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HENRY HILL - FRONTIER INSPECTOR

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ABSTRACT

Although school inspectors appear frequently as occasional actors in New Zealand nineteenth century educational history the part they played in developing regional systems of education has been little considered.

Employed initially by provincial governments and later by education boards, inspectors were relied upon to be the public's educational watchdogs.

Scholarly standards had to be attained and maintained, spending on education carefully supervised.

Some insight into the role of the pioneering inspectorate is afforded by this 'case study' which examines the work done in Hawke's Bay between 1878 and 1900 by inspector Henry Hill.

Primary education made free and compulsory by the 1877 Education Act, threw former provincial schools into disarray as hundreds of children flocked to the 14 schools in the Hawke's Bay Educational District. Hill's initial task, therefore, was to bring some semblance of order by negotiating the hireage of temporary school buildings, purchasing new school sites, supervising the construction and maintenance of schools, directing inexperienced teachers and advising newly elected school committee and Board members.

Ever aware of the needs of both teachers and children, Hill strove to employ qualified teachers and to evolve a more relevant curriculum for children. Always motivated by a professional concern for those in his care, the inspector

introduced many innovative features to a national system of education.

Because education derives its purpose, form and content from the particular social environment in which it develops its history, to be truly understood, must be viewed as a part of the total history of a people. The aim throughout this study has been, therefore to describe and explain educational developments within the province not in isolation from, but in relation to the evolving social order of nineteenth century Hawke's Bay.

This study hypothesizes that throughout the Colony, education board inspectors were primarily responsible for implementing the 1877 Education Act and that in Hawke's Bay Inspector Henry Hill was particularly influential in bringing the work of the most educationally backward of provinces into line with others more richly endowed.

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C O N T E N T S

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LIST OF ABBREVIATIONS

A.J.H.R.	Appendices to the Journals of the House of Representatives
H.B.	Hawke's Bay
H.B.E.B.	Hawke's Bay Education Board
H.B.P.C.	Hawke's Bay Provincial Council
MHR	Member of the House of Representatives
P.D.	Parliamentary Debates

CHAPTER ONEHENRY THOMAS HILL

Hawke's Bay settlers may well have had doubts about the Hawke's Bay Reserves Commissioners decision in April 1878 to appoint Henry Hill Inspector of Hawke's Bay Schools. Although a university graduate and trained teacher, Hill was only twenty-nine years old and had limited administrative experience.

The Commissioners were, however, confident that their decision was the right one as this particular young man came with impeccable credentials. Included were testimonials from the period 1863 to 1868 when Henry served a pupil-teacher apprenticeship at St David's School, Birmingham. Like other industrial city schools, St David's was overcrowded, with over one thousand pupils on the roll, and Henry's teaching contributions were much appreciated. He was commended as "a superior teacher and an admirable disciplinarian", (1) "earnest and zealous with a real love for his profession", (2) whilst a former Principal wrote that "Henry Hill was one of the most promising pupil-teachers I ever knew, remarkably strong and well conducted, energetic and of superior abilities." (3)

To be held in such esteem was even more to Henry's credit when his personal circumstances were considered. Not only had he just experienced the emotional trauma of his parents' deaths, but in order to take up the pupil-teachership he was obliged to shift away from remaining family and friends in Lye, Worcestershire. Family records indicate that relatives with whom Henry returned to spend

holidays were tenants of Lord Lyttelton, a man who was later to play an important role in Henry's life. However, as was the common plight of orphans, it was the parish to whom a family in need turned and it was Anglican clergymen who shaped Henry Hill's future in those early years.

Henry, an outstanding scholar at the Lye School, had come to the notice of the local vicar. With his help he secured not only pupil-teacher apprenticeships for five years in Birmingham but also board in a clergyman's household.

Such was Henry's diligence and aptitude that in 1868 he was awarded a Queen's Scholarship to St Mark's Training College, Cheltenham, where his Principal testified that:

During 1869 and 1870 his character and conduct were exemplary,...his energy and industry great....He acted as a Monitor in charge of a section of his fellow students during the second year....I believe he will heartily and efficiently discharge all the duties he may be called upon to fill.(4)

It was during his second year at St Mark's that Henry befriended Emily Knowles, a young student attending St Mary's, the local Womens' Training College. The young couple may, however, have been acquainted before 1869 as Emily had also attended the National School in Lye and had served her pupil-teachership there. Further, a Reverend Knowles, mentioned in Henry's diaries, could well have been Emily's father or uncle, someone who had perhaps assisted Henry in earlier years.

On leaving College with a first class Teachers Certificate the twenty-two year old was sent to organise a group of new schools in Nottingham. His responsibilities appear to have been onerous and

diverse. After seeing to the furnishing and equipping of the schools Henry was to assume charge of the Boys' School, in which he taught the senior pupils, while at the same time exercising administrative oversight of the Girl's and Infants' Schools.

Other headmasters with such a workload could have looked forward to a little relaxation in their leisure hours but Henry Hill did not. His insatiable quest for knowledge meant that he devoted all his spare moments to extramural study. His industriousness was rewarded. In 1873 he qualified as a Science and Art Master from the Science and Art Department, South Kensington, London. Evidence of his proficiency in these curricula areas were listed in his application for the Hawke's Bay Inspectorship.

Honours, Physical Geography.	Examiner Professor Ansted.
First Class Queens' Prizeman-	
Higher Mathematics.	Examiner Professor Cowie.
First Class Queen's Prizeman-	
Acoustics, Heat and Light.	Examiner Professor Tyndale.
Advanced Examination-	
Physiology.	Examiner Professor Huxley.
Advanced Examination-	
Geology.	Examiner Professor Romsey.
Advanced Examination-	
Mechanics.	Examiner Professor Graves.

CERTIFICATES IN;

Freehand Drawing.
 Geometrical Drawing.
 Linear Perspective.
 Drawing for Models.
 Blackboard Drawing.

(5)

Whilst studying for the last of his examinations in England Henry could not have foreseen that this future was being determined on the other side of the world. In New Zealand, William Rolleston, Superintendent of the Canterbury Provincial Government was keen to improve education in his province; to do so he needed to recruit skilled teachers from Home. In Britain teaching positions abroad were much sought after as they provided opportunities to escape from crowded city schools with limited prospects. Henry's letter reflect such sentiments and indicate that he sought information on teaching in Russia and Canada as well as New Zealand.

In May, 1873, Henry was shortlisted for a teaching post in Canterbury, New Zealand, the final selection being dependent on an interview with Lord Lyttelton, the Canterbury Provincial Governments' referee. Whether or not Lord Lyttelton favoured the local lad is not known but his choice out of more than two hundred applicants was Henry Hill.(6)

His employment agreement, signed on July 4th, 1873, required

Henry to go to New Zealand "in a ship named by the Canterbury Provincial Government, ...serve the Board of Education for a period of not less than two years, for which he would be paid at the yearly rate of Two Hundred Pounds", and be "provided with a house free of rent".(7) The new salary represented a fifty per cent increase over that paid at his Birmingham school. A condition of his contract, not stated in the formal agreement but communicated to him by Mr A.O'Hypsell, immigration clerk from Westminster Chambers, stressed that the confirmation of his appointment was contingent upon his being married prior to departure.(8) With his ship the 'Mereope' due to sail within a month a great deal had to be done in a hurry. Not least was the need to acquire a wife. He wasted no time in telegraphing his sweetheart Emily Knowles now teaching at the Lye National School with whom he had corresponded regularly and had visited during school holidays. "Will you go with me to New Zealand. I must have a yes or no. There is no obstacle."(9)

They were married on the 22 July, 1873, one week before embarking. Emily was to be the ships' Matron, her three years teaching experience and newly married status making her eminently suitable for the position. Henry, was to be the Schoolmaster. As Matron Emily was well paid but it is not clear whether Henry was recompensed in any way for his teaching. In order that Emily could adequately supervise her female charges the 'Matron's Agreement' stipulated that her quarters were to be separate from her husband's. Henry's shipboard diary bears testimony to the fact that the 120 day voyage" was fret with difficulties".(10) He and Emily could meet and walk on the poop deck and even spend time together in Henry's cabin

but for much of the voyage Emily was extremely ill.

When the weather was fine, Henry would take the children up on deck for lessons, but as the storms set in, those well enough to attend classes would gather in the married quarters. His only lesson books were a handful of bibles. On Sundays he took morning service on deck, his children no doubt singing the many hymns he had taught them to while away the time. The captain of the 'Mereope' relied on Henry for more than this however. From time to time during the voyage the single men separated from the single women by the married quarters in the ship's midships, would manage to fraternize with Emily's charges, often using "exceptionally bad language" within the hearing of the women and children. (11) On such occasions it was Henry's task to impress upon the men that such behaviour was considered antisocial and inappropriate. In spite of the reprimands the young men seemingly bore no grudges. Henry records that he spent many hours with them in rough weather, often reading to them or giving instruction in reading and writing.

All aboard the 'Mereope' were extremely keen to relieve the monotony of the daily routine. Games were organised on deck and shark hunting became a favourite occupation. The highlight of the voyage it seems was the occasion on which a particularly large shark was harpooned from the bow by a crew member and then with much writhing and flapping of fins the fish was brought up on deck. In its last throes of life, the huge jaws snapped wildly causing several of the young women to faint. Although Henry recorded this incident with amusement, it was he who had the honour of dissecting the shark, and it can be imagined that this would have been done so

that the audience of young men and children benefited educationally from the experience. Observing sea birds, their flight patterns and numbers was another way of spending the time. Henry filled notebooks with such information and it was only after much soul searching that he believed it was scientifically ethical to snare those which flew too close to the deck. These specimens, including the shark's head, were later sent to the Birmingham Museum whilst Henry's account of the voyage was sent to the local newspapers. (12)

When Henry and Emily arrived in the colony in late November, 1873, new schools were being constructed in Christchurch. For the next eighteen months Henry was involved in fitting, equipping and assisting with the teaching in the Avonside, Bingsland and St Luke's Schools. In June, 1875, Henry was appointed Headmaster of the new Christchurch East School. He was to receive a salary of £250 per annum, whilst Emily was to become the school's Infant Mistress. During the next five years the Christchurch East School became renowned for the quality education its pupils received. Emily was commended by the Senior Inspector "as being the Mistress of the Model Infants' School of Canterbury" (13) whilst Henry ably taught the senior pupils and wrestled with the problems that an untrained staff provided in a time of shortage.

Anyone with a little knowledge and wanting employment was gladly added to my staff...a surveyor, a chemist, a draper....Hence it became necessary to have meetings of my motley staff, to discuss methods of instruction and show them the importance of keeping steadfastly to the particular subject according to the syllabus set down in the regulations. (14)

These duties he combined with three years of part-time university study and increasing family responsibilities. (The Hill's employed a nanny to look after their young son and daughter so that Emily could continue to teach). Henry's academic efforts were rewarded in 1876 by his becoming the first recipient of the University of New Zealand's Bowen Prize in English Literature. The following year he graduated Bachelor of Arts, his degree comprising advanced studies in English, Geography, Geology and Botany.

Exactly why Henry Hill applied for the position of Inspector of Schools as advertised by the Hawke's Bay Educational Reserves Commission in 1878 is not clear but being an ambitious young man it is likely that he did not see much future in remaining the headmaster of a large public school. Encouraged, no doubt, by university successes and the knowledge that he had the support of influential friends, including the Hon. William Rolleston, the first Minister of Education, Henry Hill applied for the position of Inspector of Schools, Hawke's Bay. Rolleston wrote on Hill's behalf to his friend J.D. Ormond, Chairman of the Hawke's Bay Educational Reserves Commission.

Others too, detailed his abilities, including the Principal of the Christchurch Normal School.

I know him to be a most able and earnest, indeed enthusiastic teacher whose whole heart is in his work and who seems to infuse a kindred spirit into all who are associated with him...His own experience will enable him to sympathize with teachers, to appreciate their difficulties and afford them real help. (15)

Another supporter was Inspector Henry Hammond,, chosen like Hill, by Lord Lyttelton to improve education in Canterbury. Having

worked with Hill in establishing the early schools, Hammond was in a good position to judge of Hill's capabilities. "His work, experience, ability and energy are difficult to equal" he wrote. (16) Hammond's senior at the Board of Education, J.P. Restete, was the inspector responsible for visiting the Christchurch East School. His reports were consistently complimentary and so his testimonial included the commendation that "Henry Hill is an expert teacher, conscientious and indefatigable in the discharge of his duties, eminently skilful in his work and extremely successful in his results." (17)

From Henry's correspondence it is clear that he had written to the Hawke's Bay Commissioners requesting additional information over and above what appeared in The Christchurch Press. The reply he received satisfied him in all aspects but one, and this he made clear in a covering letter accompanying his application.

I could not think of accepting upon the terms named in your correspondence....If you think the Board would not give me more than £300 per annum, I beg you not to lay my testimonials before them, as my present income is far in excess of the salary offered. (18)

It was a cunning ploy considering his Canterbury Education Board salary was £250 p.a. but it worked. On the second of May, 1878, the Chairman of the Hawke's Bay Educational Reserves Commission was authorized "to communicate with Mr Hill, offering him the salary of £400 per annum with £150 per annum travelling expenses". (19) Although the Minute Book of the Commission does not provide evidence of the fact, Henry's diary makes clear that he understood he was being appointed "Inspector and Secretary to the

Board".(20) The reason for this was perhaps that both Inspectorial and Secretarial duties and been outlined in the job description earlier forwarded to him.

The 1 July Minutes of the Hawke's Bay Education Board, the former Commission, were signed by Henry Hill for the first time as Secretary. In the seven months that followed, Henry took stock of the schools, teachers and pupils under his stewardship. That he was shocked by what he saw is illustrated in his first report to the Board. "Generally untrained and inexperienced teachers...perform their work under most trying circumstances. Without suitable buildings,without assistance and without system they have been plodding on doing their best." (21)

Henry Hill was, however, undaunted by the task confronting him. He enthusiastically began what was to be a thirty seven year mission to raise the standard of efficiency of public education in Hawke's Bay.

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CHAPTER TWO

HILL'S INHERITANCE

The 1877 Education Act required the colony's twelve education boards to

establish and maintain public schools within the district...; promote the establishment of school districts within such a district...; appoint and remove officers and teachers...; establish scholarships, school libraries, and district high schools; raise the moneys required to be raised for the purposes of this Act, and administer the funds granted by the Education Department; and generally shall have and exercise all the duties and functions imposed by this Act.(1)

In most cases the education boards which took responsibility for implementing the Act's provisions were the former provincial boards of education. Hawke's Bay, however, was an exception. This accounted, in part, for the turmoil confronting Henry Hill in 1878.

For twenty years, educational provision in the province had been the responsibility of the Provincial Government, whose members were mainly large land owners. While recognising the need for educational facilities in the district, government members firmly believed that as far as possible the provision of public schools should rest with the settlers. However, the Provincial Government was careful to enlist the support of the churches in the promotion of educational facilities and private individuals were encouraged to set up schools. As a result, the proliferation of church and private schools saved the Provincial Government considerable expense. In Napier the four schools built by the Roman Catholic

Church (2) prior to 1869 cost three thousand pounds. By contrast, in that same year the Provincial Government spent £1022.6s 4d. on education.(3)

Hawke's Bay's first educational legislation in 1859, the year following separation from Wellington province, instituted government aid to public and private schools. Public schools were entitled to government funds for buildings, equipment and tuition for each pupil. Private schools received only tuition fees.

The budgets for education in the first decade of provincial administration seldom exceeded one thousand pounds. In 1860 the expenditure on education was £600 or 1.3 per cent of estimated revenue. In the same year four thousand pounds was spent on the building of the Porangahau Road. (4)

This meagre aid was no doubt partly responsible for inhibiting the establishment of schools. In 1861, the Provincial Superintendent, Mr T.H.Fitzgerald, reported that there were three town schools (in Napier), and three country schools at Clive, Petane and Wairoa, whilst in 1866 although there were another three schools in Napier, there were only a total of six in the country area between Hampden and Wairoa. By 1870 fifteen schools existed in the province but in 1877 this number had grown to twenty-two catering for 818 pupils or 38.95 per cent of the school-age population. Although 358 children attended private schools and 272 received home tuition at this time, these combined figures represented only 55.97 per cent attendance. (5)

School provision differed markedly between town and country. While rural children might have no school to attend those in the

towns often had a choice. For example, in 1874 Napier children could be sent to any one of twelve schools: the boys' or girls' schools run by the Napier School Trust (Common Schools); St Mary's Boys' (R.C.); St Joseph's (R.C.); the Port School (Common); Emerson Street School (Private); or any one of the smaller private schools run by Miss Palmer, Mrs May and Mrs Begg. (6)

Concern for the education of their children was not uppermost in back country farmers' minds; they were preoccupied with clearing the bush and establishing pastures, a task made easier with the help of school age family members. Parents who did place value on education were usually those elected school trustees for the local area who, under the rather vague clause of the 1859 Education Act, controlled the funds and raised the necessary money for the erection of school buildings. Clause XIII stated that:

Whenever any of the inhabitants of a town or country district within the province shall be desirous of establishing a Common School and shall subscribe together a sum of at least £40 towards the erection or repair of a suitable building for such purpose, it shall be lawful for the Government to contribute provided there are funds available for the purpose an amount equal to the subscriptions actually paid into the hands of the Provincial Treasurer...but not to exceed in any case £100 in the whole period of three years. (7)

How far the trustees were responsible for the maintenance of school buildings and equipment was a legal 'grey area' although they were expected to supply and maintain furniture, teaching equipment, the school house and residence. Those able to raise the necessary funds for building a local school could seldom meet running costs as well. Provincial Government had hoped that school trustees would be able to manage financially through the local rates on commercial and

residential buildings they were entitled to impose under the Hawke's Bay Educational Rates Act of 1868. Opposition to this Act was, however, so intense that rates were rarely collected. The public outcry over educational rates meant that the Provincial Government now had to reconsider their involvement in education. After lengthy debate in Chambers and in the local press it was decided not only to increase the level of funding to Hawke's Bay schools but to set down other requirements, as was being done in the provinces of Nelson and Otago. The new legislation became the 1873 Hawke's Bay Education Act.

Government members' anticipation that their new 1873 Education Act would require strict policing no doubt influenced their decision to appoint the experienced William Colenso their Inspector of Schools in 1872. Although many settlers remembered the allegations of moral impropriety and his subsequent dismissal from the Church Missionary Society twenty years earlier, the Hawke's Bay provincial government did, however, appreciate some of Colenso's other achievements: his international status as a botanist; his ability as a Maori linguist; his years of sterling public service during which he had been a Provincial Councillor, Auditor, (1859) Inspector of Schools, (1862-3) and Member of the House of Representatives, (1861-1865)

The 1873 Hawke's Bay Education Act increased the capitation grant paid from provincial funds to show that the Provincial Government was now more appreciative of the value of education in its province. For the first time remote country schools received special recognition, an additional allowance being paid to them to

offset their isolation and the irregular attendance of pupils. Clause XVII provided them with twelve shillings per pupil per quarter; town schools only received nine shillings. This money was to be granted on the basis of average school attendance as certified by the school inspector.

The provincial inspector's duties had been defined in the 1859 legislation. Clause 16 required him "to see that sufficient and satisfactory secular education is given in every such School or Schools so receiving Government aid, particularly in Reading, Writing and Arithmetic". Clause 17 authorised him to make grants of up to fifty pounds a year to augment a country teacher's salary when "he or she cannot be supported by ordinary contribution or rate". In addition, Clause 19 required the inspector to ensure that "orphans or children of the poor" gained free entry to aided schools. (9)

The 1873 Education Act extended Colenso's duties. He now had direct oversight of aided private schools. Clause XVII stipulated that the same nine shillings per pupil, per quarter, could be awarded to denominational and private schools on the basis of average attendance and satisfactory tuition as certified by the inspector provided these schools observed the conditions of the 1859 Act pertaining to religious instruction. "That religious instruction" could only "be given before or after ordinary school hours".(10) Right of entry was given to the inspector and children of other denominations. Private schools were to continue to receive government assistance regardless of the teacher's efficiency.

Colenso's predecessors had been administratively ineffective.

All had been only part-time inspectors; J.H. Campbell had been Provincial Auditor, H.H. Godwin a teacher, Major E. Green, the Sheriff, and J.D. Ormond the Provincial Superintendent. Colenso himself, during his first brief term as school inspector, (1862-1863) had also been provincial councillor and Member of Parliament. These pioneering inspectors had contented themselves with reporting to the Provincial Government the extent to which they considered "sufficient and secular education" (as required by Clause 16 of the 1859 Act) was being given. Beyond that they did not venture.

Colenso, re-appointed school inspector in July 1872, decided to take a wider view of an inspector's duties. Although still conscious of his 'policeman's' role he laid more stress on his responsibility for ensuring that Hawke's Bay children, especially those in common schools, received 'quality' education.

But quality education depended upon quality teaching and experienced, competent teachers were few in Hawke's Bay. Qualified teachers were attracted to the larger provinces where boards of education had been established. Determined to raise local teaching standards Colenso visited his schools as frequently as he could always looking to " support every truly honest teacher who is striving to do his duty to the scholars under his care to the utmost of his ability". (11)

When inspecting, Colenso usually arrived "upon the school when wholly unexpected", and although he was not certain that this was the best practice, he seldom changed his ways. (12) If possible he arrived in time for the morning opening. He would spend the day examining each class in turn, noting the progress and answers of the

pupils, inspecting the register, buildings and grounds, and assisting with the teaching, particularly in a school where he found deficiencies. A detailed school report would be written on his return to Napier. From these reports, which followed a consistent pattern, it is possible to develop a picture of Hawke's Bay education in the 1870s.

Colenso first headed a report with the particular school's name, then listed the total number of boys and girls present and their average attendance, before going on to comment sometimes briefly, and sometimes at length, on pupils' attainments in the three subjects. Clause 16 of the 1859 Education Act required him to comment on. Typical of his comments was this one relating to the Waipukurau School: "Several very good readers are to be found in this school; and some of the boys are working sums in Practice, Interest, Commission and Proportion." (13)

A digest of his particular comments formed the basis of more general remarks in the annual report in which he gave the Provincial Government an account of his stewardship. Colenso did not restrict his attentions to the 'three-R's'. He encouraged the teaching of other subjects, especially geography and science, reporting warmly on the use made of wall maps and specimen tables and expressing pleasure when he saw sewing, knitting and crochet being taught. Because of his desire to improve the quality of teaching, classroom management concerned him and he always paid particular attention to what he listed as Order, attention, prompt obedience, quiet, and cleanliness. These were, he claimed, the "great and powerful efficient in true education;" he urged teachers to "keep a book of

merit" in which to record pupils' achievements in these aspects.
(14)

The 1873 Education Act required him also to check schools' monthly attendance returns before allocating them funds. He performed this clerical chore with what many of his teachers must have thought indecent enthusiasm. To one erring teacher he wrote, "You have inserted six days attendance...instead of five, ...attendance on November 31 (there being no such day in the year) and in December have even included Sundays!." (15)

Colenso's sometimes harsh criticisms of teachers inevitably brought sharp reactions. In 1877, the West Clive schoolmaster was foolish enough to challenge the inspector for implying that his returns were fraudulent. Colenso wrote: "In this you have erred, as so often before, being so wrapped up in your own self. Men like you never improve because they are not humble enough to learn." However, to show that no grudge was borne he added, "You cannot conceive the trouble you give me.... To help you I will offer to bring the report to town on Saturday morning or afternoon and give you an hour to help you put it right. It may be the last official kindness I may have in my power to render you." (16)

His sharpness of tone when writing to many teachers did not reflect any lack of sympathy or fellow-feeling for them. Teacher morale was, in Colenso's opinion, affected by the prevailing inconsistent pay levels. In his 1874 report he described how at one school 6d per week per pupil was being paid to the teacher while at another parents paid 1/- per week per pupil:

I quite agree in the fitness of that portion of clause xvii of the Education Act, which provides "that the weekly charge to parents or guardians shall not exceed one shilling and sixpence per head per week, and that no person shall be liable to pay for more than four children at any one time whether attending the same or different schools receiving aid under this Act". But this as it is now is, not definite or imperative enough. (17)

His empathy for his teachers extended to practical classroom advice. In 1873 the mistress of Porangahau School wrote of her school's lack of appropriate texts and limited funds. Colenso replied. "To meet your case, however, (as you are a long way from Napier and a stranger to the province) I have been and looked you out a few of each of the simpler kinds as a beginning.... You should expect their arrival by coach." (18)

Colenso's venture into textbook writing may have been due to such requests. In the English preface to Willie's First English Book he explained. "This little work has been projected in the consequence of the writer...having been unable to find, among all the numerous and useful elementary books for teaching English language, any suited to the circumstances of the Young Maori." (19)

Although in some respects a hard taskmaster Colenso was consistently and genuinely concerned to help his teachers, many of whom had a limited personal education and little or no previous teaching experience. The shortage of trained teachers prompted him in 1874 to write a "Code of Rules and Regulations for the General Conduct and Discipline of Common School". In his report of the same year he forecast, "No doubt the time will arrive when every

Provincial School will...have its trained teachers...all trained in some one Provincial or Colonial School." (20)

He received inquiries also from school trustees and whilst he could appreciate their desire to be consulted, Colenso regarded them as amateurs in educational matters whose actions frequently hindered their schools' progress. Further, he did not have a high regard for trustees' abilities to get children to school. "There are still several children within distance of a school who are growing up without scholastic education owing to the thoughtlessness of their parents...who not only keep the child at home for trifling matters, but also...just to save a few pence." (21)

The 1873 Education Act renewed provisions for the erection and repair of school buildings but the exact nature of the trustees' powers and responsibilities were not clearly understood by them because there were still no regulations explicitly defining their powers. It therefore became the duty of the inspector to advise and admonish them when they were loath to act. Many of the trustees regarded their responsibilities as having ended with the building of the school and the appointment of a teacher. Colenso believed, however, that trustees had a duty to continue to show support for their teacher and that it was their responsibility to maintain school buildings, equipment and furniture. Inevitably teachers were very much at the mercy of their trustees. If teacher and trustees were at variance, then necessary funds for equipment and building repairs could be withheld.

This was probably at the root of a dispute in 1873 between the Hampden schoolmaster and his trustees over the provision of

classroom equipment. The schoolmaster finally wrote to Colenso complaining that his trustees had turned down his requests on the grounds that no money was available for the purpose. Colenso cut through whatever red tape or pettiness there was by instructing the teacher to "obtain a blackboard 4' x 3'. The Government will pay for it...get it at Waipawa." (22)

Difficulties over buildings, however, were not so easily resolved. Sympathetic parents would either supply the money needed or, as was the done at Te Wairoa School in 1873, would petition the Superintendent for a subsidy.(23) Apathetic settlers, who failed to meet what Colenso regarded as their reasonable education commitments, were goaded into action by the inspector's blunt reports. These were published in local newspapers. For example, he reminded parents of Danevirke School children of their further responsibilities in a report published in The Hawke's Bay Herald .

This school, which had long been closed through want of a suitable teacher, was re-opened in February in this year, and when I visited it in April, I was gratified in finding such a nice little party of children...who, in so short a time had already made some progress. I feel sure that under their present able and active mistress they will get on rapidly....The schoolhouse here has also been repaired and a chimney built (both much needed), but the Teacher's residence is still the same, and is utterly unfit for the purpose, being a very small single room or box. (24)

On matters of a more professional nature Colenso spoke equally plainly to trustees and teachers. He received a letter of complaint in 1875 from a Pakeha woman settler, Mrs Stewart, whose children had been sent home from school on three occasions for allegedly being "unwashed and unsuitably dressed for school". (25) On the last

occasion she had asked her neighbour to testify in writing that the teacher's action was unjustified. Colenso investigated the complaint and discovered that the teacher and trustees had been in collusion during this episode. It appeared that for some time Mr and Mrs Stewart had been at odds with the school trustees and teacher concerning their children's standard of dress and also their tardiness in paying school fees. Colenso obviously believed the Stewart children were being victimized because he wrote sharply to the trustees and teacher saying,

Schools are for the children of all settlers, whatever their position in life; and that they were not instituted for the benefit merely of the wealthy or the few....All the children must be admitted to the school whether they came poorly clad and without shoes- they cannot be turned away. (26)

Colenso, the scourge of lazy teachers and negligent trustees, was much more tolerant of children's shortcomings. To children he always came with "a genial smile, cheery 'good morning' and affable manner, quickly setting the scholars at ease and giving them confidence".(27) Although there were always some "unfortunate scholars who had the ill-luck to incur his righteous displeasure, he was on the whole friendly and fair". (28)

Colenso encouraged children to attend school by offering prizes of various kinds. In 1873 the Provincial Government granted his request for twenty-five pounds annually with which to purchase end of year school prizes. He set aside ten pounds of this for attendance and meritorious behaviour awards. To foster a love of science he offered rewards of his own including, in 1875, "twelve cash prizes, six of which were to be for natural history collections

of not less than one hundred specimens." (29) When he retired he instituted further prizes ranging from five shillings to one pound for the "best natural science collection" and best essay on "Kindness to Animals". (30)

If members of the Hawke's Bay Provincial Government were occasionally embarrassed by Colenso's very public comments on educational matters they did not show it. In his opening address to the provincial government in 1874, Superintendent Ormond commented on the increasing number and efficiency of schools in the province. "Educational progress", he declared, reflected on "the zeal, and efficiency with which their inspection is now conducted". (31) Eventually, however, it was dissension between his employers and himself, mainly about his pay, that led to Colenso's resignation.

As early as June 1873, Colenso pointed out to government that £60 of his salary of £100 was spent on travelling expenses. If it would grant him £1 per day to hire a horse and buggy he argued, then he could make better use of his time.

In school inspecting there is much valuable time unavoidably lost...during which the expenses are going on....Schools can only be seen during a set five hours of the day....Days of very wet weather are lost days...as the children cannot then come from a distance. (32)

Riding between schools, particularly in wet weather, was extremely time consuming as well as uncomfortable. In his 1874 report Colenso reminded the provincial government that although there had been "heavy rains and subsequent severe inundation" and that he and his horse had been in an accident...met with in travelling on this duty," he had nevertheless taken "long journeys in

the early mornings and nights. The number of days wholly occupied in travelling and Inspecting of Schools during this year being 72".

(33)

The dangers of travelling the bush roads were bad enough but on an inspection visit to the remote West Ruataniwha School in 1875, he had to ride for the best part of a day into the roadless Ruahine foothills "over fences and through fern and bush".

I shall not soon forget the day of my first visit as, in riding thither, I had been thrown severely, my horse falling with me and treading on me, so that I got there in much misery and late, after the school had been dismissed, and consequently, only some of the Scholars who could be got together, - and still had many miles of rough riding to [Hampden] before I could reach an accommodation house. (34)

Colenso considered that "any fit person would be underpaid in a salary of £100 per annum for properly doing his duty (and running all risks) as Inspector of Schools." He offered to undertake his duties without salary, provided his expenses were paid and to show that he was a man of Christian principles added:

Of course,...the expenses (and the work) could be both be considerably lessened-by directing an annual inspection only. I could not, however, take upon myself to do this, neither could I recommend it-knowing as I do, the wants of the schools,- the country ones in particular. To do them a real service, they should each be visited (if possible) three times in the year....Were all schools under trained teachers, such frequent inspection would not be required. (35)

After much debate the government raised his salary to £150.p.a. with £100 p.a. expenses. Colenso's bid for the horse and buggy were repeated from time to time as the number of schools increased. Given his advancing years,(he was sixty-nine years of age) and

arthritic condition his request was not unreasonable.

The passing of the 1877 Education Act made Colenso's continued employment as Hawke's Bay Inspector uncertain. He attempted to return to colonial politics but in the general elections of 1877 polled very badly, gaining only 13 of the 758 votes cast. The Hawke's Bay Herald caustically reported that "amidst laughter it was suggested that the school teachers were his only supporters".

(36)

Shortly afterwards Colenso advised the Provincial Government that he could only continue as inspector if he received an increased expenses allowance. He was concerned, he said, to save a future appointee from being placed in a financially embarrassing situation. As such an increase was not forthcoming, Colenso tendered his resignation to the Educational Reserves Commission. Joseph Rhodes, the Chairman, replied that

The Board, in common with myself, regret very much that you should resign. It is not the amount of the salary that is worth your while to stay for, but you are appealed to on other grounds in that you are eminently suitable for the post, and that you have given satisfaction to everyone concerned.

(37)

Colenso was persuaded to continue for another year. In February, 1877, the Educational Reserves Commissioners who were administering education until a local board was elected, advised him that "he was to receive £250 per annum, his present salary, but need only visit the schools once a year." (38) However, in February of the following year his salary was increased to £300 per annum with £150 travelling expenses.

During the early months of 1878 Colenso criticised teacher

appointments made by several school trustees, appointments which had been endorsed by the Educational Reserves Commissioners although opposed by him. In March, 1878 he wrote to them saying. " You have lately made three appointments .in direct opposition to my letter....It is impossible for anyone holding the office of Inspector to allow himself to be so treated and yet continue to hold the office." (39)

The accompanying resignation was "received with regret". J.D. Ormond, now Education Board Chairman wrote to Colenso thanking him for his services. "I state my conviction that the efficiency of the schools is largely owing to the conscientiousness and earnest manner in which you discharged the duties of your office." (40)

The effectiveness of William Colenso's inspectorship is difficult to measure. His strict administrative policy did call teachers and school trustees to account for the first time whilst his unceasing concern for children paved the way for enforcing regular school attendance. Evidence of increased literacy levels amongst children attending public schools during his term of office is provided by census statistics. A 6.10% literacy increase is shown between the years 1874 and 1878, despite the increase in the school population and numbers of schools. (Appendix A).

When William Colenso retired as Inspector of Schools in May 1878, he did so content in the knowledge that standards of education in Hawke's Bay had greatly improved under his stewardship. Although he could also have been well pleased with the addition of twenty-one schools, three of them denominational, during his six year term, he drew attention in his final report to the fact that "most of the

School-houses both in Town and Country are much too small for the number of scholars." (41)

His last months as school inspector coincided with the implementation of the 1877 Education Act. Because clause 84 of the Act stipulated that all teaching was to "be entirely of a secular nature" (42) the Provincial Government notified "all denominational schools that no (capitation) grant would be paid after the end of the year, 1878". (43) Subsequently, seven provincial schools were passed back to their denominational sponsors and the Hawke's Bay Education Board watched as their schools dwindled to fourteen in number, only half of which were housed in permanent buildings owned by the Board.

Consequently, much of Colenso's good work was undone and inevitably Henry Hill inherited a very disorganised school system when he assumed office in June, 1878.

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CHAPTER THREEINITIAL STEPS

In Hill's first report to the Hawke's Bay Education Board, he stressed the inadequacies of his inheritance. "The Education Act of 1877 entirely threw out of gear the work in the few schools established...and it was found necessary...to make temporary, incomplete arrangements, to supply accommodation for the larger numbers of children, who flocked to the few schools." (1) Hill, as both Secretary and Inspector to the Hawke's Bay Education Board, was in a unique position to ascertain the true state of education in the province.

As secretary he was required to "attend all meetings of the Board, take minutes of its proceedings, enter such minutes in a book,...conduct the correspondence,...take charge of all papers and documents..., and perform all such duties as may be required".(2)

His inspectorial duties were also considerable. He was required "to inspect all Public Schools according to the regulations; to inspect Private Schools on the Board's authorisation; and to inspect any other educational institutions maintained by public funds". (3)

Hill knew what he was looking for in his schools.

The Education Act, and the regulations for the examinations in the standards, require, that discipline, organisation, and classification shall be satisfactory in every school. They require that certain results shall be shown amongst the children... whether the teacher be trained, or untrained, certificated or uncertificated. (4)

But Hill also appreciated that if his generally untrained or inexperienced teachers were to measure up they would need help. In his first report he explained what he thought were the duties and responsibilities of a pioneer inspector.

In a new district, it seems to me, that the Inspector, must also be the organising master....Without some such training the Board can never hope to see this District competing for educational honours...teachers are only waiting to be shown how to do the work which is required of them. (5)

Within a few months of his arrival in Hawke's Bay Hill initiated a pupil-teacher scheme and had plans for making the new Napier Main School an in-service training centre.

Hill, like Colenso, believed in involving parents in the maintenance and improvement of school facilities. To school committee members he pointed out that there were buildings to be painted, grounds to be fenced, dirt and cobwebs to be removed and toilet facilities to be properly constructed. "Education has a higher aspect than the merely mental one, and Committees, that set before the children neat and orderly kept school-rooms and grounds, are performing a good work, are materially assisting the work of the teacher." (6)

Hill, as Secretary-Inspector, had to practice what he preached, to concern himself with many matters other than ones that were

"merely mental". He had, for example, to oversee

the erection of school buildings, the purchase of school sites, the examination of teachers and pupils, teacher appointments, dismissals and housing, the organisation of a Scheme of pupil-teacherships, their appointment, training, examinations and so on, and the supervision of School committees. (7)

Years later, Hill, reflecting on these formative years remarked that, when for reasons of economy, he was both secretary and inspector the workload was almost more than one man could manage. "I had to do all kinds of organising work, schools had to be built, teachers trained, ... regulations drawn, examinations conducted and the office organised... My work was very strenuous." (8) That he believed the many and varied tasks he was called on to perform, went not only beyond the call of duty but also beyond the limits of his salary was made clear to the Board in May, 1879. He wrote to tell members that although he wished to stay in Napier he would reluctantly have to accept an offer to return to Christchurch "unless the Board increased his salary". (9) Having had the benefits of his services for just over a year, the Board unanimously agreed to raise his salary from £400 to £500 per annum. (10)

Although Hill was assisted by two clerks in the Napier Education Board office, Mr Fannin and Mr Motley, assistance he clearly appreciated and acknowledged in his diaries, both men had also to do County Council work. Consequently, when he was visiting schools, administrative matters and correspondence were neglected.

Hill was entirely on his own in his inspectorial role. To a young man all of whose experience had been gained within the bounds of 'civilisation', the loneliness and responsibility of his new

position must have been daunting. But if it were, he did not show it; he set about his duties with enthusiasm and energy. Both were needed. His district encompassed the Counties of Cook, Wairoa, Hawke's Bay and Waipawa,

from Woodville on the South to Hicks Bay beyond East Cape on the North East. On the west, Tarawera on the Taupo road, and Motu on the Opotiki road, were to of the most remote places although two places at the back of Tolaga Bay were very remote and difficult to reach. (11)

Like Colenso before him, Hill spent many weary hours on horseback. Between July and December of 1878 he rode 2,104 miles, many of them along rough bush tracks. Streams and rivers had to be forded in all kinds of weather.

About sixty feet above the deep mud creek the horse got into a quagmire and I had to jump to ease him. This saved me, for the next moment the horse gave a bound to get out of the mud, and in doing so sprang over the edge...and went slipping and rolling down the hills. Imagine my dilemma! Alone- horse and belongings lost, not a human being within miles....I got into the water, went in up to my waist...tied the rope to the horse's blinkers and to a tuft of grass to save him from being drowned. After an hour's wetting...I had to get up the hill to go for help. (12)

Nor was there much to cheer him when Hill reached the remote schools; too often the poor standard of the pupils' work matched the squalid environment of the schools, "where the curtain-like cobwebs covering the windows and ceiling give evidence of neglect and decrepitude". (13)

In his first months in office he examined 1,021 pupils, investigated potential school sites, arranged temporary accommodation where school buildings could not cope with increased

numbers of pupils, met with school committees, advised teachers and even took demonstration lessons with their classes.

Hill's diaries indicate a very deliberate pattern of visiting designed to enable him to cover his 8,578 square mile district twice within the year. He took advantage of the drier summer months to travel first to the northern and then to the southern boundaries of his district, systematically working back towards Hastings and Napier. The larger schools there and their smaller neighbours were left for mid-year, presumably so that he could retire to the warmth of his own Bluff Hill fireside on wintry evenings.

Schools in the northern part of his district were visited first each year. To reach Gisborne, Hill opted for an overnight excursion on the coastal steamer in preference to an arduous six day ride over rugged country. Once in Gisborne he would hire a horse and set off for "the two places at the back of Tolaga Bay which were very difficult to reach". (14) This trip took five days and it must have been a weary and saddle sore Hill who returned to Gisborne at the weekend to wash up and rest awhile. His respite was short as on the Monday he had to be astride his horse once more and on his way to the schools in the Urewera foothills. With three days inspecting behind him, Hill then had four days of hard riding on the Kowhai Track before reaching the furthest and remotest of his schools at Motu.

As he traversed the hills and valleys to and from Motu over succeeding years, Hill must have thought often of the Auckland inspector for whom he was suffering much. Motu School's geographical position was such that according to the 1878 Education

Board Districts boundaries map, it fell within the jurisdiction of the Auckland Education Board. It is not clear why the Hawke's Bay Board had inherited the school but it was probably because it was easier to reach the settlement from Gisborne in the south than it was from Opotiki in the north. The Auckland Education Board did, however, recognise the value of Hill's inspection visits on their behalf. Educational reserves monies from the Motu area were passed on to the Hawke's Bay Education Board to compensate for the inspector's time and trouble. (15) The expedition took twelve days in all and although Hill took advantage of his return trip from Motu to inspect those schools to the west and south-west of Gisborne, he had still the larger town school in Gisborne itself to inspect before he could sail for home.

Such trips required the inspector to spend nights either camped in the open or in flea infested whares. On returning to his Napier home, therefore, it was customary practice for Emily to throw from an upstairs window a fresh set of clothes and for Henry to strip of his travelling attire in the yard.(16)

Back in Napier, the inspector spent the next fortnight attending to office duties. The annual report had to be written at this time, correspondence dealt with, Board meetings attended. By early March he was off once again, this time to the far south. Travelling down the coast he called in at the Porangahau and Wimbledon schools before turning inland to Danevirke.

After a week's riding and visiting Hill enjoyed the relative comfort of two or three days in the Danevirke hotel while inspecting the local school. To inspect those schools yet further south, Hill

spent another week in the Woodville area returning to Danevirke at the weekend. Here he prepared for his next fortnight's visiting which included all those schools such as Norsewood and Ormondville in the immediate north as well as those nestled in the Ruahine foothills as far west as Hampden.

The end of this particular journey generally coincided with the end of the first school term, but there was little respite for the secretary-inspector. Office work and reports of his visits had to be completed as quickly as possible if he were to visit all the remaining schools in central Hawke's Bay, Hastings and Napier by the end of the second term. By August he was ready to begin his round of visits all over again, this time for examination purposes.

For a man, who by the early 'eighties had a young family, the long trips away must have been emotionally and physically demanding. In these early years, however, Hill did have the company of the indefatigable William Colenso on the Forty Mile Bush circuit. Hill's acquaintance with Colenso had begun even before he left England. As early as 1869, Henry had written from Cheltenham asking William for information on the Hauhaus and the Hawke's Bay Battle of Omaranui. Later, they corresponded regularly for the purposes of exchanging botanical and geological data. (17)

Because Colenso's personal circumstances had left him with no family and few friends in the province, he welcomed his young friend not only as his professional successor but as a fellow natural scientist. Hill's lengthening absences from Napier on inspection visits probably prompted Colenso to travel with him. It was perhaps the loneliness of the the inspector's life on the road as much as

their mutual scientific interests which persuaded Hill to accept the elderly Colenso as his travelling companion twice yearly for a number of years . On these trips Hill would leave Colenso comfortably ensconced at the local hostelry whilst he rode out to his schools. In the evenings, Hill recalled years later, he joined Colenso and "the room was closed against intrusion, unless the visitor was an old friend and common to us both." (18) Hill's diary entries suggest topics of scientific interest, not educational were discussed. At Woodville in 1880 Hill noted: "Colenso told me tonight how he met with Darwin in the Bay of Islands in 1835!".(19)

The demands upon Hill's time and energies were no less when he returned to Napier from his school visiting. In his report covering his first seven months in office, he detailed "the many calls made upon my time as Secretary to the Board". (20) These included attendance at eighteen Board meetings and thirty eight days spent on report writing and doing office chores.

Hill's first report to the Education Board in 1878 reflected particularly his concern for his teachers, no doubt comparing their working and living conditions with those enjoyed by teachers in prosperous Canterbury. He constantly strove to improve local conditions. His description of a district school illustrates vividly "how trying teachers'" circumstances were.

Where with an average attendance of nearly 250 children [teachers] had to manage for more than seven months, with a single desk capable of accommodating fifteen children.... A classroom 11 feet by 11 feet belonging to the same school, was used for training between forty and fifty infants.
(21)

He was equally appalled by the conditions in which he found

teachers and their families living. As a teacher in Christchurch he had been supplied with a substantial brick home with all services. He found it difficult to reconcile that in Hawke's Bay simple earth floor whares and ramshackle huts were homes for teachers.

The teacher's residence which is 8 feet by 10 feet is attached to the schoolroom. In this narrow and ill-constructed hovel the teacher, his wife and four children are obliged to live. Bedding, furniture and cooking utensils are all stowed away...there is no room to sit, stand or lie....Cooking has to be done late or early in the schoolroom. Weatherboard is gaping all round giving untrammelled admission to mosquitoes. (22)

Although additional temporary accomodation was hurriedly hired to house the increasing numbers of children and their teachers throughout the Board's district, there was a limit to the number of churches and warehouses available and to the amount of money the Board had to spend.

Serious as the accommodation problems were in 1878 all the indications were that they would worsen. From the census returns for 1878, Hill had calculated that of the Hawke's Bay education district's school age children (1,550), only half were attending regularly. Even worse, only 99 could be comfortably catered for in the existing schools. He urged the hiring of still more rooms and pressed the Board to provide permanent accommodation for at least 1,800 children.

The Hawke's Bay Education Board were left in no doubt by their inspector that school children in the province could not achieve the academic results or the distinctions awarded in the more established Board districts if school buildings were unsuitable. Neither were

crowded rooms, poorly lit, poorly ventilated and ill-equipped conducive to regular attendance.

Hill attributed the educational backwardness of Hawke's Bay to its lack of a provincial Board of Education. Although he did not directly criticise either the Educational Reserves Commission or his predecessor for failing to prepare the way for the implementation of the 1877 Education Act he made it clear that he believed more could have been done. "In my district", he wrote, "the work has only been of a preliminary character. Until the passing of the Act no attempt appears to have been made to introduce a definite educational system." (23)

If the educational leadership provided by the Educational Reserves Commissioners had been inadequate, that of the Hawke's Bay Education Board members was little better. Because most members of the first Education Board were from the landed gentry, their personal knowledge of publicly funded education was minimal. They relied on their new secretary and inspector to advise them. It was fortunate, for the future of public education in the Hawke's Bay that this joint position was occupied by the professionally trained, energetic and innovative Hill. But these traits alone, were not sufficient to convince experienced political administrators like J.D.Ormond and Captain Russell that certain educational policies should be implemented and it is further to Hill's credit that he quickly won the confidence and respect of the Board. Minutes indicate that they welcomed the bevy of ideas that Hill placed before them. Certainly the Board, to the extent its resources allowed tried to implement his recommendations.

Acquiring school building sites was given urgent priority by the inspector. In some districts his task was made easier as local residents either donated land, as at Takapau, or offered the Board sections at a reduced price, as was the case at Hastings. In others, however, the acquisition of land was not without its problems. At Ormond, for example, the site bought by the Educational Reserves Commission in 1877 turned out to be a disused cemetery, and a year went by whilst relatives were consulted and bodies exhumed. (24)

An architect was employed by the Board in late 1878 but his activities increased rather than decreased Hill's problems. By early 1879 letters were flooding into the Board complaining of inadequate building plans, lack of supervision and unreasonable building specifications. (25) Although the Board were concerned with all three charges they took urgent action on the latter which by specifying the use of Kauri in school buildings had caused a public outcry. Letters to the newspapers and Board reflected the bush settlers' sense of outrage. 'Mopuke' of Hampden wrote of the "great injustice to the sawmill proprietors of this province" whilst queries concerning the use of Kauri "for even school furniture" were commonplace. Indignant correspondents demanded to know "who is this Kauri advocate?".(26)

By mid-1879 the Board had dispensed with the services of its architect and tenders were advised that totara or local timbers would be suitable for school buildings. Hill resumed the duties of architect and clerk of works. An ambitious building programme provided new schools designed and equipped in accordance with his

advice.

The aim of the Board in providing the necessary accommodation, has been to supply neat and substantial school buildings, useful rather than ornamental. Light, ventilation, and internal arrangements have received careful attention, and everything has been done which experience has shown to be necessary for the wants of both teachers and pupils. (27)

In under eighteen months the number of Board owned schools rose from seven to eighteen as new Hill-style buildings were completed. By 1881, although the number of Board schools had increased to thirty-one, Board members were unhappy that seven schools still had to operate in rented premises, and that fifteen of their thirty-eight head teachers were not provided with residences. That such concern should be expressed by a group, who, only two years before were unaware of their responsibilities in this area, reflects, once again, Hill's continued influence.

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26. The Waipawa Mail. Saturday,December 6th,1879.
27. A.J.H.R.,1880 .H-1A. p62.

CHAPTER FOUR

TEACHERS, TRIALS AND TRIBULATIONS

The new schools and houses into which teachers moved were very tangible evidence of the capabilities of their new inspector. From the outset he had their co-operation and respect. Having housed the majority of his teachers and pupils Hill turned his attention to improving the standard of teaching in his district. Again, probably because of his Canterbury background, Hill was not impressed by what he saw.

Generally, I have found the work in schools, unsatisfactory ...The of standard work required by the Education department is very high, considering the Educational disadvantages under which this district had been labouring ...It will be necessary for the teachers to bestir themselves, and seek for practical knowledge and school management. (1)

Hill was particularly critical of the teachers' lack of management skills until he realised that the untrained and inexperienced teachers in his charge had no idea of what constituted a well managed school. He determined that all teachers in his district should see such a school

in full working order, and... have an opportunity of noticing the methods employed in teaching the different subjects. It would create...a picture of a reality... afford them convincing proof of the advantages to be derived from due attention to discipline, organisation and method. (2)

In June, 1879, he conducted a highly successful two week training course for teachers at the Napier Main School, perhaps the

first inservice training course of its kind in the colony. The new Main School was also clearly intended to serve as a model school. Hill invited local reporters to the training sessions anticipating, correctly, that they would be much impressed by the new school buildings.

This school is really worthy of a visit. Its size stands fifth in New Zealand, and there is not one so large in Otago. The only drawback to it is the want of room, the whole site does not exceed half an acre. There are nine classrooms on the ground floor and two rooms on the upper story. Two of the lower rooms of 60 by 24 feet, one 46 by 24 feet, two 40 by 18 feet and four 20 by 24 feet. There is an anteroom at each of the three entrances...strong hat pegs...lavatory with basin, soap and towel. The classrooms are admirably fitted up. (3)

To enable teachers to attend the course, pupils were given an additional mid-winter holiday. The timing was not coincidental. In many Hawke's Bay districts, particularly the bush areas, school attendance was at its lowest during this period as heavy rains and difficulty of access prevented children from walking or riding to school. The mounting of this course was a personal and professional triumph for Hill. Not only did he convince Education Board members of the need for such courses but he also persuaded them to pay the teachers' travel and accommodation costs. That the local citizens did not object to this use of their money was a diplomatic victory for the Board's inspector who had taken great care to explain publicly exactly why the course was being provided. Letters to the editor of Napier's local newspaper indicated that the public at large regarded the teacher's training course "as conducive to great advantages to the teachers and the pupils that they taught".(4)

Those country teachers invited to attend who believed themselves in town for a good-time fortnight were quickly brought down to earth when they discovered that Hill's programme extended from nine'o'clock in the morning to eight-thirty at night.

Assisted by the four other British trained teachers in the district, Henry and Emily Hill conducted "a series of model and criticism lessons on various subjects", accompanied by,"lectures on school management, drawing, singing and the preparation of notes".

(5) In addition, visits were made to neighbouring schools and discussion of teaching methods encouraged. Discussions were not always amicable. A Hawke's Bay Herald reporter detailed the criticisms given by other teachers present which followed an arithmetic lesson given by the Waipukurau teacher, Mr Poole. His "demeanour was pronounced as scarcely dignified because he stood with his hands in his pockets; then his explanation of the lesson was condemned as obscure, and his writing disgraceful;...in all it was a total failure".(6)

After a barrage of similar remarks by his colleagues the Waipukurau master could only promise to amend his teaching methods. Inspector Hill, before going on to explain how the lesson might be improved, pointed out that these were problems common to many teachers.

Invitations had been extended to prominent citizens to attend the final lectures and concert. Guests and teachers were addressed by the Rev.D.Sidey on "Moral Influence", followed by Inspector Hill who summarised the work accomplished during the course. In concluding the formal proceedings the Bishop of Waiapu outlined the

advantages of such training and thanked the inspector for all his preparation and contributions.

The benefits of the course went further than the immediate classroom gains. Isolated rural teachers established contacts with others and a strengthening of Hill's 'team' relationship was accomplished. This was evident during the entertainment which followed on that last evening, the likes of which had not been experienced in Napier for some time. There were piano solos, duet and group singing, recitations from Shakespeare, (Mr Bear and Inspector Hill), and comic skits in which the teachers and Inspector Hill took part. Such a performance moved a newspaper correspondent to observe "that all the teachers are on the best of terms and that it had been a profitably spent fortnight".(7)

The cementing of Hill's relationship with most of his teachers occurred during the inspector's twice yearly visits. In the remoter corners of his district, teachers frequently played host by offering him meals and a bed. As they became better acquainted with Henry Hill, they discovered that when 'off-duty' he liked nothing better than a few days on the central North Island's volcanic plateau. Fascinated by the mountains' activities, land formations and particularly their fossils, Hill began his geological studies in these early years, studies which eventually earned him a fellowship of the Royal Society.

Such was his enthusiasm for earth science that many teachers gathered rocks for Hill's collection, leading a sceptic to suggest "that school work took second place of preference at Port Ahuriri School where the inspection of rock specimens often occupied much of

the inspector's time during his visit".(8)

Whether teachers gained official compensation for their efforts in this direction is not known. It is likely, however, that a genuine interest in any aspect of science would have created a favourable impression with the inspector. Perhaps this was the reason teachers sent him detailed reports on earthquakes experienced in their district. Scores of letters pasted into scrapbooks testify to the fact that Hill's published works drew on teachers' individual descriptions. Among them is a note from a Tarawera schoolmaster, apologising for the brevity of his written observances the result, he explained, of his being in the bath when a particularly strong tremor occurred in the mid 1880s. In thanking the teacher for his effort Hill added a light hearted comment. "Next time one occurs when you are taking a bath, it would be helpful if you could observe the direction of the water's movements."(9) Detailed instructions were then given as to how the speed and velocity of the bathwater could best be measured.

Hawke's Bay teachers knew that Henry Hill's first visit each year was a general inspection. What they did not know was the exact date of his arrival. Many teachers found this element of surprise most alarming even though the local 'bush telegraph' usually ensured adequate warning of an impending visit. The editor of The Waipawa Mail was obviously sympathetic to the bush teachers' plight and it was common to find in the local news columns a reference to the fact that "Mr Hill, the Inspector of Schools, is on an inspection tour of the inland districts. Tomorrow he will commence at Woodville and returning will take the schools along the

way as convenience may suggest." (10) Picking up this clue, the Makatoku correspondent would report a few days later "that Mr Hill is expected up here daily, on his annual surprise visit".(11)

For Hill, this first visit each year was more than a routine inspection of classrooms, buildings, grounds and registers. It was the time, he wrote,

when I judge of the general capabilities of the teachers, and allot marks for my recommendations to the Education Department, as it is not always the man who passes the highest percentage in the examinations, that is always the most deserving.
(12)

Hill's demeanour and deportment do not appear to have antagonised teachers. He seems to have been able to be a stern taskmaster while yet remaining on friendly terms with his teachers. When visiting the schools he liked nothing better than a frank and free discussion with teachers about their professional difficulties.

He was pleased when teachers sought his advice or accepted criticism in the spirit in which it was intended.

It was his practice on his initial visit to give demonstration lessons to illustrate points he had made in discussion. For example, Damar Redward, a pupil at Ormondville School, recalls:

I remember vividly to this day him entering the infant room...asking us how well we knew our alphabet. Then proceeded to demonstrate in a practical way. I now realise that it was a lesson for our teachers too. Here is how it went: 'A' is an apple pie. 'B' bit into it. 'C' craved for it. 'D' danced for it. 'E' did eat some of it. 'F' found it. 'G' got it. 'H' had some of it. 'I' inspected it. 'J' jumped for it. 'K' kept some of it. 'L' longed for it. 'M' made it. 'N' nodded for it. 'O' opened it. 'P' peeped into it. 'Q' quartered it. 'R' rang for it. 'S' sang for it. 'T' tasted it. 'U', 'V', 'W', 'X', 'Y', and 'Z' all wished they had a piece of it in their hands. (13)

Although he had little time to spare on his early round, Hill did not neglect consideration of the more practical subjects of the curriculum, drawing, singing and drill. These subjects could then be disregarded on the next visit when the emphasis was on the examination of the core subjects. A typical visiting book entry (the visiting book was a black pocket-sized notebook in which Hill recorded impressions of a school) reads: "Waipawa: April 11th. Changing of lessons done to music -cheerful- the system is admirable....Singing-pleasant." (14)

At the end of a general inspection he recorded his judgements and observations in the school log book together with a note of the total number of children on the roll; the numbers present in each class; the names and the classes of each teacher. Hill did not restrict himself to comment on classroom practice. Of the Napier Main School in 1886 he wrote, "More careful supervision should be given to the pupils whilst in the school grounds as I have noticed that some of the children are in the habit of using bad language." (15)

His visiting book held an identical account to that in the

school log and, in addition, a list of any items he had promised to procure on the school's behalf. That he kept such promises is illustrated in the school log of Havelock North School, which records that following a visit by Inspector Hill "the Education Office forwarded these educational aids:- Maps of Australiasia and Africa, a box of object lessons on the mineral kingdom, and a model for teaching sewing." (16)

The inspector's second visit of the year was not as relaxed or as informal as the first. Teachers were advised by letter of the day on which their schools were to be examined. As the day drew nearer children were often subjected to intense pressure to improve their work in the examinable subject areas. It was not unknown for teachers to train their pupils in somewhat underhand methods of coping with the inspector's questions.

N.R.McKenzie, A Hawke's Bay pupil during the 1870's and later Taranaki's Senior Inspector of Schools, recalled of his own schooldays.

Teachers putting finishing touches to children's drawing... the special attention given to paragraphs in the reading book from which a selection for dictation would be made by the inspector; it was not unknown for the reader to be fixed to open automatically at a desired place.
(17)

One can imagine the flutter of excitement, mixed with dread, which pervaded a school when Mr Hill was seen approaching on his horse. Teachers knew that neither the garlands of flowers nor the welcoming banners would mask their deficiencies. Hill was too keen-eyed to be hoodwinked; he was not fooled by "window dressing" or excuses.

Once welcomed by the teacher, school committee representative and pupils, the examinations began. It was Hill's practice to start with the lowest standard and to work his way up to Standard VI. He heard a few lines of reading from individual pupils in each standard and then set written tests in arithmetic, spelling, grammar, writing, geography, history and natural science. If time allowed he watched displays of drill, singing and drawing although in writing reports on these subjects he seems to have relied on observations made during his earlier visit.

With examinations over, a copy of his general comments was left with the school committee and the examination papers placed in his saddlebags to be marked at the earliest opportunity.

One subject, sewing, Inspector Hill did not examine although required by regulation to do so. After two years of trying to assess sewing he finally delegated the responsibility to his wife, Emily. From 1881 on, completed garments were sent to Napier at the end of each school year where they were inspected by Emily Hill and her committee of two.

In his 1883 report, Henry Hill attributed the great improvements in sewing to this committee "who allot marks and report upon the general character of the sewing sent from each school".

(18) He also acknowledged that:

The prizes annually offered by Captain Russell of a sewing machine, lady's workbox etc, for the best specimens of newly seated trousers, man's nightshirt and darned pair of stockings, have greatly promoted the teaching of this subject....These prizes are to be awarded at the annual examination of the standard specimens of sewing. (19)

Regulations required that "an annual return be made by the Inspector showing with respect to each school the number of children...presented in each Standard during the year and the number passed in each". (20) Each school was then sent a copy of that section of the return which related to the children's achievements.

Upon receipt of this official result list head teachers prepared a certificate of attainment for each child in their schools. These were presented at the school end of year functions and indicated that the pupil was now eligible to 'go up' to the next standard at the start of the new school year.

During the early years of Hill's inspectorate, examination results, the inspector's school reports and pupil's attainments were published in local newspapers. Nothing was hidden. Schools, individual teachers and pupils were named.

That teachers dreaded and often resented the publication of the inspector's school reports is not surprising. For those castigated by Hill, future prospects in Hawke's Bay schools were bleak. He did not mince words when he was displeased with a teacher's performance. "Since the appointment of the present teacher at Waerengaahika all the senior pupils have left," (21) he wrote. In 1885 he named "Mr Bolton and Miss Hamling " as "the worst cases of uncertificated teachers". (22)

Sometimes his criticisms seemed unduly harsh. "Standard 4.Number in class:149, Number present:144; Mr J....is teaching this class in reasonable fashion but there are some inkspots on the floor which must be removed immediately." (23)

Letters to the editors of local newspapers show that published

school reports were read, compared and discussed at length by parents and teachers alike. When Hill commented in 1883 that he "would like to see Drill better taught by the teacher" at the Frasertown School the teacher concerned retorted "that an exhibition of the children's skills in this area was never asked for". (24) And in 1884 a member of the Waipawa School Committee observed that "it was curious that Mr Hill should remark upon the cleanliness of the school, seeing that shortly after his visit the committee found certain outbuildings in such a state that a charwoman had to be engaged to clean them." (25)

Such public debates on the efficiency of individual schools and teacher competency were decried by the Hawke's Bay branch of the New Zealand Educational Institute. For a number of years the chairman of the local branch complained to the Hawke's Bay Education Board chairman about the publishing of what should have been confidential reports.

It is not conducive to discipline that adverse criticism of the teacher be read in the papers by the pupils of the schools.... Criticisms are often misinterpreted by parents.... Parents contrast schools without taking into account the different circumstances under which they are worked. The publication of reports fosters an unhealthy competition among schools to secure high percentages, and thereby fosters that system of cram which the syllabus instructions deprecate. (26)

The Board chairman disagreed. It was his opinion "that the suppressing of such reports only serve to make matters worse; that teachers were public servants and should expect their work to be criticised." (27)

More than a teacher's reputation depended upon pupils'

examination results. Money was also at stake. In 1879 the Education Board offered a bonus to teachers if their pupils did well in the Standard Examinations.

Those certificated teachers who passed 75% of those presented for examination were to receive a bonus of £30; to those who passed 65% a bonus of £20 and to those who passed 55% a bonus of £10. Pupil-teachers were to receive a bonus of £5 should they be employed in schools where the passes were 75% or 65% (28)

Such incentives were alluring, especially when the salary of the average certificated teacher was £172, (29) or £3.3s per week. Although this was a little more than the general labourer's takehome pay of £2.2s it was less than that of a skilled labourer, who at that time earned £3.5s weekly. (30)

It is not surprising, therefore, that teachers actively discouraged those pupils from attending examinations who were deemed likely to fail. "Percentage of passes" became the only aim worth pursuing as long as professional reputation and bonus depended on them.

Hill, aware of his teachers' pecuniary goals and very conscious of the demands the 1878 syllabus made of them, was concerned for the pupils in their care. "For a few months before an examination extreme pressure is put upon children; and then for four or five months the teaching is carried out in the most desultory and erratic manner." (31)

In 1885 the Hawke's Bay Education Board amended the Bonus Regulations to take into account the increasing size of schools. Under this new scheme schools were graded First, Second or Third Class based on average attendance figures. Schools with an average

attendance of more than one hundred and sixty pupils were classified as "First Class" and were entitled to a bonus of between Ten and Fifteen Pounds dependent on the number of pupils passed at the annual examinations. Those schools whose average attendance ranged from seventy five to one hundred and sixty pupils, became known as "Second Class " schools eligible to receive between Ten and Fifteen Pounds; "Third Class " schools were those with a school population of less than seventy five pupils to whom a Five and Ten Pound bonus could be paid. Assistant teachers and pupil-teachers were also to reap the benefits that this scheme offered, the amount payable being dependent on the class of school in which they taught. (32)

Once implemented, Inspector Hill published in descending order the names of schools and percentage of passes they attained. In 1890 seven schools obtained sixty per cent. or more of passes in the standards examination. By 1891 nine schools had attained this goal and by 1892 this number had increased to eighteen. (33) A letter to the editor of The Waipawa Mail in 1891 highlighted the importance attached to pass percentages. For a number of years the Waipukurau School headmaster had borne the brunt of local criticism concerning both his school's examination results and lax discipline. In defence, the headmaster now presented a resume of the schools performance based on Inspector Hill's annual report.

Of the 47 schools under Board management, 12 schools were worse than Waipukurau in percentage of failures; 22 schools were worse than Waipukurau in percentage of passes; 41 schools were worse than Waipukurau in percentage of passes in class subjects; 29 were not better than Waipukurau in order and discipline; 42 were not better than Waipukurau in manners. (34)

It was true that many of Hill's teachers did lack the skills and background to do justice to Haben's comprehensive 1878 syllabus described by J.L Ewing "as being as substantial as the official educational requirements of any of the Australian states or, indeed, of any other country at the time." (35)

To improve the quality of teaching in local schools, Hill encouraged his teachers to acquire further qualifications arguing that not only skills but also their salaries and promotion prospects would be enhanced if they sat the annual teachers' examinations and gained higher classifications.

The classification scheme divided teachers into "five classes... distinguished (from the highest to the lowest) by the letters A,B,C,D,E. In each class were five divisions, distinguished (from the highest to the lowest) by the numbers 1,2,3,4,5." (36) The overall class of certificate depended on how well qualified academically a teacher was: 'A' represented an honours degree; 'B' a Bachelors degree; 'C' a number of subjects towards a degree; 'D' six subjects in the Teacher's Examination; 'E' six subjects at matriculation level. The division within the class reflected a teacher's experience and practical skill in the art of teaching and school management.

Hill was justified in stressing the need for his teachers to improve their qualifications. Only 19 of the thirty-eight teachers in the province in 1878 were classified at all. One teacher was classified C4, seven were D rated and the remainder were classified E. The other 19 teachers were merely 'licensed' by the Minister of Education. In the early years of the national system, education

boards were forced to request the Minister to issue temporary teaching licences, often indiscriminately, to persons who subsequently failed to pass the lowest certificate examination.

Hill persuaded the Board to raise its standards for teachers. At the December, 1878 meeting, the Board resolved "that the seven held to have failed to pass...the regulation examination...cannot continue to be employed by the Board".(37)

The Hawke's Bay Education Board, like other education boards, had early to grapple with teacher training problems because clauses one to five of the 1878 regulations made it responsible for initiating and controlling a pupil-teacher system. The Education Department had neither the inclination nor the resources to train pupil-teachers. Its only contribution to the training of teachers was the departmental regulation that candidates must have attained the age of thirteen and passed the fifth standard. The education boards were, therefore, free to organise pupil-teacher training as they wished.

At the Board level the inspector oversaw pupil-teacher arrangements. In Hawke's Bay Hill raised the entry age to fourteen, and offered a contract of four years duration with an initial payment of £20.p.a. Each year, providing a certificate of good conduct and a pass in the annual examination had been gained, male pupil-teachers were to receive an extra £10.p.a., females £6.p.a. Head-teachers in return for instructing their charges for at least four hours a week, received a bonus of £10.p.a. for the first pupil-teacher and £5 for each additional one successful in the annual examination. (38)

Hill spent much time devising the four year syllabus for the trainees. It covered the full range of subjects included in the official school curriculum as well as a teaching component. The importance he attached to the recruitment and training of pupil-teachers is reflected in his first report. "To the pupil-teachers, the District must look for its future supplies of Masters and Mistresses, it therefore becomes very necessary to see that they are well trained and taught." (39)

The life of a pupil-teacher was not an easy one. For many it meant rising before dawn, helping with farm or household chores and then travelling quite considerable distances to school so as to be there "one hour before the ordinary school day begins...for instruction".(40) It was common for these fourteen and fifteen year olds to be placed in sole charge of classes, so that not only did they have their own studies to look to but much planning and marking of lessons was also required.

Hawke's Bay pupil-teachers were fortunate in having Henry Hill as their Inspector. He had undergone the rigours of pupil-teacher life in England and was well aware of their plight.

I should like it to be understood that no class of workers in the schools toil as hard as the pupil-teachers. With lessons before ordinary school instruction begins, and hours of preparation in the evenings, the position of a pupil-teacher is one of toil and anxiety. (41)

Hill was not prepared to leave the training of pupil-teachers to chance. He established a series of Saturday morning classes during the winter months when he was based in Napier, and persuaded the Board to pay the rail fares of any pupil-teacher or teacher who

attended. His Science classes, in particular, were most popular, a fact drawn to the Board's attention in 1889 when increased applications for fare reimbursement flooded the Secretary's office.(42)

By the end of 1879, twenty pupil-teachers were engaged by the Board as first or second year teachers and by 1881 twenty-six were reported to be "giving every satisfaction". A year later the inspector complained to the Board that despite his plea for a bonus for those pupil-teachers who had completed their apprenticeship, nothing extra had been given to them. Hill was greatly concerned that his years of encouragement, planning and examining would be wasted. "Several of the pupil-teachers will have completed their full service of four years in July next....I should be sorry if their careers as teachers ended at the expiration of their engagement under the Board."(43) He suggested the Board draw the attention of the Minister of Education to the matter of establishing training college scholarships for pupil-teachers in out-lying districts.

When six pupil-teachers had completed their apprenticeships and still no guarantee of any special departmental reward was forthcoming, Hill decided to take the initiative. "The sum of £7,500", he argued,

is voted annually for the special training of teachers, and, as this district employs one-twentieth of the pupil-teachers...of the colony it seems only just that a proportionate amount...should be employed in training our ex-pupil teachers, for the benefit and advancement of education in this district. (44)

The Board's Secretary passed these remarks on to the Minister

in February. By March, Hill had got his way. Four scholarships tenable at Wellington Teachers' College were to be awarded to Hawke's Bay pupil-teachers worthy of further training.

The Hawke's Bay inspector's concern for teachers extended further than this, however. In 1880, Hill and his publisher friend, Dinwiddie, began to plan the introduction of a national educational journal. Having raised the necessary capital, the first issue of 'The New Zealand Schoolmaster' in September, 1881, was sent free of charge to three and a half thousand teachers, committee and board members. (45)

The contents revealed that future monthly issues would discuss school systems, review educational publications, provide model lessons, publish Education Board and Teachers' Association reports, teacher vacancies, copies of set examinations and lists of successful candidates. Readers were convinced that "everything would be done to assist teachers in obtaining the best and fullest information relating to Education", (46) and 'The New Zealand Schoolmaster' was an immediate success. So much so, in fact, that in 1883 the overburdened editor and publisher were forced to pass the journal onto Whitcomb and Tombs in Christchurch under whose auspices it continued to flourish.

During Hill's eighteen months as editor, pupil-teachers received special attention through 'The Schoolmaster's' columns where "in addition to important hints and suggestions regarding the work for examinations, scientific lessons will be given specially intended for young children...and will be included with blackboard diagrams". (47)

As Hawke's Bay trainees graduated and many of them returned to

their district as teachers Hill must have been well pleased with his efforts. He was particularly delighted when two of the first pupil-teachers gained distinction. Oscar Alpers won a scholarship to Canterbury College and Miss Morgan an appointment to the staff at Wellington Training College.

Hill thought highly of his young trainees and was acutely aware of their vulnerability, of their potential for exploitation. Many were placed in sole charge of large classes and received little guidance or support from their head teachers. School committee members were also sometimes conscious of the need to support their novice teachers. In 1885 the Taradale School Committee wrote to the Board to complain that "this committee having gone freely into the question of the number of hours tuition given by the head-master to Miss Baldwin, are convinced that there has been negligence on his part, in not giving her the full time specified by the Act." (48) On the Board's instructions, Hill wrote to Mr Bear, the offending head teacher, sternly reminding him of his obligations to the pupil-teacher and warning him "not to transgress again". (49)

Although Inspector Hill identified with their problems, he did not condone poor teaching practice. Pupil-teachers were left in no doubt as to their strengths and weaknesses in the classroom. Mr Faran, a Woodville pupil-teacher, received these comments from Inspector Hill following a lesson on seabirds.

1. Interesting lesson.
 2. Had lesson been rehearsed!.
 3. Calm and collected.
 4. Children got tired.
 5. Dead gulls and dead ship!.
1. Too much attempted.
 2. A little well done is preferable.
 3. Answering good.

(50)

Pupil-teachers who excelled in their work were quickly recognized by the inspector. Commenting on 1887 examination results at the Waipawa School, Hill observed that Standard II was much better taught by Misses Bibby and Grant (two senior pupil-teachers) than Standard II and IV taught by Mr Worboys, (a certificated teacher). He recommended that the teachers and the classes be exchanged "for the coming year if the standard work is to be at all satisfactory". (51) Of his pupil-teachers he added, "it is a pleasure to examine a department where so much good work is being done".(52)

Hill's relationship with the pupil-teachers was always close. In 1886 he decided to change the date of the pupil-teacher examination from July to December partly because it suited him to do so but mainly because he felt sure "that it will add largely to the pleasures of the pupil-teachers themselves, as they will now be able to enjoy to the full the mid-summer vacation, knowing that there are no further examinations to anticipate for another year". (53)

Hill was pleased to see increasing numbers of certificated teachers in Hawke's Bay schools. By the end of 1879, twenty five were certificated, compared with nineteen a year earlier, although the highest classification was now only a 'D1". Hill monitored his teachers' improvement closely. Those who worked conscientiously and

effectively were actively helped by Hill to better their classifications. In addition, he singled them out for honourable mention in his annual reports. Of them he wrote:

I know of no pleasure greater than to walk into a well conducted school, where the first glance is sufficient to judge the hard working and conscientious teacher. Everything is as it should be, there is no fear, there are happy faces....It is the schoolroom of the good teacher. (54)

One teacher who earned pride of place in the inspector's 1885 report was the Maraketu schoolmaster, Mr Howlett. This small school in a Scandinavian settlement was used by Hill to illustrate his point that quality teaching and the securing of high pass rates were not necessarily synonymous. Indeed, Makaretu pass rates were low. It was the relevance of the Makaretu curriculum which appealed to Hill as teaching centred around "all forms of business, of buying and selling, making topographical plans of the district... as well as the wonder of the great outdoors where pupils could identify trees and flowers...tended garden plots".(55) The Makaretu children, however, were not to benefit from Mr Howlett's tuition for long. In 1886 he resigned because the Education Board objected to his unauthorized closing of the school for two weeks. Consequently Hill lost his only Master's graduate to the Pahiatua district where for several years he kept the local store. (56)

That remote country districts attracted such academically able teachers is surprising. Ormondville School, for example, in the Forty Mile Bush, had as its head-teacher for many years a Mr Westall, who not only was a Bachelor of Laws, but had also twice won the much coveted Bowen Prize.(57)

To those teachers who did not measure up to his standards, Hill was as blunt as he was honest. His 1886 report made special mention of the inefficiency in the Taradale infant's department adding that "at Taradale the mistress accounted for the comparatively inefficient state of her department by urging "that the other teachers in the district had told her that she worked too hard, and was injuring other teachers thereby!". (58)

Hill's annual reports left the Board, the teachers, the school committees and the general public in no doubt as to which were the worst and the best schools. In 1882, he named the "best among the schools...as Napier and Gisborne, closely followed by Havelock, Takapau, Ashley Clinton, Hastings, Taradale, and in a less degree by Woodville, Petane, Ahuriri, Hampden and Wairoa". (59)

The order of merit changed only slightly in 1883. In 1886, Napier and Gisborne schools remained in the places of honour but special mention was made of "the Cook County which contains the best and certainly the worst schools in the district. Gisborne is without exception the best disciplined and efficient school...but the schools at Patutahi, Te Arai and Ormond are unsatisfactory in many important points". (60)

In all his reports there were recurring themes. Among these was attendance. In 1879 Hill drew the attention of the Board to several inaccuracies in the marking of the School Registers at a number of schools he had visited. It was decided that the Secretary (also Hill) write to teachers insisting that they mark the school registers at the time specified by the Education Department. He was also to point out that a teacher who omitted to do so would be

considered guilty of deliberately falsifying the School Register thereby becoming liable to instant dismissal. (61)

Hill insisted on accurate register keeping because teachers' salaries were determined by the average attendance rating of their pupils. Between 1878 and 1881 £4.5s per pupil was reckoned on average attendance but in 1881 the total capitation grant was cut to £3.15s. This retrenchment in funding was a direct result of "the announcement of the resolution of the House of Representatives to discontinue payment of the School Committees allowance of 10s per annum for every child in average daily attendance". (62) In a circular sent by the Minister of Education to board chairmen he stated that it was "clearly intended that the reduction should be applied proportionally and fairly to all branches of their service". (63) In Hawke's Bay, it was the head-teachers who bore the brunt of these cuts in education expenditure. Head teachers of 31 to 40 pupil schools suffered a pay reduction of £10p.a. (from £140 to £130) whilst heads of schools with 41 to 75 pupils had their salaries cut by £5. (64)

A common ploy was for teachers to apply for dispensation from the capitation allowance on the grounds that an epidemic had been prevalent in the area. In 1886 the Te Arai schoolmaster tried his luck once too often. The week mentioned in his application happened to be the one during which Inspector Hill had been present. Hill curtly reported that "no whooping cough epidemic was in evidence. The Master will only be paid on the actual attendance".(65)

Hill deplored dishonest practices of any sort, including reducing the number of hours schools were open. He noted on a

'surprise' visit to Frasertown School: "arrived at 9:10 am. Found no one at school. Waited till 15 minutes to 10 for opening when 11 pupils were in attendance." (66) The terseness of his comments reflected the extent of his displeasure.

Other qualities which the inspector tried to inculcate in both teachers and pupils were cleanliness, tidiness, respect for property and a sense of discipline. The latter included self-discipline, a quality Hill sometimes found lacking in sole charge teachers.

Instead of entering the schools without knowing what the lessons of the day have to be, it will be necessary for them to prepare the work beforehand...but to judge from some of the answers given by the children...one is inclined to question whether many of the teachers ever think of their children and the lessons they have to teach, from the time of closing in the afternoon till the opening on the following day. (67)

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CHAPTER FIVEIMPROVING THE STANDARDS

It is not surprising that Hill despaired of his rural teachers as most Hawke's Bay schools were isolated and staffed by only one teacher. In 1882, for example, twenty-nine of the thirty-six Board's schools were sole charge. (1) Hill found sole-charge teachers often did not understand "for what purpose a timetable should be employed". He cited the example of one such teacher attempting to operate a timetable designed for a school with "a master, two pupil-teachers and a sewing mistress". (2)

To alleviate this school management problem, Hill supplied his teachers with appropriate model timetables. He also provided a list of relevant texts and teaching aids. Classroom management, as distinct from school management, was also not all Hill desired.

On visiting a school I do not merely wish to find the pupils busy and the teacher seemingly active, but I want to be fully satisfied that good, honest and systematic work is being done. It is not pleasant to find...that the geography lesson, the history lesson, and the reading lesson has been skipped for an arithmetic lesson- that "city of refuge" to the unprepared and unsystematic teacher. (3)

Hill frequently criticised the standard of general school discipline throughout his area. He considered controlled behaviour as important a character trait as cleanliness, tidiness and punctuality. Hill invariably remarked on classroom discipline in his reports. He constantly complained that "faults in discipline are still common in most of the schools.... Children delight in

discipline, and it is a great power in the hands of good teachers in the formation of character".(4)

Character building, he believed, took place in the playground as well as in the classroom. Drill, for the boys, and calisthenics for the girls, were expected to be a regular part of the school routine. Hill was disappointed that these subjects received little attention.

Gymnastics and military drill are seldom taught except in the large schools like Napier, Gisborne and Waipawa, and the importance of class-drill, as a moral agent, is too often overlooked. Gisborne is the only school where calisthenics is systematically and, I may say, admirably taught to the girls by the head mistress. (5)

These specific comments formed the basis of more general remarks Hill included in the annual reports. Each topic, for example, discipline and classroom management, were taken in turn, discussed and evaluated, followed by a similar treatment of individual class subjects.

Reading, writing and arithmetic were usually commented on at length, but in his 1881 report Hill gave these three subjects only cursory attention. Instead, he devoted nearly two thousand words to the relevance of the subjects taught in Hawke's Bay primary schools.

I have a high opinion of the value of history, geography and grammar of the right sort, and rightly pursued, but I think there are many subjects of more importance to the happiness of children, and to the prosperity of this district, and coming within their experience, which might be substituted in the school curriculum. (6)

Inspector Hill could see no easy way in which the standards could be adapted to suit his district's needs. There were, he

wrote, three quite distinct areas within it, town, country and bush and the differences among the schools in these three areas made it difficult to

balance the work of each pupil by the same rigid standard. There is no differentiation in the subjects for examination, no allowance made for the varying modes of location, no evidence to show that the subjects of study are made subjective to the future needs of children.(7)

Henry Hill sympathized with the dilemma of country and bush children. While on the one hand he insisted on their regular attendance at school, on the other, he appreciated the problems they had in getting to school, and once there, the inappropriate nature of much of what they were taught.

Why are the children of this district to go in imagination to a country they have never seen, and to a period in its history?.... What is the use of children in the bush learning a list of dates in English history?.... Will such facts assist in making them better citizens, better mechanics, better artisans and farmers?. (8)

Like Colenso before him, Henry Hill realized that the teachers themselves had only a restricted knowledge. For many, British geography and history was all they knew. In addition, the few text books available were of British origin and did not include New Zealand material. Again, like William Colenso, Henry Hill decided to take matters into his own hands, publishing in 1884, Geography adapted to Standards II, III and IV. The contents of this book were not only oriented to New Zealand, but each chapter was written in story form and aimed at the reading age of the children in these three standards. The text's two-fold purpose was no doubt instrumental in it becoming an "approved class book" in 1885 (9) and

one of the most popularly used books in New Zealand primary schools.

Beginning with the distinction between day and night, and how caused, he explains the compass in simple language, wherein the lesson is taught by a story and illustrated by the plan of a paddock. From this he proceeds to show how things are to be made and drawn to scale, which are again illustrated in full. (10)

Making school work relevant and interesting for children included encouraging teachers to use the many teaching aids Inspector Hill took pains to supply. To illustrate this point, his 1883 report included a description of a Standard One arithmetic lesson which he had observed.

Seven figures were set down in a line on the blackboard and underneath the unit was placed the figure 3, and the teacher thus began: "Three fours are _?". The answer from the top boy was "16". "Tell him", said the master, pointing to the next pupil; "16" was the answer for the second time.... On the wall, near at hand, hung a counting frame, but "to tell", rather than "to train" by means of concretes meant that the lesson was mechanical, lifeless and resultless. (11)

By the 1890s teachers, it seemed, had taken note. There were, however, ways of using apparatus more effectively. Instead of merely holding up a slate in an infants' class for example, and receiving one word answers to a question, Hill thought it preferable to practice putting words into sentences. "How many sides has a slate?". Children could simply answer "Four", but Hill's suggestion was to encourage them to answer "A slate had four sides and two surfaces". The first answer, he explained, "requires the exercise of the perceptive faculty only; whilst the latter method of answering requires the exercise of the conceptive faculty, which combines the intellectual and perceptive faculties." (12)

If children attended school regularly, they came to know the daily routine. The Standard Regulations, issued by the Education Department dictated what they should be taught and to what level. Initially, there was little guidance given to teachers as to how they could achieve the departmental goals. The teachers 'most at sea' were "those teachers whose experience is limited, and who have few opportunities of obtaining information on school matters". (13)

Teachers who had attended Hill's 1879 inservice course returned to their schools with model timetables, confident in the knowledge that "Hill-styled" class programmes would ensure that they taught all the subjects Regulation 9 required. A Standard one pupil for example, would need to know six songs or rounds, be able to repeat 20 lines of poetry, and have had general lessons on carnivorous, herbivorous and omnivorous animals. Moral lessons on kindness and truthfulness had also to be included, Gill's or Hamilton's Song Books and Davidson's The Animal Kingdom were the recommended texts. (14)

A school of seventy children with a master or mistress and two pupil teachers in 1879 could, by working to a Hill-provided timetable and by taking note of his recommendations, cover all the subjects required by the standards during a school week. A pupil at the Havelock School would therefore expect to begin the schoolday with fifteen minutes of tables, poetry or drill followed by a similar length period when homework would be examined. The school would then divide into four groups: infants and standard one pupils in group one, standard two pupils in group two and so on. Groups one and two worked together writing into their copybooks until

10.a.m., groups three and four being engaged in re-reading lessons. Until recess at 10:30a.m. the lower groups would do arithmetic, the more senior classes having dictation during this time. After break all classes had a quarter of an hour of spelling or mental arithmetic and then groups one and two would have reading followed by grammar whilst groups three and four had writing and arithmetic. Afternoon school meant an hour's sewing twice a week for the girls, while the boys did either mapping or extra arithmetic. Three days a week groups one and two had arithmetic and reading and groups three and four writing and reading. The final hour of each day was divided between natural history, geography, singing and drill. (15)

Country school infants were put in with standard one pupils and taught as 'group one'; in the infant departments in the larger town schools of Napier, Gisborne and Waipawa, the infants were taught separately. An infant in any one of these town schools in 1879, would expect to assemble in the Main Room for the opening of school where repetition, drill and singing were taught on alternate days. Between nine and ten o'clock home exercises would be corrected and mental arithmetic taught. Reading and spelling occupied the half hour between ten o'clock and ten-thirty. The remainder of the morning was equally divided into arithmetic, writing from the blackboard and spelling periods. After an hour for lunch afternoon school would begin with fifteen minutes of multiplication drill, both oral and written followed by fifteen minutes of singing, half an hour of copybook writing, half an hour of reading and finally half an hour of drawing, object lessons or more singing. (16)

Varying degrees of emphasis were placed on different subjects

taught in Hawke's Bay schools. One outstanding example of this was the standard to which drill was taught at the Waipawa School during Mr Williamson's headmastership in the late 1880s. The editor of The Waipawa Mail who observed Inspector Hill's visit in September 1887 reported, that he was impressed by what he saw.

Two hundred and ten children were marshalled in the yard for drill. Girls and boys alike go through the formation of fours, march and wheel into line in admirable order. One movement this morning, that of change of front would have turned the Napier Volunteer Battalion green with envy.
(17)

Two years later, drill still featured prominently in Waipawa School life. By this time, however, parent Mr John Pickett had complained of his children's boot bill adding that "the drills have been positively indecent for the girls to go through...forty-five minutes a day is daily devoted to this silly practice, to the detriment of school work proper". (18) The editor of The Waipawa Mail to whom the letter was addressed took umbrage at this "shameful charge", accusing Mr Pickett of "crass ignorance" considering that Inspector Hill approved the practice. In defence, the headmaster asserted through the newspaper columns that drill took only fifteen minutes a day and "certainly not on windy or wet days". Calisthenics for girls, he claimed "were not indecent, indeed several mothers are present at lessons". (19)

The inspector never failed to note well taught nature-study lessons. This was the case at the Napier South School Infants' Department where in the first lesson each child was supplied with a pea, a bean, a grain of wheat and a grain of maize. Having examined and described the seed, the skin was peeled off and each child found

that the pea and the bean split into two parts , whilst the wheat and the maize remained whole. It was on this series of lessons that Inspector Hill based an article for 'The New Zealand Schoolmaster', How Nature Study is Taught in Hawke's Bay Schools.

Hill took the opportunity in his annual reports to comment on individual subjects examined. Although all subjects were dealt with, there were years when one subject came up for particular scrutiny. In 1882, reading was "still one of the least satisfactory in its results" and, he went on to explain, the situation would little improve until teachers kept in view the four stages of every reading lesson. These were:

- 1.The familiarization of words already though imperfectly taught;
- 2.The mastering of all new words in the lesson;
- 3.The explanation of phrases and allusions in the lesson;
- 4.Practice in style, by which I mean delivery, liveliness, expression, accuracy. (21)

Hill admitted that many of the reading books used in his schools were far from ideal and recommended that all schools should have copies of Scott's Tales of a Grandfather or Johnsons' Rasselas. School committees were urged to establish libraries in their schools from which children could borrow good books.

Grammar, was the subject focus in 1880. "Everytime that I hear children repeat, parrot-like, the definitions of the parts of speech, I cannot help feeling that a cruel wrong has been perpetrated upon them." (22) It appeared that in most schools Standard III pupils had committed to memory sufficient definitions to enable them to pass the requirements in this subject. Henry Hill was obviously tired of hearing the same repetitious answers,

examples of which he provided in his report. "If I ask, "What is a noun?:. I receive the answer nine times out of ten, "A noun is the name of a person, place, or thing, as John, London, book"...for my part I prefer to receive the children's own conceptions of nouns however simply they may be stated." (23)

Geography, and the emphasis on New Zealand, instead of Britain, became a recurring theme in Hill's reports. By 1889, it seemed that the maps, compasses, globes and text provided by him were showing the results he desired. He explained his methods of examining this subject. "My examination is carried on by the employment of a blank map of the world and a mariner's compass, which are placed on the schoolroom floor, and the children are tested in every detail which the syllabus requires to be known." (24)

The sewing examination report was appended to each of the inspector's annual reports. Comments were brief but to the point.

Standard V.

Matawhero. Jane Pardoe. Full marks.100.

Ettie Wright, who lost one
mark for poor finishing.

Meeanee. Lottie Taylor gets full marks, but

is put out of the competition for
Captain Russell's prize on account of the
front of the night shirt being too short. (25)

The much coveted Captain Russell's prizes were awarded in a special ceremony held in Napier each year. Here the entries were

exhibited after being inspected closely by Mesdames Ormond, Spencer and Hill. In 1884 Nancy Renouf, aged 15, of the Napier Main School, was the winner of the first prize of a sewing machine. She had submitted the best specimen of "patching the knees, and reseating a pair of old and well worn trousers". Seven entries had been received for the second prize of a Lady's Workbox for which girls had to construct a Man's Nightshirt. Only four girls had attempted to darn a pair of socks or stockings for the third prize of a Lady's Companion.

In 1883, Hill proposed changes in examining procedures. He recommended holding a general examination of all pupils presented in Standards Five and Six. He pointed out that in small country schools, where half the pupils in the higher standards were presented, either he must adopt a different mode of examining, or he must pass them on a lower standard. Time was critical in examination visits and where fifteen pupils were presented it was very difficult to examine each individual pupil in every subject. He proposed that during his ordinary visits he might simply examine Standards Five and Six in reading, writing, spelling and dictation, and leave the paper test subjects such as arithmetic for the general examination. (26) Although school committees seemed to support this move, a slightly different system was implemented in 1884 for examining the two senior standards. The Board passed a resolution in that year which dispensed with the special examination for scholarships, it being decided that in future such awards would be given to those pupils who gained the highest marks in Standard VI. For Standard V and VI pupils, this meant sitting a series of written

examinations. Hill successfully persuaded the Board that if all candidates were brought to Napier for this purpose, he could personally supervise the day's tests. From 1884 rail fares, (and in the case of Gisborne children, steamer and accommodation costs), were provided for this purpose.

Passing the scholarship examination was important. It was for many the only chance they would get to receive a secondary education. The examinations themselves consisted of a series of one and a half hour papers for standard five pupils and two hours for standard six, in English, Grammar and Composition, English History, Arithmetic, and Geography. Candidates were instructed to answer five out of the seven questions in each paper. The 1883 paper began with these essay topics:

1. Write a composition written in the form of a letter to a companion on one of the following subjects.

- (a) Guarding him or her against the formation of bad habits.
- (b) Explaining the different modes of travelling at the present time.
- (c) Pointing out the situation of the Oceans, their area, special characteristics and uses to mankind. (27)

In 1885, sixty three out of seventy one standard six pupils met the requirements with credit. Those six who attained the highest marks were each awarded a Scholarship of "the annual value of Twenty Pounds" which entitled them to two years education at a district high school; (28) the next six on the list earned a one year scholarship, also worth twenty pounds. Success brought dilemmas for

pupils like Minnie Bibby who had to decide whether to go to High School in Napier, in which case her parents would have to pay for any additional years secondary education, or whether to take up a pupil-teachership. Like many other girls in rural communities, Minnie opted for the security of pupil-teaching. When a winner withdrew the free-place vacated was offered to the next pupil on the scholarship grades list.

A keen collector of statistics, Henry Hill annually compiled a summary of examination results for the whole district. Each school was listed showing the number of pupils presented for examination, the number who passed, the percentage of failures, and significantly, comments on order and discipline and manners. In 1886, 78.2% of pupils at the Makatoku School passed the standards examinations; discipline was excellent and manners deemed to be satisfactory. At Meeanee School, however, the pass rate was 33.1%, order was described as very fair and manners as fair. (29)

From these figures comparisons could be made of schools and their standing. In 1881 as increased numbers of children came to new schools for the first time, Inspector Hill deduced from the examination results

that about 700 children above seven years of age, or 23% of the total number in the district schools, were unable to read words of one syllable, to write down on a slate the smaller letters of the alphabet, and to add together numbers of not more than three figures - a knowledge of which is required to pass Standard One.(30)

This meant that many children in Standard One in that year were between ten and fifteen years of age. Few could read English in the

bush schools, a fact he emphasised with figures. "1,005 out of 1,385 examined in the district schools could read words of only one syllable". (31) Of the total school population in Hawke's Bay, he estimated that "2 in 5 could read and write, 2 in 7 could add simple numbers together, 2 in 21 could distinguish parts of speech, 2 in 43 knew something of Geography, 2 in 82 knew something of English History."(32)

In 1885 Hill provided a table summary of the numbers of children who had passed the standard examination for each year since 1878. Sixty per cent. of all pupils in Hawke's Bay schools were presented for examination in 1885, of which 47.6% passed the requirements. These results showed only marginal improvement when compared with former years but Hill was quick to point out that "this is not because teachers have been less diligent in their work". Rather he viewed it as being the result of "the larger inflow of new children into the schools and the insufficiency of accommodation".(33)

The inspector's argument was supported by the fact that only sixteen new schools had been built between 1878 and 1885 yet the total number of children attending Hawke's Bay schools had increased from 1,763 to 4,410. (34) Between 1879 and 1880 for example, there had been a 24.5% increase in the average attendance ratings and between 1883 and 1884 another 16.8% increase.

By 1886, the overall results had improved dramatically. Despite a 12.6% increase in average attendance, 2,661 in 62.2% of the total school population was presented for examinations and 2,066 or 75.5% passed in the appropriate tests.(35) For those who thought

his standards were too high Hill added a note to these statistics. "I find that the number of pupils presented in the standards in my district is eight per cent. higher than the average presentations and passes for the colony, as shown in the annual report of the Minister of Education published last year." (36)

Henry Hill did wonder occasionally whether the standards he was setting were too low or too high. In 1886 he told his Board that having exchanged sets of standard questions with other inspectors "it seems to me that my tests are quite equal in difficulty to any of those I have yet seen." (37)

It was normal practice for representatives of school committees and the local press to be in attendance at Hill's examinations. His courteous conduct was the was frequently mentioned in newspaper reports. The Herbertville correspondent of The Waipawa Mail wrote in 1889:

He has a patient way with the children- the gentleness and consideration with which school defects are handled. There is none of the irritability so common among the inspectors about Mr Hill. He enters into the spirit of the work with a keen and ready appreciation of merit and an impartial refusal to accept what is below an intelligent fulfillment of the Government school regulations....Hawke's Bay teachers and children alike should think themselves fortunate in possessing him as Inspector. (38)

Throughout his inspectorship Hill pressed for curriculum change. He wanted classroom work to become 'more real' for children, particularly for his 'bush pupils' who were labouring "under great disadvantages".

In 1891, Hill returned to another frequently mentioned misgiving, his concern about the comparability of the standards set

by individual inspectors.

No doubt the departmental regulations assume that a standard pass in one district should be a fair type of a standard pass in every other district. But Inspectors are so limited. They have no common basis by which to judge or compare their standards, and each interprets the departmental regulations in his own way. (39)

The Hawke's Bay Education Board and their inspector were adamant "a meeting of Inspectors should be held". (40) W.Pember Reeves, the Minister of Education, convened such a meeting in Christchurch in February, 1894. Henry Hill was appointed Secretary for the session, an office which gave him plenty to do because of the range and diversity of the curriculum changes discussed and recommended. Every subject in each standard seemed to have been amended in some way. For example, Standard Three children had now to be able "to point out the parts of speech in a simple sentence".(41) Later in 1894, the inspectors' remits were included in a larger package of new legislation passed by Government. In the revision of the 1877 Education Act, Regulations for Inspection and Examination of Schools, inspectors were given detailed instructions as to what they should cover in their written reports and at what level they should pitch their examination questions for each standard. The flexibility that inspectors had called for in examining was also provided. The inspector could now either "conduct the examination of a school in his own way, by written papers or viva voce;" put "questions himself or allow the class teacher to do this" for him.

Teachers too, were given greater freedom of choice in what they taught in the additional subjects of natural history, sewing, poetry

singing and drill. If they submitted a syllabus of their own devising which was approved by the inspector, he would then be required to examine pupils on what had been taught in a particular school. The new regulations laid down guidelines for teachers in these areas. "Planning work for three years" was advocated. Books and apparatus for each subject and standard were also recommended as well as an indication of what the inspector would be looking for in his final evaluation. Clause 14 of the revised regulations stipulated "that writing and drawing are not to be regarded as merely mechanical and imitative acts". (42)

The inspectors' examination 'load' was also taken into account in the new regulations. For the first time, headmasters would be permitted to conduct the examination for Standards One and Two. Many of Henry Hill's own remits on the teaching of natural science passed into regulations unchanged. Overall, the Hawke's Bay inspector was pleased with the final outcome and predicted that much good would come from the new regulations.

The bestowal of more freedom upon the teachers in the choice of some of the standard work, and in the wide discriminative powers granted to the Inspector in the standard examination will tend to greater thoroughness in schools, and to a better understanding between the great body of teachers and the inspectorate. (43)

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CHAPTER SIXSCHOOL DAYS

Consistently throughout his career Henry Hill's principal concern was for the well-being of the pupils. They, however, did not always appreciate this. Instead, his impending school visits especially for the purpose of examining them struck fear into their hearts. For several months before his arrival, they had been forewarned of the events that would take place "when Mr Hill comes to conduct the examinations". As the day drew nearer, a notice would appear in the local newspaper, reminding parents, school committee and the community at large that their school was about to undergo its annual Day of Judgement.

Much was at stake for children on examination day. Success meant the reward of being promoted to the next standard, the honour of having names in the paper and certificates presented in front of family and friends. Failure, however, meant public humiliation and the repeating of the same standard.

The pages of reading books, lists of spelling words and arithmetic tables were rote learned and rehearsed as the pressure mounted for a perfect performance on the day. On the day prior to examinations, many schoolrooms were transformed as windows, ledges and cupboards were dusted; porches and yards swept; gardens weeded and hoed; outbuildings scrubbed and sanitized and garlands of flowers and greenery hung to adorn

walls and doorways.

Examination day, nineteenth century pupils Ronald Spriggs (Napier Main School) and Thomas Colquhoun (Waipukurau District School) recall, was the one occasion of the year when mothers ensured that children were particularly "spruced up" and at school well ahead of opening time; their excitement as they waited in the schoolyard and the moment when "stomachs fluttered" as the horse and its rider were spotted in the distance.

To the five and six year olds, Inspector Hill was an awesome figure. At six feet four inches, he towered above the infant class and being of robust stature "seemed to fill the room". Despite the miles he had to travel and the unpredictable weather, Henry Hill always arrived at 9.a.m., meticulously groomed in his dark three piece suit, resplendent with watchchain.

Hill's physique was matched by an equally forceful personality. Pupils remember that whether on the raised dais at the front of the room or moving about the aisles, Mr Hill always "had a loud booming voice... using his hands and arms to emphasise a point". (1) Woodville School pupil, Ada Hutching recounted the inspector's 1896 visit to Uncle Ned, children's editor of 'The New Zealand Farmer'. "We had Mr Hill the Inspector at our school on the 25th of May and he was very pleased with the work. I passed into the sixth standard...Mr Hill said we were far above the schoolwork, so our teacher is now teaching High School work such as Euclid."(2)

The Waipawa Mail correspondent's comment that Mr Hill's "kind and pleasing manner before children made them feel at home at once" (3) is substantiated by elderly Hawke's Bay residents. That he took a personal interest in many pupils is also clear. In 1887 a young boy in a country school apparently showed a flair for elementary science. Henry Hill sent him some magnets and was overjoyed when the grateful lad reported experiments he had tried.

I made a microphone myself, and have put up a telephone line from our washhouse to the woolshed. The line is supported on two poles, has two wires, and is about ten chains long. I put a battery of my own making on the washhouse, and also a telephone; then I go down to the woolshed and put on the microphone. People talking or singing about three feet or four feet away, can be heard in the telephone quite distinctly. (4)

Children's schooling difficulties did not stem only from the curriculum, unreasonable standards or authoritarian teachers. They began long before the children entered their classrooms.

Being personally well aware of the vagaries of the Hawke's Bay climate Inspector Hill realized the difficulties children from isolated homesteads, many set among the tall timber of the Forty Mile Bush, had to face just getting to and from school. It was he who always spoke at Board meetings in support of requests for new schools. He knew, because he had often had to ride along the muddy bush tracks around Norsewood, that when Makatoku parents asked for a school in their district that they were not being unreasonable. "It is impossible for the children to attend the Norsewood School. It takes them three hours to travel the five miles through the bush... the road is almost impassable in winter." (5)

Accidents were common. Children's riding mishaps on their way to and from school were frequently mentioned in newspapers. One morning in April, 1884, for example, a girl who had to ride four miles to the Patangata School, fell from her horse and "received some very nasty bruises about the head and arms". (6)

Riding to school was commonplace; going by train was rare. However, in 1879 seven Te Aute children, were allowed to travel the seven miles to the Kaikora School by train, their fares paid for by the Education Board.(7)

The hazards and difficulties of getting to school, were not the only causes of irregular school attendance in the nineteenth century. On his first visits to Hawke's Bay schools, Inspector Hill expressed surprise and dismay that children were being kept at home to help on the farm. Although he did not condone long absences for this purpose, he was in later years to accept such practices as an idiosyncrosy of parts of his district. In 1887, he agreed to a request from the Makatoku School Committee to reduce the winter holidays by a week so that the remaining week could be taken in October when the potatoes had to be planted. It was widely-known that "during the potato planting season the children come to school very irregularly, whereas if a week is given at that time the children work during that season and the (attendance) average is kept up".(8) Although Makatoku's neighbouring settlement, Ormondville, also had a seasonal work problem, no arrangement was made with the Inspector. Consequently, the headmaster of the school complained in his annual report that although the "school opened on the 23rd January, 1893, many pupils had still not returned " nearly

two weeks into the term "on account of the grass seeding". (9)

The frequency and severity of epidemics in the 1880s and 1890s disrupted school attendance. At an Education Board meeting in May, 1882, Hill reported that he had the authority of the Registrar of Deaths for saying that "in five weeks recently, more deaths occurred in Norsewood than in five years previously, the whole of the mortality apparently being among children". (10) He cautioned parents in a newspaper report not to allow their children to run about in the open air, especially barefoot, before they had fully recovered, because of the risk of their contracting diphtheria. Epidemics were particularly prominent in 1887. In March the Hampden School was closed for a fortnight because of Scarlatina; in April Typhoid fever proved fatal for many children, including some pupils at the Napier Main School where the log book records several deaths during this month. Inspector Hill made a special note of the 1893 measles epidemic in his annual report because he believed that examination results had suffered in consequence. He estimated that

of the 6,383 pupils attending schools within the Hawke's Bay educational district, nearly 5,000, or not less than 75% were attacked by this complaint. In Napier out of 1,559 children, 1,289 were absent from school because of measles whilst in Gisborne the ratio was 454 out of 667 pupils. (11)

Children, were, he said affected in their examination performances by their being "mentally dull-they could not collect their thoughts and were much slower in all mental operations." (12)

Maori pupils were particular favourites with Inspector Hill. He did not approve of separate native schools and was pleased that in 1887 the numbers of Maori children attending Board schools had

increased. Not everyone shared his views. Writers of letters to the editor of The Hawke's Bay Herald complained of the high incidence of skin diseases and the lowered moral tone of the schools- it is difficult to determine which they considered the more serious- which would follow an influx of Maori pupils into schools run by the Board. To such correspondents such who signed themselves "A Mother" and "A Friend of Both Races" (13) Hill addressed these remarks in his 1887 report. "I am convinced that the attendance of Maori pupils at the district schools is greatly to their advantage, and it is certainly no disadvantage to the European children, as some persons imagine." (14) Henry Hill not only favoured Maori children attending district schools but successfully lobbied Maori parents to send them. A visit he made to the Waipawa Pa for this purpose in 1886, was reported in detail by the editor of The Waipawa Mail who had his own quite definite ideas about race relations. A few weeks later the editor checked the progress of the nine Pa children at the Waipawa School. "Five boys and four girls, are got up quite spruce, and, we understand behave and promise well." (15) Four weeks later, an editorial on the attitudes of Maori pupils reflected, perhaps, the rationalisation for accepting such a situation in the local school. "It is the example of their more civilized school fellows that softens the manners of the Maori boy or girl, and knocks them into shape and civilizes them." (16) By the end of the year the editor was clearly a convert to integrated schooling. "How wonderful it is to see Maori children who attend the local district school walking arm in arm with their white brothers and sisters along Kenilworth Street," he wrote. (17)

It was not only the Maori children who benefited from the educational facilities in central Hawke's Bay. At Kaikora, in 1886, Inspector Hill examined "old Maori grandfathers in the first standard", for which, the canny Waipawa Mail editor added, "no capitation is received". (18)

Henry Hill's commitment to Maori education became much more personal than this however. On a visit to his East Cape Schools in the mid 1880s he was particularly struck by the scholastic abilities of a young Maori boy, Hamiora Hei. Perhaps remembering the way in which he had gained his own early educational opportunities, Henry arranged with Hamiora's tribal family that he should oversee the lad's education. Hamiora Hei joined the Hill family in Napier and attended the Napier Main school with Winifred and Harold Hill. Henry Hill sent Hamiora to Te Aute College at the end of his Standard Six year where he did very well. Hill then supported him while he worked for a law degree at Auckland University College. The senior members of the Hill family still remember Hamiora Hei fondly. Contact with him was maintained throughout his life.(19)

For all children, Maori and Pakeha alike, in nineteenth century primary schools anywhere in New Zealand the threat of corporal punishment always loomed large. Inexperienced teachers struggling with large classes had frequently to use the supplejack in order to maintain a semblance of discipline. Excessive use of corporal punishment does not seem to have been common in Hawke's Bay Schools, however, although there were two unfortunate episodes in the mid-80s.

At the Makaretu School, in October 1885, the school committee

prohibited the headmaster, Mr Howlett, "from thrashing any more children". This action was taken as the result of a girl being badly beaten. The headmaster's response to this unusual course of action was to close the school at once pending an Education Board decision. Several weeks went by before the Board next met and the matter came before them. Although they supported Mr Howlett's stand on corporal punishment they did not condone his closing of the school.

Mr Howlett is to be reprimanded. The Board regrets the closing of the school and hopes it will never occur again, but the Board cannot sanction the abolition of corporal punishment as it would subvert discipline in the schools; at the same time the Board deprecates unnecessary or severe punishments. (20)

In the following year the Kaikora School Committee outlawed the use of corporal punishment in their school. This action followed a letter from Mr Mullinder complaining of the cruel treatment of his daughter. "The Chairman said the child had been shown to him. She was severely bruised, and blood had come from her arms and shoulders; three sticks had been broken over her." (21) Other committee members had had similar complaints, "children's hands had been seen bruised and swollen". Although the committee agreed corporal punishment was necessary in a large public school it judged that "in this case it was a dangerous liberty, as they had to deal with an ungovernable temper. The time had arrived when the committee should protect the children from being unduly punished... the children being in daily fear." (22) This action was soon reported to the Board by the headmaster concerned. His reputation was obviously already known to Inspector Hill; the Minutes record

that he undertook to "deal with the matter on his next visit to the school". (23)

Although relations between teachers and parents were often strained there were many Hawke's Bay settlements where the teachers were respected community leaders. Such was Mr Hardy, the Hampden schoolmaster in the early 1880's who having studied medicine in his early days, provided invaluable medical advice to bush families in the area. (24) His successor, Mrs Doar, was an accomplished pianist who for many years gave both piano and singing lessons after school hours. Her monthly concerts held in the schoolroom on a Saturday evening became a social event, the concert culminating in a dance for which she provided the accompaniment. (25)

Concerts at other schools were generally held only at the end of year and were fund-raising ventures. At Waipawa, the school concert became the "main event of the year" and it was not uncommon for three columns of the local newspaper to be devoted to its coverage. The concert received considerable publicity and the children went from door to door selling tickets. For the 1887 concert, "all tickets were sold well in advance", On the night the hall was so crowded that some patrons had "to stand or sit in passageways or view from outside windows". Excitement ran high as "the much talked of and long looked forward to school concert" commenced. The first item was the now famous drill routines which it was said "gained the admiration of many old soldiers". This was followed by the Infants action song "Roll Your Hands"; Standard Ones' "The Clock"; class singing, poetry recitations and musical skits. The concert closed with three cheers for the headmaster and

the staff and then the National Anthem, thus ending a "successful and enjoyable concert from beginning to end". (26) The Waipawa Mail editor was delighted to see the Pa children participating in the concert, commenting that they made "a refreshing sight, and if one may judge by appearances, the offspring of our darker brethren are profiting largely by mixing with their palefaced fellows." (27)

Another highlight for children was the annual school picnic. Held during the first weeks of the school year these were the opportunities for children "to take their flight into the green fields and to the merry woodlands".(28) At Takapau, Mr S. Johnstone welcomed local families onto his property each year. Whole families dressed in 'their best', walked, rode or drove traps to join in the fun. "Along with the good things supplied in the way of refreshments, there were a number of prizes given for different kinds of sports, such as running, jumping, sack races, three-legged races, etc and the best contest was a race between some of the mothers, the winner carrying off a new bonnet." (29)

It was also the occasion on which country schools presented prizes for passing examinations. At Wainui School, book prizes were awarded in each standard for the following subjects. "Reading and Recitation, Arithmetic, Spelling and Dictation, Punctuality and Regular Attendance, Sewing, Drawing, Homework and Good Conduct." (30) Given the number of children at this school, the chances were high that nearly every pupil would receive a prize. The schoolmistress too, was rewarded for her good work. "She received a handsome cashmere dress from Mrs Franklin." The festivities ended at dusk, three cheers being given for the Wainui School, three more for the

mistress, and yet three more for the Queen. (31)

But not all districts were affluent enough to afford so many prizes. In districts where school concerts, local benefactors or parents could not raise sufficient funds to provide so many prizes, awards were generally restricted to the top three pupils in each standard. This was possibly the case at the Danevirke School in 1887, where two additional prizes for "Best Conduct and Attendance were donated by the School Inspector, Mr Hill". (32) As a scholar and as a parent of school prize winners at the Napier Main School, Henry Hill appreciated how important it was to gain this recognition for good work. He often made special prizes available, particularly in those schools where he knew few would be provided and where he was sure additional prizes would be appreciated by parents and pupils. Petane School was one of these. Not only did Henry give two prizes each year, but he travelled the twelve miles to the school picnic to present them himself. (33)

Although money for prizes was sometimes scarce, it was more easily raised for school trips. These extra-special occasions occurred rarely in the average life of a schoolchild, but when they did, they were remembered for years afterwards. In October 1884, a parent, Mr Ben Johnson, decided that the children of the Waipawa School would greatly benefit from a school trip. Having heard of Chiarin's Circus about to visit Napier, he and a friend "spent a couple of hours in calling on as many residents as possible, collecting nearly Forty Pounds". This was sufficient to enable every child "over seven years, about £173 in all", to travel by train to Napier and back (railway fare £22.4s.6d); attend the

circus performance (£8.10s); be given fruit for the journey (£3.2s) and as far as time permitted to a raspberry syrup at Te Aute going and Hastings returning. (34)

The discipline and behaviour of the children while in town was the theme of universal remark....Our little men and women are not likely to forget yesterday as long as they live. In the evening they were met by Mr Chicken's Waipawa Band, who headed them on their return to the school, where they broke up with cheers for the Master and the Band. (35)

Ben Johnson, accompanied the children to the circus, where he noticed a very sick lion in the circus compound. The enterprising Ben offered to buy the lion, which he was confident would die overnight. Having gambled on this prospect and remained in Napier after the children had returned home, a triumphant Ben Johnson "bore away with the carcass" the following day. The Waipawa streets were crowded as news spread that "the lion" was in town. Once again, the band turned out to precede the unusual procession as the cart made its way to Mr Baker's butcher's shop. Here the lion was offloaded "the bones to be properly reticulated, and set up in one of the buildings in the garden attached to the "Empire"...in remembrance of the trip to Napier". (36)

It may well have been occasions such as this which coloured the views old identities had of their distant childhood years and which led them to think of their schooldays as "the best days of their lives".

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CHAPTER SEVENCOMMITTEES AND COMMUNITIES

During the provincial period Hawke's Bay settlers while not particularly enthusiastic, were not necessarily antagonistic to education. Teachers in the early 1870s, sensing the parents' mood, tolerated irregular attendance and allowed pupils time off from the classroom to help with planting and harvesting.

The passing of the 1877 Education Act substantially changed the attitude of settlers to schooling. Clause 89 required that "the parent or guardian of every child not less than seven nor more than thirteen years of age, shall, in case such child lives within the distance of two miles of a public school...send such child to school".(1) Clauses 91 and 92 empowered school committees to enforce the compulsion clause if they so wished.

Persistent truancy could mean considerable trouble and embarrassment for parents. Teachers, whose salaries were affected by fluctuations in average attendance, made frequent visits to the homes of missing pupils; school committee secretaries sent warning letters; local newspapers sometimes published the names of erring parents and, if all these 'hints' were ignored, there was the ultimate indignity of a court appearance and the imposition of a fine of not more than forty shillings.(2)

School committees were seen by many as the keys to educational progress. "It is especially the obvious duty of all parents to seek to elect for the school district in which they reside, persons who

are known to take an interest in the progress of education among the people," the editor of The Waipawa Mail observed in 1878. (3) In 1883 he told his readers "the duty of taking a great interest in these elections should be a sacred one, with all who wish well to the rising generation." (4) The Hampden correspondent was more down-to-earth. "I hope to see a large number of householders on next Monday night to record their votes." (5)

Candidates' motives for seeking election, their political affiliations and their general competence to hold office were rigorously examined in the editorial and correspondence columns of the local press. Letters to the editor often reflected a correspondent's bias. "For seven or eight long weeks have the active section of the Liberal Party been working might and main to secure a brilliant success in the Napier District School elections." (6) Smaller rural communities were concerned more with personalities than with politics. In Waipawa, for example, friction within the business community, from which The Waipawa Mail editor was certainly not detached, was reflected in his editorial comments. In 1889 he wrote:

The whole of the remaining members, will, likely enough, stand for re-election, and of those we can but point to one who should not find power. We refer to MR ARROW. He has never worked in harmony with the others...he has served no real good purpose- to re-elect him, will be to weaken the committee. (7)

Competition for school committee membership was keen and many candidates worked very hard to win support on election night. In the Woodville, Waipawa, Waipukurau, Hastings, Napier, Makatoku and Ormondville school districts, where nominations usually exceeded the

required number, election meetings were well attended. At the Waipukurau School election in 1887, "every seat was occupied and many stood at the door".(8) It was common for 80 householders to attend Woodville School elections; the Hastings and Waipawa meetings usually attracted 50 electors.

But interest was not uniformly widespread. At Onga Onga, January harvesting always coincided with committee elections. Because of this, the Board allowed Onga Onga householders to elect their school committee in April. (9) Between 1878 and 1887, many other school committees sought the dispensation. The timing of the elections must have caused similar difficulties in other Education Board areas too for in 1887 an amendment to the Education Act made "the fourth Monday in April" the official school committee election night. (10)

The Kaikora School elections got off to a bad start in 1878, when only twenty one householders gathered to select candidates from nine nominations. From then on, Kaikora committee elections were a favourite target of The Waipawa Mail which in 1887 reported yet another poor turn out of electors. "Nine were present- four of whom were on the previous committee".(11)

Poor turnouts of householders in rural districts could not always be blamed on apathy. At Hampden, for example, in 1881, eleven nominations were received for the local school elections but only twenty one settlers attended the actual election meeting because swollen rivers in the area had made night crossings too hazardous.

Election meeting business was not restricted to the election of

seven committee members. It also included the presentation of the annual reports from the inspector, the headmaster and the committee chairman. At the Waipawa District School in April, 1887, eighty householders gathered in the main school room at 7.30p.m.. The committee chairman began the meeting by reading the inspector's assessment of the school for the preceding year. A detailed account of the work of the school was given under a number of specific headings: the organisation of standards; teachers' names; school discipline; the quality of the record keeping; the work of the infants' school. Hill's report for 1886 was laudatory. "The methods adopted and the results obtained show that this school is in an admirable state of working efficiency." (12)

The headmaster then presented his report in which he castigated truants, praised prizewinners and thanked his staff and the committee for their valued co-operation. In 1887, however, Mr Williamson, the Waipawa head, departed from the usual format to press for closer committee involvement in certain school matters. He suggested that a two member visiting committee be appointed. (13) In his three years at the school he could not remember a formal committee visit. "I shall always welcome visits", he concluded, "not only from the committee, but from parents generally, believing as I do that this would result in increased interest being taken in educational matters in this district." (14)

The committee chairman's report predictably dealt with building and grounds maintenance and alterations and repairs which had been undertaken during 1886. The chairman was at particular pains to praise the diligence of those of his committee members seeking

re-election. The new committee was then elected.

Newly elected committees usually remained behind after householders had left the annual general meeting. Their first task was to choose a chairman and treasurer and to decide meeting dates. Although the Education Act did not stipulate the frequency of committee meetings most committees in Hawke's Bay met monthly. All members were expected to attend. Those who ignored their duty were usually reminded by others, either privately or publicly. During the July 1887 meeting of the Waipawa School Committee, Mr Whittington claimed that another member, Mr Rush, was not eligible to sit on the committee because he had not attended any meetings for six months.(15) At Danevirke, the irregular attendance of committee members at monthly meetings led a local reporter to remark: "Our school committee has become very lax of late, various unsuccessful attempts having been made during the last two months to obtain a meeting quoram." (16)

Hawke's Bay school committees took their administrative duties seriously. All those elected in 1878 met with Inspector Hill at his request during his first visit to their schools. Hill indicated what he would like to see done before his next visit. Clean, tidy, safe and attractive buildings and grounds were essential. Cobwebs and dirt-encrusted windows, characteristic of many schools, were not acceptable. Quality teachers, he stressed, would be attracted to well maintained schools and residences where committees were renowned for improving conditions and supplying teaching materials. Such teachers could only be retained in a school if committee members tried to meet their reasonable requests and genuinely

attempted to enforce compulsion locally.

Enforcing compulsion became the most difficult task which newly elected committees had to contend with in 1878. Most members were unaware of the many schoolage children in their districts who either did not attend school at all, or did so only erratically and irregularly. The Waipukurau headmaster wasted no time in providing his committee with the unpalatable statistics. "Since education had been free, the attendance has been more fluctuating and irregular. Out of a roll of 50 it has been difficult to maintain an average attendance of 40." (17) The committee decided they would not shirk their duty. Indeed, they wanted the Education Act amended so that committees had to enforce compulsion. "The change would greatly contribute to the efficiency of the schools. It would be well for the children, well for the teachers, and well for the general interests of education throughout New Zealand."(18)

Compulsion, however, posed particular problems for school committees with inadequate buildings. The Taradale committee wrote to the Education Board expressing their willingness to enforce attendance "providing that there was school accommodation for all the children". (19)

The Waipawa School Committee was one of the first in Hawke's Bay to enforce compulsion. In August 1879, the committee secretary warned parents the committee would take action, as from the first of September, against those who did not send their children to school. (20)

Inspector Hill was very aware of the unevenness with which the compulsory clause was being applied throughout his district but

appreciated that there were often mitigating circumstances. In established schools, like Waipawa and Waipukurau, the classrooms were big enough to accommodate the increasing numbers of children. In most school districts, however, existing buildings and hired premises were inadequate both in space and facilities.

In southern Hawke's Bay the newly elected committees, with their preponderance of non-English speaking Scandinavian members simply did not understand what the law required of them. Hill spent much time on his first visits to the Danevirke and Norsewood schools explaining the role of committee members and suggesting ways of overcoming the problems they faced. Committees and communities alike, however, believed bush-clearing took precedence over schooling. At the July 1880 meeting of the Education Board, Hill explained to members the difficulties of getting compulsion accepted throughout the Hawke's Bay district.

I cannot help feeling that it would be a wise provision if parents had to pay for the education of their own children on neglecting to send them to school at least half the times the schools are open during the year. Such a plan would obviate the enforcement by Committees of the compulsory clause. (21)

He argued that whether a child was compelled to attend school or not was too important a matter to be left in the hands of individual school committees. The Board members agreed and passed a motion asking Mr Ormond, their parliamentary colleague, to propose an amendment to the Education Act giving education boards, not school committees, "the power of putting the compulsory clause of the Act into operation". (22)

Ormond took no action and it was left to individual committees

to try to get as many children as possible into school. In July, 1887, the Waipawa headmaster told the monthly committee meeting that attendance levels had dropped away and recommended that offenders be dealt with. Two months later the head reported to the committee "that Police Sergeant Ryan has served seventy persons with summons in consequence of non-attendance of their children". (23) The sergeant's actions were effective. In the week ending August 12, 1887, the average attendance was 194.4 but by September 2 this number had increased to 225. (24)

The Waipawa School Committee resorted to legal action only when all other means had failed. The Waipawa Mail editor supported the committee's efforts by publishing such comments as: "Out of a possible 132 attendances, the number made by the following pupils were: L.Kennedy 42; H.Kennedy 45; W.Hickey 56; H.Hickey 52, May Hickey 64. I am not aware of any illness preventing these pupils from attending school." (25) The paper warned delinquent parents that continued absence of their children from school would lead to prosecution. (26)

Parents were not the only targets of school committee wrath or criticism. Teachers too, were often reprimanded for their excessive use of corporal punishment, their neglect of pupil-teacher tuition and the poor examination results their pupils obtained. But by far the most difficult responsibility of school committees involved decisions concerning the appointment and dismissal of teachers.

The role of committees in appointment and dismissal procedures was clearly laid down in Section 8 of the 1877 Education Act. Committees could only "recommend teachers to the Board for

appointment" and "recommend the suspension or dismissal of any teacher", except where a teacher was held to be guilty of "immoral conduct or gross misbehaviour".(27) In such cases the committees had the power of summary dismissal.

In recommending teachers for appointment, school committees tended to seek the opinion of Inspector Hill. This was the case at the Waipawa District School in 1881 when Mr R.Dowling, Fielding, Mr Stuart, Wallingford, and Miss A.Corbin from Napier applied for the second teachers' position. Mr Dowling was classified E3 but Hill favoured Annie Corbin. She was a second year pupil-teacher at the Napier Main School and as one of Henry Hill's first apprentices was no doubt urged by him to apply. Her application was supported by the chairman, Mr Guy, and the headmaster, both of whom heeded the Inspector's reasoning. "By appointing Miss Corbin, she could take the second master's position until the new infants' school was built, when she could take charge of that and an actual second master be procured." (28) The other committee members did not agree. Mr Somers believed that Miss Corbin's "very high attainments would militate against the lower standards being taught to their level...and would be better pleased to see a male teacher to assist the master". (29) Mr Dowling was recommended to the Board as the committee's choice and was duly appointed.

Division over appointments or dismissals sometimes led to sharp clashes among committee members. In 1878 the Taradale School Committee was so divided on an appointment that five members resigned "being unable to work in harmony with the Chairman". (30)

The chairman made or broke a committee. The Heretaunga School

chairman, remembering the inspector's advice on attaining and retaining teachers, convinced local settlers in 1880 to contribute three pounds annually towards the teacher's salary. The Board were so impressed with this offer that they agreed to erect the long requested teacher's residence. The Kaikora School dogged by fire and a history of poor teachers gained new heart in 1889 through the efforts of its new chairman. He persuaded his committee to agree to their new well-qualified teachers' request for alterations to his residence, explaining "that when we possess a good master it becomes the duty of the committee to work harmoniously with him so that we may retain him for our children's good". (31)

The co-operation of many teachers and their committees was indicated in the annual reports each presented to the Board. The Waipukurau committee chairman expressed to Mr Anderson, in his 1887 report, "the committee's high appreciation of the efforts made by him and the staff in advancing the school to the position indicated in the Inspector's report".(32) At Waipawa, the continued good will between Mr Williamson and the committee was outlined in the headmaster's report of 1889. "The cordiality existing between the committee and staff has materially contributed to the success of the school at the examinations, whilst the improvements in the buildings and grounds are a lasting monument of the labours of the committee during the year." (33) The committee chairman unabashedly agreed "the committee deserve every credit".(34)

A teacher's success was rated in terms of the number of examination passes the children gained and the extent to which harmonious relations with the school committee were maintained.

Such teachers were rewarded. When Mr Stuart left the Takapau School in 1887 after eight years service he was presented with a six volume "Cassels Illustrated Natural History Collection" and a cheque for £18.18s. He had also been secretary and librarian of the Takapau Library. (35) When in 1891, Miss Lily Denholm left the Port Ahuriri School to become the head at Taradale School "she was presented with a handsome diamond bracelet".(36) On the same day Mr A.Cuthbert, assistant master at Hastings, who had just been appointed assistant master at Wellington's Terrace School was farewelled. From his Presbyterian choir he received a "handsomely bound bible and dress case", from his fellow teachers "a full set of the works of George Eliot", and from his pupils and committee, "a station case covered with morocco". (37)

School committees evaluated their teachers' performances; their own were assessed by the watchful Hill. From their annual reports Hill compiled a summary of all school committee activities in his educational district. This summary, which appeared in the Board's annual report to the Minister, allowed settlers to compare and contrast the work of different school committees under a number of headings.

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CHAPTER EIGHTTHE BOARD AND UNFINISHED BUSINESS

Although education boards very quickly established their superiority over school committees, the latter still retained one important function, that of electing education board members. Clause 13 of the 1877 Education Act provided that "each of the Committees in each district shall transmit to the Board the names of two persons qualified to be members of the Board, their written consent being first obtained, and the Board shall thereupon publicly notify the names of such persons". (1)

Once elected, however, education board members were no longer beholden to the committees. Consequently education boards came to dominate the regional education scene to an extent never envisaged by the Act's architects, C.C.Bowen and J.Hislop.

The boards' composition and powers were clearly set out in the Act. Each of the twelve authorities was to consist of nine elected members presided over by a chairman chosen from their own number. (2) The boards' principal duty was to "establish and maintain public schools" within their districts. (3) Each board could, subject to various conditions, "appoint and remove officers and teachers", apprentice pupil-teachers and maintain teacher training establishments; determine the number and boundaries of school districts; establish scholarships, school libraries, and district high schools; administer all funds deriving from statutory capitation grants, moneys apportioned by the Education Department,

or from other sources; and generally "exercise all the duties and functions imposed by the Act". (4)

Members of the new Hawke's Bay Education Board elected on April 4, 1878, were mostly substantial landowners; three of them had previously served on the Provincial Government or Educational Reserves Commission. J.D.Ormond, the chairman, had come to New Zealand as a teenager having received only four years schooling and had built up a thriving sheep station at Wallingford in central Hawke's Bay. He had been prominent in provincial government politics, had represented Clive since 1861 as M.H.R. and had held a number of senior executive positions: Minister of Public Works during the Fox Ministry; Superintendent of the Hawke's Bay Provincial Government; convenor of the Hawke's Bay Educational Reserves Commission.

Another education board member, Captain William Russell, had also been prominent in provincial and national politics. A Sandhurst graduate, Russell was appointed to the headquarters of the New Zealand Regiment in 1857, but three years later retired from the army having bought a large block of land at Flaxmere, near Hastings. George E.Lee had been both a provincial councillor and educational reserves commissioner and as the owner of the Napier newspaper, The Daily Telegraph, was the only businessman on the first Education Board. Other members were S.Locke, one of the province's surveyors, the Reverend David Sidey, a young Presbyterian minister from Napier, J.N.Williams an orchardist from "Frimley", Hastings, Frederick Sutton who farmed large areas of the Heretaunga plains, Richard Harding, the owner of 16,000 acres at Mt Vernon and his

neighbour, Miss Herbert, whose family farmed the adjacent Mt Herbert block near Waipukurau.

Although Clause 15 of the Education Act stipulated that three of the nine members should retire annually, and that after 1880 the longest serving member should retire without the right to re-election, the composition of the Hawke's Bay Education Board remained relatively unchanged for the next six years. Four new members elected during this time were to serve considerable periods on the Board. They were Thomas Tanner, MHR, from "Riverslea", who was an immediate neighbour of Captain Russell's; William Carlile, editor of The Hawke's Bay Herald, Napier; George Swan, MHR, ex-Mayor of Napier; and Dr Spencer, a general practitioner from Napier. It was this small but influential oligarchy which was to oversee and direct educational development in the Hawke's Bay for the next twelve years.

The Education Board and its school committees often disagreed particularly over financial matters and teacher appointments. Neither of these questions was dealt with at all precisely in the Education Act and problems stemming from "insufficient funds" and appointment procedures were a continuing source of friction between Board and committees.

The 1877 Education Act drastically altered the financing of education in the Hawke's Bay. In provincial days, school trustees, who received a substantial part of their income from school fees, were relatively independent of the Provincial Government. After 1878, however, all public monies received by committees were channelled through the Board. Committees no longer had discretion

over teachers' salaries which were paid on a scale fixed by the Board, and the income received by committees for school maintenance was also according to a Board-determined scale. In response to directives from the Department of Education in June 1878 (5) and December 1878 (6) the Board compiled a scale based upon the quarterly average attendance returns of individual schools. The scale was then used to make appropriate contributions to the 'school funds' of the respective committees. The committees of larger schools such as Napier, Gisborne and Waipawa with attendances exceeding 251 could not receive more than the maximum of £74. (7)

A school's income depended upon its size and the Board set out clearly what was to count as legitimate expenditure from the 'school fund'. "Repairing School and furniture, keeping the School grounds in order, cleaning, lighting, providing fuel, and supplying such appliances as the Committee may deem necessary for Educational purposes and the funds at its disposal will allow." (8)

During the provincial period, the Provincial Government had gained increasing control over major items of educational expenditure, such as the construction or alteration of buildings. The Act similarly made education boards almost wholly responsible for the district building programme. Unfortunately the newly-elected Hawke's Bay Education Board could not respond quickly to urgent school committee requests for increased accommodation. Sites had to be bought, plans drawn, tenders called. School committee tolerance of what they saw as bureaucratic muddle diminished as complaints flooded in from teachers, parents and chairmen concerned about overcrowded classrooms, faulty toilet

facilities and sub-standard teachers' accommodation.

The Board received hundreds of letters from committees about such matters. All stressed the urgency of their particular situations and urged the Board to complete the necessary arrangements so a new school or residence could be built. Board members were generally sympathetic to the committees' and teachers' plights, but nearly all the thirty-five schools in the Board's district were experiencing similar difficulties and there was only a limited amount of money to go around.

The Board sought Inspector Hill's counsel and guidance because he was well-aware of the schools' often intolerable accommodation difficulties. He told the Board that the Frasertown School was so disgracefully overcrowded that "some of the younger children had been sent away as the vitiated atmosphere was absolutely dangerous to their health".(9) Hill was instrumental in having a new school built within twelve months. The Frasertown School Committee were luckier than the Herbertville committee where classroom conditions were equally bad. Supporting a second request for building alterations from the latter committee Hill told the Board:

Parents are loathe to send their children to school because of the miserable condition of the building. The Master cannot keep a fire when the wind is in a particular quarter and it is his opinion that it is better to suffer from the cold than to be choked outright from a defective chimney.(10)

The Board were convinced; a new chimney was built.

Many committees refused to accept that "no funds were available at present" and continued to submit applications for additional accommodation. In 1884, both the Waipawa and Waipukurau

schools were overcrowded and repeated bids for new classrooms had been unsuccessful. While the Waipawa committee bemoaned the Board's continued neglect through local newspaper columns, the Waipukurau committee rallied community support and raised half the money required for the building programme.(11)

Those school committees that practised self help were looked upon favourably by both the inspector and the Board. Inspector Hill must have been particularly pleased with the initiative taken by the Scandinavian committees with whom he had worked closely for some time. At Danevirke, in 1879, when the Board refused the committee's request for a sewing mistress on the grounds that numbers did not warrant it, several local women took it in turns to teach sewing on a voluntary basis until a teacher was appointed. The same committee also arranged for the trees to be felled and the ground cleared on the newly acquired school site. Their self sufficiency paid dividends. The log book for 1879 records that "the tenancy of a house for the master, the appointment of a sewing mistress, the clearing of a site for a new school, and eventually the school itself" (12) were all successfully provided in that year.

Any committee efforts that saved the Board money were welcomed for the Board had little money to spare, being completely at the mercy of the Minister and Department of Education for funds. At its very first meeting, Chairman Ormond voiced concern at the limited budget allocated to the district. He said he would lobby the Minister for additional funds. In November, 1878, his efforts were rewarded with an additional "£7,500 for building purposes" and the promise that a "second sum of £10,000 would be available for the

next financial year".(13)

Ormond was still not satisfied. He prepared a report for his Board showing that money was needed quickly for additional school buildings. He quoted Hill as estimating "that at least £16,000 was necessary to supply existing districts with actual necessities". (14) The Board adopted Ormond's report and approved its transmission to the Education Department.

Ormond's request for extra funds was made at a particularly inauspicious time and was foredoomed to fail. It was made just as the colony was entering what proved to be a decade of economic depression. The government was not in a mood to increase educational spending. In August 1880 all education boards had their capitation grants reduced from £4.5.0 to £3.15.0 when the government decided to discontinue paying the extra ten shillings per child. Meeting in emergency session, the Hawke's Bay Education Board resolved to retain "the expenditure for the remainder of that year on the same scale as for the seven months ended July 31, 1880, except as regards the payment of bonuses". (15) The school building programme was unaffected but teachers received ten pounds less per annum than they had previously for passing a certain percentage of their pupils in the annual examinations. (16)

Teachers complained to the Board, which, publicly regretting "the action it was forced to take" (17) protested to the Minister. It was not alone in its complaints. Other education boards did likewise. In 1882, as a result of the strenuous lobbying by the education boards, a reluctant government increased the per capita grant by five shillings.

The 1880 cutbacks spelt disaster for the Hawke's Bay Education Board's ambitious building programme. In 1880 £6,658.19.4 was spent on new buildings and maintenance; in 1881 only £650.21.0. Spending in 1882 was a mere £1,259.5.3. (18) Two years later the Board's frustration found expression in a strongly worded report to the Minister which reiterated the Board's predicament: there was simply not enough classroom accommodation in the Hawke's Bay.

The actual number on the school-rolls on the 31st December was 4,110 or an increase of about 15 per cent. The school accommodation remains the same and there are only sixty eight seats for every hundred children in attendance....The Board, though recognizing the need for providing necessary accommodation... has been powerless, through lack of funds to promote and carry out one of the most important duties, as defined in section 35 of the Education Act. (19)

Worse was to come. In February, 1885, the Board's building allotment fund was reduced to £2,159.0. The seriousness of the Board's plight was spelt out by Ormond. It had budgeted £4,715.0.0 for alterations, £2,025.0.0 for new buildings and £987.12.0 for painting and maintenance. The new allotment went nowhere. (20) Members were outraged. How could the Board possibly give effect to the Act?. It was Captain Russell who proposed an unprecedented solution.

That the funds at the disposal of the Board not forming one-third of the most urgent necessities of the Hawke's Bay Educational District, the Board feels that it cannot properly perform the duties it is supposed to administer and therefore places its resignation in the hands of the Minister and request the duties of the Board may be addressed by the Department. (21)

Notice was given of a special meeting on 28 February, 1885 to

discuss the motion. Newspapers up and down the country speculated on the outcome. The Board chairman, J.D.Ormond, did not attend the special meeting having gone to Wellington in search of increased funding. In a letter to the Board apologizing for his "enforced absence", Ormond urged members not to act precipitately; he believed, he wrote, he could persuade the Minister to make an immediate grant of £2,000 and to increase the Board's budget grant in 1886. After lengthy debate Captain Russell's motion was amended to read:

That the Board desires the Chairman to again point out to Government the urgent necessity for the sum of £5,000 for immediate requirements of this Education District, and request the Minister of Education to authorise the Board to incur immediate expenditure of £2,000 in anticipation of next years budget grant. (22)

Clearly, Ormond's intervention in Wellington had averted an embarrassing impasse. Records indicate that the Board "did enter into contracts in excess of their allotted budget" and secured a "comparatively large overdraft".(23) The Board's grant was increased in 1886 by £2,000 which Ormond was quick to utilise. Even so, in 1886, Secretary Hill estimated that the Board still had accommodation for only "46 out of every 75 children" who regularly attended its schools.(24)

The extent to which the Board was prepared to go in 1885 to force the Government to face up to the difficulties of education boards was not lost on the committees or settlers. Editorials reflected the increased respect the Board had gained by its forthright stand and school committee members now had a better understanding of their Board's predicament. Board and committees

alike were both suffering "from the chronic state of pecuniary that the Department seems to suffer from"; neither could "look to the government for help". (25)

A major anomaly of the 1877 Education Act centred around the respective rights of school committees and the Board in relation to the appointment and dismissal of teachers. In provincial government days school trustees had appointed and dismissed teachers but the 1877 Education Act vested this power in education boards. To placate committees, however, clause 45 of the Act required education boards to "consult" with school committees when appointing or dismissing teachers. This clause was probably the cause of more arguments between committees and boards than any other in the Act.

The circumstances leading to teacher dismissals varied greatly. During the first ten years of the national system most difficulties arose because unqualified and untrained teachers were given charge of large and overcrowded classrooms which they were incapable of controlling. Board and committee members knew that Inspector Hill had little time for teachers who were not "giving of their best" to pupils or who made little effort to move out of the unclassified category. At one of the first Board meetings in 1878, a letter was read from the Port Ahuriri School Committee "complaining of the Mistress neglecting the work of their school". Inspector Hill read to the Board the Port School's annual report which "bore out the complaint of the committee". It was resolved that Mrs Herlihy, an unclassified teacher, be given three month's notice and that the position be advertised. (26)

The Board placed advertisements for teachers in local

newspapers and 'The New Zealand Schoolmaster'. The format remained the same.

Wanted, for the Waipawa District School, an ASSISTANT MISTRESS Salary according to the scale of the Board. Applications with testimonials, to be forwarded to the secretary of the Waipawa District School Committee on or before July 24th.

H. Hill
Inspector. (27)

Because of the province's small population and detailed press reports of local events, teachers who were dismissed had little hope of re-employment by the Board. Charged with the inculcation of knowledge and moral values, teachers who contravened social mores were doubly disadvantaged. As synodman of the Waiapu Diocese and Secretary of the Hawke's Bay Temperance Society, Henry Hill had a particular abhorrence of teachers who mixed alcohol with pedagogy. When in 1879 the Hampden schoolmaster attended the two week training session in Napier, he not only absented himself from many of the lectures but was foolish enough to over-indulge in the demon drink to such an extent that he was reported to be "in a chronic state of intoxication during the fortnight". (28) The Board and its inspector were without mercy; he was given three months notice.

The Patangata committee in 1882 reported to the Board that "Mr O'Farrel, the master had been drinking and had absented himself from the School from the 3rd to the 13th March, in consequence of which the school had been closed." (29) The Board agreed to the committee's request to dismiss Mr O'Farrel and, as was their policy on such occasions, left "the matter in the hands of the Inspector". (30)

Excessive drinking was bad enough, but when the Waipawa

headmaster, Mr Fraser was also suspected of gambling in 1883, the townspeople really had something to talk about. Two years earlier, when Mr Marchant Fraser had been appointed head, committee member Mr Guy had intimated that the new headmaster's reputation was not at all above suspicion. Mr Guy claimed that he had evidence obtained from out of the district that "Mr Fraser obtained his appointment on false pretences". (31) Through the newspaper columns Mr Fraser complained that Mr Guy was attempting "to poison the public mind towards me" (32) to which comment the editor of The Waipawa Mail added that "Mr Fraser's support has increased in the district and that Mr Guy does not shine in the part he has taken". (33) Secretary Hill invited Mr Guy to the next Board meeting in 1881 to put his case. Mr Guy explained that he was not condemning Mr Fraser on moral grounds nor was he supported by fellow committee members in the matter. For this reason, the Board decided to pass the issue back to the Committee "expressing regret at the neglect of the committee to deal with the matter themselves". (34) In 1883 a letter from Mr Fraser was sent to both the committee and the Board expressing "regret at the position he recently occupied as defendant in a civil action in the Resident Magistrate's Court concerning the hireage of a billiard table". (35) Board member, Mr Harding, who resided in the Waipawa County, stated that "it was the general impression of Waipawa that too much of Mr Fraser's time was spent in the billiard saloon". (36) Again the problem was passed back to the committee, the charge not being considered serious enough for dismissal. In September, 1884, Mr Guy, now committee chairman, presented a petition to the Board urging Mr Fraser's dismissal. In

answer to questions put to him by J.D.Ormond, Inspector Hill said that "Mr Fraser was a good teacher" and "that the school was the cleanest in the district". Mr Hill understood, however, Mr Fraser was leaving the Board's employment having accepted an appointment at Belvedere School, Carterton. (37)

Although the Board was spared the embarrassment of having to inquire too closely into Mr Fraser's out of school activities the correctness of Mr Guy's suspicions were subsequently confirmed. In 1886, The Waipawa Mail reported that grave gambling charges had been laid against the hapless Mr Fraser, who had received three months notice of dismissal from the Carterton School.(38)

Hill was very aware that relations between teachers and their committees were often strained. When a letter was read to the Board in November 1879 from Ormond schoolmaster, Mr Barnes, complaining of committee negligence Inspector Hill immediately supported the teacher's claims. Secretary Hill was instructed to write to the committee advising it that if it did not "discharge its duties in a proper manner; then the Board would take such steps as would place the School under proper management".(39) The Ormond School Committee responded by resigning en masse. At the next Board meeting, Inspector Hill reported that he had chaired a public meeting to appoint a new committee and was confident that its members would carry out their duties in a suitable manner. (40)

Friction between committees and their teachers was not unusual although the action of the Ormond committee was. Sometimes, as at Frasertown in 1881, it was only one or two committee members who were at loggerheads with a teacher. When the chairman of the

Frasertown School Committee sought the dismissal of the teacher on charges of classroom negligence, he did not have the support of his colleagues who believed the chairman had a personal grudge against the teacher. Further, they suspected that the chairman, who was the employer of a number of them, was using his position to get them to ally themselves with him. The teacher, Mr F.Taylor, blamed Hill's annual report for all the trouble. "If the Inspector in dealing with facts and figures in his statements to the Board would observe absolute accuracy," he claimed, "it would be less misleading to that body, and less unjust and damaging to the committee and the master concerned." (41) Taylor's lack of classification may well have been at the root of the dispute but the dilapidated buildings in which he had to live and work did not reflect well on the committee. A few months later Mr Taylor was given the customary three months notice. Five teachers followed him at the Frasertown School in quick succession, the school's appalling condition and uninhabitable house being cited repeatedly as the reason for the rapid turnover. (42)

Criticisms of the Board's inspector occasionally surfaced in Board correspondence. Most were reactions to the inspector's annual reports but a letter received in 1881 was on an entirely different matter and provided the Board with some light relief. The Matawhero School Committee took umbrage at the fact that "the Inspector had omitted to inform them of his impending arrival" at their school. Hill explained to the Board that he did not do so because "it was not convenient to inform committees when surprise visits were about to be made to schools". (43)

Teachers faced with dismissal or in conflict with their school

committees or the Board could seek counsel and support from the Hawke's Bay branch of the recently formed New Zealand Educational Institute. The branch executive was especially concerned at the way local newspapers revelled in slanted reporting of committee actions against teachers. A branch meeting in,1884 resolved unanimously

That in the event of a Committee recommending the dismissal or removal of a teacher, such recommendation shall not receive the Board's approval until enquiry has been made into all the circumstances of the case by the Boards accredited agents. (44)

A copy of the resolution was forwarded to the Board.

Hill's reaction to the resolution was that it was "fair and reasoned" (45) but the lay members of the Board disagreed. Teachers soon came to realise that when Secretary-Inspector Hill was present at Board meetings where committee-teacher disputes were aired, the teachers' cases got a fair and impartial hearing. When he was out of town on inspection visits, however, sympathy usually lay with the committees.

Hill was scrupulous and extremely professional in his handling of a case that could lead to a teacher's dismissal. When as Secretary, he received letters demanding that a teacher's services be dispensed with, he assembled the evidence for and against the teacher as fairly and impartially as he could. When the Board met, he was then well prepared to brief members on all relevant matters.

The case of Mr Stuart, headmaster at Takapau School, illustrates a not untypical episode. In 1883 two local doctors warned the Board that Mr Stuart had what was discreetly termed "a drinking problem".(46) Four years later a number of settlers,

independently of the committee, asked the Board to dismiss Stuart because of his excessive drinking. Hill agreed with the settlers that Stuart's behaviour verged on the intolerable and that his teaching competence had been deteriorating over a number of years. Hill drew the Board's attention to his comments about Takapau School in recent annual reports which pointed inescapably to the conclusion that Stuart, an unclassified teacher, who had refused to do anything to improve his qualifications, was unemployable. Accordingly the Board, without consulting the Takapau committee suspended Stuart.(47)

The committee was indignant. Stuart was a personal friend of a number of members and was active in community affairs. A petition to retain Stuart's services was launched and two favourable reports on Stuart as a teacher written by Inspector Colenso thirteen years earlier were submitted to the Board. Local parents, however, were not as keen as committee members to see Stuart remain at the school. One parent's comment offers insight, not only into the matter of Stuart's acceptability as a teacher, but also into the dynamics of a small 1887 frontier community. The teacher's over-indulgence in alcohol, the parent said,

has been going on for years, and the master being well liked. Personal friendship is considered in this question and not the welfare of the children. The members who are taking around thee petition are so called "influential" members of the committee, and no doubt will secure the greater part of names in the district, but only those of one class.(48)

Influential friends notwithstanding Mr Stuart's fate was sealed. Three months later he was farewelled.

The Taradale School Committee did not show the same loyalty

towards their first master. Mr James Smith, who had been educated at Bede College, Durham, and had come to Taradale in 1877 was one of Hill's more experienced teachers. Classified a D3, he was renowned as a fire and brimstone type teacher whose discipline was much admired by Hill. After three years at the Taradale School he inherited a new school committee who were, it seemed, intent securing Mr Smith's dismissal. The tactics the committee employed included refusing to supply ordinary requisites such as pens and chalk; holding back his application for an assistant until the bad weather had set in and attendance fell below the required average, when of course, the application could be refused; and having committee members engage him in conversation until one minute past the time for marking the register and then informing the Board that he had not marked it at the appointed hour demanded by the regulations. (49) Inspector Hill investigated all the accusations and counter-accusations which stemmed from these skirmishings including one which seemed to be causing most hard feeling. Early in 1880 Mr Smith had erected a cowshed against his residence which the committee claimed was "very unsightly". The Board properly refused to become embroiled in such a petty issue. Committee members were told that if they found the cowshed so offensive, then they should tell Mr Smith to pull it down. They did, Mr Smith, refused, and the Board was asked to suspend Smith for "gross behaviour".(50) But the Board, advised by Hill, sided with Mr Smith. The cowshed was well constructed, his reasons for having the shed were reasonable", and his letter explaining his position to the Board was "respectfully worded and polite". (51) But the offending

cowshed issue seemed to defy solution and in 1883 Hill arranged Mr Smith's transfer to the Napier Main School.

Inspector Hill always did his best to retain the few qualified teachers he had. In the year of Smith's diplomatic transfer he was no doubt delighted to be able to appoint William Howlett, M.A., to the Makaretu School. Hill thought highly of Howlett's teaching methods which he described in his 1884 annual report. William Howlett, however, had an uncontrollable temper. Told by his committee in 1885 to stop corporal punishment he had closed the school. (52) When this action was discussed at a Board meeting in November of that year, Hill defended Howlett whom he described as "a good worker and most intelligent in his methods of teaching". (53) The Board, however, agreed with the committee that Mr Howlett's independence was excessive and instructed Hill to ride out to Makaretu to point out to Howlett that his school-teaching, store-keeping and botanizing interests led inevitably to conflicts of interest.

Howlett reacted angrily to the reprimand venting his spleen as seems then to have been fairly usual, through letters to the editors of local newspapers. The Board maintained a dignified silence and Howlett resigned in 1886.

Hill's support of Howlett earned him the continuing animosity of many Makaretu settlers who believed a man in Hill's position should not have been as easily duped by a near insane eccentric. Certainly their catalogue of Howlett's sins and oddities was as extensive as it was interesting. He was a remittance man sent to New Zealand in 1876 at the age of 26 by his clerical family. He had

taught briefly at Nelson College and edited the Patea newspaper before moving on to Makaretu. (54) There he had established a general store which pupils ran while he was teaching. The children took home bills for store debts; the names of customers with out-standing accounts were posted on the shop door. Howlett got on well with the district's larger landowners although even they probably raised their eyebrows at his penchant for wearing translucent white silk suits. Less remarkable, but not generally approved of by many settlers, were his all-male dinner parties and his reputation for inveigling young women into joining him on his botanical sorties.(55)

Makaretu was not completely rid of Howlett when he went to keep the store at Pahiatua from time to time he returned to huts he built in nearby bush which he used as bases for botanical fossicking. (56)

As late as 1893 the Makaretu School Committee was still sniping at Hill, usually through local newspaper columns. One committee member, irritated that Hill had written his academic qualifications after his name in a letter to the committee, complained, "The letters B.A. F.G.S." wrote XMC "have a somewhat incongruent appearance when appended to a report including the dimensions of a porch...it is not only impertinent but is pedantry in nature." The editor disagreed. "It is not in accordance with good feeling," he commented, to accuse a public officer of pedantry or impertinence." (57)

The Board also had difficulties with the Waipukurau School Committee which in 1885 decided their somewhat elderly but generally

efficient schoolmaster, Mr John Poole, (appointed in 1872), should retire. Mr Poole thought otherwise and was supported by the local Presbyterian minister (for whom he was choirmaster). The Rev.A.Grant described Mr Poole as "an old servant of many years who now was going to be cast off like an old shoe".(58) The Board followed its usual practice and asked its inspector to "look into the matter". (59) Shortly afterwards Mr Poole resigned.

The Waipukurau School Committee and the Hawke's Bay Education Board soon had reason to regret Mr Poole's retirement. His successor, Mr Andrew Anderson, was a much more difficult man to deal with. At the first committee meeting after his appointment Anderson complained of his pupil-teacher's insubordination. A special meeting was called to consider Anderson's charges and Miss Maude Arrow's explanations.

The headmaster's principal grievance seemed to be that not only had Miss Arrow scribbled in her writing books but that one of the scribbled comments read, "I shall scribble in my books as much as I please". Miss Arrow explained that the scribble complained of had been done by her younger sister who had written: "Maude Lillian Arrow you are a goose, and I shall scribble in my books as much as I please."

After a one and a half hour discussion the committee resolved that Miss Arrow should apologise to Mr Anderson. (60)

Not surprisingly, she tendered her resignation at the next general committee meeting. When committee members began to discuss the unfortunate affair Mr Anderson became so enraged that committee chairman, Mr Smith, MHR, The Waipawa Mail reporter wrote, asked "how

he dared to speak to the chairman of a meeting like that and ordered him to sit down, or he would have him thrown out of the room".(61) Mr Anderson's retorted "he would not be put down in that way, MHR or not". When the chairman said they would get nowhere whilst the headmaster was present and that they would be better to adjourn the meeting to the next room, Mr Anderson leapt to his feet, shouting that he had the keys and that he would not unlock the doors. So incensed did the chairman become at this remark that he strode to where Mr Anderson was standing and grabbed hold of his coat, as if to force him out of the room. Commonsense prevailed, however, and Mr Smith adjourned the meeting. (62)

One week later, a special meeting of the Waipukurau School Committee was held at the Town Hall, the headmaster having stated through the local paper that he would not allow them to meet at the school. "The hall was crowded...some anxious as to the subject matter and others simply in the hope of a 'shindy'".(63) When the committee realised the mood of the meeting they went into "committee" amidst jeers and catcalls. No more was heard of the Arrow affair.

The animosity between Mr Smith and Mr Anderson, however, continued. In December, 1886, following the publication of the inspector's annual report, Mr Anderson wrote to the Board accusing Mr Smith of being "successful in inducing the Inspector to subject the Waipukurau School to exceptional and unfair treatment".(64) The Board, exasperated by Anderson's continuing belligerence spoke as one. The charges against Inspector Hill were, the Board ruled, "without foundation" and "quite unjustified". They demanded that Mr

Anderson withdraw the improper statements he had made and apologize to Inspector Hill. (65)

Although Mr Anderson did apologize, Hill did not forgive him entirely. In 1889, it was the inspector's turn to complain of Mr Anderson to the Board. The headmaster, had, he said, "hindered the progress of the annual examination", and "in the presence of the children was subversive to all discipline". (66) A newspaper report provided additional details. Mr Anderson, had refused to leave the examination classroom when asked to by Mr Hill stating that "there had been a pre-concerted plan to goad him into rebellion, in order that he might be forced out of his position before the end of the year". (67) The Board told Mr Anderson it found such behaviour totally unacceptable. Anderson refused to take the hint and did not resign until two years later.

Such incidents made headlines in the Hawke's Bay newspapers and enlivened the minute books of the Hawke's Bay Education Board. They were, however, relatively rare; most Board correspondents sought better or enlarged school accommodation, not retribution or natural justice.

The Board continued to be very short of spending money until 1894 when with improvements in the colony's economy, education boards received substantial increases in their running grants. Until then they could do little to satisfy growing public demand - no matter how heart-rending - for more and better schools.

We are supposed to enforce the Compulsory Clause but are powerless for want of accommodation...We ask for a trifling expense to attain such a reasonable boon. The stone thrown for the bread we ask is "No Funds"...We are asking so little for our children. Only to be kept out of the rain, while they are learning their 'Three-R's'. (68)

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CONCLUSION

This case study has examined the work of nineteenth century school inspector Henry Hill, who in the twenty-two period under review, was instrumental in bringing about fundamental changes to Hawke's Bay's educational system.

Henry Hill arrived in the province in 1878 with impressive academic credentials and an outstanding teaching record to become first Inspector of Schools following the implementation of the 1877 Education Act.

To visit his schools (then only 14 in number), Hill travelled on horseback along bridgeless roads and bush tracks and found them housed in hired premises, unpainted, ill-lit and poorly furnished. Providing new school buildings became Hill's first priority and as Secretary-Inspector it was he who hired temporary school accommodation, negotiated the purchase of school sites, drew the plans for new schools, put them out to tender and, as well as he could, supervised their construction.

During his term of office the original 14 schools increased to 78 which by 1900 were serviced by roads or railway and stood neatly painted and well maintained in their tidy playgrounds.

The 1877 Education Act provided free and compulsory schooling for children between six and ten years of age. From 1,500 pupils with an average attendance of sixty per cent, the school population had grown to 8,000 and the average attendance to 85 per cent.

For children, the original restricted curriculum of the "three-R's", together with a little map reading and sewing, had

expanded to include geography, history, natural and experimental science, drawing, drill, singing and technical subjects. Hill was well pleased when the 1893 Inspectors' Conference accepted many of his suggestions for curriculum reform. Together with recommendations for national examination standards these remits were destined to become government policy.

The essential function of inspection had also undergone great changes. Initially inspectors were chiefly concerned with classifying children according to reading ability. Later a more rational method of organising school classes evolved until school inspection finally came to mean the giving of constructive advice on teaching methods, teaching aids, health and innumerable other topics.

Hill had always emphasized the need to develop the "special subjects". There was no provision for physical education in the seventies and he constantly bemoaned the lack of drill and calisthenics taught in the foundation years. The self-discipline these subjects inculcated were, in his opinion, on a par with other Victorian values of honesty, punctuality, cleanliness, tidiness and good behaviour. Infant work, which began with reciting the words of a single reader by heart and doing lengthy addition sums developed under Hill's direction into singing games, rhyming stories, colour drawings and phonetic reading. Hill believed children learned best by doing. Natural science, originally not taught at all, gained a foothold in the working of the primary school through object lessons. Some Hawke's Bay teachers, encouraged by Hill, extended these until they became immediately useful studies in geology,

biology, chemistry, physics and domestic science.

Under Hill, teacher training became thoroughly professional. Young people, carefully selected as trainee teachers, underwent five years of pupil-teaching before being admitted for training to the Napier Training School or the Wellington Training College. Throughout his term of office Hill maintained his interest in helping teachers improve their classroom competence. He conducted in-service training sessions and Saturday morning classes designed to improve not only their efficiency, but also their chances of passing the initial grade examinations.

By the time Hill retired the demeaning conditions of service under which many teachers worked were things of the past. Hogben's Public-School Teachers Salaries and Superannuation Acts had put teaching on a proper professional footing. Gone were the days, too, when teachers were appointed because of who they knew among the school trustees or committee members rather than what they knew. School committees were, however, important in providing and maintaining primary schools, especially in rural districts. Community interest in local schools had to be fostered even though the consolidation of administrative authority placed far greater power in the hands of Board Officers, (notably the Secretary). In his dual role as Secretary-Inspector, Hill went out of his way to establish rapport with committee members whom he urged to support their teachers, maintain their schools and achieve financial self-sufficiency.

The Education Board delegated to Hill, as Secretary, the oversight of committee expenditure and took his advice on money

matters. In the early years of the period under review most Board members believed they could best serve Hawke's Bay education by acting as political lobbyists in Wellington. The provision and maintenance of buildings and intervention in squabbles among parents, teachers and committee members were seen as matters of lesser importance which Board members preferred to leave to their Secretary-Inspector.

Henry Hill's influence over the Board, especially during his thirteen years as Secretary, resulted in many interesting educational developments. Although he cannot be given the credit for all of the changes which took place in Hawke's Bay education during the nineteenth century, he can fairly be given credit for pioneering work in school building and furniture design, in-service teacher training, the development of a geography and natural science curriculum, the introduction of New Zealand's first professional educational journal and the first locally published geography text, and for bringing the work of the most educationally backward of provinces into line with others more richly endowed.

Henry Hill remained Hawke's Bay's Inspector of Schools until his retirement in 1914 when, looking back across his long years of service, he wrote:

Thirty-six years have passed by since I came to Napier. Many changes have taken place since then but it is strange how conservative the state is in educational evolution. Much time has been spent in mere memory preparation of information about the past. Comparatively little has been prepared about the material and exacting world in which the children live and nothing to anticipate the future for this is beyond the limited visions of a political Minister of Education. Still necessity is making our rulers think and to the credit of the primary school teaching profession be it said, that there is being started by them a demand for a freer, truer, and less hide-bound system of Education that shall embrace better teaching, better preparation, better school buildings, better working conditions, better national results and better prospects as to pay and promotion.

(MS Papers 172)

Following a term as Mayor of Napier (1914-1918), Henry Hill devoted the rest of his life to geological pursuits, traversing the volcanic plateau and publishing widely on the subjects of earthquakes and volcanoes.

His death in 1933 prompted many expressions of the people of Hawke's Bay deep indebtedness to Henry Hill, Inspector.

To Henry Hill his work was a happy mission. He regarded all the children as his own pupils, and all the teachers as his colleagues. He knew hundreds of children by name or by families which he had known in successive school generations. In particular, he recognised that the one room, one teacher schools, (which comprised nearly half of all his schools) provided, during eight formative years, the whole educational environment and opportunity for the life equipment of these isolated children. So he made these schools his special care. Thus in almost every home in this elongated district his influence, inspiration and enthusiasm were felt.

(Caughley, J.p146)

APPENDIX AHAWKE'S BAY LITERACY STATISTICS FOR CHILDREN AGED 5-15 YEARS

1 8 7 4

Population : Five to fifteen years = 2,101
 Those attending Public Schools = 818
 (or 38.95% child population)

<u>READ AND WRITE</u>	PERCENTAGE OF PUBLIC SCHOOL POPULATION	<u>READ ONLY</u>	PERCENTAGE OF PUBLIC SCHOOL POPULATION	<u>CANNOT READ</u>	PERCENTAGE OF PUBLIC SCHOOL POPULATION
1206	30.15%	473	18.25%	385	17.%

1 8 7 8

Population : Five to fifteen years = 3,655
 Those attending Public Schools = 2,028
 (or 55.40% child population)

<u>READ AND WRITE</u>	PERCENTAGE OF PUBLIC SCHOOL POPULATION	<u>READ ONLY</u>	PERCENTAGE OF PUBLIC SCHOOL POPULATION	<u>CANNOT READ</u>	PERCENTAGE OF PUBLIC SCHOOL POPULATION
2254	40.98%	550	10.%	776	10.90%

Sources: New Zealand Census, 1878

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The Hawke's Bay Education Board Minute Books cover most of the meetings held between 1878 and 1887 but the Board has little record of inward and outward correspondence during the period under review. This deficiency has been rectified as far as possible through extensive use of local newspapers whose reports often included extracts from significant inward correspondence.

Particular use was made of the files of The Daily Telegraph, The Hawke's Bay Herald and The Waipawa Mail because of the detail in which they reported educational matters. Their editorial and correspondence columns reflect the very different views held by the different strata of Hawke's Bay society about the nature and scope of public education. When read in conjunction with Appendices to the Journals of the House of Representatives, light is thrown from different angles on the motives, diverse ideals and feelings of

individuals whose decisions largely determined the pattern of educational growth in the province.

Nineteenth century school records, including log Books, early registers and school committee minutes are still retained in many Hawke's Bay schools. School log books can be traced to 1881, the year Inspector Hill instituted their daily use. Henry Hill's own entries in school logs made during his twice yearly visits help complete the picture of how schools were run, what children were taught and to what standard. From such records jubilee and centennial school histories have been written. Many of these include not only valuable information but also photographs.

Henry Hill's own notebooks, letters and journals, some of which are still privately held, give an added dimension to the story of early Hawke's Bay education. Cheek by jowl with records of official duties are introspective commentaries on the nature of the educational process. From Hill's personal and family papers it is possible to build up a very clear impression of Henry Hill himself.

Little direct use was made of the secondary sources available. Education in Hawke's Bay in the nineteenth century has not been investigated before apart from an M.A. study by J.Parker (19677) of the provincial period 1858-1876.

Because there are elderly people in Hawke's Bay whose schooldays began in the first decade of this century, interviews were conducted with a number of individuals who still remember Henry Hill, the awe-inspiring inspector.

This bibliography is divided into two sections:

Part I consists of Primary sources:

A. Manuscripts and Unpublished Material.

1) Official papers.

2) Personal papers.

B. Published Material.

1) Official Publications.

2) Contemporary books, newspapers,
periodicals, directories.

Part II consists of Secondary sources:

A. Unpublished Material.

1) Theses.

2) Articles.

B. Published Material

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