

Historic Heritage Evaluation

**Richmond Road Manual Training School (former)
113-127 Richmond Road, Ponsonby**



Figure 1: Richmond Road Manual Training School (Auckland Council; 24/08/2016)

**Prepared by Auckland Council Heritage Unit
October 2016**

1.0 Purpose

The purpose of this document is to consider the place located at 113-127 Richmond Road, Ponsonby against the criteria for evaluation of historic heritage in the Auckland Unitary Plan (AUP).

The document has been prepared by Rebecca Freeman – Senior Specialist Historic Heritage, Heritage Unit, Auckland Council. It is solely for the use of Auckland Council for the purpose it is intended in accordance with the agreed scope of work.

2.0 Identification

Site address	Richmond Road School 113-127 Richmond Road, Ponsonby
Legal Description and Certificate of Title identifier	LOTS 50-73 75-81 83 DEEDS BLUE W LOT 74 DP 7924 LOT 82 DP 16436 LOT 1 DP 67684 CT 945/218
NZTM grid reference	NZTM 1755091, 5919682
Ownership	Ministry of Education
AUP zoning	Mixed Housing Urban
Existing scheduled item(s)	None
Additional controls	<ul style="list-style-type: none"> • Natural Heritage Notable Trees Overlay: 135 Pohutukawa (2), Liquidamber • Controls: Macroinvertebrate Community Index – Urban • Designations: <ul style="list-style-type: none"> ○ Designations - ID 3300, Broadcasting and telecommunications facility, Designations, Kordia Ltd ○ Designations - ID 4773, Educational purposes - primary school years 0-8 (Richmond Road School), Designations, Minister of Education
Heritage New Zealand Pouhere Taonga listing details	None
Pre-1900 site (HNZPT Act 2014 Section 6)	<p>The manual training school does not predate 1900 and has no identified archaeological values.</p> <p>The site of Richmond Road School predates 1900, but currently has no identified archaeological values.</p>
CHI reference(s)	None
NZAA site record number(s)	None

3.0 Constraints

This evaluation is based on the information available at the time of assessment. Due to the timeframe presented, research for the evaluation was undertaken to an extent that enables the site to be evaluated against the criteria, but is not exhaustive and additional research may yield new information.

Site visits were conducted on 24 August 2016 and 5 October 2016 to view the exterior of the building and its context from the public realm.

This evaluation does not include an assessment of the archaeological values or an assessment of the importance of the place to Mana Whenua.

This evaluation does not include a structural evaluation or condition report; any comments on the structural integrity or the condition of the building are based on visual inspection only.

This evaluation does not include an assessment of the interior of the building.

4.0 Historical summary

Refer to Appendix 1 for the full historical context

Richmond Road School and the Richmond Road Manual Training School

In 1884, extreme overcrowding at Ponsonby District School necessitated the establishment of a small temporary school in a chapel on Brown Street. Miss Emma Fletcher was the headmistress of the Brown Street School, and also has the distinction of being the first female principal in the Auckland Education Board area. As student numbers grew and the economic depression of the 1870s and 1880s lifted, the school became permanent and a programme of construction and acquisition began in force. The school eventually expanded around the corner onto Richmond Road and took the name it bears today.¹

On 2 July 1903 the manual training school was opened at the corner of Douglas Street and Richmond Road. This building, although part of Richmond Road School, provided weekly classes for children from all of the local schools, including Bayfield, Ponsonby, Napier Street and Newton West.² Two other manual training schools in Auckland were opened on the same day: Newmarket School (originally on the corner of Manukau Road and Mortimer Pass; now located on Secombes Road) and Newton East (originally on the corner of Upper Queen Street and Canada Street; now demolished).

Many education boards and local authorities were keen to take advantage of the grants offered through the *Manual and Technical Instruction Acts 1900* and *1902*. Manual and technical training schools opened around the region, including: Otahuhu (1908), Helensville (1912),

¹ Carlyon, J and Morrow, D. (2008). *Urban village: The story of Ponsonby, Freeman's Bay and St Mary's Bay*. Glenfield, Auckland, New Zealand: Random House. P 126

² *Ibid.* P 126

Pukekohe (1916), Vermont Street (1920), Avondale (1922), Onehunga (1922), Kowhai Junior High School (1924), Devonport (1928) and Howick (1928), to name a few.³

Manual and technical instruction continued at Richmond Road School until 1966 when overcrowding forced the reconfiguration of this building into regular classrooms. Students continued to take manual and technical instruction at a specialised school constructed in Vermont Street in the early 1920s.⁴

The manual training school building continues to be used as classrooms at Richmond Road School.

The architects: Mitchell and Watt

“John Mitchell was born in Ramelton, Northern Ireland, and received his architectural training in Ireland before emigrating to New Zealand in 1888 and settling in Auckland. He became known for his early use of reinforced concrete. In 1893 he invented a baked earthenware block which was used in domestic construction. He left for England in 1912 and was involved with a prefabricated housing project at Bournemouth. He retired in 1922 and returned to New Zealand.

Robert Watt was born in Scotland and studied architecture in Glasgow with the firm of Barclay Bros. He immigrated to New Zealand about 1878 for health reasons and practised in Auckland both on his own and, from 1892, in partnership with Mitchell.

Mitchell and Watt were appointed architects to the Auckland Education Board in 1892. Mitchell undertook new work while Watt undertook rebuilding projects and renovations to existing buildings. Their work includes Bayfield School (1896, 1904), the first three manual training schools in Auckland (1903), schools at Te Mata (1905) and Maungatautari (1905), additions to schools at Cambridge (1900) and Dargaville (1905), and the Seddon Memorial Technical College (1908-13). Non-educational buildings include Mt Eden Congregational Church (1900) and Entrican Building (1903-4). Watt was responsible for the design of the Leys Institute, Ponsonby (1905-06).”⁵

5.0 Physical description

Site history and context

Refer to Appendix 2 for the Certificate of title

Refer to Appendix 3 for the Survey plan

The Richmond Road Manual Training School is located at 113-127 Richmond Road, Ponsonby on the site of Richmond Road School. Prior to acquisition for education purposes, the land was subdivided into 37 residential allotments, forming part of the *Springbank* subdivision, which were auctioned in January 1864. At the time of writing, the date of construction and location of the chapel in which the Brown Street School was founded cannot be determined.

³ Reynolds & Associates. (n.d.). *Draft heritage evaluation: Former Newmarket manual training school*. Unpublished study.

⁴ Ibid. P 127

⁵ Heritage New Zealand. (1990). *Bayfield School (former)*. <http://www.heritage.org.nz>

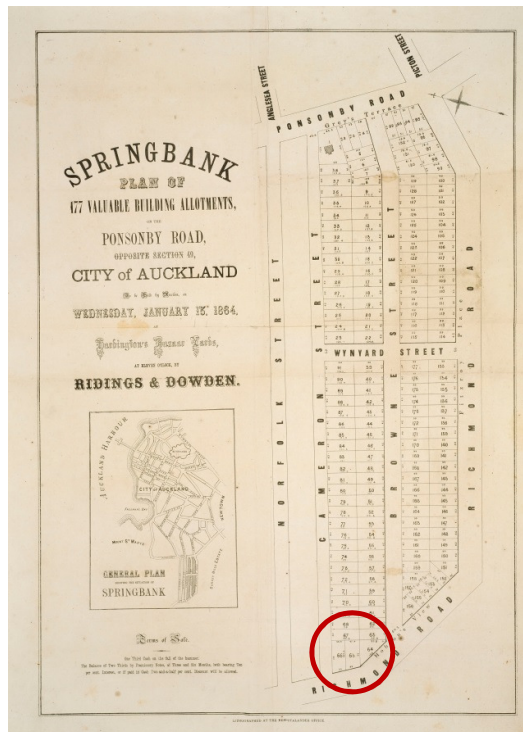


Figure 2: Advertisement for the Springbank Subdivision (Sir George Grey Special Collections, Auckland Libraries, NZ Map 4495-38)

Richmond Road School occupies approximately two-thirds of a narrow block in Ponsonby, bounded by Richmond Road, Douglas Street (formerly Cameron Street), Brown Street and Fitzroy Street. The manual training school is located at the north-western corner of the block, at the intersection of Richmond Road and Douglas Street. Richmond Road follows the ridgeline through Ponsonby and Grey Lynn, forming a rough U-shape that connects Ponsonby Road with Surrey Crescent. On the subject site, the land slopes down to the north east approximately seven meters and therefore the manual training school is slightly elevated above the rest of the site.

In the decision version of the Auckland Unitary Plan, the site is zoned Mixed Housing Urban and is surrounded on three sides by residential development zoned Single House and generally subject to the Isthmus A Special Character Overlay. To the east of the school site (within the same block) is an area of land zoned Mixed Use, which is occupied by housing, light industrial and some retail.

Within the site are two Pohutukawa trees and one Liquidamber tree that are identified in the Notable Tree overlay.

Description

- Refer to Appendix 4 for architectural drawings and plans
- Refer to Appendix 5 for photographs of the place
- Refer to Appendix 6 for historic photographs of the place

Style, influences and planning

The manual training school at Richmond Road School is a one-storey H-plan timber school building designed by Auckland Education Board architects John Mitchell and Robert Watt in 1903. The school does not follow any one particular architectural style, but is influenced by a number of styles including Queen Anne and Edwardian Classical, which are typical of institutional and school designs at this time.

“The choice of this style suggests that Mitchell and Watt were influenced by the educational buildings of the well-known English Architect, E.R. Robson (1835-1917). Robson, as architect to the London School Board for 1871 had deliberately rejected the Gothic style, because of its ecclesiastical associations, as being inappropriate for secular school buildings. It is not surprising that architects for the free, compulsory and secular New Zealand school system should follow this lead.”⁶

The Richmond Road Manual Training School was identical to the manual training schools at Newmarket and Upper Queen Street, which were all opened on the same day. This school has a similar design to other Mitchell and Watt schools, as discussed below in section 6.0.

Western elevation (fronting Richmond Road)

The street frontage features a pair of gabled bays with bracketed, boxed eaves and the upper part of the gable filled in with tongue and groove panels, also supported by brackets. This elevation is clad in weatherboards with boxed corners that terminate in paired brackets that support the decorative bargeboard features. Each eaves bracket is the terminus of a vertical batten that serves to define the end wall of each bay, and also to break up the horizontal bulk of the building. Battens have also been used to define the space where the central entrance porch was filled in.



Figure 3: Detail of gable (Auckland Council; 24/08/2016)



Figure 4: Detail of boxed, brackets eaves and roundels (Auckland Council; 24/08/2016)

The bargeboards feature decorative trim defining the edge of the gable and the peak. There are also decorative roundels at the lower end of the bargeboard.

The original polychrome chimney has been removed and bubble sky light windows have been added to the cross gable.

⁶ Heritage New Zealand. (1990). *Bayfield School (former)*. <http://www.heritage.org.nz>

The northern bay housed the Woodwork classroom. On the western elevation, this space is lit with three sets of double-hung six-light sliding sashes above which are three three-light fanlights with decorative plaques filling the space between the fanlights and sashes. The central fanlight is slightly taller than the two on either side. The original mouldings have been retained.

The southern bay housed the Cookery classroom and was originally identical to the northern bay, however it has been modified to include five sets of double-hung six-light sliding sashes. The additional two windows are identical to the original three, and may have come from the rear of the building when the toilet block extensions were added. As with the northern bay, this bay also features three three-light fanlights centred above the sashes. The original mouldings have been retained.



Figure 5: Western elevation showing sashes and fanlights (Auckland Council; 24/08/2016)



Figure 6: Detail of fanlights (Auckland Council; 24/08/2016)

Northern elevation (fronting Douglas Road)

The northern elevation features six sets of double-hung six-light sliding sashes. The five larger windows were added at a later date, and are identical to the sashes on the front (western) elevation. These windows may have come from the rear of the building when the toilet block extensions were added. The smaller central window is also a double-hung six-light sash, and is original to this elevation. This elevation also has two doors which have been added at a later date. The doors are both timber with a nine-light window. They appear to have been added in the 1930s, as they match the doors on the 1934 school building. The doors are accessed via staircases with balustrades enclosed in weatherboards. Both doors have a six-light transom.



Figure 7: Northern elevation (Auckland Council; 05/10/2016)

Eastern elevation (rear of the building)

The eastern elevation (rear of the building) was originally identical to the front (western), however, it has been extended to accommodate lavatories and form a connection with the 1934 school building. The modern extension is clad in weatherboard, though the profile differs from the weatherboards used on the manual training school. The construction of the extension necessitated removing the double-hung six-light sash windows from this elevation, and these have been replaced in part with four-light awning windows.

The eastern elevation of the southern bay cannot be seen from the public realm.



Figure 8: Eastern and northern elevations (Auckland Council; 05/10/2016)

Southern elevation

The southern elevation features three sets of double-hung six-light sashes. The two larger windows at the south-eastern corner are identical to the windows on the front (western) elevation, but were added at a later date. These windows may have come from the rear of the building when the toilet block extensions were added. The smaller central window is original to this elevation. Two doors with transoms have been added to the south-eastern and south-western corners of this elevation. These doors are identical to those which were added to the northern elevation. The door on the south-western corner is accessed via a staircase with an enclosed balustrade clad in weatherboard; the door on the south-eastern corner is at grade.



Figure 9: Southern and western elevations (Auckland Council; 05/10/2016)

Interior

The interior has not been inspected. The description of the interior included below is taken from a *New Zealand Herald* article, dated 21 July 1903, which describes the original layout of the building. The interior spaces have been modified, however, the extent of changes are unknown at this time.

“The building consists of two large rooms, 52ft long by 25ft wide, and two small rooms for the private use of the instructors, and in addition to pupils’ cloak-rooms and lavatories. In the cookery department, at one end of the room is a demonstration gallery, with seating accommodation for 60 girls, whilst at the other end are fitted tables, at which 20 girls can work at once. The department is also equipped with two large gas stoves, one double oven, Orb coal range fitted with high-pressure boiler and circulator for a continuous supply of hot water, instructors’ demonstration table, dresser, larder, etc. In the woodwork department one side of the room is used for drawing, whilst the other is used for practical work with tools. The drawing tables, which are specially constructed with sloping tops, accommodate 32 boys. For the practical work, 15 double benches, with end vices and tool boxes, are provided. These benches are designed after the style of those in use in many of the German and American manual training schools. The equipment of this department also includes lockers, timber racks, glueing and oilstone benches, grindstone, cupboards, specimens of timber, etc.”⁷

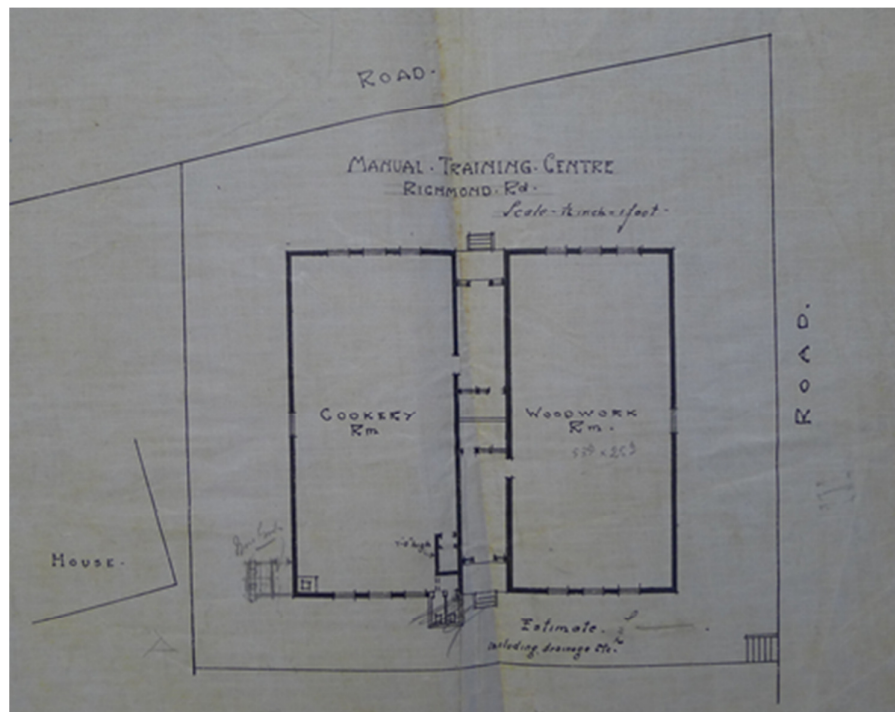


Figure 10: Floor plan Richmond Road Manual Training School (Archives NZ; undated)

⁷ New Zealand Herald, Volume XL, Issue 12328, 21 July 1903, Page 6

Summary of modifications

Listed below is a summary of known modifications to the Richmond Road Manual Training School. These modifications were determined by comparing the current building to historic photographs taken the day it opened. This list does not include all modifications made to the place since its opening, and does not address any changes to the interior of the place.

Western (front) elevation	Northern (Douglas Street) elevation	Eastern (rear) elevation	Southern elevation
<ul style="list-style-type: none"> • Two sets of double-hung six-light sash windows added to southern bay • Central entrance/porch removed • Polychrome chimney removed • Bubble sky lights added to cross gable • Acroteria removed 	<ul style="list-style-type: none"> • Five sets of double-hung six-light sash windows added to northern bay • Two doors with six-light transoms added, including stairs and enclosed balustrades to access the door 	<ul style="list-style-type: none"> • Extensions to rear of the northern and southern bay to accommodate toilets and provide connection to the 1934 school building • Six sets of double-hung six-light sash windows removed from northern bay and replaced with four-light awning windows • Acroteria removed 	<ul style="list-style-type: none"> • Two doors with six-light transoms added, including stairs and enclosed balustrades to access the doors • Two sets of double-hung six-light sash windows added to southern bay

Summary of key features

- H-plan form
- Paired bays that address the street
- Queen Anne/Edwardian Classical timber detailing
- Windows – double-hung sash windows and fanlights
- Gabled roof form
- Doors – timber with nine-light windows and transoms

Site location diagrams

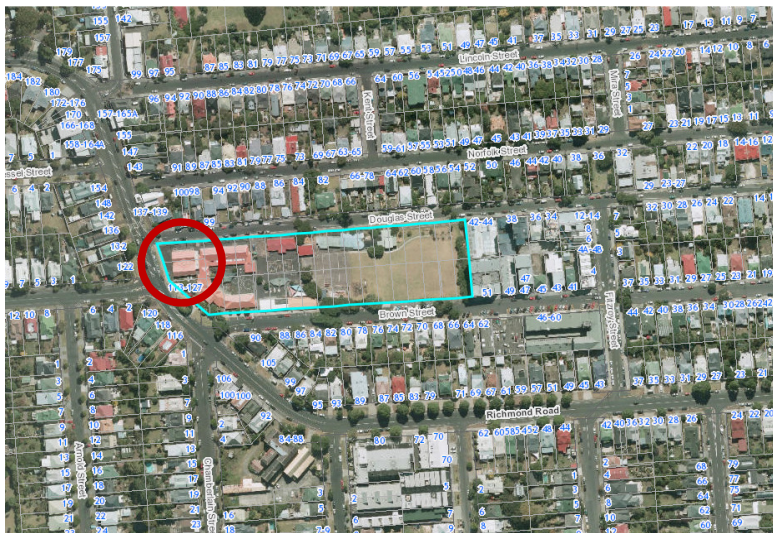


Figure 11: 2016 aerial showing the wider context (Auckland Council Geomaps)



Figure 12: 2016 aerial showing the Richmond Road School campus (Auckland Council Geomaps)

6.0 Comparative analysis

Manual training schools as a building type - Auckland

The subject site is an example of a manual training school. Manual and technical training in New Zealand was an important step in the development of educational curriculum in New Zealand. In the early years of the implementation of the *Manual and Technical Instruction Act 1900* many manual and technical training schools were built around the country to provide training for students in woodworking, metalwork, cooking, laundry and sewing.

The first three manual training schools in Auckland opened on 2 July 1903. These included the Richmond Road, Newton East and Newmarket Manual Training Schools. The three schools were identical, following plans designed by Auckland Education Board architects John Mitchell and Robert Watt. The Newton East School (located at the corner of Upper Queen Street and Canada Street) was demolished after 1959 and an apartment block now sits on this site. The Newmarket School survives and is the most directly relevant comparison to the subject site.

Newmarket Manual Training School

The Newmarket Manual Training School was originally located in the front yard of the Newmarket Primary School on the corner of Manukau Road and Mortimer Pass (originally Swinburne Pass). The building was relocated in 1925 when the Newmarket Primary School shifted to its current site on Gilles Avenue following an arson attack that irreparably damaged the main block of the school.⁸

Although originally identical, modifications to both schools have created some distinction. Unlike the Richmond Road Manual Training School, the Newmarket Manual Training School retains its central front entry porch and original fenestration arrangement. However, the relocation of the Newmarket School resulted in changes to the foundation of the building, and necessitated introducing a large stairway to access the front door. Both schools have lost their acroteria and chimneys. On balance, both schools retain reasonable authenticity for buildings of their age, and both are well-maintained with a compatible and economic use.

⁸ Reynolds & Associates. (n.d.). *Draft heritage evaluation: Former Newmarket manual training school*. Unpublished study.



Figure 13: Newmarket Manual Training School (former) located at 6 Secombes Road, Newmarket (Google Streetview)

At the time of writing, the Newmarket Manual Training School is not scheduled in the Auckland Unitary Plan or listed by Heritage New Zealand Pouhere Taonga.

Onehunga Manual Training School

Another surviving manual training school in Auckland is located at 82-84 Selwyn Street, Onehunga. Other than being of the same “type” as the Richmond Road Manual Training School, the two schools are not directly comparable. The Onehunga Manual Training School was designed by Auckland Education Board architect John Farrell in 1920. Rather than two connected bays, the school was planned as two separate buildings, one marked “Girls”, where cookery and laundry were taught, and one marked “Boys” where wood and metal work were taught. Also of note is that the Onehunga Manual Training School was designed and executed in brick with solid rendered finishing as opposed to timber. The Onehunga Manual Training School was constructed almost 20 years after the Richmond Road Manual Training School, and therefore its style reflects changes to architectural taste. While the Richmond Road Manual Training School borrows heavily from the Queen Anne and Edwardian Classical styles, the design of the Onehunga Manual Training School is a late Edwardian building with emerging influences from the English bungalow style.



Figure 14: Onehunga Manual Training School located at 82-84 Selwyn Street, Onehunga (Auckland Council; 06/2016)

At the time of writing, the Onehunga Manual Training School is not scheduled in the Auckland Unitary Plan or listed by Heritage New Zealand Pouhere Taonga.

Otahuhu Primary School Technical Block

The only other manual training school in Auckland that is known to survive is the Otahuhu Primary School Technical Block. This school was constructed in two phases: in 1909 a woodwork room was constructed by Henry Taylor and William Hurst; in 1915 Auckland Education Board architect John Farrell designed an addition, including the domestic science room. The form of this school, though slightly different, is comparable to the Richmond Road Manual Training School. The front facing bay, featuring four sets of double-hung six-light sash windows and two fanlights, is very similar to the front bays of the Richmond Road Manual Training School. Other stylistic elements, including the decorative treatment of the gable, bargeboards and boxed corners, have been simplified in-line with the aesthetic tastes of the late Edwardian period, however their origins can easily be identified in the design of the Richmond Road Manual Training School.

This school differs from the Richmond Road Manual Training School in the asymmetry of its form, the shallower pitch of its gabled roof and narrower weatherboards. These differences are related to the later date of construction and emerging influences from the Arts and Crafts movement and English bungalow style.



Figure 15: Otahuhu Primary School Technical Block located at 41 Station Road, Otahuhu (Matthews & Matthews; 08/2013)

At the time of writing, the Otahuhu Primary School Technical Block is scheduled in the Auckland Unitary Plan as a Category B place, but is not listed by Heritage New Zealand Pouhere Taonga.

Manual training schools as a building type – beyond Auckland

One surviving example of a manual training school beyond Auckland is the Technical School and Portable Extensible Classrooms, located at 54 Kenny Street, Waihi (note that this school is located in the original Auckland Education Board area). This building was constructed in 1913 by George Fisk. It shares the same H-plan, double-bay form and many of the same stylistic elements as the Richmond Road Manual Training School. As with the Otahuhu Primary School Technical Block, many of these stylistic elements have been simplified in-line with changes to aesthetic taste in the later Edwardian period.

The Waihi school differs from the Richmond Road school in a number of ways. It is constructed from rendered brick as opposed to timber. It also has wider bays with shallower-

pitched gables. There are more sash windows throughout, and the fanlights are incorporated into the top of the sash windows, rather than being separate. As a whole, the Waihi school has more stylistic influences from the Arts and Crafts movement, though continues to display small details and influences leftover from the Queen Anne and Edwardian Classical styles.



Figure 16: Technical School and Portable Extensible Classroom located at 54 Kenny Street, Waihi (Heritage New Zealand; 2008)

At the time of writing, the Technical School and Portable Extensible Classrooms is scheduled in the Hauraki District Plan as a Category A place. It is also listed by Heritage New Zealand Pouhere Taonga as a Category 2 place.

Mitchell and Watt designed schools - Auckland

As the appointed Auckland Education Board architects from 1892 until 1907, John Mitchell and Robert Watt were responsible for the design of new schools, and modifications to existing schools. Some examples of their work from this commission share similarities with the Richmond Road Manual Training School.

Bayfield School (former) East and West Blocks

The former Bayfield School is located at 272 and 1/272 Jervois Road, Herne Bay. This school was constructed and modified in several stages, and Mitchell and Watt were specifically involved in the design of the 1896 (east) block and 1904 (west) block, which survive on site. The east block, although a different form, shares many similarities with the Richmond Road Manual Training School. The east block is arranged in somewhat of a cruciform plan, with four projecting bays. The design of these bays is almost identical to the front bays of the Richmond Road Manual Training School, including pattern and style of fenestration, steeply-pitched gable roof and simplified Queen Anne style decoration.

The east block differs from the Richmond Road Manual Training School in a few minor ways. Apart from the form, discussed above, the fenestration varies slightly in its size. On two elevations visible from the public realm, the central sashes are taller than those on either side, rather than being of equal size. Another elevation visible from the street has three equally sized sashes and no fanlights.



Figure 17: Bayfield School (former) east block (Auckland Council; n.d.)

The west block of Bayfield School, shares some similarities with the Richmond Road Manual Training School, however is a closer comparison to Onehunga Primary, discussed below. The west block features a grander use of the Queen Anne style, though individual elements are apparent in the Richmond Road Manual Training School, including treatment of the gable ends. The form of this building, with its use of bays connected by corridors with entrances between is directly comparable to the Richmond Road Manual Training School.



Figure 18: Bayfield School (former) West Block (Auckland Council; n.d.)

At the time of writing, Bayfield School (former) east and west blocks are scheduled together in the Auckland Unitary Plan as a Category B place. They are also listed together by Heritage New Zealand Pouhere Taonga as a Category 1 place.

Onehunga Primary (former)

Onehunga Primary School is located at 83 Selwyn Street, Onehunga. Onehunga Primary was opened in 1901 and represents Mitchell and Watt's grandest use of the Queen Anne style for school design. There are some similarities between Onehunga Primary and the Richmond Road Manual Training School, particularly in the form, including bays connected by corridors with entrances between. Some of the fenestration patterns and stylistic elements are also similar to Richmond Road Manual Training School, however the scale of this school and grandness of its design is more comparable to Bayfield School's west block than the smaller and simpler Richmond Road Manual Training School.



Figure 19: Onehunga Primary (former) (Auckland Council; 09/2013)

At the time of writing, Onehunga Primary (former) is scheduled as a Category A place in the Auckland Unitary Plan. It is also listed by Heritage New Zealand Pouhere Taonga as a Category 2 place.

Mitchell and Watt designed schools – beyond Auckland

Mitchell and Watt were responsible for designing new school buildings and extensions to existing buildings throughout the Auckland Education Board area. The Education Board originally extended from North Cape in the Far North down as far as Taumarunui in Manawatu. The examples listed below are not currently part of Auckland, but were part of the Auckland Education Board area.

Kuaotunu School House (former)

Kuaotunu School House is located at 12 Black Jack Road, Kuaotunu and 20 School Road, Whitianga on the Coromandel Peninsula. This school was constructed in 1892 to a design by Mitchell and Watt. The original school building shares some similarities with the Richmond Road Manual Training School, particularly in its form. Originally, it was an H-plan with two front-facing bays. Around 1955 it was cut in half, with one bay now serving as the Kuaotunu Hall (12 Black Jack Road) and the other serving as a meeting space for the Whitianga Art Group (20 School Road). The original fenestration and Queen Anne-influenced stylistic details are also comparable to Richmond Road Manual Training School.

The primary difference between the two schools is the shape of the roof. Whereas Richmond Road Manual Training School has a gabled roof, the Kuaotunu School had a hipped roof with a cross gable (essentially, the horizontal section of the “H” continued past the vertical sections, exposing a gable end on either side).



Figure 20: Kuaotunu Hall (kuaotunuhall.co.nz)



Figure 21: Kuaotunu School House as originally constructed (kuaotunuhall.co.nz)

At the time of writing, the Kuaotunu School house is not scheduled in the Thames-Coromandel District Plan, though it is listed by Heritage New Zealand Pouhere Taonga as a Category 2 place.

Te Awamutu School (former)

Te Awamutu School is located at 135 Roche Street, Te Awamutu in the Waikato. The original building was designed by Auckland Education Board architect Henry Allright, and Mitchell and Watt designed an extension to this school in 1894. Unlike the Richmond Road Manual Training School, this school is arranged under one long gable, with the entrance located in a small cross gable to the side. Stylistically, the Te Awamutu School appears to be more influenced by a simplified gothic style, though some Queen Anne style details are present. The pitch of the roof is steeper than the Richmond Road Manual Training School, and this, combined with the form and gothic influences, serve to give the school a slightly ecclesiastical appearance.

The primary similarity between the two schools is the pattern and style of fenestration. The Te Awamutu School also features three sets of double-hung six light sashes on the front elevation, however, like the Waihi Technical School, fanlights are incorporated above the sashes, instead of included separately as with the Richmond Road Manual Training School. A separate fanlight is centred above the three sashes, and a triangular ventilator is centred above that, near the top of the gable.



Figure 22: Te Awamutu School (Google Streetview)

At the time of writing, the Te Awamutu School (former) is scheduled in the Waipa District Plan as a Category B place. It is also listed by Heritage New Zealand Pouhere Taonga as a Category 2 place.

Mitchell and Watt – other building types

John Mitchell and Robert Watt served as the Auckland Education Board architects from 1892 until 1907, however their professional partnership extended beyond this commission. Together they are responsible for a number of noteworthy buildings of varying types around Auckland.

St Paul's Anglican Church (Buckland)

St Paul's Anglican Church is located at 581-583 Buckland Road, Buckland. This church was designed by Mitchell and Watt and was completed in 1899. Although this is an ecclesiastical building, it shares many similarities with the Richmond Road Manual Training School. In particular, the treatment of the gable is almost identical to the school, including the pitch of the roof, tongue and groove panels in-filling the peak, and detailing of the bargeboards. The church also features boxed, bracketed eaves that are very similar to those used on the school.

Unlike the Richmond Road Manual Training School, the design of the windows is influenced by the Gothic style, however the pattern of fenestration, mouldings and sills share similarities with the school. The steeple is reminiscent of the belfries on Onehunga Primary and Bayfield School (west block).



Figure 23: St Paul's Anglican Church (Auckland Council; 04/10/2016)

At the time of writing, St Paul's Anglican Church is not scheduled in the Auckland Unitary Plan and is not listed by Heritage New Zealand Pouhere Taonga.

Mount Eden Congregationalist Church (former)

The Mount Eden Congregationalist Church is located at 31 Esplanade Road, Mount Eden. The church was designed by Mitchell and Watt and opened in 1901. The church is a large concrete ecclesiastical building with stylistic influences from the Edwardian Baroque and Classical Revival styles.

Although this building is not directly comparable to the Richmond Road Manual Training School, it helps establish the extent of Mitchell and Watt's body of work, and illustrates the enduring influence of their professional partnership.



Figure 24: Mount Eden Congregationalist Church (Auckland Council; 20/02/2012)

At the time of writing, Mount Eden Congregationalist church is scheduled in the Auckland Unitary Plan as a Category B place, but is not listed by Heritage New Zealand Pouhere Taonga.

Entrican Building

The Entrican Building is located at 36 Customs Street East, Auckland Central. It was designed in 1903-1904 by Mitchell and Watt. The Entrican Building is an example of a large merchant warehouse. The building is planned as one long rectangle extending from Customs Street East to Galway Street. It is a corner site, and also as a frontage along Gore Street. The building has a gable roof with a parapet. The front elevation is highly ornate, and this decoration wraps around the Gore Street frontage as far as the first bay of windows. Stylistically, this building is influenced by the Edwardian Baroque and Classical Revival styles, though this is mixed with a number of other styles.

Although this building is not directly comparable to the Richmond Road Manual Training School, it helps establish the extent of Mitchell and Watt's body of work, and illustrates the enduring influence of their professional partnership.



Figure 25: Entrican Building (M. Patrick; 29/09/2016)

At the time of writing, the Entrican Building is scheduled in the Auckland Unitary Plan as a Category A place, and is also listed by Heritage New Zealand Pouhere Taonga as a Category 1 place.

Leys Institute

The Leys Institute is located at 20 St Mary's Road, Ponsonby. The Institute was designed by Robert Watt in 1905. This building is an example of a public library with adjoining gymnasium. The building has a T-shaped plan with a gabled roof. Stylistically, this building shares influences with the Entrican Building, making use of the Edwardian Baroque and Classical Revival style.

Although this building is not directly comparable to the Richmond Road Manual Training School, it helps establish the extent of Mitchell and Watt's body of work, and illustrates the enduring influence of their professional partnership.



Figure 26: Leys Institute (Auckland Council; 2012)

At the time of writing, the Leys Institute is scheduled in the Auckland Unitary Plan as a Category A place, and is listed by Heritage New Zealand Pouhere Taonga as a Category 1 place.

7.0 Significance criteria

(a) Historical

The place reflects important or representative aspects of national, regional or local history, or is associated with an important event, person, group of people, or with an idea or early period of settlement within New Zealand, the region or locality.

The Richmond Road Manual Training School has **considerable local, regional and national** historical significance as one of the few remaining examples of a manual training school. During the late 19th century, manual training developed out of a general feeling that children were leaving school unprepared for work because the curriculum focused too much on traditional academic subjects. Richmond Road School was one of the first three manual training schools opened in Auckland following the passing of the *Manual and Technical Instruction Act 1900*. This school is one of the earliest embodiments of the shift in educational

philosophy to a more comprehensive curriculum and represents the significant idea that manual and technical skills should be taught in public schools, during school time. This idea has persisted for over 120 years; manual and technical training continues to form part of school curriculum.

Following the passing of the *Manual and Technical Instruction Act 1900* many education boards were keen to take advantage of the generous grants offered for the construction of manual training facilities. Manual training schools were once prevalent throughout the country, though it now appears that most have been demolished. The Richmond Road Manual Training School is one of the few remaining examples in the region and country.

The Richmond Road Manual Training School was constructed on the site of Richmond Road School (originally Brown Street School), which was established in 1884. For 63 years, the manual training school taught students not only from Richmond Road School, but also four other local schools. Although the building no longer functions as a manual training school, the building continues to function as part of Richmond Road School, and therefore has been in continuous educational use on this site for over 110 years.

(b) Social

The place has a strong or special association with, or is held in high esteem by, a particular community or cultural group for its symbolic, spiritual, commemorative, traditional or other cultural value.

The Richmond Road Manual Training School has **considerable local** social significance as an enduring community landmark. The Richmond Road School has served the local community since 1884, and the manual training school, since 1903. The building is a physical reminder of the school and its important community function. In addition to forming a physical landmark, the school is also a social landmark, playing an important role in defining the identity and distinctiveness of the local area.

(c) Mana whenua

The place has a strong or special association with, or is held in high esteem by, Mana Whenua for its symbolic, spiritual, commemorative, traditional or other cultural value.

The Mana whenua values of the Richmond Road Manual Training School have not been assessed as part of this evaluation.

(d) Knowledge

The place has potential to provide knowledge through archaeological or other scientific or scholarly study, or to contribute to an understanding of the cultural or natural history of New Zealand, the region, or locality.

The Richmond Road Manual Training School has **moderate local and regional** significance as one of the few remaining manual training schools. As a rare building type, this place also has the potential to play an important role in enhancing public understanding and appreciation

of the development and underlying philosophy of New Zealand's educational curriculum, and the types of facilities that were constructed to respond to these changes.

(e) Technological

The place demonstrates technical accomplishment, innovation or achievement in its structure, construction, components or use of materials.

The Richmond Road Manual Training School has **little** technological significance. The Mitchell and Watt architectural partnership was noted for their innovative design, particularly relating to ventilation, heating and light. Although it is known that these principles were applied to the design of the Richmond Road Manual Training School, extensive interior (and more minor exterior) modifications have likely resulted in the removal of any evidence of this technology.

(f) Physical attributes

Physical attributes: the place is a notable or representative example of:

(i) a type, design or style;

(ii) a method of construction, craftsmanship or use of materials; or

(iii) the work of a notable architect, designer, engineer or builder.

The Richmond Road Manual Training School has **considerable local and regional** significance for its physical attributes. The school was designed by Auckland Education Board architects John Mitchell and Robert Watt. In addition to designing a number of school buildings throughout the Auckland Education Board area (such as Bayfield School and Onehunga Primary), their professional partnership extended beyond school commissions and resulted in a number of noteworthy buildings, including the Entrican Building and Leys Institute.

This school is also a good and representative example of a manual training school, and was one of three identical manual training schools constructed in Auckland in 1903. Looking further afield, it becomes clear that there is a particular aesthetic associated with manual training schools, as remaining examples generally have similarities of form and style.

The Richmond Road Manual Training School is strongly influenced by the Queen Anne style. This style was not only closely associated with the late 19th and early 20th century in general, but was particularly seen as appropriate for the design of schools following the passing of the *Education Act 1877* which established a system of free, secular and public education. Other styles commonly used at the time, such as gothic, were dismissed as inappropriate for having ecclesiastic associations.

Manual training schools, as a type, are relatively rare. This school has retained reasonable authenticity as it has been adapted over the years. The building continues to function as a school.

(g) Aesthetic

The place is notable or distinctive for its aesthetic, visual, or landmark qualities.

The Richmond Road Manual Training School has **considerable local** significance for its landmark qualities. The building, despite its small size makes a strong contribution to the local streetscape. The topography of the site elevates the school above its surroundings, and its location on a corner site and at a bend in Richmond Road ensure the school is a visual landmark in the local area.

The Richmond Road Manual Training School also has a notable aesthetic appeal that derives from the relationship between the components of the site and the setting, reinforcing the quality of both. The manual training school is located on the campus of the Richmond Road School and is surrounded by school buildings that date from 1934. Despite the difference in age, the style, scale, massing and form of these buildings are compatible with each other, creating a cohesive grouping of school buildings.

The Richmond Road Manual Training School also exemplifies a particular past aesthetic taste. The Queen Anne style was commonly used for school and other institutional buildings in the late 19th and early 20th century that required a certain degree of formality. The Richmond Road Manual Training School is a good example of the application of the Queen Anne style as it relates to educational buildings.

(h) Context

The place contributes to or is associated with a wider historical or cultural context, streetscape, townscape, landscape or setting.

The Richmond Road Manual Training School has **considerable local and regional** significance for its context values. The school is located on its original site within the grounds of the Richmond Road School. Collectively, the manual training school building and other school buildings on site have value for their shared history and use. The age of these buildings spans an extended period of time, and the characteristics and styles are different, but they are unified in their association with Richmond Road School, which has occupied this site for over 130 years. Although many of the buildings have been replaced or modified, the immediate setting of the manual training school has remained relatively unchanged, likely due to its positioning in the corner of the site.

The Richmond Road Manual Training School contributes to the streetscape of this area of Ponsonby. It has landmark values, as discussed above, but also fits cohesively within a wider historic context. Most of the surrounding land has historic residential development, and much of it is recognised for its character value. Many of these houses are contemporary to the manual training school.

The Richmond Road Manual Training School sits within a wider historic and cultural context of manual training schools. Thematically, this school is linked to other manual training schools in the region and beyond for their shared history, use and associations.

8.0 Statement of significance

The Richmond Road Manual Training School has significance as one of the first three manual training schools opened in Auckland following the passing of the *Manual and Technical Instruction Act 1900*. This school is one of the earliest embodiments of the shift in educational philosophy to a more comprehensive curriculum, and represents the significant idea that manual and technical skills should be taught in public schools. This idea has persisted for over 120 years; manual and technical training continues to form part of school curriculum.

The school served students not only from Richmond Road School, but also four other local schools, and now serves as a physical reminder of this enduring community function. Although the building no longer functions as a manual training school, the building continues to function as part of Richmond Road School, and therefore has been in continuous educational use on this site for over 110 years.

The school was designed by notable Auckland Education Board architects John Mitchell and Robert Watt. The school design is influenced by the Queen Anne style, which was commonly used at the time for school and other institutional buildings. The school is a good and representative example of a manual training school, of which there are few remaining examples. As a rare building type, this place has the potential to play an important role in enhancing public understanding and appreciation of the development of New Zealand's educational curriculum, and the types of facilities that were constructed to respond to these changes.

Collectively, the school buildings on site have value for their shared history, use and association with Richmond Road School, which has occupied this neighbourhood site for over 130 years. The manual training school makes a strong contribution to the streetscape as a local landmark, but also fits cohesively within a wider historic context. Most of the surrounding land has historic residential development, and much of it is recognised for its character value. Many of these houses are contemporary to the manual training school.

Thematically, this school is linked to other manual training schools in the region and beyond for their shared history, use and associations.

9.0 Extent of the place for scheduling

The identified extent of place for scheduling is the area that is integral to the function, meaning and relationships of the place. The extent outlined below covers the two corner parcels of the Richmond Road School campus that the manual training school occupies, namely Lots 65 and 66 DEEDS BLUE W.

The rear extension to the eastern elevation (the toilet blocks and connection to the 1934 building) as well as any portion of the 1934 building covered by the extent of place are set out as exclusions. The 1903 manual training school is identified as the primary feature.



Figure 27: Richmond Road Manual Training School extent of place (Auckland Council Geomaps)

10.0 Recommendations

The Richmond Road Manual Training School (former) meets the threshold for scheduling as a Historic Heritage Place Category B, having considerable Historical, Social, Physical attributes, Aesthetic and Context values. The overall significance is determined Considerable.

The extent of place is indicated in Section 9.0.

11.0 Table of historic heritage values

Significance Criteria (A-H)	Value* (None, Little, Moderate, Considerable, Exceptional)	Context (Local, Regional, National, International)
A- Historical	Considerable	Local, Regional, National
B- Social	Considerable	Local
C- Mana Whenua	NA	NA
D- Knowledge	Moderate	Local, Regional
E- Technological	Little	NA
F- Physical Attributes	Considerable	Local, Regional
G- Aesthetic	Considerable	Local
H- Context	Considerable	Local, Regional

***Levels of significance or value:**

Exceptional: of outstanding importance and interest; retention of the identified value(s)/significance is essential.

Considerable: of great importance and interest; retention of the identified value(s)/significance is very important.

Moderate: of some importance and interest; retention of the identified value(s)/significance is desirable.

Little: of limited importance and interest.

NA/None: none identified

12.0 Overall significance

Place Name and/or Description	Richmond Road Manual Training School (former)
Category	B
Primary Feature	1903 manual training school
Known Heritage Values	A, B, F, G, H
Extent of Place	Refer to diagram section 9.0
Exclusions	Interior of building(s); Extension to the eastern elevation; 1934 school building
Additional Controls for Archaeological Sites or Features	No
Place of Maori Interest or Significance	No

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Date:

October 2016

Reviewer:

Cara Francesco
Principal Specialist Built Heritage

Date:

October 2016

Appendices

1. Historic research
2. Certificates of title
3. Survey plans
4. Architectural drawings
5. Photographs
6. Historic photographs
7. Bibliography

1 – Historic research

History of Primary Education in New Zealand: Origins-1877

Traditionally, Māori educated some children in whare wānanga, and from 1816 missionaries also established schools for Māori to teach them literacy and practical skills.⁹ Mission schools became more numerous in the 1830s and 1840s and directly benefitted under Governor Grey's *Ordinance of 1847* which provided subsidies from the central government for denominational schools. It is also noteworthy that mission schools provided free education at a time when nearly all schools for European settlers charged fees.¹⁰ As a result

“...at this time literacy was more widespread among Māori than Europeans, and further, Māori students were putting their knowledge to effective use as they took up roles as traders, farmers, ship-owners and labourers. This can hardly have failed to act as a stimulus to the colonists to get ahead with the task of making an adequate educational provision for their own children”¹¹

A federal form of government was established in New Zealand through the *Constitution Act 1852*. This act divided the colony into six provinces, each with an elected provincial government. The provincial governments were responsible for most public affairs that affected their region, including the organisation and management of education. The provincial governments differed significantly in their ideas, the extent of their resources, and the value of their educational endowments, and therefore the provision of education throughout the colony was varied.¹²

School systems were well-developed in parts of the South Island, but less so in the North Island due to economic differences. In the South, there were millions of acres of treeless land, so that farming could begin immediately, and the discovery of gold added wealth. Whereas most of the North Island was covered in dense bush which had to be cleared before land could be productive. Further, the North Island was strained and impoverished by the Maori Land Wars, and lacked substantial endowments for religion or education.¹³

The six provinces were largely isolated from each other and developed a strong sense of independence and individuality. The difficulties of transport and communication were such that close control of public affairs from the central government was a practical impossibility. By the late 1860s, however, avenues of communication were improving, a sense of national unity was growing, and there was a developing conviction that there were many matters of common interest that called for action on a national scale. It was during this time that a demand for intervention by the central government in educational affairs began to express itself.¹⁴

⁹ Swarbrick, N. (2012). Primary and secondary education. In *Te Ara - the Encyclopedia of New Zealand*. Retrieved from: <http://www.TeAra.govt.nz/en/primary-and-secondary-education/page-1>

¹⁰ UNESCO. (1972). *Compulsory education in New Zealand: A study initiated by the National Commission for UNESCO (second revised edition)*. Paris, France. P 19

¹¹ UNESCO. P 19

¹² UNESCO. P 13

¹³ UNESCO. P 16

¹⁴ UNESCO. P 20

Meanwhile, central government supported a separate 'native school' system for Māori children. By 1870 there was a free basic education system in many places but only about half of all children between five and 15 were attending school.¹⁵

By 1870 Parliament agreed that something should be done, but found it much harder to agree on what, and how. An education bill was introduced in 1871 and another in 1873, but both had to be withdrawn because of sharp disagreement over the division of powers between the central and provincial governments. In 1876, however, the issue of education was forced when the provincial governments were dissolved.¹⁶

Charles Bowen, the Minister of Justice, was primarily responsible for the bill that was later amended to become the *Education Act 1877*. The Act provided for free, secular and compulsory education for all children from age seven to thirteen.¹⁷ The act also established a national framework to manage and organise the new education system. The Department of Education, presided over by the Minister of Education, was created in addition to twelve education boards and a national body of school inspectors.¹⁸

As with all legislation, the effectiveness of the *Education Act 1877* depended on its practicality and the resources to enforce it. Many children faced difficulties attending school, especially those from rural areas where travelling to school could be onerous, and their contributions to farm labour were perceived as a better use of time. That said,

“...the introduction of free education invariably resulted in large increases in enrolments, and it is clear that many were prepared to make heavy sacrifices in the interest of schooling their children.”¹⁹

Manual and Technical Training in New Zealand: Origins-1902

As early as 1884, there was a growing feeling that children were leaving school with academic knowledge, but no “real world” skills to prepare them for the roles they would likely uptake. This sentiment was echoed around the world.²⁰ In 1896, at the request of the Department of Education, an Inspector of Schools from Scotland (J Struthers Esq) prepared a report on manual instruction in schools in the Edinburgh district. Struthers concluded:

“Education aims, or ought to aim, at the harmonious development of the faculties which children possess, especially such of them as are likely to be of value in the work of life. Now, there is a faculty of the hand as well as of the brain and a reasonably complete education will not neglect the development of the former... there are grounds, both in theory and experience, for believing that manual training of a certain kind and amount promotes rather than retards advancement in the ordinary subjects. In that case, there is all the more reason for regarding an education which does not include some training of the faculty of the hand as lacking in balance and completeness... there is, I think, some justification for the opinion that

¹⁵ Swarbrick. (2012)

¹⁶ UNESCO. p 20

¹⁷ Swarbrick. (2012).

¹⁸ UNESCO. P 21

¹⁹ UNESCO. P 18

²⁰ Department of Internal Affairs. (1941). *Educating New Zealand. The New Zealand Centennial Publications*. Wellington, New Zealand: A.E. Campbell. P 92

*the predominantly mental or bookish character of much of our common school education has certain practical consequences which are not desirable.*²¹

In the 1890s the government decided to intervene and passed the *Manual and Technical Elementary Instruction Act 1895*. This Act provided for education boards, created under the *Education Act 1877*, to establish government-funded classes for technical instruction as part of the Liberal Government's education reforms. Drawing, as a compulsory subject for a 'standard pass' in primary schools, was emphasised to form the craft part of a general, liberal education.²²

The *Manual and Technical Instruction Act 1900* increased the development of manual training in primary schools and allowed for the development of technical schools (which are manual training schools at the secondary school level). Despite the generous grants provided under this act, many secondary schools were reluctant to change their curriculum, which was highly academic and structured to prepare students for university and for life in the professions.²³

A 1902 amendment to the *Manual and Technical Instruction Act 1900* circumvented the reluctance of secondary schools to change their curriculum by providing for technical classes to be conducted independent of an established school. Education boards, university college councils, secondary school boards, municipal councils or any other educational or local authority or association could now open and provide technical schooling. Such councils, authorities or organisations would be managed by an incorporated board of managers, elected according to regulations in the act.²⁴

Although hailed by education reformers, the schemes operated under the *Manual and Technical Instruction Act 1900* and *1902* were still largely coloured by the rigid formality of Victorian-era educational ideas:

"The scheme provided for such pursuits as paper-folding, plasticine-modelling, brushwork, cardboard modelling, gardening, cookery for the older girls, and woodwork for the older boys. Unhappily, much of the programme followed current European practice, which was based on a stilted and highly artificial conception of handwork. Heavy emphasis was laid on the development of manipulative skill by means of a graded series of exercises 'from the simple to the complex', on 'the co-ordination of hand, eye and brain', and on the inculcation of habits of carefulness and accuracy. It was a form of technical training that quite overlooked the creative and constructive impulses of children, and that resulted in the production of objects, candle-sticks made of carton paper, for example, that were neither useful nor beautiful. Ironically enough, the very practices that were introduced in the interests of realism were those that often provided the most glaring instances of rigid formalism; and the fact that woodwork and cookery were usually carried on in separate 'manual training centres' generally meant that these activities were completely divorced from the rest

²¹ Department of Education. (1895). Report by J Struthers Esq., one of Her majesty's inspectors of schools in Scotland, on Sloyd and Kindergarten Occupations in the elementary school. In *the Pamphlet collection of Sir Robert Stout: Volume 74*. P 5

²² Maurice-Takerei, L. (2016). A Whakapapa of Technical, Trade and Vocational Education in Aotearoa, new Zealand: Origins of a Hybrid VET System. *Unitec ePress Monograph Series* (1). Retrieved from: <http://www.unitect.ac.nz/epress/> P 25, 26

²³ Maurice-Takerei, L. (2016). P 26

²⁴ Ibid. P 26

*of the curriculum. School gardening fared rather better than other forms of practical work, though even it could be made dull enough. It is pretty much an open question whether the manual training of the Hogben period did more good than harm to the children submitted to it, and it certainly implanted sterile conceptions of art and handwork which have proved exceedingly tenacious, and have seriously hampered progress. Alas, it is easier to be aware of a disorder than to prescribe the appropriate remedy.*²⁵

Richmond Road School and the Richmond Road Manual Training School

In 1884, extreme overcrowding at Ponsonby District School (on Ponsonby Terrace) necessitated the establishment of a small temporary school in a chapel on Brown Street. Miss Emma Fletcher was the headmistress of the Brown Street School, and also has the distinction of being the first female principal in the Auckland Education Board area. As student numbers grew and the economic depression of the 1870s and 1880s lifted, the school became permanent and a programme of construction and acquisition began in force. The school eventually expanded around the corner onto Richmond Road and took the name it bears today.²⁶

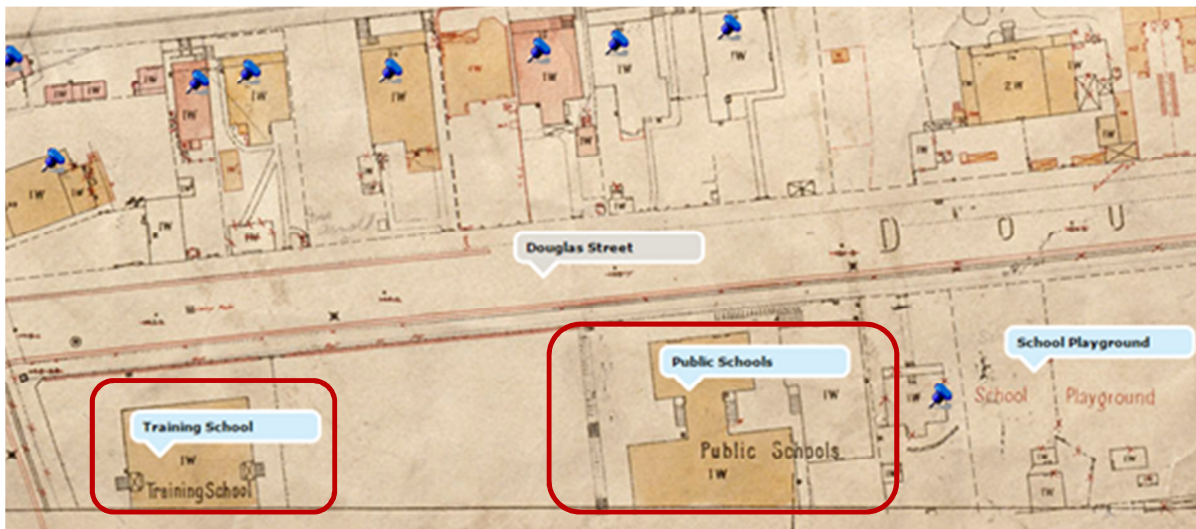


Figure 29: 1908 Map of Auckland showing the Richmond Road School and Manual Training Rooms

On 2 July 1903 the manual training school was opened at the corner of Douglas Street (formerly Brown Street) and Richmond Road. This building, although part of Richmond Road School, provided weekly classes for children from all of the local schools, including Bayfield, Ponsonby, Napier Street and Newton West.²⁷ Two other manual training schools in Auckland were opened on the same day: Newmarket School (originally on the corner of Manukau Road and Mortimer Pass; now located on Secombes Road) and Newton East (originally on the corner of Upper Queen Street and Canada Street; now demolished).

²⁵ Department of Internal Affairs. (1941). P 95

²⁶ Urban village. P 126

²⁷ Ibid. P 126

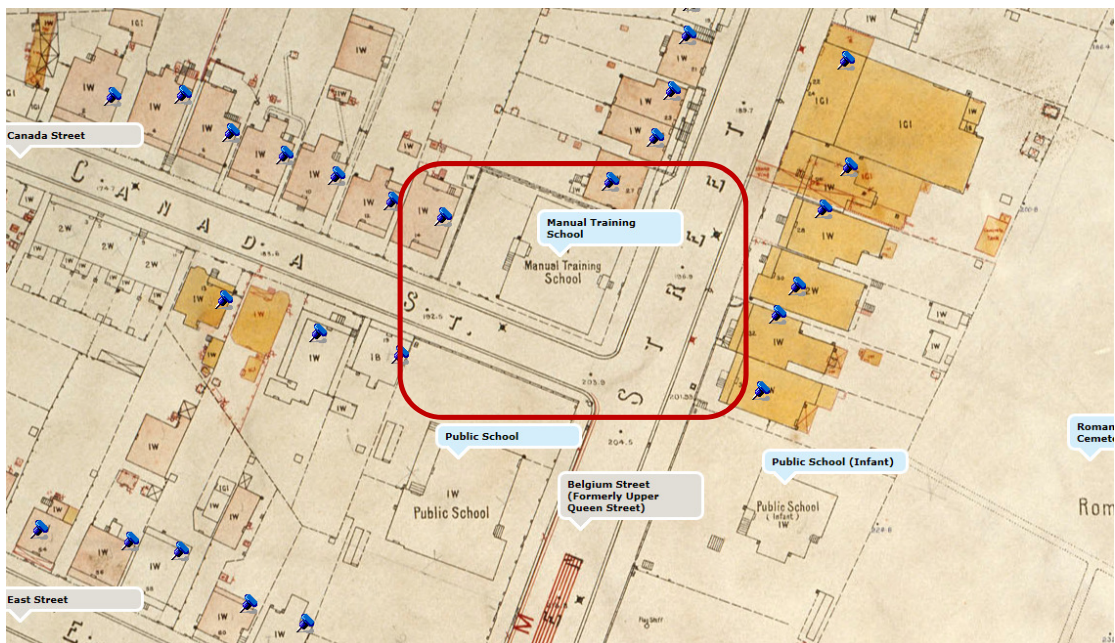


Figure 30: 1908 map of Auckland showing Newton East Manual Training School. This school was demolished and apartments are now located on this site. (Auckland Council Geomaps)



Figure 31: 1940 aerial photo of Newmarket Manual Training School. This school is still located on this site and is used as a childcare facility. (Auckland Council Geomaps)

Many education boards and local authorities were keen to take advantage of the grants offered through the *Manual and Technical Instruction Acts 1900 and 1902*. Manual and technical training schools opened around the region, including: Otahuhu (1908), Helensville (1912), Pukekohe (1916), Vermont Street (1920), Avondale (1922), Onehunga (1922), Kowhai Junior High School (1924), Devonport (1928) and Howick (1928), to name a few.²⁸

²⁸ Reynolds & Associates. (n.d.). *Draft heritage evaluation: Former Newmarket manual training school*. Unpublished study.

Manual and technical instruction continued at Richmond Road School until 1966 when overcrowding forced the reconfiguration of these rooms to regular classrooms. Students continued to take manual and technical instruction at a specialised school constructed in Vermont Street in the early 1920s.²⁹

The manual training school building continues to be used as classroom space at Richmond Road School.

Examples of other manual training schools in the Auckland Education Board area



Figure 32: Helensville Manual Training and Technical School ca 1912 (Sir George Grey Special Collections, Auckland Libraries, 35-R577)



THE NEW MANUAL TRAINING AND TECHNICAL INSTRUCTION SCHOOL BUILDINGS, THAMES.

Figure 33: Thames Manual and Technical Training School ca 1905 (Sir George Grey Special Collections, Auckland Libraries, AWNS-19050824-11-1)



Figure 34: Whangarei Manual and Technical School ca 1910 (Sir George Grey Special Collections, Auckland Libraries, 35-R1901)



Figure 35: Cambridge Technical School ca 1911. (Radcliffe, Frederick George, 1863-1923 : New Zealand post card negatives. Ref: 1/2-006122-G. Alexander Turnbull Library, Wellington, New Zealand. <http://natlib.govt.nz/records/2301>)



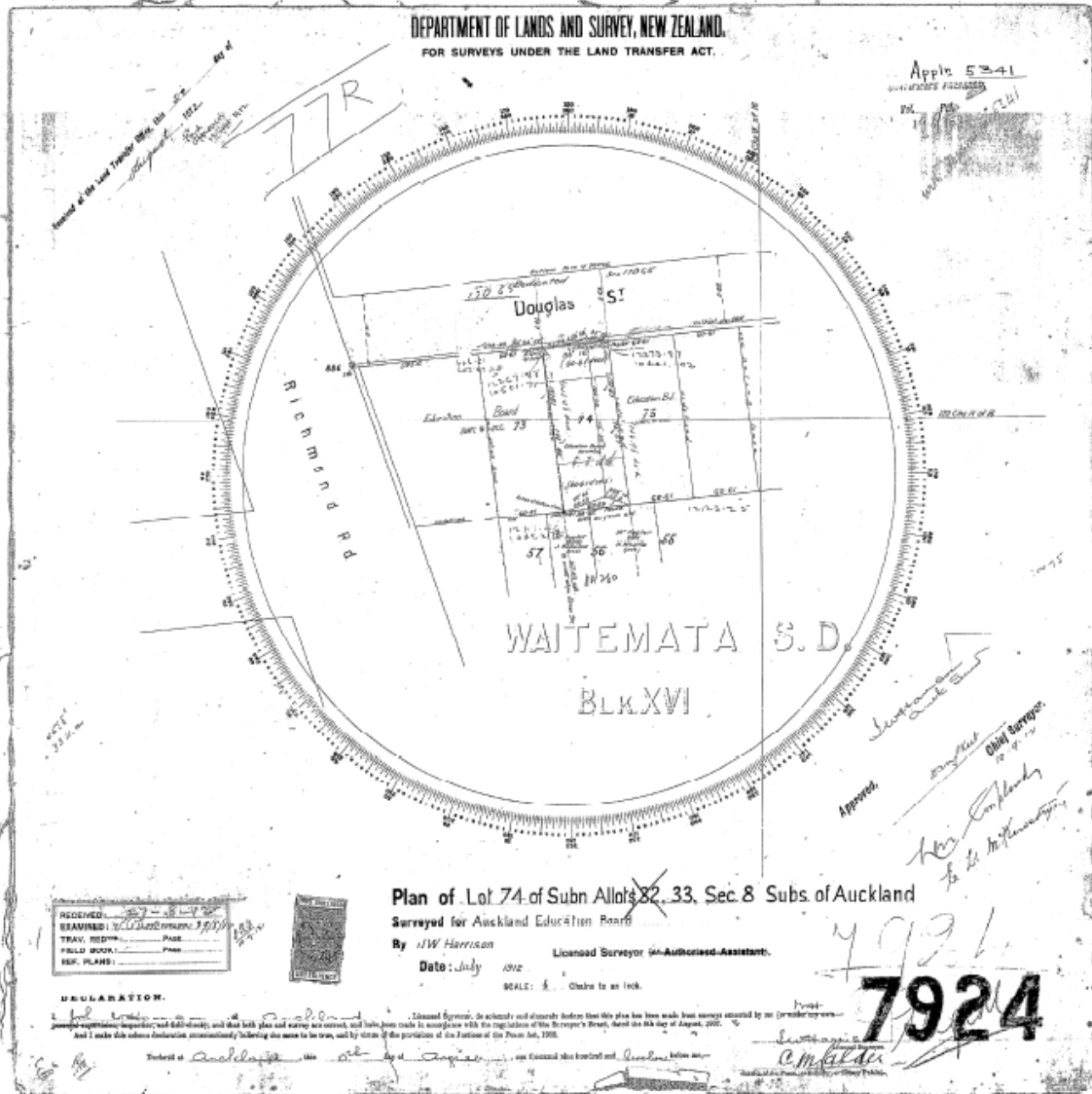
Figure 36: Hawera Manual and Technical School ca 1909 (Sir George Grey Special Collections, Auckland Libraries, NZG-19091103-32-5)



Figure 37: Avondale Manual Training School (Timespanner)

²⁹ Ibid. P 127

3 – Survey plan



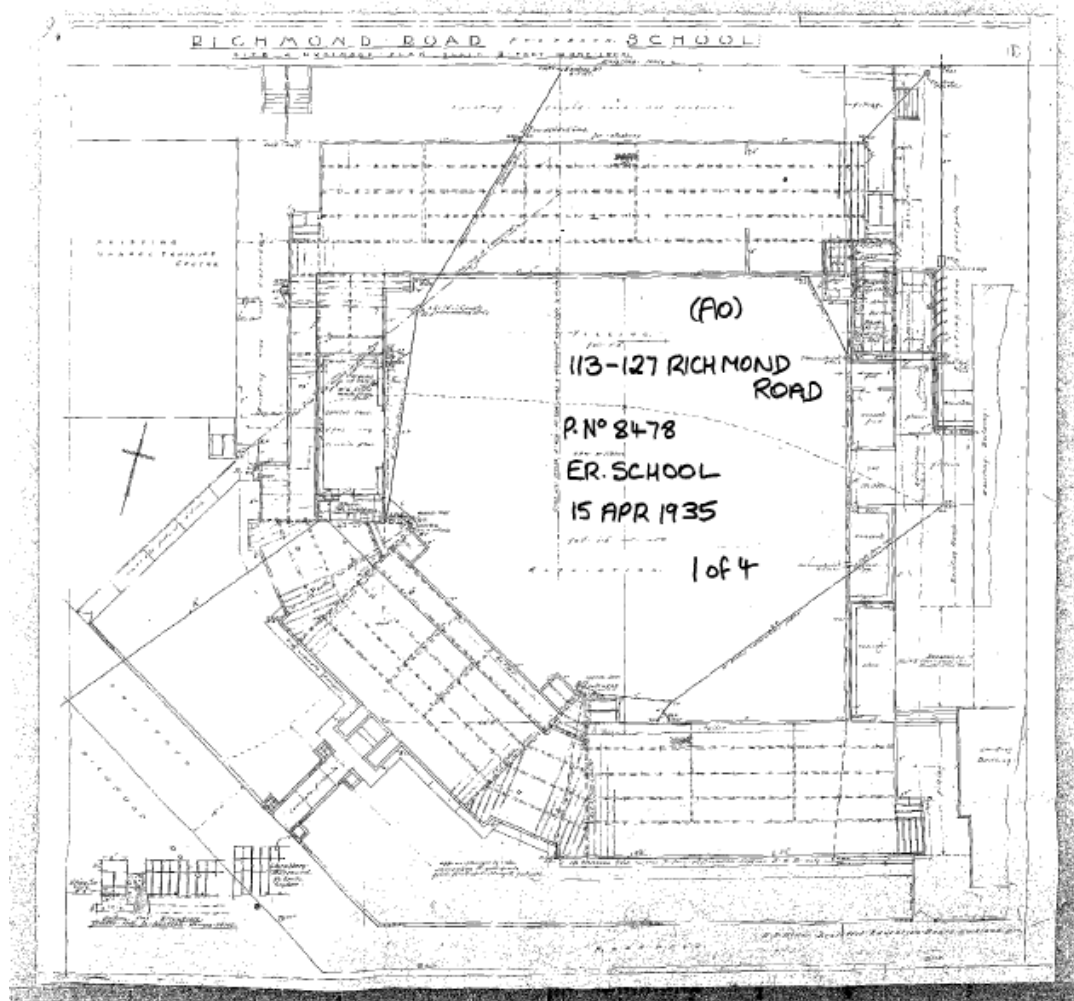


Figure 40: Drainage plans submitted retrospectively for the 1934 block; Manual Training School located in the upper left hand corner of the drawing (Auckland Council Property Files; 1935)

5 – Photographs



Figure 42: Richmond Road Manual Training School, western elevation (Auckland Council; 24/08/2016)



Figure 43: Gable detail, western elevation (Auckland Council; 24/08/2016)



Figure 44: Boxed eaves and brackets detail (Auckland Council; 24/08/2016)



Figure 45: In-filled gable detail with tongue and groove panels (Auckland Council; 24/08/2016)



Figure 46: Northern elevation (Auckland Council; 05/10/2016)



Figure 47: Eastern (rear) elevation (Auckland Council; 05/10/2016)



Figure 48: Eastern elevation and toilet block extension (Auckland Council; 05/10/2016)



Figure 49: Southern elevation (Auckland Council; 05/10/2016)



Figure 50: Southern elevation (Auckland Council; 05/10/2016)



Figure 51: Detail of door (Auckland Council; 05/10/2016)



Figure 52: Detail of vertical battens and eaves bracket) (Auckland Council; 05/10/2016)



Figure 53: Headmaster's house 90 Brown Street, Ponsonby (Auckland Council; 05/10/2016)

6 – Historic photographs

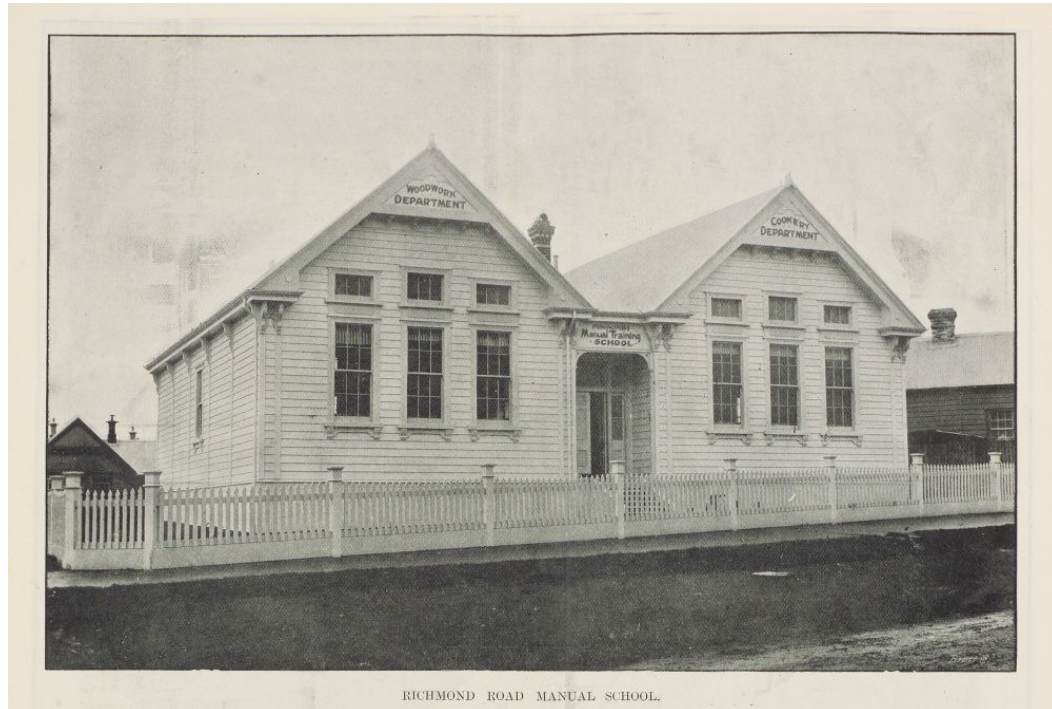


Figure 54: Richmond Road Manual Training School (Sir George Grey Special Collections, Auckland Libraries, NZG-19030801-318-1)

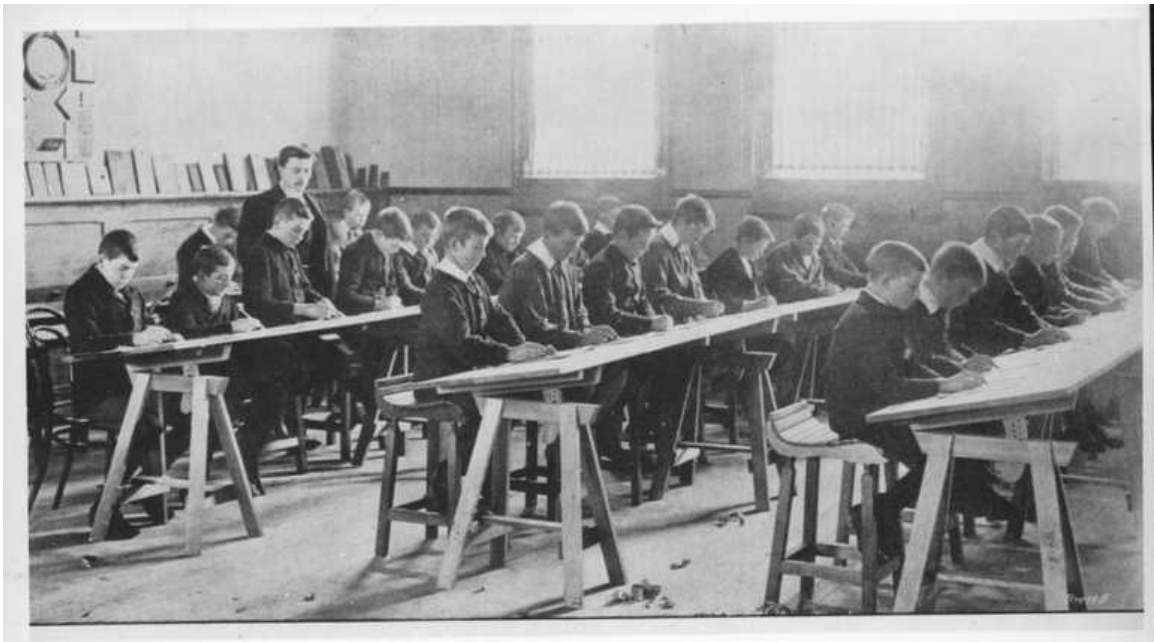


Figure 55: Boys during a drawing class at Richmond Road Manual Training School 1903 (NZ Graphic 1 August 1903 P. 322)



Figure 56: Boys during a woodwork class at Richmond Road Manual Training School 1903 (NZ Graphic 1 August 1903 P. 322)

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