terms of the social changes they represent. The archival record of these further changes is scarce and constitutes a few written references in the Nat. Archive file, one hand drawn plan, also from Nat. Archives, and the photographs.

One possible exception to this general down grading of the building would be the removal of the three central windows from the south end of the central gable and the installation instead of four matching sets of double hung windows evenly spaced across the wall and two fan lights to the mid height of the wall. There is no record of when this change occurred but it must have been prior to 1920. This work would have been carried out by the new board architect Farrell.

In 1917 the east classroom was divided and a domestic science room was set up. The raked floor would have been removed at this time. This room was later used as the school Dental Clinic.



Rough plan of Coromandel School c1950, National Archives YCAU A889/289.

Around 1960 new flat ceilings were installed in the major spaces and also around this time or in the previous decade the teacher's room was expanded and modified to become a lunchroom and toilet. The toilet also cuts the corner of the eastern classroom.

Recently some internal changes have been carried out to accommodate the theatre backstage and new porches and doors have been added externally.

The building as described in the previous Section C is a conglomerate of gabled rooms built largely between 1877 and 1897. From the archival material we have discovered the sequence of construction (refer to chronology) and have also found visual descriptions in the form of drawings and photographs of the changes which occurred through the major period of construction and information regarding the detail of the building particularly detail which has been removed or altered, eg. string course, joinery and hood mouldings.

South side of school with children exercising c1950, Coromandel School of Mines.

B.2 Chronology of the Development of Coromandel School

Up to 1917 all information is sourced from National Archives YCAU A889/289. The later history of the development of the building has been determined form the photographic record and from the recent material held by Hauraki House.

1877 Contract with Midwinter & Co to construct a simple school room with two porches and a chimney. Architect Henry Allwright.

1879 Contract with Samuel James of Coromandel to strengthen the building with timber and steel rods ties and to rebuild the entry porch and chimney.

1887 Contract with James Langley of Khyber Pass to build an internal partition wall, a toilet building and to sink a well.

1896 Contract with Benjamin Cashmore timber merchant of Auckland and James Henry Wheeler, plumber, of Auckland to construct a new classroom and entry porch (the west wing of the building). These are the first works designed and documented by Mitchell & Watt.

1897 Contract with Joseph Stephenson of Coromandel to construct the east wing of the building and to extend the porch to the west wing to incorporate a masters room - also by Mitchell & Watt.

1917 A letter in the file refers to the creation of a domestic science room in the east classroom. The simple sketch plan from c1960 in the file shows that this later became the dental clinic.

c1917 The south gable of the main block had new windows designed. These do not show in the cadet photo of the school (Auckland Public Library A8779 995-141 c79).

By the 1940's when the photo of the children exercising (from the Coromandel School of Mines Museum) has been taken the elevation was changed. It is possible that this occurred around 1917 and was the work of Farrell the successor to Mitchell & Watt as Board Architect.

Post 1917 Sundry alterations.

1948 The staffroom was added (this does not show in the above photograph

1989 Addition of porch - permit document held by Hauraki House (see Appendix 5)..

B.3 Architectural Style

The original building and subsequent additions up to 1892 were carried out by the Auckland Education Board Architect, Henry Allwright. According to the Sheppard File (A442w), at the University of Auckland School of Architecture, he was born in Kent in 1827 and trained as an architect before he arrived in New Zealand in 1856. In 1865 he was appointed Inspector of Roads and in 1868 District Engineer and in 1874 Provincial Engineer. In 1877 he was made architect to the Auckland Board of Education and held the position until 1892 when he retired and Mitchell and Watt were appointed.

From 1877 a massive building programme was undertaken. This was a period of growth and establishment and Allwright was responsible for the area from Northland through to the Bay of Plenty and Waikato. Many of the buildings of this time were providing basic requirements of space and shelter and were statements of the government's commitment to universal education not architectural style. The building designed by Allwright was initially very plain but large and featured an open trussed ceiling which would in part have been to reduce sound. These trusses and the deep moulded string course they sit on is one of the finest elements of the building which still exist. Some embellishments were added when the building was modified in 1879 and these hint at the Tudor Gothic style which was the favoured architectural style in England in the mid 19th century. It was, however a utilitarian structure with few stylistic pretensions.

Rear of Bayfield School, Herne Bay, photo Burgess & Treep, 1996.

Mitchell & Watt were appointed as Auckland Education Board Architects in 1892. Their period in this position was a time of consolidation and expansion with large additions being made to various schools throughout the board area. Their designs generally incorporated earlier buildings to create formal compositions rather like rustic versions of English country houses. The most expensive of these buildings are the large urban schools such as Bayfield and Onehunga where they also added layers of detail pedimented windows, corbelled eaves etc to create buildings which refer to the 'Queen Anne' style - a mixture of the best of the Classical and Gothic styles to create a new 'free classic'. This style of architecture had evolved in England in the 1860's. A major example of this

style was New Zealand Chambers in Leadenhall St, London by Norman Shaw 1871-3 (ref. p43 *Sweetness and Light the Queen Anne Movement 1860-1900* Mark Girouard, Oxford, 1977).

Mitchell & Watt would also have been aware of this architectural fashion and their school buildings have an affinity with Queen Anne unlike their approach to other commissions such as the Auckland Technical College 1909 and the Mount Eden Congregational Church both of which are classical in style. The school buildings as stated have more of a 'timber vernacular' quality and were detailed freely, with the result of the buildings being lighter in appearance.

Coromandel District School was not given such embellishment but is clearly representative of Mitchell & Watt's approach to school design. All their school buildings of this period are arrangements of large rectilinear classrooms with tall, gabled structures set apart with cross gables between which contained lobbies, teacher's rooms and cloakrooms. Whenever possible these elements are arranged symmetrically with side elements matching, as at Coromandel, Cambridge and Bayfield. However the predominant feature of all these buildings is the use of the multiple gable form to express the significance of the interior classroom spaces and the simple rectilinear planning of the building as a whole.

Orientation played some role in the setout of the building. At Coromandel the building has two sides - the less formal side facing the playground and the more imposing southern side which was the public face of the building.

There is no information on the early life of Mitchell & Watt contained on the Sheppard file (m681j) although they were major contributors to our modern built landscape through their school buildings in particular.

C. Statement of Cultural Significance

Historical / Social Significance
The former Coromandel school demonstrates, in its architecture and form the contemporary philosophy and custom towards educating children in New Zealand in the final decades of the nineteenth century and the first decades of the twentieth century.

This philosophy was embodied in the New Zealand Education Act of 1877.

The rapid growth of the school and the expansion of the school buildings between 1877 and 1879 reflect the rapid growth of Coromandel township as both a timber town and a goldmining town. The completion of the Coromandel school in 1879 coincides with the height of Coromandel townships development and population numbers. These declined fairly rapidly after the turn of the century.

Archaeological Significance
The building and its grounds are an archaeological site under the Historic Places Act (1993) see section E.2..

Architectural / Aesthetic Significance
The building is a physical embodiment of the cumulative nature of Auckland Education Board building programmes showing the growth of the school from 1877 onwards as a result of both the 1877 Education Act and the development of Coromandel Township.

Although plain in style the building by 1897 was grand in size and had a formality which indicated the importance of education to the community. It is this form of the building which largely survives.

Most original building fabric is intact and it is a good representative example of rural institutional building techniques..

The building clearly demonstrates the Mitchell & Watt approach to school designs embracing earlier building forms to create new compositions. Coromandel can be directly compared with the Cambridge School (ref Appendix 8) which they also added to substantially and to urban schools such as Bayfield in Auckland. Both these other examples have a large central gable connected to by cross gables to lower pitched side gables.

The planning of the building demonstrates the attitude towards education and the physical requirements which had to be met.

Cultural Landscape
The school buildings have always been a major element in the townscape of Coromandel. They are a symbol of the place of education in the community and of the role of the state in education. This is greatly enhanced by their position within open grounds.

PART II CONSERVATION POLICY

Introduction

In determining the conservation policies for the building we have carried out a thorough visual survey of the building and described its component parts (this is set out in Section F. Survey of Physical Condition). From this survey we have derived a set of tables describing both the large elements of the building and the components such as windows and weatherboards which form them. We have compared the existing physical fabric with the archival information (photographs, plans and specifications) and from this we have derived the specific recommendations included in the survey which relate to the building fabric.

The requirements of other organisations such as local council, iwi groups, NZHPT, fire service etc have been considered in Section E and specific recommendations made accordingly.

Section D considers the building owners requirements and how these impact on the interpretation of the cultural heritage significance of the building. In this section we have discussed issues relating to the use of the building and its surrounds and made specific policy recommendations which follow each description of these needs.

The above three sections D, E and F all contain specific policy recommendations. Section G which follows is a general summary and should be read with the specific recommendations.

D. Owners Requirements and Uses

The building is on a single title and is owned by the Thames Coromandel District Council and managed by the Hauraki House Management Committee. It is currently in use as a community centre and contains a gallery, a craft area, a theatre and youth drop in centre. Because of the clear divisions between the original spaces the building can easily accommodate these separate uses.

Service and Security

At present the only toilet and kitchen facilities in the building are located adjoining the gallery and backstage area of the theatre. As the various activities in the building take place at different times, each area has to access these facilities. This has resulted in awkward linking corridors being inserted which impinge on the major spaces, in particular the gallery and theatre backstage.

Recommendation: When the false ceiling is removed in the gallery that the corridor height should be cut down to 2.4m so that it reads as a separate element within the space as a whole. Eventually this should be removed and the original format of the room reinstated.

New toilet and kitchen facilities are required for the Youth room and possibly for the theatre. This would enable these areas to be secured and for them to function separately.

Recommendation: These new facilities should be located within the secondary spaces - the porches and masters room.

Recommendation: All changes made to the building should be fully reversible.

All existing power and plumbing will need to be upgraded both for safety and to meet new requirements.

Lighting and External Security

As the building is used at night proper lighting is also a consideration.

Recommendation: Lighting should be discretely placed and give good lighting to the entries. There should also be supplementary lighting to wash the building generally both to enhance its value as a landscape feature and to improve security. The windows and doors should also be simply secured with hardware compatible with the age of the building.

Recommendation: New services should be unobtrusive and minimal, and should be run in traditional materials.

Fire Rating and Egress Requirements

A further impact of the separate uses that the building accommodates is the need to meet fire rating and fire egress requirements. As there are not tenancies the building would be considered as a single fire compartment, however there are safety requirements and it is necessary to protect the building from damage in the event of fire. The ideal way of providing fire protection would be a combination of smoke detectors connected to a brigade alarm with a sprinkler system. However both available water pressure to service a sprinkler system and excessive cost probably preclude the latter as fire protections. The present system of firehoses is hopelessly inadequate and hoses used by vandals could cause substantial damage to the building.

Recommendation: Smoke detectors connected to a brigade alarm should be installed and that the possibility of a sprinkler system should be investigated. These systems would have to be installed in

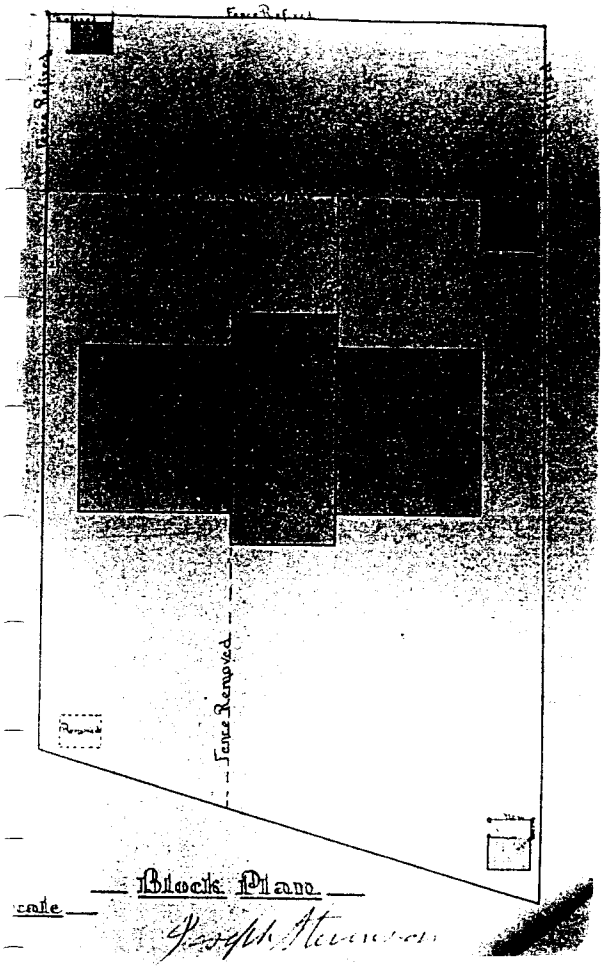
a manner which respects the Heritage value of the building fabric. Handheld extinguishers should be installed and hoses removed

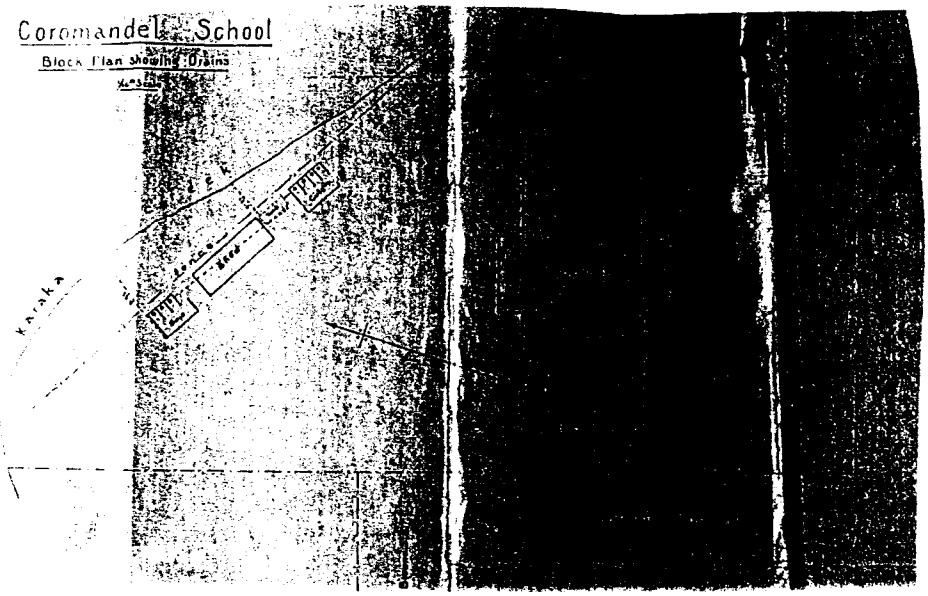
As the building is divided into separate uses which, with the installation of new facilities, can be fully secured from each other, there is a need to address the problem of fire rating the walls between them. This is not a requirement but is a safety issue which needs to be addressed. Unfortunately the systems which exist to provide fire rating to walls between tenancies, either cover original fabric or are prohibitively expensive.

Recommendation: Further interpretation of the fire separation requirements and further investigation of suitable methods of achieving separation without destroying or covering the original building fabric.

Currently each of the areas in the building is separately accessed, these openings meet the fire egress requirements and have been modified with ramps to provide access for the disabled. The canopies which have been put in place at the entry points are not in keeping with the building and detract from it.

Recommendation: The entryways should be redesigned to incorporate existing original elements where possible, using documentary and physical evidence and that the roofs over these areas should be clearly distinguished from the original building without detracting from it or are derived from other contemporary Mitchell and Watt or Farrell designs for the same situation.





School grounds to the north of the building c1900, Photo Courtesy of Auckland Public Library A6890, and site plans, Courtesy of National Archives YCAU A688/289.

Landscape
These external works also require to be thought of in terms of how the landscape around the building is to be considered. The school building has always stood in stark contrast to the playground with no vegetation around it.

Recommendation: Any further landscaping around the buildings does not include planting against or around the building.

The sealed area around the school is ideal for carparking however it should be managed in such a way as to ensure that there is good access to the buildings and if possible cars are not parked against the building.

Recommendation: Simple bollards or horizontal timber tyre barriers should be installed to physically constrict vehicle parking and ensure that this aim can be achieved.

Drainage
The present drainage around the building is not functioning well. Most of the sumps below the downpipes are blocked and some down pipes simply discharge onto the ground at the base of the building. It is not surprising that the drainage away form the building is not working after 100 years but this is causing unnecessary damp with resultant decay.

Recommendation: The existing storm water line should be checked for blockage and if necessary relaid. The existing sumps should be cleared and proper earthenware connections made to the downpipes which presently discharge onto the ground. The existing sewer should also be checked.

Structural Integrity
When the building was first constructed it did not have structural integrity. Its walls were too long and the roof was not tied across at the top of the walls. This problem was addressed in 1879 and since that time the building, with its additions of interlocking forms has become even stronger, Unless materials decay or connections fail it will remain stable and robust.

Refer also to the specific recommendations contained in the survey of building fabric.

E. External Requirements

E.1 Thames Coromandel District Plan

The site and buildings are subject to all the ordinary provisions of the Thames Coromandel District Plan.

The site is currently zoned as a reserve.

The building is also protected under the Thames Coromandel District Plan and is registered as item number 52 in the Coromandel Heritage Study and all plans for any work on the buildings will have to be approved by the Council.

E.2 Historic Places Act (1993)

The building is registered Category II and the NZHPT should be given the opportunity to comment on any proposed changes to the building.

The entire site on which the building stands and all its surroundings are also defined as an archaeological site under this act being:

a. Either:

    1. Was associated with human activity that occurred before 1900;

or

b. Is or may be able through investigation by archaeological methods to provide evidence relating to the history of New Zealand.

As such, pursuant to Sections 19-20 of the Historic Places Act (1993), it cannot by law be modified in any way without the permission of the Historic Places Trust.

E.3 The Building Act

Any work carried out to the building is subject to the provisions of the Building Act (1991).

F. Survey of Physical Fabric and Specific Recommendations

The fabric of the building, its walls, the windows etc, are the evidence of the development of the building and are the physical embodiment of the building technologies current at the time it was built. The nature of the building fabric and its form tells us the story of the building and the analysis of this evidence with the available architectural material (ie. photos plans etc) establishes which existing fabric is authentic to which period and also which fabric detracts from the interpretation of the building as being of cultural heritage significance.

This survey also taken into account the condition of the building fabric and notes areas where deterioration has occurred and makes recommendations accordingly.

The building has been described, in the following order:

Exterior - General description of its parts from the roof to the ground including a specific description of the joinery.

Exterior - Description of each section of the building from the north east gable around to the east elevation. The exterior on the north and south elevations have been described from left to right to distinguish each gable.

The interior has been described room by room.

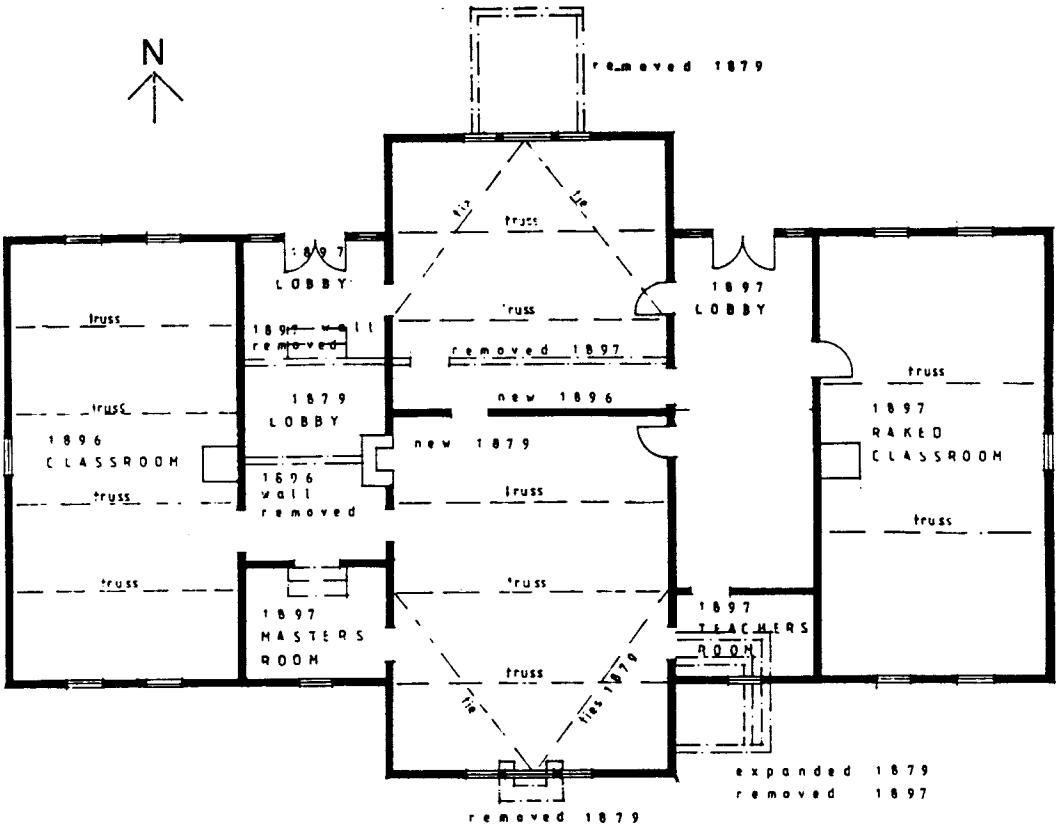
The tables are set into four columns - a descriptive column, a condition column, a heritage value column HV, and a recommendations column. The first two are self explanatory, the third - Heritage Value represents the assessment of the cultural significance of each element described. The scale used is :

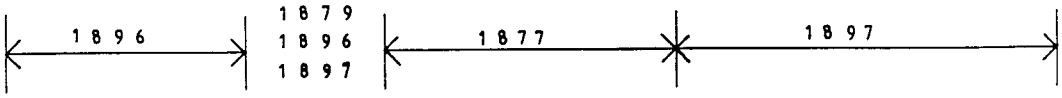
3	Of great significance.
2	Significant.
1	Of little significance.
Neg	Of no significance.
Int	Intrusive - detracts from the heritage significance.

These values have been attributed to large elements or rooms and the intrusive or negative points have been noted. All other elements should be considered to have the significance of the space or element in which they occur.

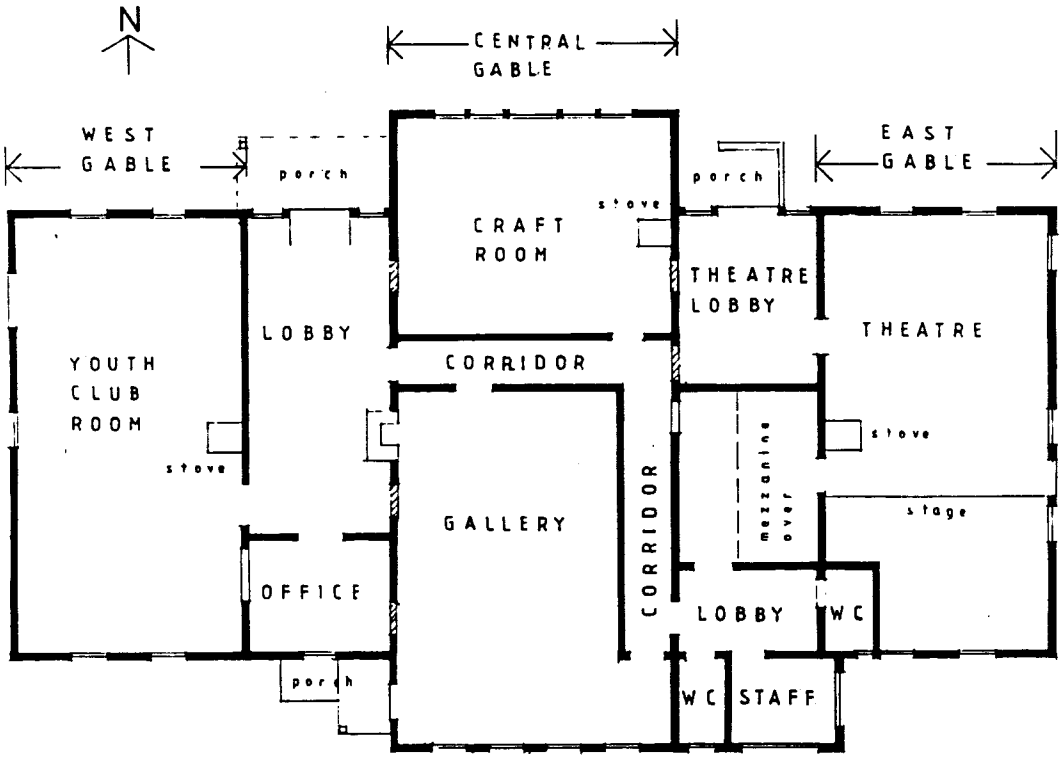
Introduction to Tables

The tables which describe the building fabric and assign heritage values also report on the condition of each part of the building and make recommendations accordingly. This information has been integrated so that the maintenance and repair work which will be required can be immediately assessed with regard to the heritage value of the fabric concerned and appropriate measures taken. The intention is to make this section of the document practical for anyone using it. Having a description of the element concerned, an assessment of its heritage value and a condition report combined saves having a second table and the cross referencing this would entail. It also ensures that consideration is given to appropriate conservation methods when considering any component or material.





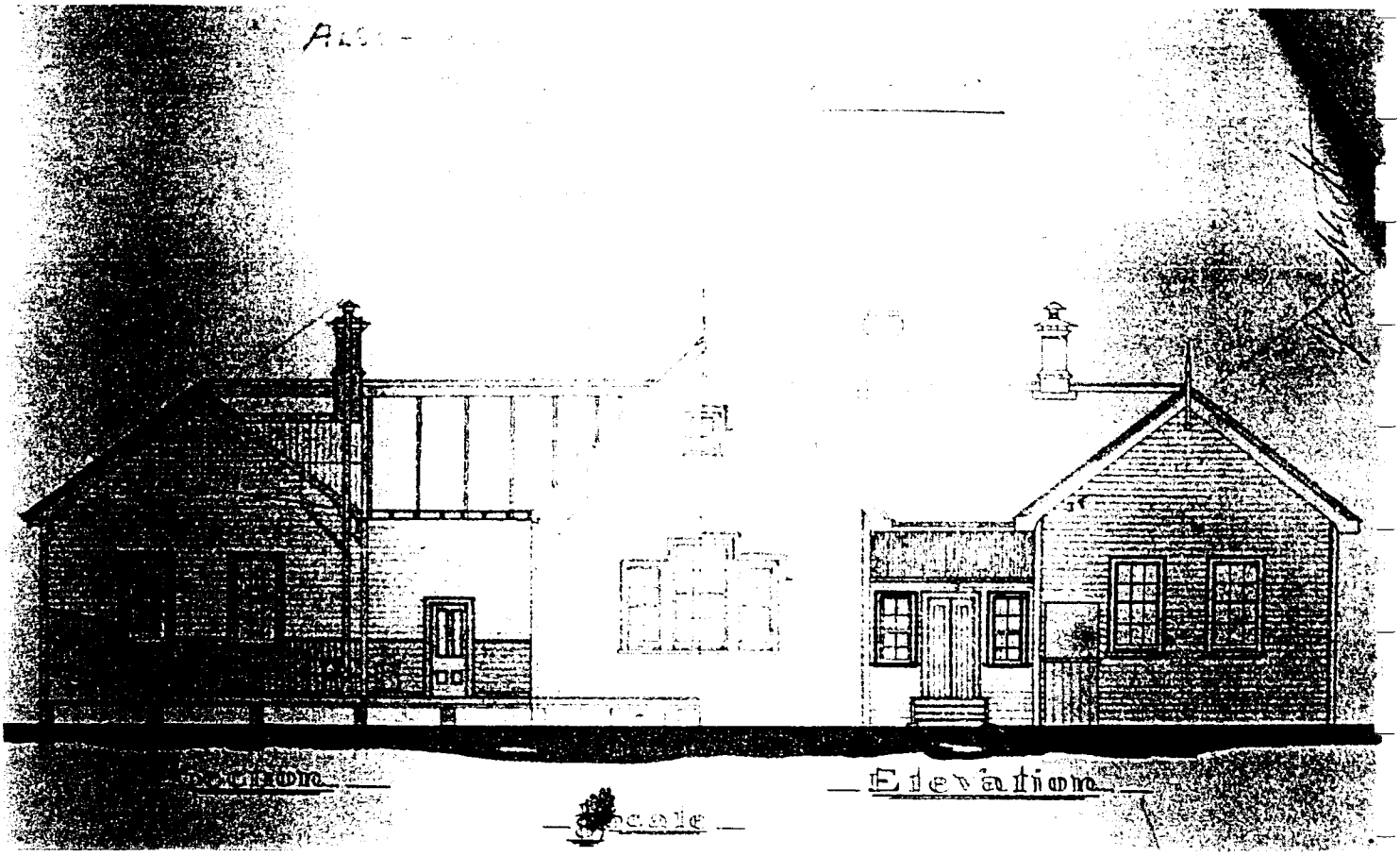
PLAN SHOWING THE DEVELOPMENT OF THE BUILDING TO 1897



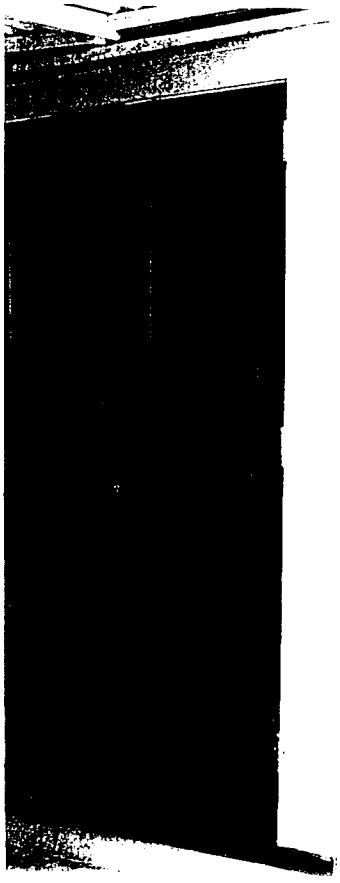
PLAN OF BUILDING - February 1996 not to scale

DESCRIPTION	CONDITION	HV	RECOMMEND
ROOF Three gable structure with two cross gables connecting them. All short run corrugated iron. Lead edged ridge flashing. Galvanised valley flashing.	Generally rusted to showing through paint.	3	Requires full check and most likely replacement.
Roof Details Barge flashing - all except 200 x 40 solid timber.	Appear reasonable but in need of paint.	2	Check for rot - replace all decaying timber. 3 Coat paint finish.
Single brick chimney set centrally on ridge of connecting gable to Western wing.	Exterior has been painted and appears to have been cut off - terracotta pot has been removed.	3	Strip back to original brick work and repair mortar as required. Replace terracotta pot to match.
Two elaborate metal flues.	Good - these are functioning	3	Close check and repaint. Bird seal.
Three plain tall metal flues.	Two good, one removed at flashing. This is no longer connected to stove.	1	Repaint remaining flues and seal cut off flue.
Guttering Half round galvanised guttering on 200 x 22 fascia. Gutter to central and connecting wings is seated on one large stepped quarter round moulding.	Reasonable - refer to general policies for timberwork.	2	Thorough check of guttering in particular required with replacement as required.
Downpipes Original seamed galvanised pipe to assorted connection.	Most has been replaced with PVC or is in need of replacement.	2	New seamed galvanised downpipes are required and a new drainage system should be laid.
Gable Barges 300 x 22 scalloped at end. Elaborate moulding face fixed to top line. On central gable an over barge is seated on a continuous packer to give a second line.	Some timber in need of refixing - all requires repainting.	2	Check for decay - refix loose elements and paint.
Each gable is terminated in a turned timber finial with the exception of the north end of the central gable which terminates in a series of planted stepped boards with a triangular cap.	One finial is intact on the south end of central gable, the other finials lack the 'onion' base.	3	Replace the 'onions'.

DESCRIPTION	CONDITION	HV	RECOMMEND
Gable Soffit Approximately 300 wide plan board soffit. Four diamond pattern rectangular vent plates, two each side at bottom of gable. Weather boards butt the soffit.	Many vent plates have decayed and have been replaced. Gaps have appeared between soffit and weatherboards. At scalloped end galvanised flashing has been fixed at downturn of soffit.	2	Remove replacement and damaged vents and install vents to match original. Install a simple 30x20 rectangular scriber to weatherboards.
Fascia Soffit Plain wide board no apparent join. Large single stepped quarter round at intersection with wall.	Good.	2	Check soundness of timber.
GENERAL DESCRIPTION OF EXTERIOR WALLS			
Wall Cladding 190 cover painted bevel back weather boards. Corner box 97 x 97 with extra 22cm scriber each side.	Some splitting and at base of building, considerable rot. Short boards used on northern end of central gable without soakers.	2	Identification and replacement of all rotten timber and badly split timber. Fix soakers over gaps between weather boards.
String course moulding across at eaves level - refer photo APL A6890.		3	Reinstate with moulding to match remaining eyebrow mould.
Windows Generally six light sash double hung windows to main gables. Smaller six light sash double hung windows to connecting wings on south side. Four light sash double hung to connecting wings on north side and each side of central window of central gable on north side.	Poor.	3	Thorough check of all windows and assessment of condition of each window to determine repairs required. Some may require replacement. Remove the two side windows of central gable north side and reconstruct wall and linings.
Facings to windows elaborate moulded facings scribed each side. Galvanised flashing fixed over planted drip set on top facing and up to finish under weatherboard above.	Facings generally reasonable.	2	Check and repair.



Mitchell & Watt 1897 additions North Elevation & section of East Gable
National Archives file YCAU A889/289



North Elevation entry door to eastern porch compare with doors shown above
Burgess & Treep, February 1996

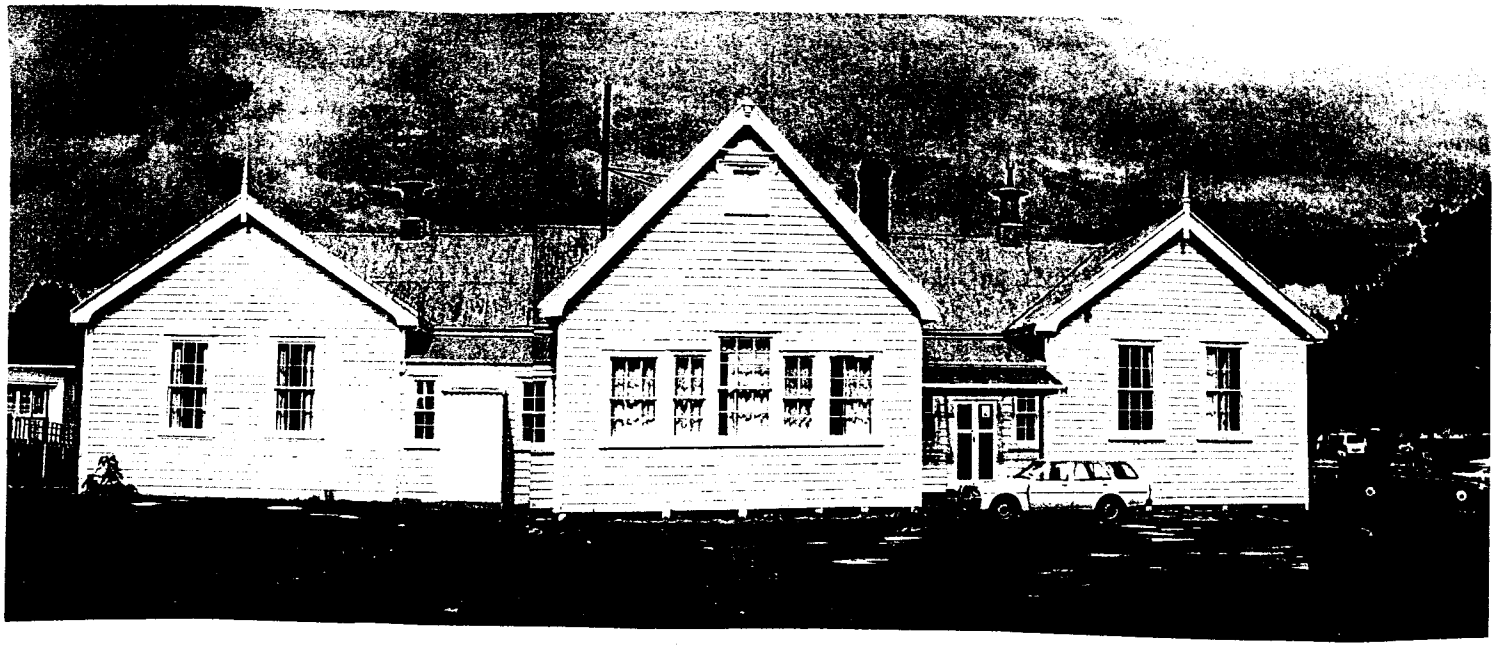
DESCRIPTION	CONDITION	HV	RECOMMEND
Plain facings to side window of central gable north face.		Neg	Remove.
Cill - large timber cill right across plain sub cill moulding to central gable. Quarter round stepped moulding to sub cill elsewhere except east elevation.	Cills show some signs of decay. Right hand side very decayed.	2	Check and repair.
Eyebrow mouldings as shown on original drawings and photographs have been removed.	Single section remains on central gable south wall.	3	Reinstate eyebrows.
<u>Exterior Doors</u> The exterior doors which are shown on the 1897 elevation of the building and referred to in the 1897 plan as "old" were framed tongue and groove french doors. None of the existing exterior doors exactly match the doors shown.			Reinstate doors as shown on early documentary evidencewherever possible.
<u>Existing Doors</u> West wall - pair of french doors each with six upper lights and tongue and groove lower panel to a new opening	The doors are in good condition and the frame detracts from them.	Int	Remove and retain for possible reuse.
Gallery entry doors - pair of french doors each with two sunk panels with bolection moulds around. These match the appearance of some doors shown in photo record but actual original location cannot be determined.	Good. The frame and cill and surrounds are all recent radiata pine and poorly finished.	3	Doors are required in this situation - the frame, cill and facings should be rebuilt.
Door to east wall of eastern wing - single flush tongue and groove panelled door not in its original opening and not recorded as being original fabric of the building.		Int	Remove.
North east porch - pair of french doors, tongue and groove panelled with single light to top of door. Possibly these are the original doors as actually installed in 1897. The only early photograph of this side of the building does not clearly show the doors.	Good.	3	Retain. Clean glass, paint etc.
North west porch - new pair of glazed french doors to original opening.		Int	Replace with doors to match doors of east porch.

DESCRIPTION	CONDITION	HV	RECOMMEND
Sub floor The exterior line of glazed terracotta tiles is exposed to the exterior up to bearer height (approx. 300 mm). The actual sub floor is standard timber construction of joists at even centres set over evenly set out bearers. The joists run from east to west. The exposed sub floor was original and shows the glazed earthenware piles (refer to specifications for 1897 Mitchell & Watt alterations).	Generally good with notable exception of bearer at central gable south elevation.	3	Replace bearer on outside line south central gable and remove new pile. Generally check remaining sub floor for soundness and ensure damp proofing is in place.

EXTERIOR SPECIFIC WALL BY WALL DESCRIPTION

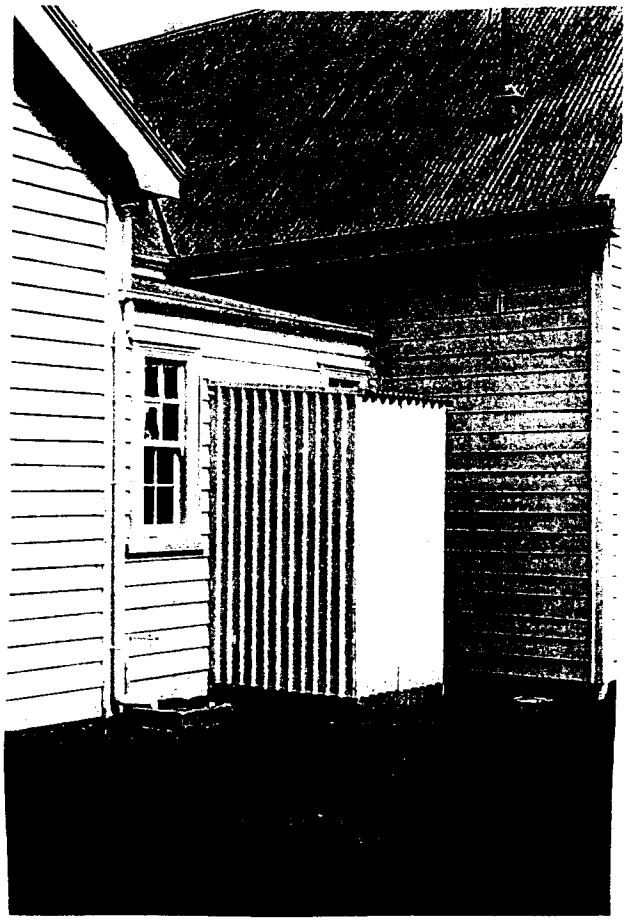
Refer also to general notes for broader descriptions of general elements and for heritage values intrusive and negative elements have been noted.

DESCRIPTION	CONDITION	HV	RECOMMEND
North Elevation			
East Gable			
Simple gable capped in finial two symmetrically placed twelve light double hung windows.	Onion element of finial missing.		Replace missing onion.
	Poor downpipe connection at left hand corner which appears to be causing rot.		New connection required to downpipe. Repair / replace rotten timber.
	One missing soffit vent.		Replace soffit vent
	Junction of wall to soffit is quite open.		Fit 30x20 scriber on flat
East Porch			
Symmetrical composition of two light sash, double hung windows about a pair of tongue and groove and french door referred to previously. An unattractive L shaped porch has been recently added.			Remove porch and replace with appropriately designed shelter.
Original raised plaster sump.	Sump blocked		Unblock sump and improve drainage by relaying drains.
Central Gable			
Gable peak has planted timber to give a stepped profile. The wall is a symmetrical composition with a single high four light pivoting window below the gable peak. The eyebrow remains over this window.	The scalloped end detail in the left hand side is not to its original profile. The weather boards are all short lengths with no soakers to the joints.		Replace or fit soakers. Reinstate moulded 'eyebrows' based on existing remaining moulding.



North Elevation
Burgess & Treep, February 1996

North Elevation - detail showing blocked sump at west corner of east gable
Burgess & Treep, February 1996



North Elevation - detail showing north-east porch, note obtrusive entry shelter
Burgess & Treep, February 1996

DESCRIPTION	CONDITION	HV	RECOMMEND
The main windows are a central twelve light with eight light windows each side. Two twelve light windows have been added each side of them (refer photo A6890). Metal flag pole brackets remain above the top window with a pulley wheel below the window. There are also four bolt ends for an unknown missing element almost certainly to be the school bell (refer photo A6890 and A8809). String course mouldings across at eaves level have been removed (refer APL A6890).	Side windows in particular the head of the right hand side window is in a poor state of repair.		Remove both side window. Reinstate flagpole. Reinstate mouldings across at eaves level based on single remaining eyebrow mould.
<u>West Porch</u> Symmetrical composition of openings as per left hand side. Central doors have been removed and new french doors with glazed panels put in place. A deck with a clear roofed verandah has recently been added.	Split weatherboard at intersection of the return of the central gable to the original lean to. Refer to earlier notes re doors.		Replace split weatherboard. Replace doors with doors to match east porch. Remove and redesign porch to be more appropriate to the building (refer policy).
<u>West Gable</u> Composition as per north east.	Soffit vents have been replaced on left hand side with non matching plates. Some split weatherboards.		Remove and replace to match. Refer to general notes for wall cladding.
Light fitted to left hand side to light entry.		Int	This particular fitting is inappropriately positioned and detracts from the appearance of the building - remove and install new lighting.
WEST ELEVATION <u>Central Gable Return Wall</u> <u>North End</u> Plain exterior no openings.	Guttering rusted out split weatherboard adjoining gutter of porch lean to.		Repair / reconstruct.

North Central Gable top window showing soffit vents, flagpole bracket and bell bracket position
Burgess & Treep, February 1997

North Central Gable windows to classroom note rot to right hand window
Burgess & Treep, February 1997

DESCRIPTION	CONDITION	HV	RECOMMEND
Side of new porch.		Int	Remove and replace with more appropriate shelter.
<u>West Wall</u> Wall divided into three equal sections with vertical scribed boards between.			
Non original french doors to left hand side.	Refer to previous notes.	Int	Remove and reinstate original finishes.
Original central six light sash double hung window with original moulding around and quarter round moulding under.	Check as per general notes.		
New meter board to right hand side of window.		Int	Relocate if possible to a less intrusive position.
<u>Central Gable Return Wall-East End</u> Remnant on roof of a flue penetration (this is not visible in the c. 1950 school photo).			Remove.
New door opening as previously described and new covered porch and landing (building consent 1989).	Refer to previous notes.		Remove and redesign porch cover as per previous recommendations.
SOUTH ELEVATION <u>West Gable</u> All Original.	Base of finial missing.		Reinstate.
	Soffit vent missing on right hand side. Pin hole and square hole and square hole panels installed as replacements.		Reinstate originals.
	The flashing at the right hand side to the gable lean to shows a line of algal slime and constantly drips.		Investigate source of water and repair.
Mouldings across wall at eaves line missing.			Reinstate.
<u>West Porch</u> Intact, features six light sash double hung window.			

West Gable 1970's School Reunion
Auckland Public Library A8809

West Gable
Burgess & Treep, February 1996

DESCRIPTION	CONDITION	HV	RECOMMEND
Obtrusive new canopy adjoining it and handrail.		3	Remove canopy and handrail and redesign.
<u>Central Gable</u> This wall is a symmetrical composition featuring a finial topped barge and weatherboarded wall with three tiers of windows. The finial is intact.	Right hand side soffit vents are missing.		Reinstate.
Upper window four light pivoting window with full eyebrow over middle window.	Window glass is painted over.		Clean paint off the glass and renew hardware
Two by three light pivoting windows no eyebrow set above two middle windows below.	Glass painted over.		Renew hardware and clean glass (refer to windows generally).
Lower windows four by six light sash double hung windows set out evenly across the face of the building (in c1914 photo this joinery consisted of the upper window and a lower window composed of a central six light sash double hung with smaller four light sash double hung windows each side. This window had stepped eyebrow moulding over a string course moulding which ran through across the wall at the top of the side walls.			Ultimately reinstate joinery as shown in the 1897 drawing and the school cadet photograph c. 1914. Match central windows on northern end.
	External bearer line has rotted and a new concrete pile has been put in place.		Renew bearer and remove concrete pile.
<u>East Porch Area</u> This has been extended c1950's to form staff room and kitchen and WC facilities. No effort has been made to match detail with the exception of weatherboards and this whole area has been very compromised - it is however a very useful service area.		Int	Retain in the short term. Allow to fully redesign longterm within the 1897 walls and return to original.
<u>Eastern Gable</u> Symmetrical weatherboarded gable - finial to top of gable.	Soffit vents missing.		Reinstate.
Two original double hung windows.	Windows blacked out for theatre.		Place black out panels behind windows.
New WC windows. Staff room addition overlaps.		Int	Remove as soon as possible.

South Elevation
Burgess & Treep, February 1996

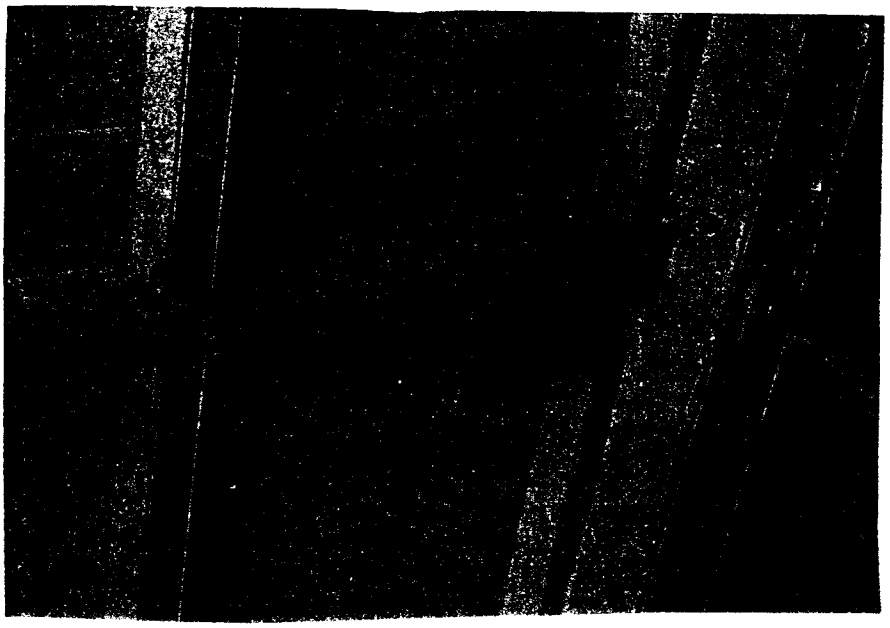
South Elevation Central Gable Porch with dog

Burgess & Treep, February 1996

South Elevation detail - non functioning downpipe by ramp to porch
Burgess & Treep, February 1996

South Elevation, Central Gable bearer collapse
Burgess & Treep, February 1996

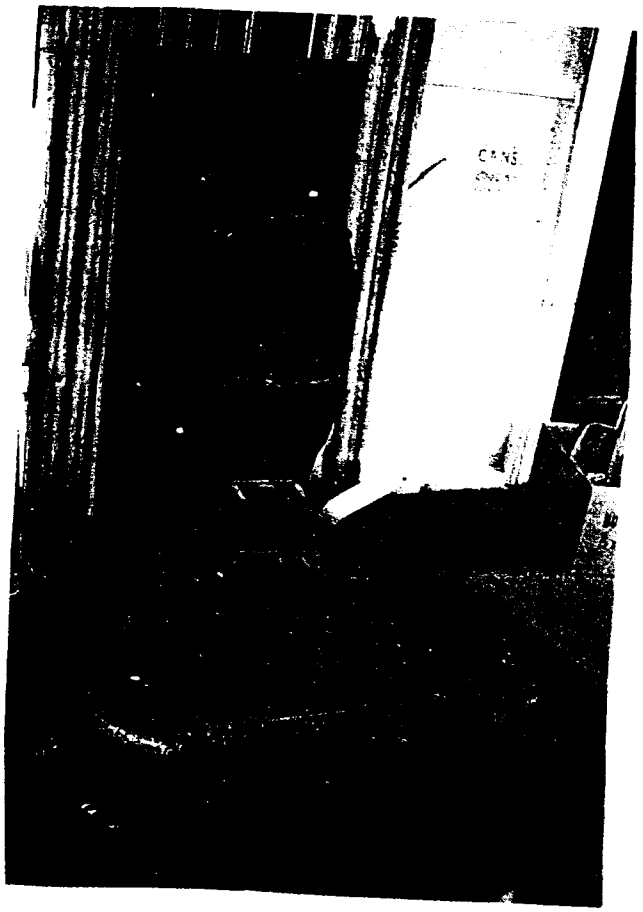
DESCRIPTION	CONDITION	HV	RECOMMEND
EAST ELEVATION			
Side of staff room / kitchen addition.		Int	Remove as soon as possible.
<u>Wall of Eastern Gable</u> Wall divided into three equal sections. Left hand side section - two low scribed facing boards (remnants of unknown element), six light sash double hung window over scribed board. Both not shown in 1898 drawings.			
Central section - new door to left hand side of original double hung window.			Remove door and make good. Retain or remove side windows.
Downpipe to right hand side.	Downpipe not properly connected to stormwater system.		Renew drainage and downpipe connection.



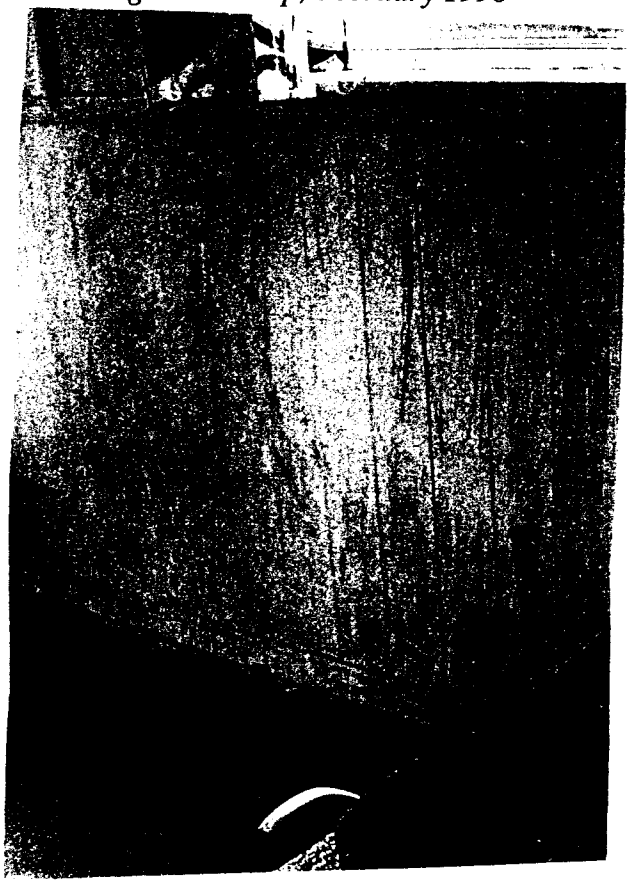
Eastern Porch / Theatre Lobby ceiling
Burgess & Treep, February 1996

DESCRIPTION	CONDITION	HV	RECOMMEND
INTERIOR GENERAL DESCRIPTION			
Ceilings All tongue and groove boards detail varies with all high ceilings presently hidden by added lowered ceilings.	Good in desperate need of painting - refer to room by room notes.	3	Remove suspended ceilings and repair clean down and paint original ceilings.
Walls Also tongue and groove with horizontal boards down to a plain dado. Vertical boards below. Stepped quarter round moulding as skirting. Elaborate architraves.	Generally good refer to room by room notes.	3	Repair as necessary using existing original materials.
Doors Solid timber doors with four sunk panels each with bolection mouldings. Moulded architrave around.	Various conditions.	3	Retain all existing original internal doors and architraves. Repair as necessary.
Floor Original strip flooring overlaid with hardboard.		3	Remove hardboard, check condition, repair as neccessary. Sand back and finish.

East Gable
Burgess & Treep, February 1996



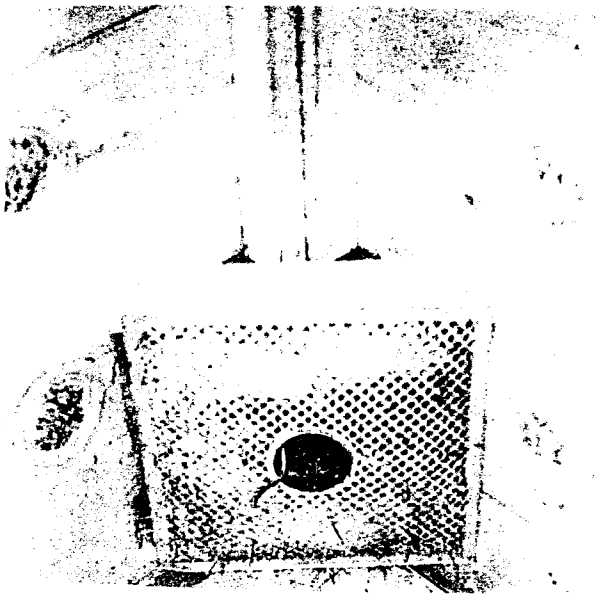
West Class Room stove
Burgess & Treep, February 1996



West Class Room dado
Burgess & Treep, February 1996

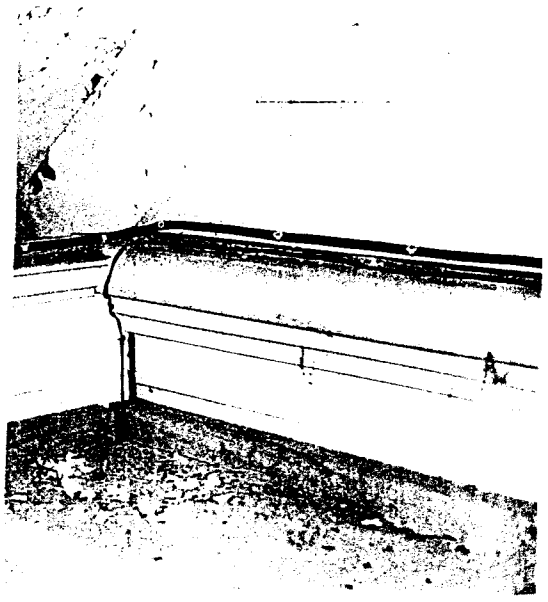
INTERIOR ROOM BY ROOM DESCRIPTION
Refer to general description for broader description.

DESCRIPTION	CONDITION	HV	RECOMMEND
West Classroom			
Ceiling			
Suspended ceiling.		Neg	Remove.
Original ceiling reeded 9" boards horizontally laid across pitch of roof - four substantial trusses with 220 x 100 timber top chords and steel rod bottom chord and vertical elaborate fretwork to top and bottom edges. 140 x 69 purlins across divide ceiling into four panels. Purlins and trusses arrised. Three circular vents - metal mesh within a circular timber moulding.	Generally good, all require checking.	3	Scrape back to original timber and reinstate vents.
Above the flue the ceiling is boxed across flat between two trusses. All finished in tongue and groove boards.		3	Strip back repair and repaint.
A large ogee moulding runs at cornice line down both long sides. At the ends the cornice changes to a large bull nose on a small step.		3	Retain.
The trusses are fixed with large metal brackets.		3	Retain.
Walls			
Stepped quarter round skirt vertical tongue and groove and reeded. Dado to 1250 high with 60mm "P" moulding across top edge. Lining above 210mm horizontal tongue and groove and reeded lining. Elaborate mouldings to openings.	Generally good.	2	Clean down repair as required and repaint.
Floor			
Overlaid as described in general notes.			
Other Features			
West			
Non original french doors. Centred original double hung window. New unsympathetic distribution board.		Int	Remove doors and relocate distribution board.
East			
Original stove on concrete plinth with timber surround. Corrugated iron heat sink behind.	Good.	2	
Original door with sunk moulded panels.	Good.	2	



West Gable ceiling detail - flue grille
Burgess & Treep, February 1996

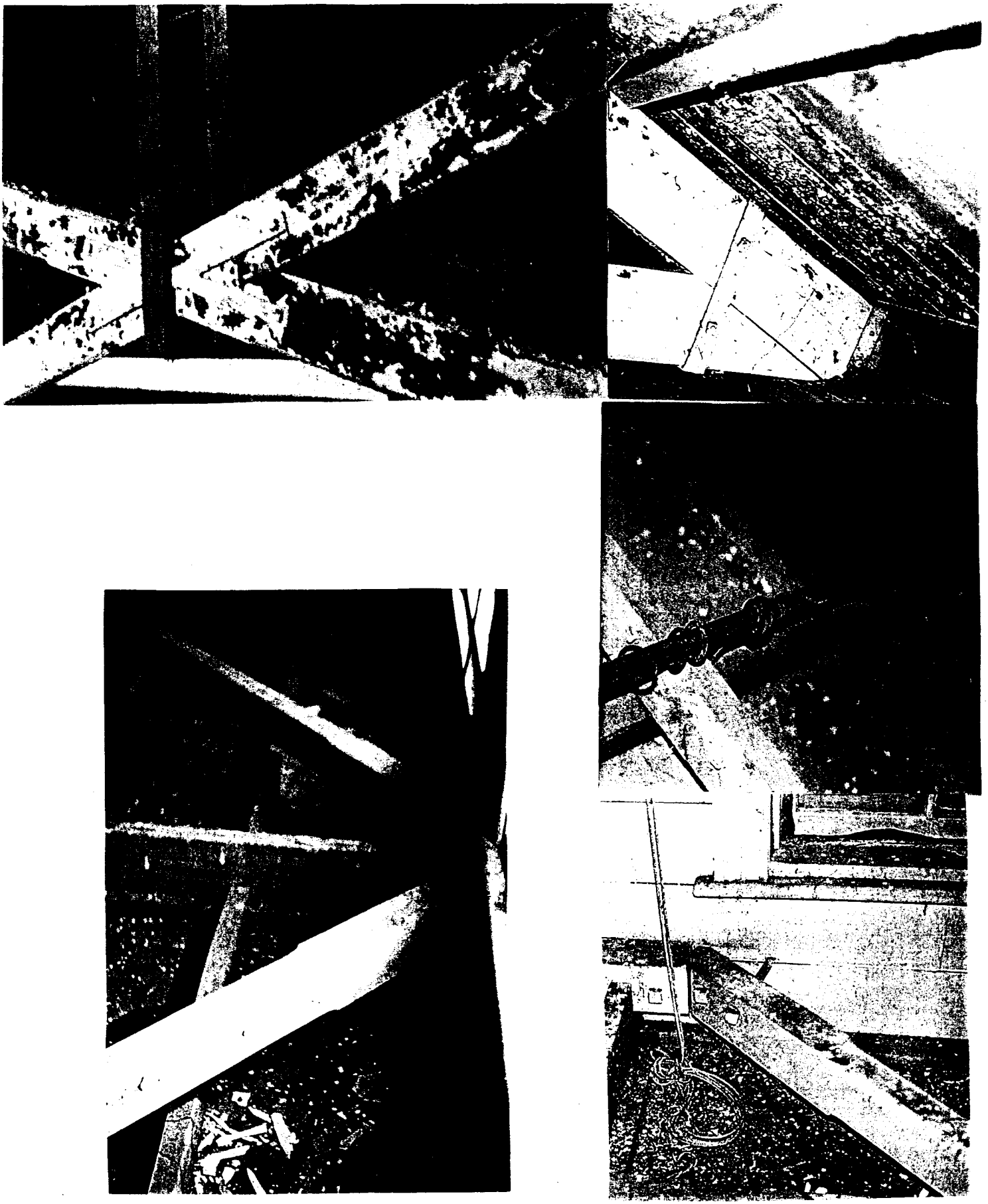
West Gable ceiling detail - truss
Burgess & Treep, February 1996



West Gable ceiling detail - string course
Burgess & Treep, February 1996

DESCRIPTION	CONDITION	HV	RECOMMEND
New opening cut through to Masters Room.		Neg	Reinstate wall as soon as possible.
West Porch Masters Room			
Ceiling			
Exposed framing with tongue and groove reeded boards over reeded edged purlins and rafters.	Good.	3	Refer to general notes.
		2	
Walls			
As per Western Classroom. Internal corners and ceiling intersection doweled.			
Fancy mouldings around doors and windows.			
Floor			
Quarter round skirting. Floor overlaid.			Refer to general notes.
Other Features			
Porch			
North wall - windows and door as described in exterior survey. Obtrusive Fire Hose Reel to left hand side of window.		Neg	Remove.
East Wall (Left to right)			
Obtrusive new lockers adjoining window.		Int	Remove.
Door to left of chimney corridor opening non original.		Neg	Reinstate original.
Rear of chimney as per walls except horizontal boards below "D" moulding.	Good.	2	
Door to right of chimney is blocked up.			Reinstate original.
Masters Room			
Non original opening to Western Classroom.		Neg	Reinstate original.
Central Classroom			
South Room (Gallery)			
Ceiling			
New suspended ceiling.		Neg	Remove.
Original ceiling tongue and groove reeded boards supported on evenly spaces purlins.		3	
Round vents to ceiling.		2	

DESCRIPTION	CONDITION	HV	RECOMMEND
Single elaborate timber truss with metal brackets - as shown on section AB of the Allwright drawings of 1877. A second truss is contained within the northern wall which in detail matches the drawing of 1887 in particular the large circular louver vent below the apex.		3	
The 30m tie rod across below the truss and the heavy timber dragon ties set out in the 1879 drawings are still intact. The tie beams are arrised between large metal connectors. The remnants of a metal flue (not part of the original) are at the western side. Centred on the gable on the south side of the central truss in an original diamond patterned flue plate.		3	Refer to general notes.
An elaborate moulded cornice runs down each long side at the gable ends the linings run up.		3	
Walls All walls have been overlaid. Non original corridor to the east side. Non original door to west side.			Remove new linings to reveal original, repair as required.
Floor Floor has been overlaid.			
North End of Central Classroom (Craft room including corridor) Ceiling Ceiling overlaid - not accessed - assumed to be original as previously described.		3	
Suspended ceiling.		Int	Remove.
Walls All original, finishes as described previously. Skirting is more elaborate and incorporates a broad flat board behind the quarter round skirt with an elaborate moulding to its top edge.	Reasonable.	3	
Wall to corridor - non original - a corridor wall was built in approximately this line but was removed in 1898.		Nil	
The hole through the original dividing wall to the new return corridor is not in its original position.			



Central Gable original ceiling details - trusses, dragon ties and curtain rail / tie rod
Burgess & Treep, February 1996

DESCRIPTION	CONDITION	HV	RECOMMEND
Floor Floor overlaid.		Int	Remove and reinstate original.
Other Features East Wall Cast iron stove with timber surrounded concrete base and corrugated iron heat sink behind. Pulleys remain in the wall adjoining the pot belly perhaps remnants of chart holding devices?		3	
Eastern Porch This has been divided to form a lobby to the theatre, a changing room, toilets and extended previously to form a staffroom which is now a kitchen lunchroom. Original finishes are as per Western Porch except for the ceiling boards which are veed not reeded.			Replan to be more sensitive to original and meet requirements of users.
New Staffroom / WC Additions This incorporates part of the original teachers room.		Int / Neg	Remove if possible.
A new WC has been added through the side of the teachers room into the South West corner of the classroom beyond.		Int	Remove and replace weatherboards to exterior.
Walls The south wall of the corridor space is new. The north wall is original.			
Features An original door leads from the corridor into the changing room of the theatre. This part of the original porch retains its original finishes but has been modified in the following ways : - a mezzanine has been added across on the eastern side. - a new wall has been built at the northern end shutting off the changing room from the lobby beyond.			
Eastern Classroom Ceiling As per west classroom except with only two trusses across. All other elements and finishes are similar.		3	As per west classroom.
A suspended ceiling has been installed.		Int	Remove.

DESCRIPTION	CONDITION	HV	RECOMMEND
Walls Similar to finish elsewhere except there are the remnants of raked dado which adjoined the raked seats at the south end of the classroom (refer photo and the section shown of the 1898 drawings. This is now obscured by the stage. A stage has been built at the south end.		3	Retain.
Floor Overlaid with hardboard.		Int	Remove to reveal original flooring.
Features All windows have been painted out and have panels over them.		3	Clean and repair window and place removable black out panels behind.
The original stove with base and heat sink as previously described remains on the west wall.	Good.	2	
The door on the left hand side of the stove has had part of its architrave removed, the right hand door is intact.		2	Repair.
A fire exit door has been added to the eastern wall.		Neg	Remove.

G. Summary of General Conservation Policy

All work on the building is to be carried out in accordance with the principles of the ICOMOS New Zealand Charter (ref. Appendix One). It is essential that all work is carried out by skilled professionals with proven heritage conservation expertise and by tradespeople with experience in the repair and maintenance of heritage buildings.

The building exterior as shown in the 1897 documents should be reinstated and all future work on the building should ensure that this goal can be achieved.

The present kitchen and toilet areas which have been added and adapted since that time should be removed and careful consideration given to the replanning of the interior to create new kitchen and toilet facilities in better relationship to the activity areas which most need them.

The major classroom spaces should be clear of any permanent obstruction as they were in 1897.

Any future modifications to the building which do not recover original significance should be fully reversible and should respect all existing original built fabric.

All surviving materials should be retained and repaired only where necessary. Repair work should match the original existing fabric in all its detail.

A maintenance schedule should be derived from the survey of building fabric and this should be reviewed by a conservation architect every five years.

All obtrusive alterations to the building fabric should be removed wherever possible (refer to the specific recommendations contained in the survey of building fabric).

A full archive of documentary material should be collected (to be held in stable conditions) to aid the interpretation / understanding of the building and its history.

Refer also to sections D, E &F for specific policy recommendations.

I. Estimate of Costs

Conservation Plan	$8000
Interior work	
Removal of suspended ceilings	$5000
Removal of flooring overlay	$2000
Floor repair	$7500
General repairs	$15000
Interior joinery	$3000
Electrical upgrading (including ext lights)	$10000
Installation of monitored smoke detectors	$6500
Installation of extinguishers	$1200
New kitchens and toilet facilities	$30000
Interior painting	$15000
Exterior work	
Repiling with glazed ceramic piles	$2500
General repairs (including joinery)	$17500
Refoofing including spouting & downpipes	$20000
Painting	$10000
Drainage	$7500
Siteworks	$2500
Fees	$9000
Contingency	$15000
Total	**$183700**

Above prices are exclusive of GST.

APPENDIX 1

ICOMOS New Zealand Charter for the Conservation of Places of Cultural Heritage Value

APPENDIX 2

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Coromandel School, 100 Years 1873-1973.

APPENDIX 3

Reports of the Inspector of Schools and of the Auckland Board of Education as recorded in the Appendices to the Journals of the House of Representatives

APPENDIX 4

Chronology of Development of Coromandel School House
(National Archive, File Reference , Auckland)

Memorandum of agreement for the building of Coromandel School House 1877

Signed between : Adolphus Midwinter of Midwinter and Co.

and : Hugh H. Lusk, Chairman of the (Auckland) Board of Education

Specification for erecting a school house at Coromandel lower township

- Chimney and hearths to "well burnt bricks", plastered and whitewashed.
- Piles of puriri 9" diameter to be 18" into the ground and 6" above.
- Construction of heart kauri.
- Roof : heart kauri shingles.

Interior

- Walls of the school room to be lined with 9"x1" matched and beaded boards.
- School room and porches to be finished with 9"x1" wrought and moulded skirtings.
- A mantle shelf 9"x2" to be fixed to fireplace.

Building to be completed within three months to the satisfaction of Henry Allwright of Auckland, Engineer.

The teacher's house was also built in 1877

1879 Additions and improvements to the school house in Coromandel township

Specifications

- Shingle roofs of heart kauri.
- Any old materials if sound may be reused in additions.
- Remove chimney and two porches to build new cloak rooms.
- New chimney and hearth fireplace to be 4' high from floor to chimney bar.
- New wood house (unlined).
- Walls of cloak room to be lined and sealed with 9"x1" matched and beaded boards.
- Remove and refit cupboards.
- Venetian windows fitted with brass pull down hook for opening the windows.
- Cloak room windows to be frosted.
- Sash ventilators at chimney gable to be hung or pivots and fitted with lines.
- All architraves to match old school house.
- Wash stands to be installed in cloakrooms provide buckets to go under basins, two large iron boiler cans, install roller towels.
- 7 dozen iron hot pigs to be installed in cloak rooms.
- Provide and fix shoe scrapers.

Painting

- Repaint whole building with best Pacific Rubber Company's paint.
- Sashes fascias and barge boards to be finished in white and building in shade No. 11.

- Architraves and facings in shade No. 15 and the label mouldings in shade No.2. Interior doors, architraves and chimney piece to be varnished in oak varnish.

Signed between : Samuel James of Coromandel (builder)

and A.J. Cadman and William Moor for (Auckland) Board of Education

1887 Improvement of Coromandel School House
for £48

- Well to be built with pump to be sunk where the school Committee shall direct. To be lined with 4" brickwork the top to be 6" above the ground. To be 3'6" in diameter and fitted with a No. 4 Douglass pump.
- Erection of a partition.
- Repair and put feet to 60 desks.
- Construct 2 new double closets. All timber to be first class kauri.
- Work to be before and after school hours and whole of Saturday.

1890 Additions to Coromandel School House

Architects : Mitchell and Watt
Tender 21 January 1896

Tender of Henry William Bartlett of Cromer Farm, Wade.
For £325 accepted for an addition of a new classroom 38' by 21.6' including a new entry porch, a new stove and 2 new tanks.

Specifications by Mitchell and Watt Architects

- Blocks of heart puriri.
- Building of Kauri.
- Roof - strip off shingles and stack for firewood, replace with an iron roof.
- Classroom lined with single 9 3/4" ply beaded, cramped and double nailed and finished wallboards.
- Fine in porch where door and windows removed.
- Dado in new classroom and put dado into porch and existing classroom and passage.
- Windows - take windows out of porch and refit them in new positions.
- Provide and fit say 12 dozen new hat and cloak hooks.
- Blinds on windows "hopper blinds".
- Take down the bell and fix it complete in new position.

New Lavatories - stands are glazed earthenware

- Piped waste.
- Floors of lavatories and hearth to stove with concrete not less than 3" thick and topped with 11/4" cement.
- Lay drains with best quality 4" glazed socket pipes - drains no less than 18".
- New cesspit - Carders No. 37.

Roofs - cover whole of roofs old and new with Parkers "Southern Cross" brand 26 gauge corrugated galvanised iron. Lead edges and flashing.

Doors and Windows - cover the heads of outer doors and all new and refitted windows with No. 10 zinc.

- New stove.

Painting - whole building repainted.

- Dado caps to have separate tint.
- All doors, windows, window bands, frames, architraves, dado, mantelpiece to get painted (all previously varnished).

1897 Additions to Coromandel School

Architects : Mitchell and Watt (at 216 Victoria Arcade, Auckland)

To be completed in 3 calendar months.
Builder - Joseph Stevenson.

- Glazed earthenware blocks - meeting on bricks.
- All alterations in kauri.
- Gables and eaves and mouldings No. 235 and No. 330 under spouting, dado cap No. 424.
- Hoppers at the bottom of all windows in new classroom.
- Take down the dividing fence in playground.
- New lavatories.

Formation of a Cookery Room at Coromandel School
November 1917 (do not appear to be any drawings)

Architect - John Farnell - architect to the Board

- Present gallery floor to be removed and flooring relayed to provide a level floor.
- Sink, benches, cupboards at end of room.
- Kauri doors, floor panelled, brass hinges.
- Chimney with chimney pot.
- Range to be set in position.
- Work to be done during Christmas holidays.

Appendix 5

Coromandel Township Heritage Study Register Sheet

Appendix 6

Coromandel School Site Gazette

APPENDIX 1

ICOMOS New Zealand Charter for the Conservation of Places of Cultural Heritage Value

ICOMOS New Zealand Charter For The Conservation of Places Of Cultural Heritage Value

Preamble

New Zealand retains a unique assemblage of places of cultural heritage value relating to its indigenous and its more recent peoples. These areas, landscapes and features, buildings, structures and gardens, archaeological and traditional sites, and sacred places and monuments are treasures of distinctive value. New Zealand shares a general responsibility with the rest of humanity to safeguard its cultural heritage for present and future generations. More specifically, New Zealand peoples have particular ways of perceiving, conserving and relating to their cultural heritage.

Following the spirit of the International Charter for the Conservation and Restoration of Monuments and Sites (the Venice Charter 1966), this charter sets out principles to guide the conservation of places of cultural heritage value in New Zealand. It is intended as a frame of reference for all those who, as owners, territorial authorities, tradespeople or professionals, are involved in the different aspects of such work. It aims to provide guidelines for community leaders, organisations and individuals concerned with conservation issues. It is a statement of professional practice for members of ICOMOS New Zealand.

Each section of the charter should be read in the light of all the others. Definitions of terms used are provided in section 22.

Accordingly this charter has been adopted by the New Zealand National Committee of the International Council on Monuments and Sites at its meeting on 7 March 1993.

1. The Purpose of Conservation

The purpose of conservation is to care for places of cultural heritage value, their structures, materials and cultural meaning. In general, such places:

(i) have lasting values and can be appreciated in their own right;

(ii) teach us about the past and the culture of those who came before us;

(iii) provide the context for community identity whereby people relate to the land and to those who have gone before;

(iv) provide variety and contrast in the modern world and a measure against which we can compare the achievements of today; and

(v) provide visible evidence of the continuity between past, present and future.

2. Indigenous Cultural Heritage

The indigenous heritage of Maori and Moriori relates to family, hapu and tribal groups and associations. It is inseparable from identity and well-being and has particular cultural meanings.

The Treaty of Waitangi is the founding document of our nation and is the basis for indigenous guardianship. It recognises the indigenous people as exercising responsibility for their treasures, monuments and sacred places. This interest extends beyond current legal ownership wherever such heritage exists. Particular knowledge of heritage values is entrusted to chosen guardians. The conservation of places of indigenous cultural heritage value therefore is conditional on decisions made in the indigenous community, and should proceed only in this context. Indigenous conservation precepts are fluid and take account of the continuity of life and the needs of the present as well as the responsibilities of guardianship and association with those who have gone before. In particular, protocols of access, authority and ritual are handled at a local level. General principles of ethics and social respect affirm that such protocols should be observed.

3. Conservation Practice

Appropriate conservation professionals should be involved in all aspects of conservation work. Indigenous methodologies should be applied as appropriate and may vary from place to place. Conservation results should be in keeping with their cultural content. All necessary consents and permits should be obtained.

Conservation projects should include the following:

(i) definition of the cultural heritage value of the place, which requires prior researching of any documentary and oral history, a detailed examination of the place, and the recording of its physical condition;

(ii) community consultation, continuing throughout a project as appropriate;

(iii) preparation of a plan which meets the conservation principles of this charter;

(iv) the implementation of any planned work; and

(v) the documentation of any research, recording and conservation work, as it proceeds.

GENERAL PRINCIPLES

4. CONSERVATION METHOD

Conservation should:

(i) make use of all relevant conservation values, knowledge, disciplines, arts and crafts;

(ii) show the greatest respect for, and involve the least possible loss of, material of cultural heritage value;

(iii) involve the least degree of intervention consistent with long term care and the principles of this charter;

(iv) take into account the needs, abilities and resources of the particular communities; and

(v) be fully documented and recorded.

5. RESPECT FOR EXISTING EVIDENCE

The evidence of time and the contributions of all periods should be respected in conservation. The material of a particular period may be obscured or removed if assessment shows that this would not diminish the cultural heritage value of the place. In these circumstances such material should be documented before it is obscured or removed.

6. SETTING

The historical setting of a place should be conserved with the place itself. If the historical setting no longer exists, construction of a setting based on physical and documentary evidence should be the aim. The extent of the appropriate setting may be affected by constraints other than heritage value.

7. RISK MITIGATION

All places of cultural heritage value should be assessed as to their potential risk from any natural process or event. Where a significant risk is determined, appropriate action to minimise the risk should be undertaken. Where appropriate, a risk mitigation plan should be prepared.

8. RELOCATION

The site of an historic structure is usually an integral part of its cultural heritage value. Relocation, however, can be a legitimate part of the conservation process where assessment shows that:

(i) the site is not of associated value (an exceptional circumstance); or

(ii) relocation is the only means of saving the structure; or

(iii) relocation provides continuity of cultural heritage value.

A new site should provide a setting compatible with cultural heritage value.

9. INVASIVE INVESTIGATION

Invasive investigation of a place can provide knowledge that is not likely to be gained from any other source. Archaeological or structural investigation can be justified where such evidence is about to be lost, or where knowledge may be significantly extended, or where it is necessary to establish the existence of material of cultural heritage value, or where it is necessary for conservation work. The examination should be

carried out according to accepted scientific standards. Such investigation should leave the maximum amount of material undisturbed for study by future generations.

10. CONTENTS

Where the contents of a place contribute to its cultural heritage value, they should be regarded as an integral part of the place and be conserved with it.

11. WORKS OF ART AND SPECIAL FABRIC

Carving, painting, weaving, stained glass and other arts associated with a place should be considered integral with a place. Where it is necessary to carry out maintenance and repair of any such material, specialist conservation advice appropriate to the material should be sought.

12. RECORDS

Records of the research and conservation of places of cultural heritage value should be placed in an appropriate archive and made available to all affected people. Some knowledge of places of indigenous heritage value is not a matter of public record, but is entrusted to guardians within the indigenous community.

CONSERVATION PROCESSES

13. DEGREES OF INTERVENTION

Conservation may involve, in increasing extent of intervention: non-intervention, maintenance, stabilisation, repair, restoration, reconstruction or adaptation. Where appropriate, conservation processes may be applied to parts or components of a structure or site.

Re-creation, meaning the conjectural reconstruction of a place, and replication, meaning to make a copy of an existing place, are outside the scope of this charter.

14. NON-INTERVENTION

In some circumstances, assessment may show that any intervention is undesirable. In particular, undisturbed constancy of spiritual association may be more important than the physical aspects of some places of indigenous heritage value.

15. MAINTENANCE

A place of cultural heritage value should be maintained regularly and according to a plan, except in circumstances where it is appropriate for places to remain without intervention.

16. STABILISATION

Places of cultural heritage value should be protected from processes of decay, except where decay is appropriate to their value. Although deterioration cannot be totally prevented, it should be slowed by providing stabilisation or support.

17. REPAIR

Repair of material or of a site should be with original or similar materials. Repair of a technically higher standard than the original workmanship or materials may be justified where the life expectancy of the site or material is increased, the new material is compatible with the old and the cultural heritage value is not diminished. New material should be identifiable.

18. RESTORATION

Restoration should be based on respect for existing material and on the logical interpretation of all available evidence, so that the place is consistent with its earlier form and meaning. It should only be carried out if the cultural heritage value of the place is recovered or revealed by the process.

The restoration process typically involves reassembly and reinstatement and may involve the removal of accretions.

19. RECONSTRUCTION

Reconstruction is distinguished from restoration by the introduction of additional materials where loss has occurred. Reconstruction may be appropriate if it is essential to the function or understanding of a place, if sufficient physical and documentary

evidence exists to minimise conjecture, and if surviving heritage values are preserved. Reconstruction should not normally constitute the majority of a place. Generalised representations of typical features or structures should be avoided.

20. ADAPTATION

The conservation of a place of cultural heritage value is usually facilitated by it serving a socially, culturally or economically useful purpose. In some cases, alterations and additions may be acceptable where they are essential to continued use, or where they are culturally desirable, or where the conservation of the place cannot otherwise be achieved. Any change, however, should be the minimum necessary and should not detract from the cultural heritage value of the place. Any additions and alterations should be compatible with original fabric but should be sufficiently distinct that they can be read as new work.

21. INTERPRETATION

Interpretation of a place may be appropriate if enhancement of public understanding is required. Relevant protocol should be complied with. Any interpretation should not compromise the values, appearance, structure or materials of a place, or intrude upon the experience of the place.

22. DEFINITIONS

For the purposes of this charter:

adaptation means modifying a place to suit it to a compatible use, involving the least possible loss of cultural heritage value

conservation means the processes of caring for a place so as to safeguard its cultural heritage value

cultural heritage value means possessing historical, archaeological, architectural, technological, aesthetic, scientific, spiritual, social, traditional or other special cultural significance, associated with human activity

maintenance means the protective care of a place

material means physical matter which is the product of human activity or has been modified by human activity

place means any land, including land covered by water, and the airspace forming the spatial context to such land, including any landscape, traditional site or sacred place, and anything fixed to the land including any archaeological site, garden, building or structure, and any body of water, whether fresh or seawater, that forms part of the historical and cultural heritage of New Zealand

preservation means maintaining a place with as little change as possible

reassembly (anastylosis) means putting existing but dismembered parts back together

reconstruction means to build again in the original form using old or new material

reinstatement means putting components of earlier material back in position

repair means making good decayed or damaged material

restoration means returning a place as nearly as possible to a known earlier state by reassembly, reinstatement and/or the removal of extraneous additions

stabilisation means the arrest of the processes of decay

structure means any building, equipment, device or other facility made by people and which is fixed to the land

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BILINGUAL TEXT

FURTHER COPIES OF THIS CHARTER AND MEMBERSHIP INFORMATION MAY BE OBTAINED FROM ICOMOS NEW ZEALAND, P O BOX 37 428 PARNELL, AUCKLAND 1033, NEW ZEALAND.

TE PUMANAWA O ICOMOS O AOTEAROA HEI TIAKI I NGA TAONGA WHENUA HEKE IHO O NEHE

KUPU WHAKAATU

Ko nga taonga maha tuku iho a te tangata whenua me tauiwi hoki o Aotearoa kei te tu rangatira ki te titiro a te ao whanui mai ano. Ko enei taonga, te whenua me ona ahuatanga maha, nga maunga, nga moana takutai, nga mara, nga marae, nga wahi tapu, nga whare maha kua whakaturia, nga tikanga ketu whenua me era atu pou whenua maha whai mana koia nga tino taonga. Koia hoki te tino take ma Aotearoa me te ao whanui tonu hei painga mo nga uri heke iho o nga iwi o te ao. Otia, kei nga iwi o Aotearoa nga tikanga rangatira hei tohu, hei tiaki i aua taonga waiho iho.

I runga ano i te wairua o te kaupapa o te Mana o Nga Pouwhenua o Te Ao mo te tiaki me te tohu taonga (Te Pumanawa o Venice 1966) ka whakatakotoria nga tikanga hei taki haere i nga ahuatanga tiaki taonga tuku iho o Aotearoa. He tikanga whakakotahi i nga whakatau a ia ropu, komiti, kaipupuri, kaimahi me nga tohunga maha hoki ka pa ki aua taonga. He kaupapa whakaoti rangatira mo te hunga kei raro i te whakahaere a te komiti o ICOMOS o Aotearoa.

Me ata korero ia wahanga o tenei kaupapa i te taha o era atu kua takoto. E whai ake nei nga kupu whakatau kua mau i roto i te Wahanga 22.

Kua oti ra te kaupapa pumanawa te tautoko e te komiti Whanui o Aotearoa i raro i Te Mana o Nga Pouwhenua o Te Ao i te Hui-a-Tau i te 4 Oketopa 1992.

1. TE TAKE O TE TOHU

Ko te take mo tenei tikanga he tohu i nga taonga maha waiho iho e mau tonu ana te mauri penei i enei e whai ake nei.

(i) tera e mau ana i roto i te hinengaro o te tangata;

(ii) tera hei titiro makutu kia mau tuturu ai nga ahuatanga e mau ana i aua taonga;

(iii) tera e mau tonu ana te mauri me ona korero me nga ahuatanga tuku iho hei titiro whakawa i te taha o nga uri me nga whanau;

(iv) tera e pa ana ki nga ahuatanga maha o te ao hurihuri hei titiro whakawa ki era kua taea i enei ra.

(v) tera e kitea iho ana te haere o nga take mai ra ano ki tenei wa, a, tae noa ki te wa kei te heke mai.

2. NGA TAONGA TUKU IHO

Ko enei nga taonga e pa ana ki te whanau, ki te hapu me te iwi Maori. Kia kotahi tonu te noho piri o enei me te mau ano hoki o te mauri me te mana o ia iwi.

Te kaupapa kai tiaki i te tangata whenua o tenei Motu ko te Tiriti o Waitangi. Kua takoto te kupu i reira kei te tangata whenua ano te mana me te tika ki a ratou taonga maha mai i nga wahi tapu me nga pouwhenua puta noa mai i te Rerenga Wairua ki te Waipounamu whiti noa ki Whare-kauri. Kei te hora atu tenei kaupapa ki runga i era kua riro i raro i te ture mehemea kei te u tonu te mauri. Ko te korero mo aua taonga ka tukua ki nga kai-tiaki tika. No reira ko te kupu mo nga tikanga tiaki taonga kei te hunga kainga. Koia anake te huarahi tika. He hunga noho wehi, noho maharahara ki te tohu me te taki haere i nga take e pa ana e tata ana ki a ratou maa nga tupuna. Ko nga tikanga whakawatea, hiki tapu, karakia me nga tohunga taki i enei tikanga ma te hunga kainga e whakarite. Me ata taki aua tikanga i runga i te wehi, te ihi me te mana.

3. TIKANGA TOHU

Me whai wahi tonu nga hunga tohunga ki enei mahi katoa. Me tuku nga tikanga a te tangata whenua kia haere me nga rerekeetanga mai i tena rohe. Kia orite tonu te noho o nga mahi tiaki ki era a te hunga kainga, a, me ata tuku te kupu tautoko i mua atu i te mahinga o te mahi.

E whai ake nei nga kaupapa tiaki

(i) kia maro te takoto o te kupu whakatau mo te taonga tuku iho mai i nga tuhi rauhanga korero tuku iho kua ata tirohia, a, kua u kua mau i nga tikanga kikokiko katoa.

(ii) kia piri tonu ki te hunga kainga mai i te timatanga oti noa.

(iii) me ata whakatakoto te kaupapa whanui, a, me hangai hoki ki runga i nga pouwhenua kua whakataua

(iv) te tikanga whakahaere o ia kaupapa mahi.

(v) te ata taki haere i nga mahi rauhanga maha mai i te timatanga oti noa.

NGA TAKE WHAKAHAERE

4. TIKANGA TIAKI

Nga mahi me

(i) hapai, me awhi i nga ahuatanga tiaki katoa i roto i nga whakahaere

(ii) wehi, me tupato i nga ahuatanga katoa i roto i nga mahi torotoro kia ata pai ai te noho a nga taonga

(iii) ia ata tupato i nga mahi pokanoa i raro i nga pou o te kaupapa.

(iv) maumahara ki nga wawata, ki te ora me te kaha o te hunga kainga ki te taki, ki te hapai i nga tikanga.

(v) ata tuhi, me ata mahi nga tikanga hopu e mau ai nga take katoa ka mahia.

5. ME WEHI I NGA TOHU WHAKAARI

Kia maharahara i nga tohu whakaari ka tupono mai i te wa mai o nehe ki tenei wa ki te wa heke mai. Tera e tika ana te whakakore, ata muku taonga, ata mahi ranei mehemea ki te titiro iho kahore te mauri e whara. Me tohu, me tuhi nga tikanga katoa ka mahia mehemea ka ata kahore ka whakakoretia ranei te taonga.

6. TE TURANGA

Me ata tohu nga turanga marae i roto i nga rohe. Mehemea kua ngaro e ahei ana te whakaora mai i roto ano i nga kohi rauhanga o ia kaupapa. Tera te whanui o tenei tu toro haere ka uaua i tua atu i nga taonga here.

7. TE NEKE-A-RARU

Era wahi katoa e whai mana ana me ata titiro mehemea ka raru i nga tikanga o te wa. Mehemea ka noho mai aua ahuatanga e raru ai me whakahaere nga tikanga tiaki. Me he ka taea me whakatakoto he kaupapa hei arai.

8. TE NUKU

Kotahi ano te mana me te mauri o te tauranga me te pou o runga. Ka tika te nuku taonga i raro i te kaupapa tiaki mehemea i roto i nga whiriwhiri e kitea iho ana.

(i) kahore he hua o taua turanga

(ii) ma te nuku anake te taonga ka ora

(iii) ma te nuku anake te mauri ka u

Ko te turanga hou kia tika, kia tuturu i raro i nga take o te kaupapa tiaki.

9. TIKANGA WEWERO

He maha nga hua o tenei tikanga kahore e puta mai i etahi atu huarahi. E ahei ana te mahi ketu whenua mehemea ka ngaro oti atu nga take maha kei reira, e hihiko atu ai te hinengaro, ka mau mo ake tonu ake ranei nga take o aua taonga i raro i te kaupapa tiaki. Me mau katoa enei i roto ano i nga tikanga kua whakaaetia e nga mahi tohunga o te ao whanui, a, mehemea ka taea kia ma tuturu nga ahuatanga katoa o te toanga hei tikaro hei titiro ma nga uri heke iho.

10. NGA KOHINGA

Mehemea nga kohinga mai i tetahi wahi, taonga ranei e whai mana ana kia kotahi tonu te tohu me taua wahi, taonga ranei.

11. NGA MAHI WAIHANGA, HUA KAHU

Ko nga taonga whakairo, tuhi, whatu, arai matapihi me era katoa kei raro i nga taonga tuku iho, kia

kotahi te tu taonga. Mehemea me whakaora me karanga nga tohunga tika hei mahi hei tangotango.

12. NGA MAHI HOPU

Ko nga toro haere i nga taonga katoa me tohu ka whakauru ki nga whare pupuri taonga tika. Etahi o nga korero mo nga taonga ehara ma te iwi whanui engari hei tuku ke ki nga kai tiaki o ia iwi, hapu, hunga kainga ranei.

13. NGA WHAKAHAERE TIKI

Tera nga tikanga toro e whanake noa atu te kaha o te haere me te mahi pokanoa, te noho puku, te arai, te whakamau, te whakapai, te whakahoou te whakapupuru. Mehemea e tika ana me mahi te kaupapa tiaki i aua wahi, taonga ranei.

Kei waho i enei tikanga era mehemea he kape ke nga mahi whakaora mai i nga toanga.

14. TE NOHO PUKU

He wa ano e kitea iho ana kahore he wahi ma te pa pokanoa. Otira ahakoa kua ngaro te take tinana ko te mauri kei te mau tonu.

15. TE WHAKAORA

Me ata tiaki me whakaora nga taonga tuku iho i runga i nga kaupapa kua takoto. Ahakoa he mate tuturu te pirau me mahi nga tikanga whakaora i runga i te kaupapa tiaki.

16. TE WHAKAU

Me ata arai nga taonga tuku iho kei memeha noa iho. Mehemea he hua ano kei tera ahua me waiho. Ahakoa me he mate tuturu te mate pirau ma nga tikanga tiaki e pupuri.

17. TE WHAKAPAI

Ko nga mea hei whakaora i nga wahi kua kiro kia rite ki era o te mea tuturu. Ka tika, ka ahei nga mahi whakapai kia nuku noa ake i nga tikanga ki era o nehe mehemea ka roa te tu o nga wahi, mea mahi ranei, a, kei te rite ano hoki nga mea hou hei whakaora ki era o nga mea tuturu me te mau tonu hoki o te mauri.

18. TE WHAKAHOOU

Me hangai nga tikanga whakahoou i te taonga me nga mea kua purua kia orite ai te tu, te ahua hoki ki tera o nehe. Mehemea ka tu, ka mau taua ahua he tika me mahi nga tikanga.

Ko enei tu tikanga whakahoou, whakapuru, te aku ranei e ahei ana kia mahia i konei.

19. TE WHAKAPURU

Te rerekeetanga o te whakapuru mai i te whakahoou ko te whakapuru mea hoou atu ki nga wahi kua mate. He tika tenei mehemea ka mau te ahua tuturu o te taonga, mehemea hoki e mahara ana ki nga mahi rauhanga kua takoto. Kaua te wahi hei puru e nui atu i te tinana tuturu o te taonga. Kahore he wahi o te mahi kape e ahei ana i roto i te kaupapa tiaki.

20. TE WHAKAHOHOU

Ko nga tikanga whakatau taonga tuku iho e pa ana ki te ahua o te tu me te ora hoki o te tangata te noho whanaunga, nga tikanga o nehe me nga oranga maha o te tangata. Ko etahi taonga me whakahoou me whakapuru me whakaora, a, me whakatau ko tehea te mea tika i raro i te kaupapa. Ahakoa pehea te nui, te iti o te tikanga ka mahia kia tupato nga nekeneke i te tino tinana o te taonga. Kia tata, kia rite nga mea whakapuru ki te mea tuturu kia marama ai te kitea iho te rereke o te puru hoou ki te mea tuturu.

21. TE TITIRO WHAKAWA

Kia marama, kia pai ai te titiro a te hunga whanui o te ao i te noho a te mauri o nga taonga, me haere nga tikanga Maori; te whakawatea, te karakia, me era atu tikanga. Kaua nga nekenga e huri iho ki te whakararuraru i te noho a te mauri, te ahua, te tu ranei a te taonga i roto i nga ahuatanga maha.

22. NGA KUPU WHAKATAU

Mo nga ahua o tenei kaupapa te whakahohou he tikanga pupuri i te ahuatanga tuturu o te taonga me te mau o te mauri ahakoa te haere o nga mahi whakahohou, nekeneke taonga kia tika ai ki te titiro a nga hunga e pa ana.

Te tiaki, he tikanga manaaki whakahaere i nga ahuatanga tohu kia u kia mau tonu ai te mauri.

Te Mauri, koia ke noho te i te taonga mai ano i nga tupuna o nehe, i roto i nga korero, i nga waihanga, i nga ketu whenua, i nga karakia me era atu tikanga maha.

Te arai he tikanga tiaki, tohu taonga kei raru, kei ngaro i te ngaro a te moa.

Te taputapu koia nga taonga o nehe na te tangata i waihanga ka heke iho ki nga uri.
Te wahi koia nga taonga maha o te whenua me te ao whanui nga wai, te moana, te whenua nga maunga, nga ngaherehere, nga roto, nga mania me era atu mea whakahirahira o te whenua.

Te tohu, koia te tikanga ata tohu, pupuri i te taonga kia u kia mau tonu ai te mauri.

Te whakapiri he tikanga tiakia i tera kua he te ahua ka whakapipiria atu kia ora ai.
Te whakapai, he tikanga tiaki i tera e kino ana i te pirau me era ahuatanga.

Te pupuri he tikanga tiaki, pupuri kia u, kia mau ai te ahua tuturu.

Te whakaora, he tikanga e u, e mau ai te mauri kia kore ai e kainga e te kino e te pirau.

Te pou whakaari, ko era taonga maha i waihangatia e te tangata, a, tau ana i runga i te whenua.

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APPENDIX 2

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APPENDIX 3

Reports of the Inspector of Schools and of the Auckland Board of Education as recorded in the Appendices to the Journals of the House of Representatives

AUCKLAND.

SIR,— Board of Education Office, Auckland, September, 1877.

In accordance with the provisions of section 12 of "The Auckland Education Act, 1872," I have the honor to submit my report on elementary education in this provincial district for the year ended 30th June, 1877.

In the quarter ended 30th September, 1876, the number of common schools in the district was 159; and in the December quarter, 162. In the March quarter of 1877, the number was 168; and in the quarter ended 30th June, 175. The number of half-time schools in each quarter respectively was—30th September, 1876, 30; 31st December, 1876, 32; 31st March, 1877, 32; and 30th June, 1877, 32.

The number of teachers in June, 1876, was 139 head teachers and 109 assistants; in June, 1877, 157 head teachers and 119 assistants. In addition there were several probationers, to whom I will refer further on.

The following is a summary of the attendance in each of the quarters of the year:—

	On Roll.			Average.		
	Boys.	Girls.	Both.	Boys.	Girls.	Both.
September quarter, 1876 ...	5,515	4,392	9,907	3,660	2,729	6,389
December " 1876 ...	5,510	4,488	9,998	3,787	2,954	6,741
March " 1877 ...	5,787	4,848	10,635	3,987	3,131	7,118
June " 1877 ...	5,050	4,585	10,635	4,040	3,100	7,140

In the appendix will be found particulars of the attendance at the schools, and reports of my visits to the various schools.

In each of my yearly reports, for several years back, I have had to call attention to the very unsuitable nature of the buildings the Board were obliged to use as schools in many parts of the province. I am happy to be able to say that this state of things has been to some extent set right. The funds placed at the disposal of the Board have enabled them to build, during the past year, several plain but convenient schools in the country districts, the suburbs of Auckland, and at the gold fields; others are in process of erection, and several more are projected. A list of these buildings is appended.

The schools are fairly supplied with furniture and the absolutely indispensable appliances for teaching. The Board have hitherto been unable to do more than this. It is very desirable that most of the articles specified under the head of "additional apparatus" in the regulations should be provided for many of the schools. In many of the country schools the want of a clock is a serious hindrance to the enforcing of that punctuality on which so much stress is laid in the regulations of the Board.

In my report of September, 1874, I stated as follows: "I have found that the system of making grants to School Committees for furniture to be provided by them is unsatisfactory. Though explicit printed instructions are forwarded to the Committees for their guidance, the construction of the furniture is frequently very faulty. The cost, too, in many country districts is now much greater than in town. I would recommend that for the future the Board should have school furniture made in Auckland, and supplied as the schools require it. There are now in the office drawings and dimensions of wooden desks and seats of the most improved modern construction, which can be made at a very moderate cost." The plan then suggested is now that for the most part adopted: The American desks, each of which seats two pupils, are those usually supplied. These desks have certain drawbacks, but they are, I consider, more than atoned for by their advantages. Among these are: they provide a rest for the pupils' backs, they economize floor space, they are easily packed for transmission, and their cost is moderate. It has been found absolutely necessary to substitute, in many schools, these desks for the desks in use, which were clumsy, unwieldy, and defaced. In some schools the old furniture occupies so much space that the pupils attending cannot be properly accommodated, though the buildings are sufficiently large. The cost of enlarging these buildings will be escaped—at least for some time—by substituting the new desks for the old.

Reports of Inspectors of Schools and of the Auckland Board of Education as recorded in the Appendices to the Journal of the House of Representatives

1878

BUILDINGS.—With the aid of the special grant for school buildings, and upon the authority given to incur liabilities in excess of the grant, the Board has been enabled to erect, or contract for the erection of, thirty-two new schoolhouses and fifteen teachers' residences. Twenty-nine school-buildings have also been enlarged and improved at a considerable expense: it is found by experience that a large outlay in this direction is necessary from year to year. In very many cases the Board has been obliged, from want of funds, to postpone the erection of buildings most urgently required. During the past year the Board has frequently had occasion to bring under the notice of Government the special claims of this district to a larger grant for building purposes. It need now only be added that in many instances within the Board's knowledge children have been seriously exposed to cold and damp, or to the injurious effects of crowded and ill-ventilated rooms, through inability on the Board's part to meet the demand for school-buildings. In the last report special reference was made to the necessity for the erection of teachers' residences. During the past year the want of these has been constantly urged upon the Board's notice. It is almost impossible to procure and retain the services of efficient teachers without offering them the inducement of a permanent residence. A reference to Table No. 2, accompanying this report, will show that only fifty-eight schools, less than one-third of the whole number, are provided with residences. The Board cannot too strongly press this matter upon the attention of Government. It is satisfactory to report that in many districts the inhabitants have shown their earnestness in a practical manner by liberal gifts of money and land for school-buildings.

APPENDIX 4

Chronology of Development of Coromandel School House
(National Archive, File Reference , Auckland)

Memorandum of agreement for the building of Coromandel School House 1877

Signed between : Adolphus Midwinter of Midwinter and Co.

and : Hugh H. Lusk, Chairman of the (Auckland) Board of Education

Specification for erecting a school house at Coromandel lower township

- Chimney and hearths to "well burnt bricks", plastered and whitewashed.
- Piles of puriri 9" diameter to be 18" into the ground and 6" above.
- Construction of heart kauri.
- Roof : heart kauri shingles.

Interior

- Walls of the school room to be lined with 9"x1" matched and beaded boards.
- School room and porches to be finished with 9"x1" wrought and moulded skirtings.
- A mantle shelf 9"x2" to be fixed to fireplace.

Building to be completed within three months to the satisfaction of Henry Allwright of Auckland, Engineer.

The teacher's house was also built in 1877

1879 Additions and improvements to the school house in Coromandel township

Specifications

- Shingle roofs of heart kauri.
- Any old materials if sound may be reused in additions.
- Remove chimney and two porches to build new cloak rooms.
- New chimney and hearth fireplace to be 4' high from floor to chimney bar.
- New wood house (unlined).
- Walls of cloak room to be lined and sealed with 9"x1" matched and beaded boards.
- Remove and refit cupboards.
- Venetian windows fitted with brass pull down hook for opening the windows.
- Cloak room windows to be frosted.
- Sash ventilators at chimney gable to be hung or pivots and fitted with lines.
- All architraves to match old school house.
- Wash stands to be installed in cloakrooms provide buckets to go under basins, two large iron boiler cans, install roller towels.
- 7 dozen iron hot pigs to be installed in cloak rooms.
- Provide and fix shoe scrapers.

Painting

- Repaint whole building with best Pacific Rubber Company's paint.
- Sashes fascias and barge boards to be finished in white and building in shade No. 11.

- Architraves and facings in shade No. 15 and the label mouldings in shade No.2. Interior doors, architraves and chimney piece to be varnished in oak varnish.

Signed between : Samuel James of Coromandel (builder)

and A.J. Cadman and William Moor for (Auckland) Board of Education

1887 Improvement of Coromandel School House
for £48

- Well to be built with pump to be sunk where the school Committee shall direct. To be lined with 4" brickwork the top to be 6" above the ground. To be 3'6" in diameter and fitted with a No. 4 Douglass pump.
- Erection of a partition.
- Repair and put feet to 60 desks.
- Construct 2 new double closets. All timber to be first class kauri.
- Work to be before and after school hours and whole of Saturday.

1890 Additions to Coromandel School House

Architects : Mitchell and Watt
Tender 21 January 1896

Tender of Henry William Bartlett of Cromer Farm, Wade.
For £325 accepted for an addition of a new classroom 38' by 21.6' including a new entry porch, a new stove and 2 new tanks.

Specifications by Mitchell and Watt Architects

- Blocks of heart puriri.
- Building of Kauri.
- Roof - strip off shingles and stack for firewood, replace with an iron roof.
- Classroom lined with single 9 3/4" ply beaded, cramped and double nailed and finished wallboards.
- Fine in porch where door and windows removed.
- Dado in new classroom and put dado into porch and existing classroom and passage.
- Windows - take windows out of porch and refit them in new positions.
- Provide and fit say 12 dozen new hat and cloak hooks.
- Blinds on windows "hopper blinds".
- Take down the bell and fix it complete in new position.

New Lavatories - stands are glazed earthenware

- Piped waste.
- Floors of lavatories and hearth to stove with concrete not less than 3" thick and topped with 11/4" cement.
- Lay drains with best quality 4" glazed socket pipes - drains no less than 18".
- New cesspit - Carders No. 37.

Roofs - cover whole of roofs old and new with Parkers "Southern Cross" brand 26 gauge corrugated galvanised iron. Lead edges and flashing.

Doors and Windows - cover the heads of outer doors and all new and refitted windows with No. 10 zinc.

- New stove.

Painting - whole building repainted.

- Dado caps to have separate tint.
- All doors, windows, window bands, frames, architraves, dado, mantelpiece to get painted (all previously varnished).

1897 Additions to Coromandel School

Architects : Mitchell and Watt (at 216 Victoria Arcade, Auckland)

To be completed in 3 calendar months.
Builder - Joseph Stevenson.

- Glazed earthenware blocks - meeting on bricks.
- All alterations in kauri.
- Gables and eaves and mouldings No. 235 and No. 330 under spouting, dado cap No. 424.
- Hoppers at the bottom of all windows in new classroom.
- Take down the dividing fence in playground.
- New lavatories.

Formation of a Cookery Room at Coromandel School
November 1917 (do not appear to be any drawings)

Architect - John Farnell - architect to the Board

- Present gallery floor to be removed and flooring relayed to provide a level floor.
- Sink, benches, cupboards at end of room.
- Kauri doors, floor panelled, brass hinges.
- Chimney with chimney pot.
- Range to be set in position.
- Work to be done during Christmas holidays.

Appendix 5

Coromandel Township Heritage Study Register Sheet

ITEM IDENTIFICATION SHEET

COROMANDEL TOWNSHIP HERITAGE STUDY

REGISTER ITEM NO. 52

Name	Hauraki House (Former Primary School and Shelter Sheds)
Location	230 Kapanga Road Coromandel
Legal description	Sec 24 BLK VI Coromandel SD - Recreation Reserve -
Current owner	Thames Coromandel District Council Private Bag Thames
Original owner	**Architect / Designer**
Status **New Zealand Historic Places Trust:** HPA Category 2 / HPT File No. 2610 **Thames-Coromandel District Council:** C.118848	Interior is protected.

PHOTO REFERENCE
Film :
Neg :
Date :

TYPE

Waahi Tapu	☐
Precinct	☐
Building	☑
Group of Bldgs	☐
Structure	☐
Monument	☐
Historic Site	☐
Other	☐

DATE

PERIOD

Pre 1800	☐
1800-1840	☐
1840-1870	☐
1870-1880	☑
1880-1910	☐
1910-1940	☐
1940-1980	☐
Post 1980	☐

THEMATIC CONTEXT

Maori	☐
Shipping	☐
Timber Industry	☐
Gold	☑
Early Settlement	☑
Farming	☑
Transport & Trade	☐
Fishing	☐
Tourism	☐
Cultural Social & Civic	☑

SIGNIFICANCE

Tangata Whenua	☐
Historic	☑
Architectural	☑
Aesthetic	☑
Scientific	☐
Technological	☐
Archaeological	☑
Townscape	☑

Description

This is a well maintained and utilised building which features the original chimney and ventilation spires and several sets of double-hung sash windows. It is a prominent building in the town and has considerable historic significance (NZHPT FRF #2610).

Condition

History

This school was built in 1877 as a response to the increasing population of the 'lower town' of Coromandel and to the 1877 Education Act which allowed free education for all between ages 7-14. The school itself, previously known as Kapanga, was begun in 1872, and along with the Driving Creek School in the upper township became the first public schools in the area after the passing of the 1872 Education Act, which established Coromandel as an Educational District. Before this building was erected the Kapanga School had been held in the town hall and the Templar Hall.

At first the school only consisted of the central section of present building which was 55 by 25 feet. The site was purchased from a Mr A(?) Glover and the building erected by a Mr Midwinter for a cost of £290. In 1879 the building was strengthened and the fireplace moved to the side between two cloakrooms. in 1896 a new room was added, capable of accommodating 80 students, though this was evidently still inadequate, as another classroom plus Masters and Teachers rooms were added the following year. In 1902 two shelter sheds were erected on the school playground and the floors of these were asphalted a year later. In 1921 the school yard was extended at a cost of £100 and was further enlarged in 1939 when the headmaster, Mr C M McKenzie, was successful in getting the neighbouring Royal Mail Hotel demolished and the site turned into a children's playground. In 1972 the school was upgraded and had six classrooms and a new toilet block. It has not been used as a school since 1977, though has served as a community house, coffee bar and now as an art gallery and theatre house. It is now called Hauraki House. The Shelter Sheds have been vandalised in recent years.

Sources

NZHPT FRF #2610
Thames Star, 14 March 1973, p.2 and 25 January 1979, p.8.
HPT interview with Mrs S. Brickell, 28/1/93.
Coromandel Schools 100 Years: 1873-1973, Coromandel School's Centenary Committee 1973.
Kellaway, J. W. Education 500: From Schoolhouse to Classpace in the Waikato-Bay of Plenty, 1990.

Recommendations

Appendix 6

Coromandel School Site Gazette

L. & S. - F. 2

DEPARTMENT OF LANDS AND SURVEY

TELEGRAPHIC ADDRESS: 'LANDS'
SL
FOR VERBAL INQUIRIES
PLEASE ASK FOR Miss P Loveridge
TELEPHONE No. 82 489

OUR REFERENCE: 8/1/118
YOUR REFERENCE:

DISTRICT OFFICE,
P.C. BOX 460
HAMILTON

K4/41

18 August 1983

The General Manager
Thames-Coromandel District Council
Private Bag
THAMES

Dear Sir

EX COROMANDEL SCHOOL SITE : SECTION 24, BLOCK VI, COROMANDEL SD

Attached for your information is a copy of the appropriate gazette extract reserving the Ex Coromandel School site as a recreation reserve. The area was vested in Council by the same gazette.

Yours faithfully

PHoveridge

Miss P H Loveridge
for Commissioner of Crown Lands

enc

Planners
to note
please
Please obtain copy
SO 51279

(Memo 5638
To Cedric to order S.O. Plan 51279)

INDEXED	NO
FILE NO. 81 5 10	
CROSS REFERENCE:	
REFERRED TO: AO	
CHIEF EXECUTIVE:	

Reservation of Land and Vesting in the Thames-Coromandel District Council

PURSUANT to the Land Act 1948, and to a delegation from the Minister of Lands, the Assistant Director-General of Lands hereby sets apart the land, described in the Schedule hereto, as a reserve for recreation purposes, and further, pursuant to the Reserves Act 1977, vests the said reserve in the Thames-Coromandel District Council in trust for that purpose.

SCHEDULE

SOUTH AUCKLAND LAND DISTRICT—THAMES-COROMANDEL DISTRICT

5928 square metres, more or less, being Section 24 (formerly Lot B and part Lot A, D.P. 1201, part Sections 14 and 18, Block VI, Coromandel Survey District and part Ngahuwha Block), Block VI, Coromandel Survey District. All *New Zealand Gazette*, 1981, page 2243, and 1982, page 2699. Part certificate of title, Volume 574, folio 45 (limited). S.O. Plan 51279.

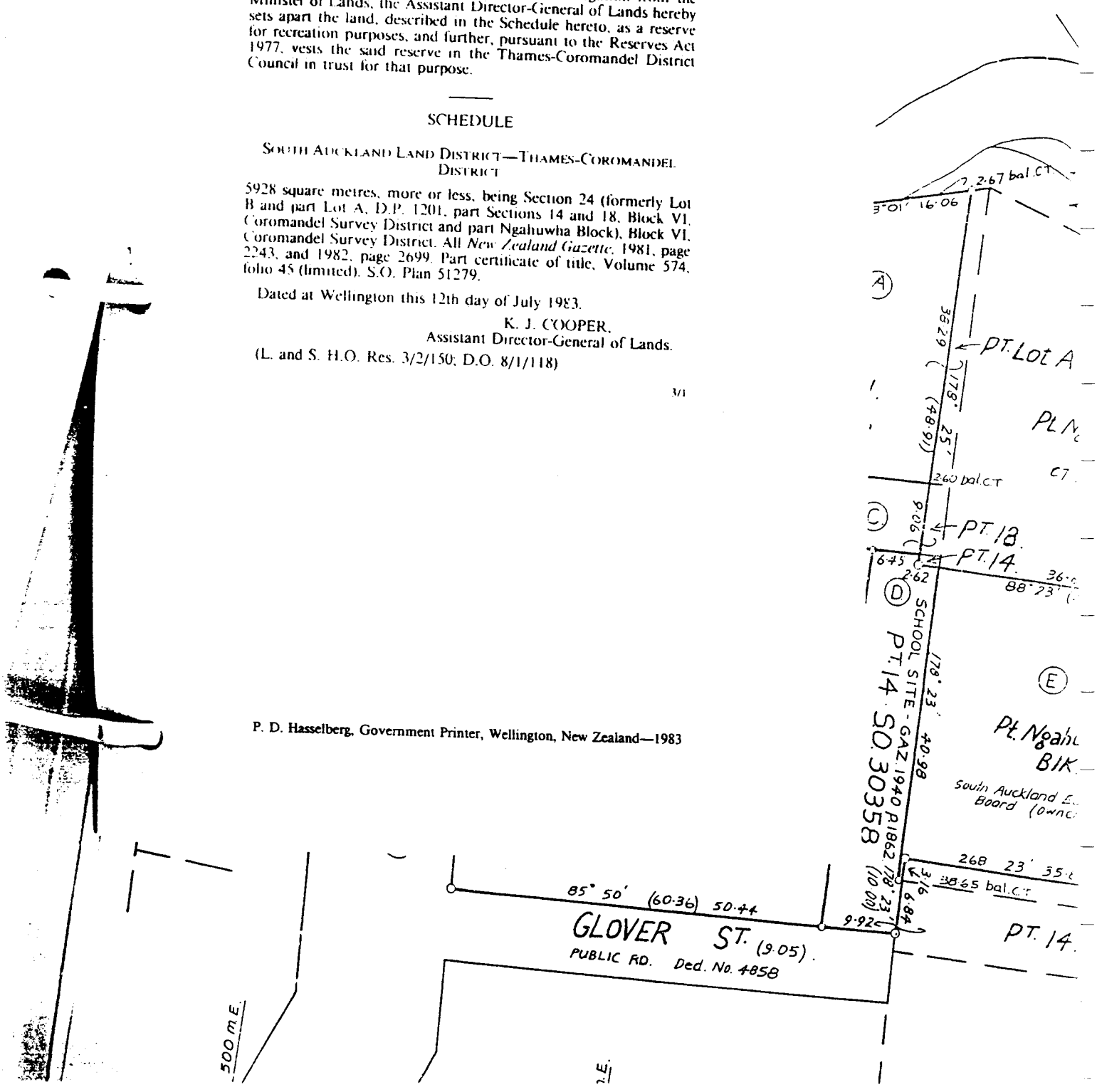
Dated at Wellington this 12th day of July 1983.

K. J. COOPER,
Assistant Director-General of Lands.

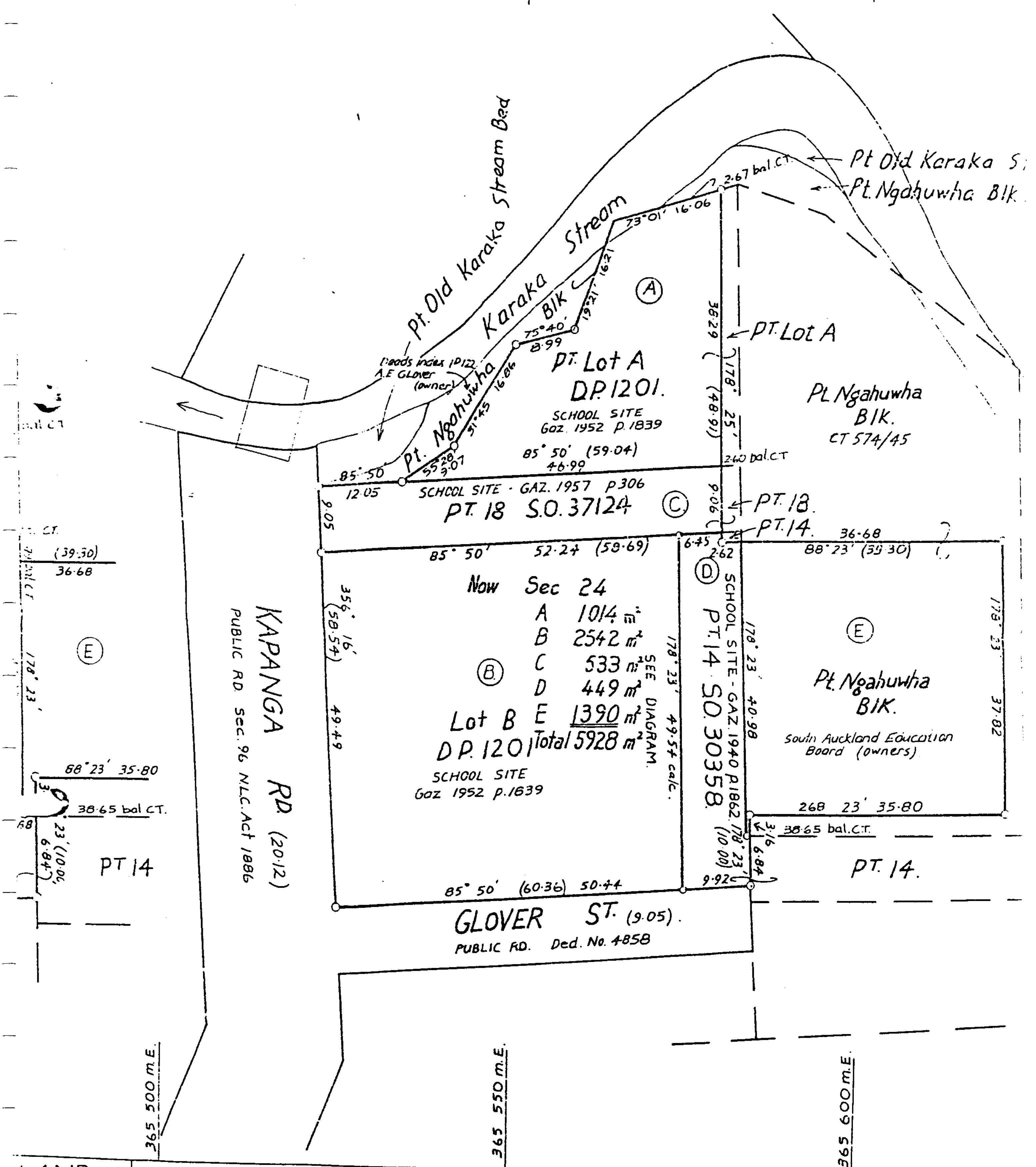
(L. and S. H.O. Res. 3/2/150; D.O. 8/1/118)

3/1

P. D. Hasselberg, Government Printer, Wellington, New Zealand—1983



UY701332



LAND. ANDEL	LAND TO BE DECLARED CROWN LAND	LOCAL AUTHORITY Surveyed by R.J. Scale 1 : 500

A.B.C.D & E (20·9·82)

I. F. Stirling, Surveyor-General, Department of Lands and Survey, Wellington.

Appendix 7

NZHPT Mitchell & Watt Notes

MITCHELL AND WATT

John Mitchell (c.1859-1947) and Robert Martin Watt (1860-1907) were in partnership at Auckland by 1892.

Mitchell was born in Ramelton, Northern Ireland, and received his architectural training in Ireland before immigrating to New Zealand in 1888 and settling at Auckland. He became known for his early use of reinforced concrete. In 1898 he invented a baked earthenware block which was used in domestic construction. He left for England in 1912 and was involved with a prefabricated housing project at Bournemouth. He retired in 1922 and returned to New Zealand.

Watt was born in Scotland and studied architecture with the firm Barclay Bros in Glasgow. He immigrated to New Zealand about 1878 for health reasons and practised in Auckland both on his own account and in partnership with Mitchell. In 1906 he was elected president of the Auckland branch of the New Zealand Institute of Architects.

Mitchell and Watt were appointed architects to the Auckland Education Board in 1892. Mitchell undertook new work while Watt undertook rebuilding projects and renovations to existing buildings. Their work includes schools at Te Mata (1905) and Maungatautiri (1905), additions to schools at Cambridge (1900) and Dargaville (1905), and the Seddon Memorial Technical College (1908-13). Non-educational buildings include Mt Eden Congregational Church (1900) and St David's Presbyterian Church, Symonds Street (1902, later moved to Khyber Pass). Watt was responsible for the design of the Ley's Institute, Ponsonby (1905-06).

"NZHPT Glossary of Architects, Engineers and Designers," Not published. Compiled 1990.

more
...ducted
...entre at

... SCHOOL

... AND GIRLS

LONDON, May 4

...ply announces the
... an atomic energy
...ys and girls aged
... the Government
... at Springfield,

... must have studied
... a three months'
...y's methods and
...pointments. The
... to be used for
...ranium metal.
...imates that 40
... each of the two
...n the year. The
... the exacting con-
...ary in atomic

...OCEEDINGS

...MILTON, Monday

...ings was granted
... Hamilton today
... Titu Hautahi,
...er (Mr L. P.
... with the theft of
... of Charles Rev-
... week a jury dis-
... trial was ordered.
... called today Mr
...e Crown, applied
...edings at the in-
...r-General.
...ting the applica-
...lease of Hautahi
... accused would
... called upon. He
... seemed to be a
...rge of proof re-
...on.

...NFERENCE

LONDON, May 4

... officers of the
...nd Air Force have
... for secret discus-
... of new weapons
...s, says the Times.
... meeting under the
...-Marshal Viscount
... Field-Marshal Sir
...ommander-in-Chief
...eneral H. C. Rob...
... of the British
...pation Forces in

... CONTEST

...NEDIN, Monday

...h between Otto

too much for conversion to peacetime uses and as having high running costs and other undesirable features. But on practical experience some owners certainly have found these criticisms exaggerated. The Liberty ships represent imports to Great Britain of seven or eight million tons a year and, if only as a stop-gap, while British yards are making up Britain's deficiency in ships, they are not to be despised.

When America's sales are completed and the ships now on charter returned to her, she appears likely to have about 1800 Liberty ships on her hands. Whether she will tie them up for a possible emergency or break them up has still to be seen.

NZH ~~...~~ 16.5.1947 P.8/Col.7

OBITUARY

MR JOHN MITCHELL

Mr John Mitchell, a former Auckland architect, has died at Rotorua, aged 88. Born in Ramelton, Northern Ireland, Mr Mitchell received his architect's degree at an Irish university before coming to New Zealand in 1888. He commenced practice in Auckland and was appointed architect to the Auckland Education Board shortly after his arrival. He designed the first reinforced concrete building to be built in Auckland and the Seddon Memorial Technical College block.

Mr Mitchell left for England in 1912 and was connected with a pre-fabricated concrete housing project at Bournemouth for several years. Retiring in 1922, he returned to New Zealand and went to live in Rotorua. One of his many inventions was a baked earthenware housing block which was first produced in 1898. He is survived by one son. There are three grandchildren and several great-grandchildren.

BAN ON SAGO

MINISTER CRITICISED

The decision of the acting-Minister of Customs, Mr Nordmeyer, to refuse import licences for sago is strongly criticised in a statement issued by the Bureau of Importers. The reason stated was the high prices ruling, states the bureau. The Minister appeared to be misinformed about the position in Great Britain, as the bureau was reliably informed that that country and India were prepared to take the entire output of the existing factories. The Australian Government did not deny its people the right to consume sago. The statement says housewives should make it very plain to the Minister that they want

into the successful undertaking it ... today. His record both as a pilot ... as an administrative officer had ... outstanding and his services ... missed by the company. All those ... whom he worked and also the ... ling public had formed a deep ... for him.

Captain Garden referred to ... growth of the organisation ... when he brought out the Awarua ... England for the Tasman service. ... were then nine members on the ... tions staff, but the number today ... 57. Things were very grim ... 1943, when only three flights ... were made. Now there were ... vices each week and soon, he ... the company might have as many ... ten.

Captain Garden will leave ... shortly to take up farming.

SUCCESSFUL TROUPE

KIWIS IN MELBOURNE

(O.C.) SYDNEY, ...

At a time when there ... slump in Australian theatre ... ances, a troupe of New Zealand entertainers, the Kiwis, have ... showing to full houses in Melbourne for five months and are as popular as ever. When they came to Australia the Kiwis hoped they might have ... variety to play a month in Melbourne, perhaps a little more in Sydney, ... a few weeks, with plenty of programme changes, in other capitals. After ... months in Melbourne they are ... playing their first programme ... packed houses every night.

PERSONAL ITEMS

Dr J. A. Malloch, of Edinburgh, ... been appointed physician at the ... kato Hospital.

The Hon. A. H. Nordmeyer, Minister of Health, left for Wellington last ... by the limited express.

Mr S. E. Crookes, chairman of ... Auckland Electric-Power Board and ... Auckland consulting engineer, has ... advised that he has been unanimously elected a vice-president of the Institution of Chemical Engineers, at ... annual meeting in London.

Major E. J. Horwood, N.Z.S.C., ... mander of No. 4 (Hamilton) ... Area, has been appointed to a ... mand in a J Force unit. He ... succeeded at Hamilton by Captain ... M. Martin, N.Z.S.C., formerly ... officer of No. 1 (Auckland) ... Area.

For Mother on Her Day, ... May 11.—Give a smart Pearl ...

itself is, what
rnment do? And to
ormation on this point
eputation interviewed the
er the other day. Mr. Allen
e of the speakers, estimated the
ne exhibition at anything between
00 and £300,000. The whole of
alasia, he said, should be invited to
part; but as it was to be held in
y, it was not proposed to ask the
ral Government to undertake the ex-
iture necessary to the movement. The
given by Mr. Carruthers was of a
ommittal character. He admitted
an exhibition such as that proposed
d do good to the State, but on the
hand it might do harm by creating
ificial boom. At the same time, he
d that the country wanted advertise-
in the outside world, and he had in-
the Premiers of the other States to
New South Wales in the expenditure
50,000 in the representation of Austra-
the Anglo-French Exhibition, to be
n London next year. That would be
vent of the year, or of several years,
ondon; and even if New South Wales
£50,000 herself in being properly re-
ed there, it would be money well
This kind of advertising work
not cease, and the Government had
sider how it would be interfered with
e expenditure on an international ex-
ion. The Premier agreed to collect
e information possible, and submit
uestion to Cabinet.

ere will be some difficulty in getting
table site, and the place now suggest-
Centennial Park, where there will be
room, as there is an area of 640
This park, which was dedicated to
blic in 1888, as part of the centenary
ations, is a couple of miles out of
v, between the Randwick racecourse
Waverley.

E NEED FOR IMMIGRATION.

re is in Australia a very strong feel-
this Continent is not sufficiently
ted, and an organisation which is
good work in calling attention to this
the Immigration League, one of the
figures of which is Dr. Arthur, the
ut-faced, cheery medical man, who
into the State Parliament three or
ears ago as a member for one of the
suburban constituencies. The Immi-
n League, and primarily Dr. Arthur,
o opportunity of encouraging immigra-
f a desirable class to the Common-
, and last week he and others inter-
d the Acting-Prime Minister, Sir John
t, and urged that there should be
dvertising of Australia in the outside
, and that the passage money from
Britain to this country for desirable
ants should be reduced considerably.
, they suggested free or prepaid pas-
In regard to the unfortunate fact
the various States happen to be com-
just now one against the other in
Britain for immigrants. Dr. Arthur

The argument had not concluded when the Court adjourned for the day.

OBITUARY.

MR. R. M. WATT.

A WELL-KNOWN Auckland resident, in the person of Mr. Robert Martin Watt, passed away at his residence, "Glencairn," Bayfield, Ponsonby, yesterday morning, at the age of 47 years. Two years ago Mr. Watt was seized with a paralytic stroke, and he did not quite recover from it. On Tuesday last Mr. Watt had another seizure, and this one proved fatal. The deceased was born at Shotts, Lanarkshire, Scotland, his father being the Rev. W. M. Watt. Until his seventeenth year Mr. Watt attended the Glasgow High School, when he left in order to study architecture with the firm of Messrs. Barclay Bros., Glasgow. He was with the Messrs. Barclay for five years completing his apprenticeship. At the end of that period, feeling the necessity of a change owing to health reasons, Mr. Watt left Glasgow, intending, after a three-years' stay in the colonies, to return to Scotland. He came to Auckland, and soon afterwards commenced business on his own account, and for thirteen years was in partnership with Mr. Mitchell. This partnership was dissolved two or three years ago.

Mr. Watt was last year president of the Auckland branch of the Institute of Architects, and last December represented that body at the annual conference in Wellington. This year he held the office of vice-president to the branch. Mr. Watt held the position of architect to the Auckland Education Board, and was one of the four judges recently appointed to judge the competitive designs for the new town hall. The deceased had also been recently appointed by the Auckland Harbour Board to design the proposed new building. Amongst the buildings designed by Mr. Watt are the Levs Institute (Ponsonby) St. Stephen's Church (Ponsonby), Mount Eden Congregational Church, Grafton Road Methodist Church, A. J. Entrican and Co.'s warehouse in Customs-street, and the ferro-concrete building now in course of erection for the Northern Roller Mills Company in Custom-street.

The deceased, who was a member of St. Stephen's Church, married a daughter of the late Mr. William Kennedy, and had three children, the eldest of whom is 18 years of age. Mr. Watt leaves four brothers, one of whom holds a lectureship at Christ's College, Cambridge.

Another of the old residents of Onehunga passed away on Saturday, in the person of Mrs. Margaret Neville. Deceased, who

received in ... Zealand ... reinforced in

that could be seen in th... disposal. He was deli... the district accompanied ... lade, and would like t... compliment to their pres... or out or disrespect to ... of the Legislature, that ... that the public men of ... in the past had made th... running down their own ... had been happening in ... was one of the things th... Auckland. It was a fat... public men, particularly ... North Island, to think t... ents of this portion of t... served by crying out ab... the country. He had ... the poverty of Auckland ... saw the Waikato he b... poor, wretched place, an... cultural Department ... on developing it would ... was the idea he gained ... Island men speaking in ... he wondered what on ea... ing Auckland City to d... more so than the other ... lony, and it was not till ... the country that he sa... City's capacity for growt... anywhere else in the c... though he might be pass... comet, it was not till he ... that he realised what t... was. He had not the ... in saying that the pro... Auckland was going to ... ly populated district—not ... land, but also of Austral... tion its public men ... that taken up by Mr. ... few other Auckland m... endeavouring to show i... development. (Applause ... be expected that a Gove... the trustee of the peopl... attention to that part o... was going to respond ... development, and the ... ran down a district the ... ment would be inclined ... be wasting money to ... that district. The Gover... times do a great deal w... as at Te-Ran-a-Moa, w... ment was able, by putti... to save the lands for the ... the country from noxio... pasture.

NATIVE LAND

The people in the So... Mr. McNab) many of ... under which those in t... but there were disadvan... people had to which t... were strangers. The S... miles of private estates ... or nothing to taxation ... North they had the nu... and one of the difficult... that the men from ...

Appendix 8

Cambridge School - illustration from J.W. Kellaway's Education 150

CAMBRIDGE 1881 1886 1879 1904
rearranged wings
1879

The garrison settlements of Hamilton, Ngaruawahia, Alexandra, Cambridge and Kihikihi were growing. Homesteads established around the former military outposts and settlements at Whatawhata, Ngahinepouri, Harapepe, Te Rore and Pukerimu, joined the earlier Mission settlements around the Raglan, Aotea and Kawhia harbours, and down the Waikato and Waipa Rivers. Apart from Pirongia, and the later Whatawhata and Te Rore Schools however, there is little evidence remaining of the earliest buildings.

THE SCHOOLS:

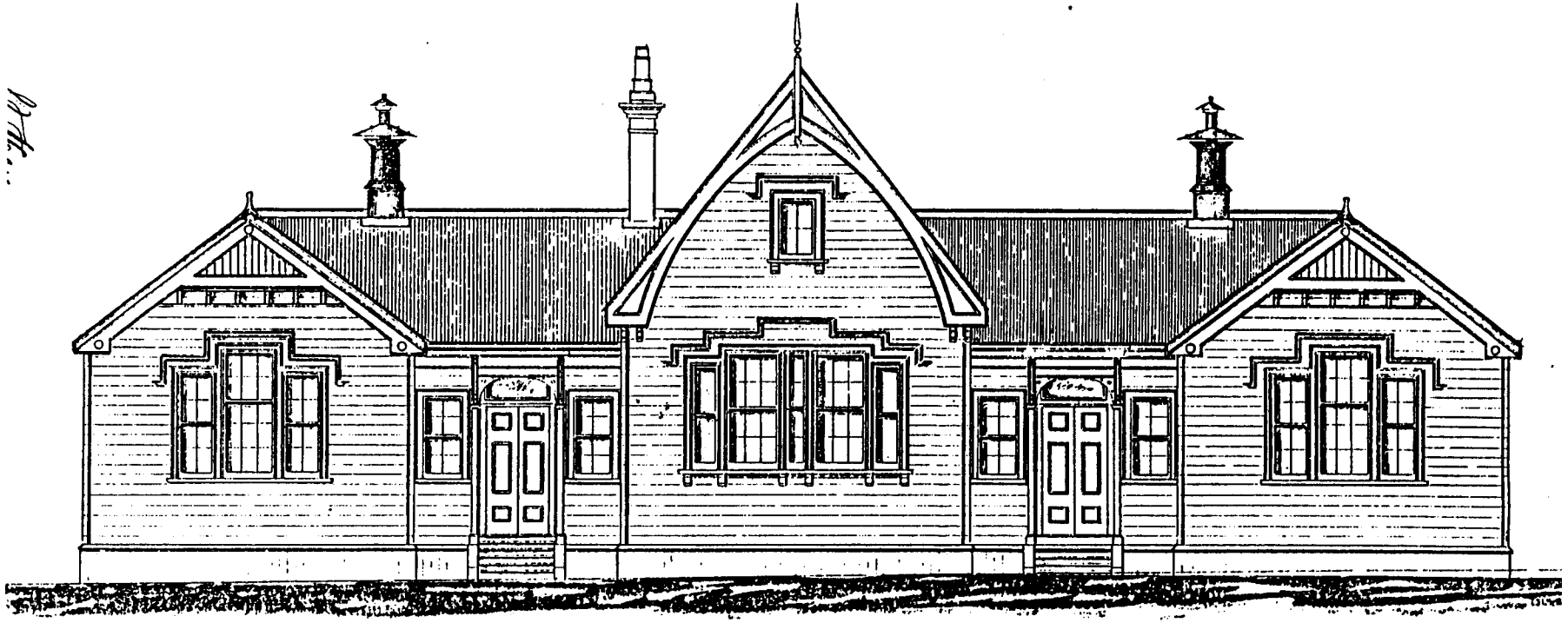
Schools recorded as being open in the Waikato in 1877 were Waitoa, Raglan, Ruapuke, Waitetuna, Cambridge, Hamilton East, Hamilton West, Hautapu, Rangiriri, Alexandra, Kihikihi, Ngahinepouri, Ngaruawahia, Ohaupo, Paterangi, Pukerimu, Rangiaohia, Te Awamutu and Whatawhata.

CAMBRIDGE:

At Cambridge the children were at first apparently housed in the old Military Hospital building, until a new schoolhouse was built in 1874. There are no original drawings of this building, with 10.6 by 6.1m classroom, apart from details when an additional 9.1 by 6.1m room was added in 1879.

Another 12.2 by 6.1m classroom was added in 1881, while in 1886 a separate more imposing high roofed 12.2 by 6.4 room was built as a separate "Boys School".

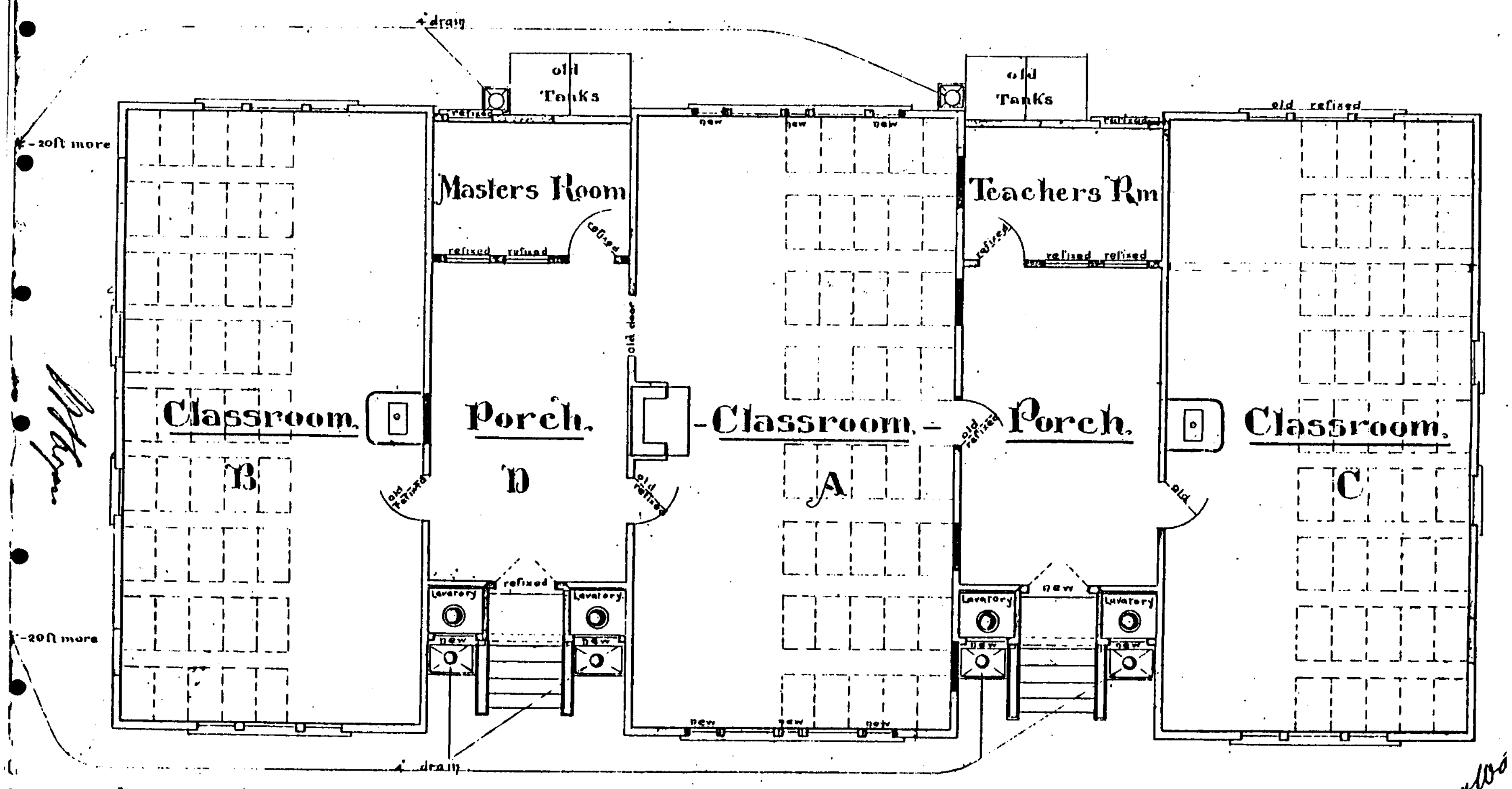
In 1900 however, the three later rooms were linked in parallel, and the 1874 building,



1/8" Scale

Front Elevation

Mitchell & Watts
Architects.
N.S. 00.



— $\frac{1}{8}$" Scale —

— Ground Plan. —

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