CONSERVATION MANAGEMENT PLAN

A STUDY OF

THE BATHURST TAFE COLLEGE

William Street Bathurst NSW

Prepared by

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October 1998

For

**NSW DEPARTMENT
OF PUBLIC WORKS
AND SERVICES**

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COPY

TABLE OF CONTENTS

CONSERVATION POLICY

1.0 Executive Summary

Twenty years after George William Evans. the first European to have sighted the Bathurst plains. another Surveyor. Major Thomas Mitchell. approved the first Town Plan of Bathurst. This was to be the ubiquitous grid. an enduring vestige of the Graeco-Roman world. Mitchell laid out his grid in concentric squares of ten acres each and numbered them clockwise. The centre of the grid was an unnumbered. undefined and unnamed square. In the centre of that centre square was to be a Church. the hub. The year was 1833 and the grid was formally placed over the randomly scattered slab huts and shanties of European settlement.

By the middle 1800's. the infinitely thin lines of Mitchell's grid had etched a familiar and reassuring pattern on an otherwise strange and unpredictable landscape. Onto this pattern. successive generations of Bathurstians laminated their hopes. ambitions and aspirations. Significantly. within what was simply known as 'The Square' these hopes ambitions and aspirations. took form as places of worship. of education and of the arts.

It is the presence of what remains as the tangible legacy of those early hopes and aspirations. that creates this rather unique opportunity to preserve a major and original portion of 'The Square'. Moreover. an opportunity to establish a pedestrian precinct that encompasses the whole of 'The Square' in its original setting and historical role as the spiritual. educational and cultural center for the community and visitors.

Embedded here lie also the pomp. the folly and tragedy of events whose physical traces have vanished. but whose significance remains potent with meaning. The political intrigues surrounding the People's Federal Convention exactly one hundred years ago; the consternation caused by the flight of the Bushranger Ben Hall and his gang through the square or the dreadful public spectacle of ten men being hanged in what is now called Ribbon Gang Lane.

The present buildings. which form the basis of this study viz. The technical College building and recent outbuildings, the former Public School and headmasters residence. are an integral and substantial part of this square. As a result. they take on an added significance when seen in context with other historical buildings that have survived. as part of a greater whole.

Taken individually. they remain excellent representatives of the philosophy. practices and techniques of their respective Architects and the times in which they were created. Together. they form an exceptional group of buildings. and spaces crisscrossed with lanes and paths that afford wonderful prospects into and out of The Square.

The concept of 'sightlines'. framing or linking distant objects or vistas. has been missed to a considerable degree. The opportunity to restore or create them to bring about that sense of delight. orientation and purpose. exists in a variety of ways within "The Square".

It is possible for these buildings to continue having an educational and cultural role in the community. if a broader and more diverse view of its role could be adopted.

Part of this view would be to accept a greater role for commercial integration with the educational and cultural needs of the community. In so doing, the objective of maintaining the heritage status of the buildings and indeed the precinct as the "Town Square" or Forum. could be realised and provide new life and purpose to the heritage item with minimal adaptation of the existing fabric.

This 'Conservation Management Plan' was commissioned by the State Property Section of the Department of Public Works and Services, in March 1998. and prepared by Bialowas & Assoc. Pty. Ltd. Chartered Architects of Bathurst. The CMP contains an analysis of the existing fabric of the buildings, the site and the precinct within which they stand and the historical import of these matters to the possible future of the buildings and the site.

The 'Opportunities and Constraints' section of this report outlines in some detail a variety of ways that such a goal could be achieved. In essence we propose that education in the fields of music. drama and dance be pursued and integrated with commerce embracing retail. offices and accommodation, largely housed in a new three storey building adjacent to the G&T Chambers (i.e. the car park) with basement level parking. We envisage a 'lift' in the proposed building, integrating the upper levels of the William St. TAFE with the G&T Chambers such that a joint venture could share the costs and benefits.

The Conservation Policies contained in this report are aimed at preserving the original buildings and major interior spaces whilst integrating new buildings within the site boundaries and new functions that can make use of the whole or parts of the complex with the minimum of change to existing significant fabric.

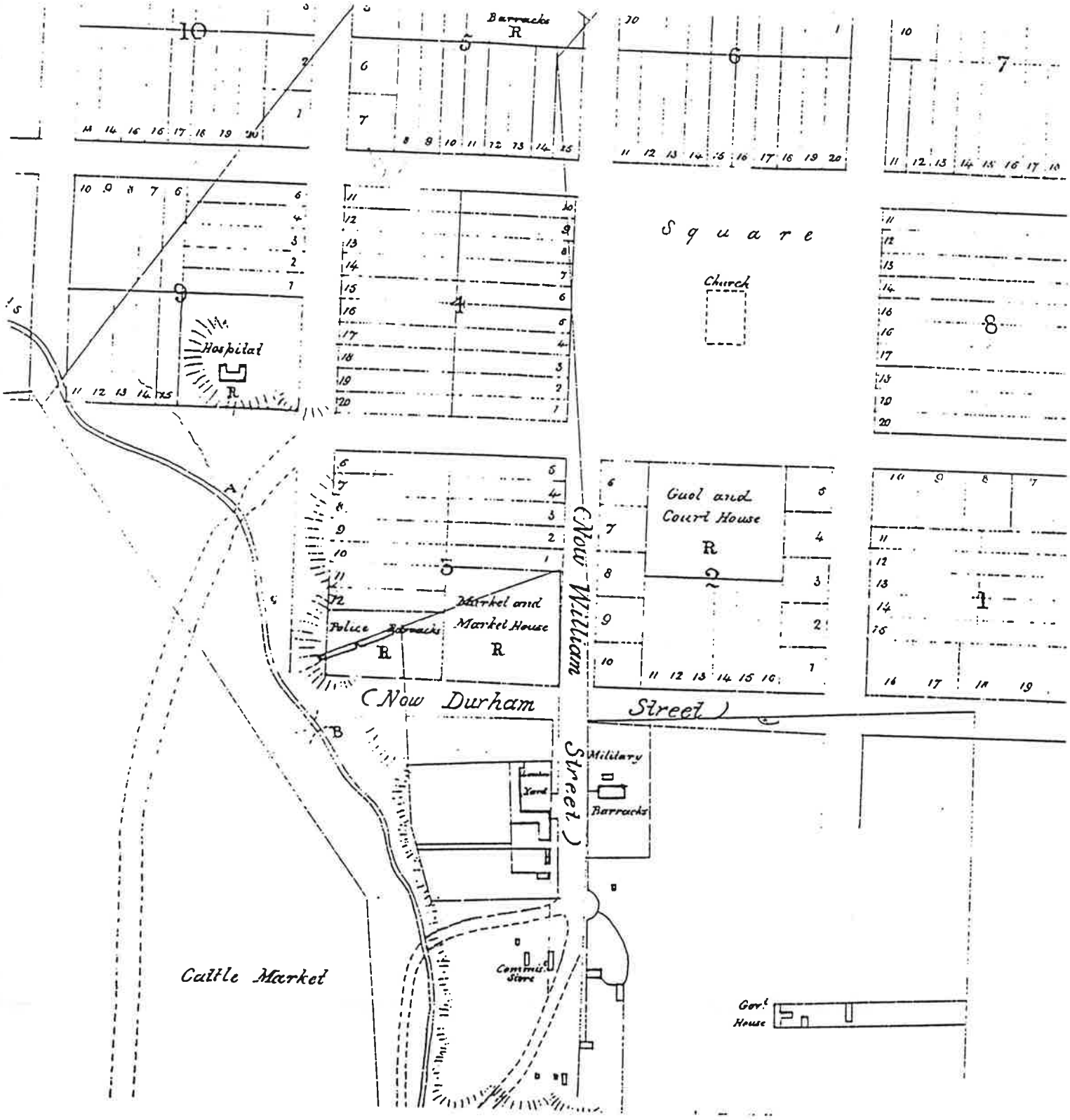


Fig.1 First Town Plan for Bathurst 1833.

2.0 Guide to the Layout of the Document

This Conservation Plan draws together a wide range of information. which is presented in the following manner:

- Historical outline
- Analysis of the Fabric
- Assessment of Significance
- Comparative analysis
- Identification of Constraints and Opportunities
- Conservation Policies
- Implementation strategy.

The relationship between the sections is set out below:

STAGE 1

Gathering evidence (documentary and Physical)

Co-ordination and Analysis

Assessment of Significance

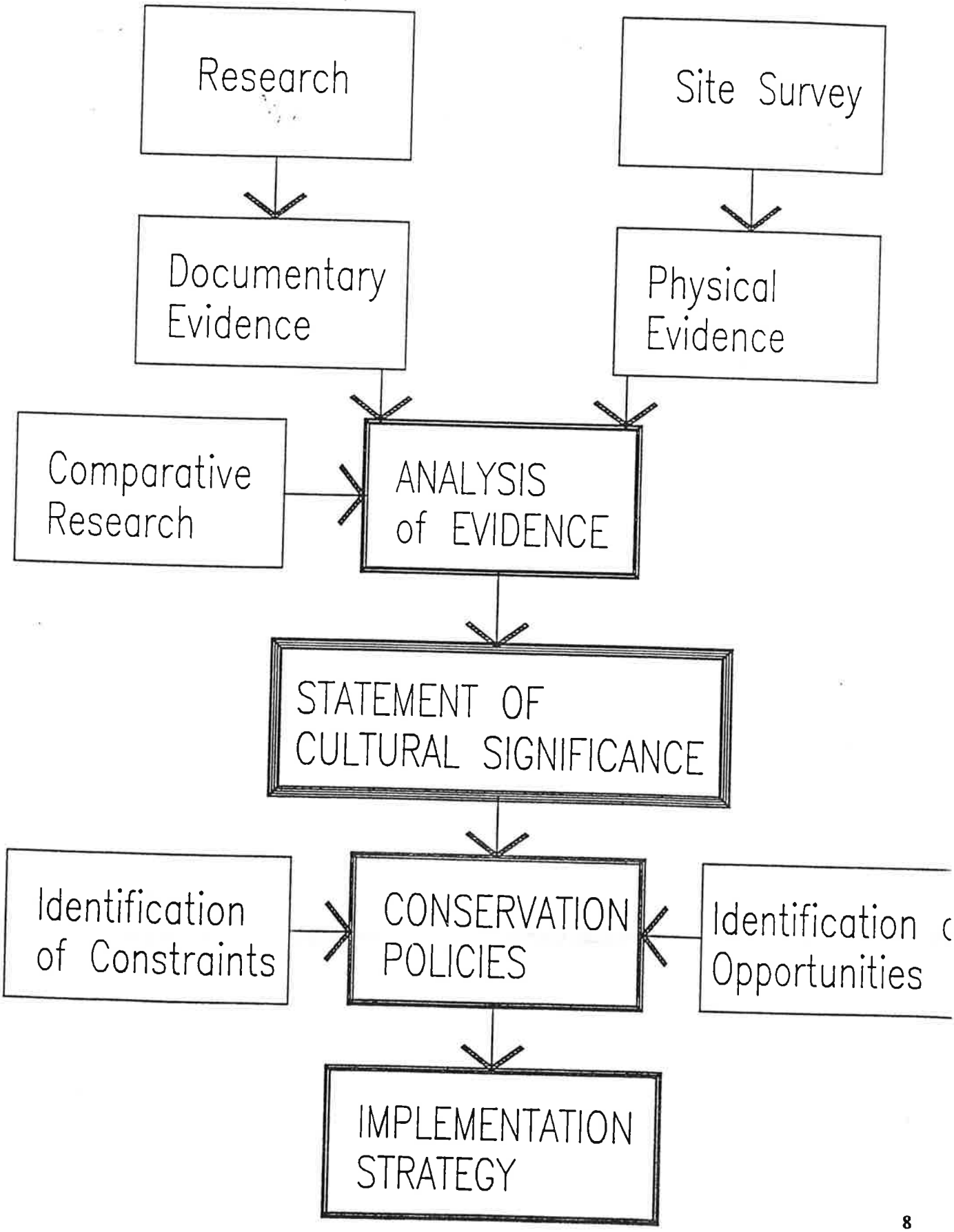
STAGE 2

Identification of constraints and opportunities

Developing conservation policies

Implementation strategy

CONSERVATION MANAGEMENT PLAN
COLLEGE OF TAFE
WILLIAM ST. BATHURST



One characteristic of animal behavior is that it is dominated by the physical presence of what the animal wants or fears... Man has freed himself from this dominance in two steps. First, he can remember what is out of sight. The apparatus of speech allows him to recall what is absent, and to put it beside what is present; his field of action is larger because his mind holds more choices side by side. And second, the practice of speech allows man to become familiar with the absent situation, to handle and explore it, and so at last to become agile in it and control it.

J. Bronowski
Arts and Architecture
February and December, 1957

3.0 Introduction

3.1 The Commission

This Conservation Management Plan of the Bathurst TAFE College was commissioned in March 1998, by State Property, a business unit of the Department of Public Works and Services (DPWS), on behalf of The Department of Education and Training.

3.2 Aims of the Study

This Conservation Management Plan aims to identify the cultural significance of the place. It aims to be a guiding document for use when considering or documenting future works to the buildings, including maintenance. It does so by outlining adaptive re-use proposals which, if implemented, should also be based on the schedule of significant fabric and the pollicies of this Conservation Plan.

The Australian ICOMOS Charter for the Conservation of Places of Cultural Significance (The Burra Charter) states that:

> *The aim of conservation is to retain the cultural significance of a place and must include provision for its security, its maintenance and its future.*
>
> *Article 2*

The aim of this Conservation Management Plan is produce a document that sets out:

- the Cultural Significance of the Place;
- appropriate Policies that allow for the retention and or the recovery of the Cultural Significance;
- A strategy that allows for the future management of the site in whole or in its parts, that will ensure the continued retention of the Cultural Significance.

3.3 The Study Area

The subject site is comprised of a number of irregular shaped Lots forming an L shaped corner block which wraps around a privately owned lot forming the corner of Howick and William streets Bathurst. A small rectangular section of the property also extends beyond the main southern boundary.

The site is located in the central administrative and commercial district of Bathurst, being opposite a major shopping centre, adjacent to the post office and within a block of the Bathurst City Council Offices and Courthouse.

The subject land presently comprises Lot 1 and Lot 2 in Deposited Plan 856918. The combined area is 6,084 sq. metres.

3.4 The Study Team

Architect	:	Henry Bialowas ARAIA Chartered Architect
Historian	:	Theo. Barker Honorary Archivist Bathurst District Historical Society
Review Team	:	Anne Warr B Arch M.A. & Peter Lane Development Officer

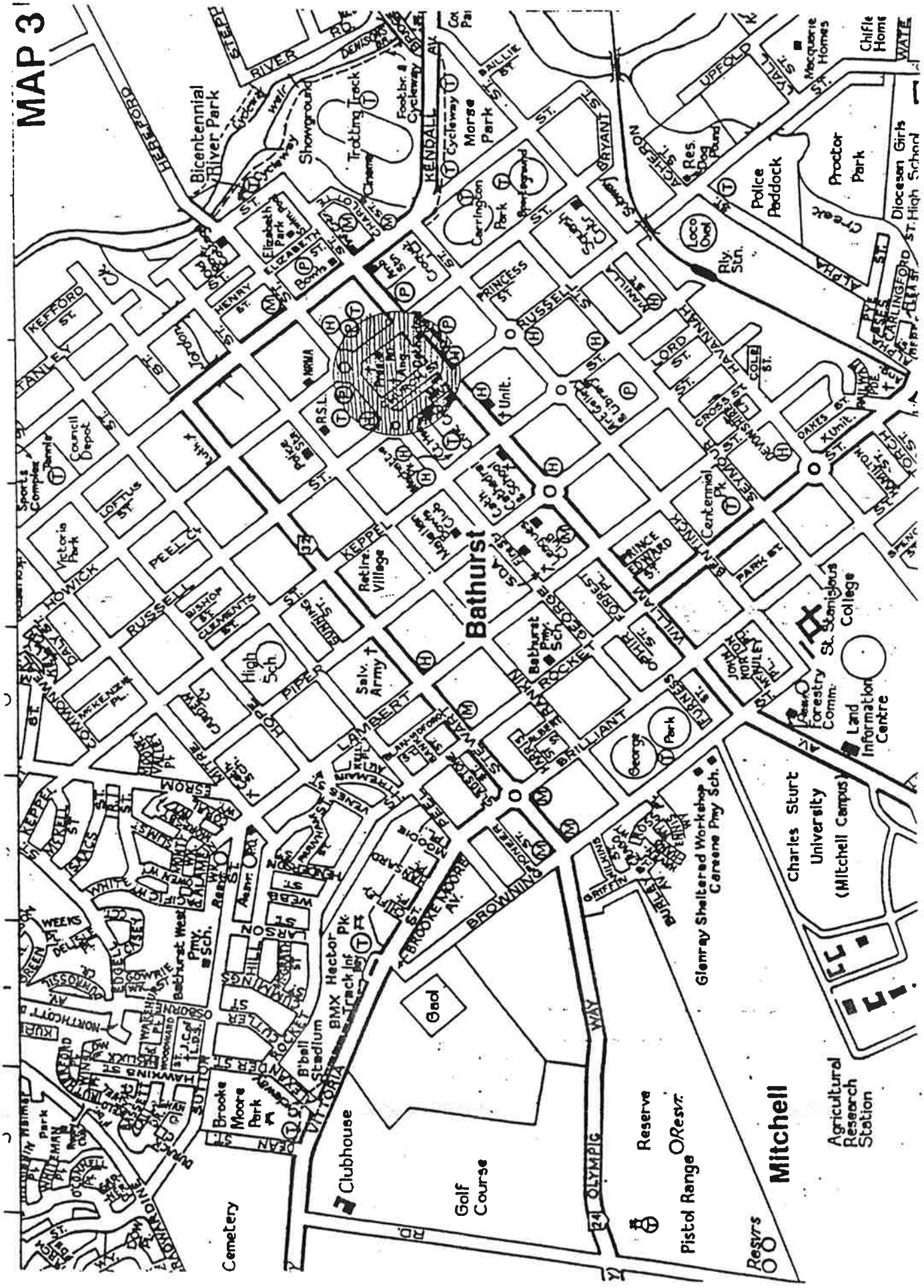


Fig. 2 City Map showing Precinct

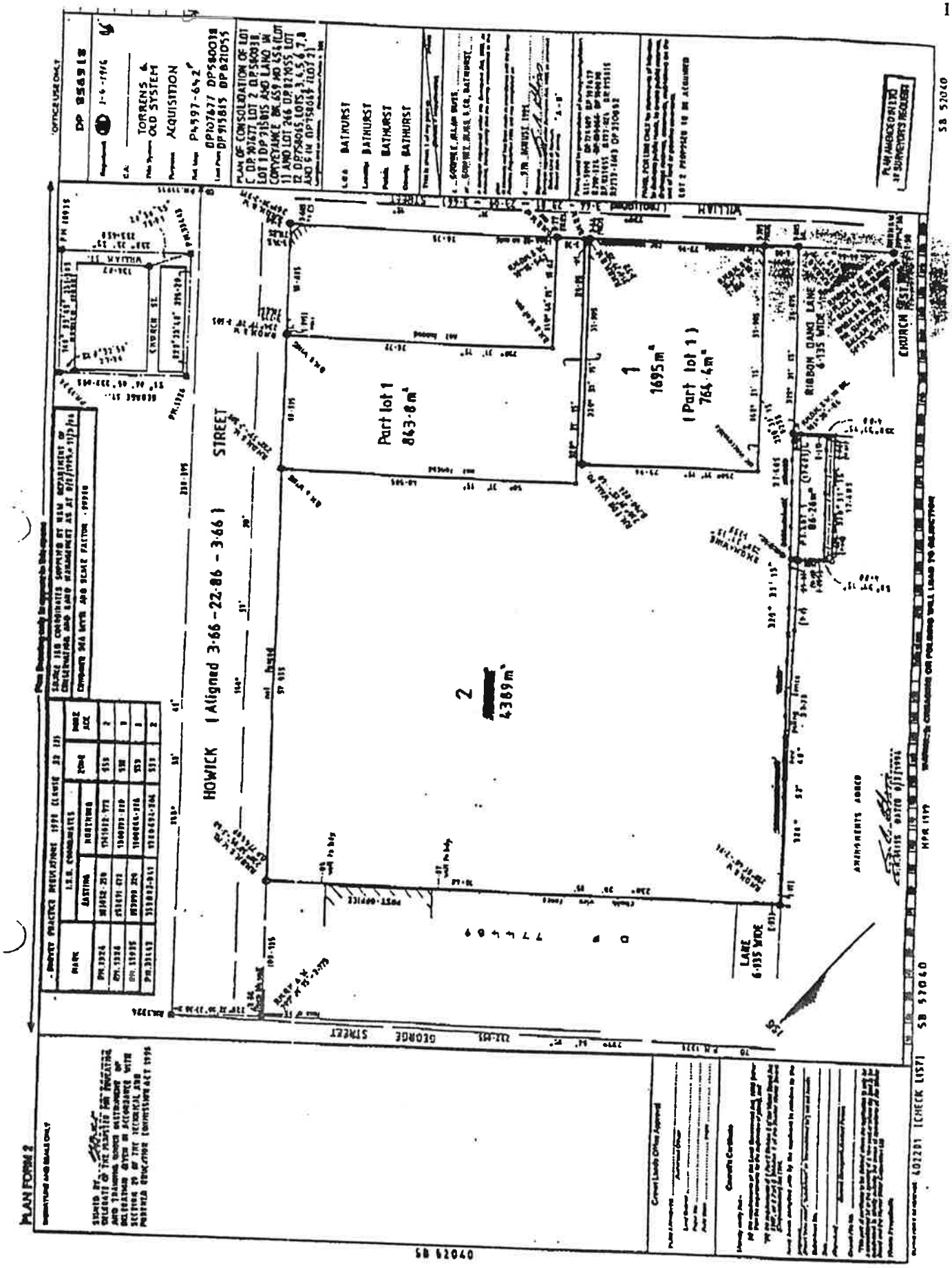


Fig. 3 Site Survey

3.4 Previous Studies and Assessments

The following documents relate exclusively or in part to the subject site:

- 1997 Local Environment Plan, by Bathurst City Council (BCC)
- 1997 Development Control Plan-Business Development, by BCC
- 1990 Heritage Study of the City of Bathurst by Hughes Truman Reinhold for BCC
- 1993 Regulation Assessment, Bathurst TAFE College by Trevor Howse & Associates for DPW
- 1997 Design Control Plan for the Heritage Precinct, by BCC
- Main Street Study- William and George St. prepared by Howard Tanner & Assoc. for BCC
- 1998 Building / Hazardous Material and Environmental Audit by DPWS

3.5 Acknowledgements

The Author would like to specially thank Mr. Theo. Barker for his meticulous assistance on, and enthusiasm for the historical aspects of this report.

Thanks also to:

- Anne Warr B.Arch.M.A. — Manager Heritage Group, NSW Department of Public Works and Services and
- Peter Lane — Development Officer, NSW Department of Public Works and Services.
- Norm Neil — TAFE Historian, Sydney Institute of Technology.

The cooperation of several TAFE Librarians throughout NSW, and Architects within the DPW&S

3.6 List of Figures

3.7 Areas for Further research

3.7.1 We believe there is a well below the floor of AG13. We also understand that the water has been tested and found to be potable. It is not clear whether this was part of the original design or added later.

3.7.2 An arch in the brickwork on the northwestern face of CG1 appears just above ground for no obvious reason.

3.7.3 A hoist was used in the science lab for taking rock and other samples between floors.

3.7.4 The State Archives Office may have original documents relating to the original building in William Street and possibly subsequent minor changes thereto.

3.7.5 The use of machine made bricks deserves further study.

3.8 Definitions

The following definitions taken from the Australian ICOMOS Charter for the Conservation of Places of Cultural Significance (Burra Charter) have been used in this report.

Adaptation	means modifying a place to suit proposed compatible uses.
Compatible use	means a use which involves no change to the culturally significant fabric, changes which are substantially reversible, or changes which require a minimal impact.
Conservation	means all the processes of looking after a place so as to retain its cultural significance. It includes maintenance and may according to circumstance include preservation, restoration and adaptation and will be commonly a combination of more than one of these.
Cultural Significance	means aesthetic, historic, scientific or social value for past, present or future generations.
Fabric	means all the physical material of the place.
Maintenance	means the continuous protective care of the fabric, contents and setting of a place, and is to be distinguished from repair. Repair involves restoration or construction and should be treated accordingly.
Place	means site, area, building or other work, group of buildings or other works together with associated contents and surrounds.
Preservation	means maintaining the fabric of a place in its existing state and retarding deterioration.
Reconstruction	means returning a place as nearly as possible to a known earlier state and is distinguished by the introduction of materials (new or old) into the fabric. This is not to be confused with either recreation or conjectural reconstruction which are outside the scope of this Charter.
Restoration	means returning the EXISTING fabric of a place to a known earlier state by removing accretions or by reassembling existing components without the introduction of new material.

The following definitions taken from "NSW Heritage. Common Terms and Abbreviations used in Heritage Conservation" prepared by the Department of Urban Affairs and Planning have also been used in this report.

Archeological Site	A site containing relics more than 50 years old.
Development Control Plan	A plan prepared by local council to provide more detailed information to accompany a LEP. Often used in heritage conservation areas.
Heritage Item	A landscape. place. work. building or relic of architectural. archeological. aesthetic. social. cultural. technical. scientific or natural heritage significance.
Heritage Significance	of aesthetic. historic. scientific. cultural. social. archeological. natural or aesthetic value for past. present or future generations.
Local Environmental Plan (LEP)	A plan prepared by local councils to regulate the carrying out of development in their area. It controls certain types of development and the conditions under which it can take place.
Permanent Conservation Order (PCO)	An order made under Section 44 of the Heritage Act to protect a significant Heritage Item in NSW. This order remains in place indefinitely. unless revoked.
Place	A site. area. landscape. building or other work or group of works. together with associated content and surrounds.
Relic	Any deposit. object or material evidence. more than 50 years old relating to European settlement of an area or to a period of European settlement.
Section 60 Application	Application made under Section 60 of the Heritage Act. which makes changes to an item covered by an ICO/PCO
Section 170 Register	Section 170 of the Heritage Act reguired each NSW Government Agency to prepare and maintain a register of Heritage items in their ownership or under their control.

3.9 Abbreviations

B.D.H.S.	Bathurst District Historical Society
D.P.W.S	Department of Public works and Services
D.U.A.&P.	Department of Urban Affairs and Planning
CMP	Conservation Management Plan
ICOMOS	International Council of Monuments and Sites
LEP	Local Environmental Plan

3.10 Endorsement

This CMP will be sent to the Heritage Office of N.S.W. for endorsement by the Heritage Council.

4.0 Historical Outline

4.1 Beginnings of the Mechanics Institute

The genesis of the TAFE buildings. lies in the colorful history of the School of Arts or the Mechanics institute. This grew out of the concerns for the poorly educated, who could not leave work to pursue a course of learning, but whose skills or lack thereof, were sorely needed and the desire to introduce a venue for recreational and cultural pursuits.

The pressures of commercial viability as ever, created some curious situations. Legal proceedings involving bankrupt tenants ended in disaster. Faults in the design of the Hall created severe acoustic problems, overcome by the addition of a horseshoe shaped gallery. The bold staging of a Grand Juvenile Industrial Exhibition, resulted in one of the most successful events in the history of Bathurst. The move to open the library reading room on Sundays lead to heated sectarian debates and raised the issue of Sunday Trading. The Catholic community being roused to anger, when John Redmond, an Irish member of the British Parliament was refused use of the hall to lecture on the Irish National League. Or, the dismal failure of a concert staged by Charles Huenerein, involving a select group of renowned musicians and notably the soprano, Mrs. Bessie Armstrong, later known as Dame Nellie Melba.

The elections of 1874 created the promises that created the funds that were so readily absorbed by the Architect G.A. Mansfield in his extremely elaborate Gothic design of what may be his most ornate Public School among the one hundred or so for which he was responsible. And of course, the Headmasters residence, which was completed in 1878.

There was considerable controversy over whether or not the school should be on the square at all. A city newspaper on the 8th of October 1872 had the following:

"THE BATHURST SQUARE"
"Recreation v. Education"

"Schools? No! For Larks!" (said Premier Parkes);
"'In spite of Webb or Mayor!!'
"'Oh! That's the cheese,' cried the R.C.'s
"'The cross is on the square!'"

Bernard Greaves (The Story of Bathurst. P177) argues that..."the building of the school in Howick Street must be accepted as a mistake. It was a compromise school, erected on a site to satisfy bickering factions. The area was too small: it was confined, in the centre of the commercial area of the town, close to the School of Arts and the Church properties so there was no possibility of adding to the grounds. To build in such a place in an expanding town was short sighted policy." Regardless of the intentions or political expedients that created it, the Public School remains among the finest of the Gothic School buildings. It became a Superior School after the Public Instruction Act of 1880 and in 1905, became one of the first District Schools.

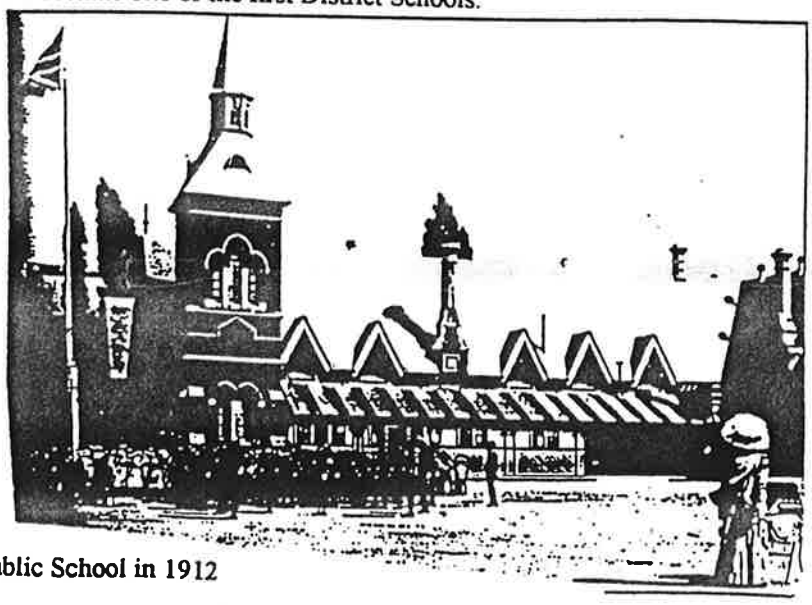


Fig.4 The Public School in 1912

4.2 A Brief History of the "The Square" at Bathurst. Prepared by Theo. Barker, Historian Bathurst District Historical Society.

The first town plan of Bathurst was approved by Major Thomas Mitchell. Surveyor General. on January 19th 1833. It featured numbered sections. each of ten acres. arranged around a central square. which had neither a number nor a precise boundary. It was labeled 'Square' and showed. at its centre. a site for a church.

In this early period the only notable known event on the 'Square' occurred before it formally existed. On November2 1830. ten survivors of the Ribbon gang of bushrangers were executed at a place near the present corner of William and Church Streets. an occurrence that led to the naming of Ribbon Gang Lane in modern times.

Construction of the church began in 1845. Known as All Saints. it was designed by Edmund Blacket and opened for services on August 6 1848. The land on which it stands was formally granted to the Church of England on January 30 1846. The carriers who brought materials to the building site approached from both William and George Streets. thereby forging tracks to the church and creating the road that is now called Church Street.

An official market place began on the Russell Street side of the 'Square' in April 1849 and after that the rectangle bounded by Russell. George. Church and William Streets was known as Market Square. Later. when the South African War memorial was built it was called Memorial Place and after the death of King Edward VII in 1910 it was renamed 'King's Parade'.

Howick. George. Church and William Streets now contained the remaining larger part of the Original Square. Bathurst had no local government until 1863 and until then and for some time after. the approval of buildings was a matter for authorities in Sydney. Because of this only officially approved buildings were erected on it before 1890.

Henceforward in this essay the word 'Square' refers only to that part which remained after the separation of King's Parade. The steps in its development are shown in chronological order. in Section 5 of this report.

The Church of England and Presbyterian grants filled the George and Church Street frontages of the Square. completely. A grant to the School of Arts occupied the corner of Howick and William Streets then ran in William Street to the boundary of the Church of England land. These three grantees (Church of England. Presbyterian Church and School of Arts) were. of necessity. closely involved in the Square's future.

The telegraph office was located Howick Street near the School of Arts on the unoccupied area between the School and the Presbyterian grant. It was the first government building on the Square. When the new telegraph office opened in December 1877 in Russell Street (now part of the Bathurst courthouse complex) its old site in Howick Street was added to the area where the new Bathurst Public School was built. The headmaster's house (now occupied by the Job Club) was erected on the old telegraph office site.

One minor event occurred in 1863. On Saturday. October 3 in the evening. Ben Hall's gang visited Bathurst and caused consternation amongst the citizens. The gang rode from Howick to George Streets by cutting across the Square. apparently between the Church of England and the Presbyterian buildings.

The next major changes on the Square arose from the divisive education debate in the eighteen seventies. In 1874the Bathurst Presbyterian Church closed its school and supported the public education system. Later. the Church of England made the same decision and closed All Saints' School in 1879. This created saleable land at the Church Street corners of George and William Streets.

The Church of England retained its school building but sold the playground to the Bathurst Investment Land and Building Coy.. which erected the Exchange Building to house commercial and professional offices. They required rear access so a lane (now Ribbon Gang Lane) was opened starting from Church Street. It included a right-angled bend that bought it out to William Street. thus separating the new premises from the rest of the Square. By this process the Exchange Building site became part of the commercial life of William Street.

Other development on the Square required access to its interior and so lanes were opened and closed according to the needs of its occupiers. Their history can be traced (with some difficulty) from old maps.

The last major user of land on the Square was the government. In the nineteenth century an increasing demand for vocational training and adult learning facilities caused the School of Arts to offer these courses. In 1889 the Department of Education became responsible for such education and by 1893 it wanted to build a technical college at Bathurst. Members of the School of Arts voted to offer the School's unused land in William Street for a college and in 1894 this was accepted.

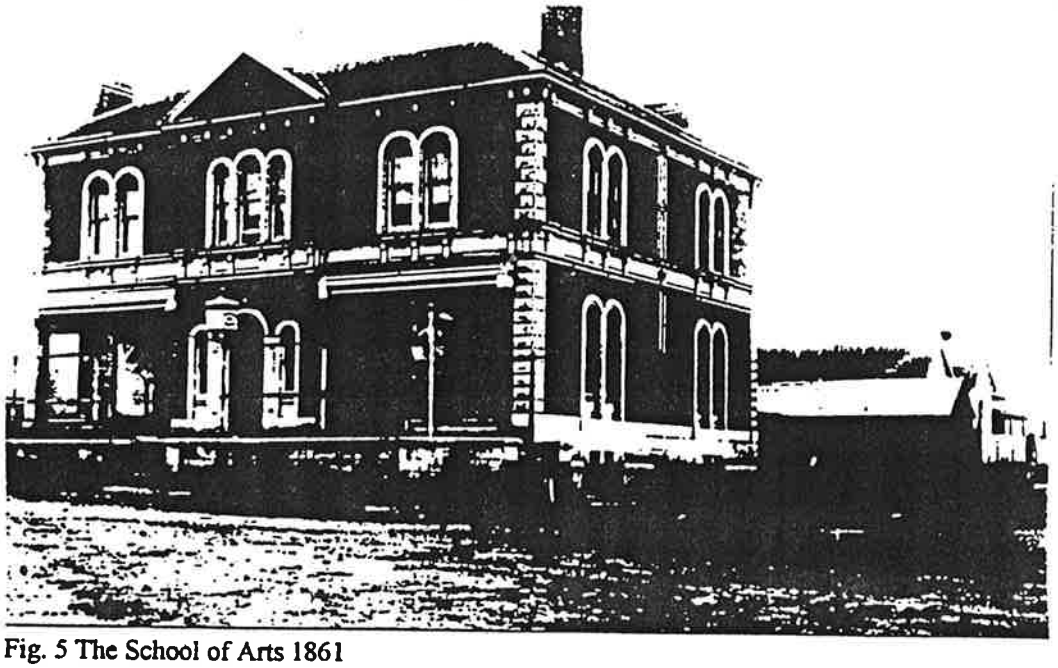


Fig. 5 The School of Arts 1861

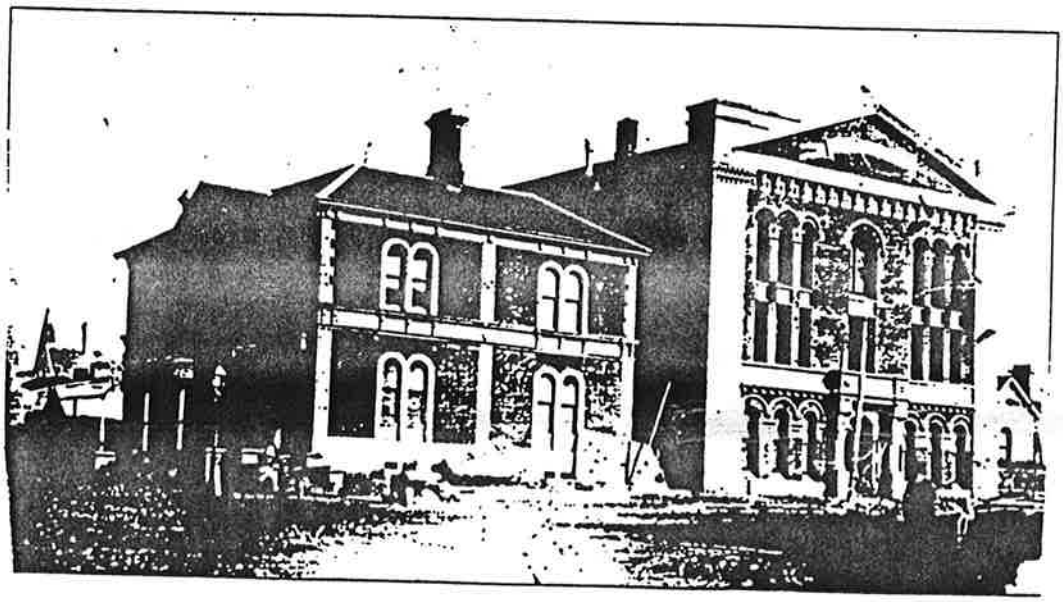


Fig.6 The School of Arts Hall c1875

4.3 Summary of Bathurst Technical College since 1898.

By the nineties Bathurst had a vigorous Progress Association. It did much to advance the cause of the Technical College, even to the point of requesting the Education Department to install electric light in its new building at the time of its completion. This was refused and gas lighting was used instead. However, the Progress Association maintained its interest.

The college in William Street was completed in March 1898 and formally opened on June 29. It consisted of two buildings, each of two stories. The chemistry rooms, administration offices and technological museum were housed on the ground floor of the main building while on the upper floor the lecture hall, four classrooms, two carpenters' shops and quarters for the caretaker were located. At the rear of the site, separated from the main premises by a lane, was the cookery school and plumbers' shop. In this area there was access from the public school buildings in Howick Street.

In 1897 the college had 305 students and offered fourteen subjects. They were agriculture, book-keeping, botany, chemistry, freehand and model drawing, geology, geometrical and perspective drawing, mathematics, mechanics, minerology, physics, practical chemistry, shorthand and chemistry for public school pupils. There were 175 of them so they inflated the enrolment by more than half. Of this it has been said:

> 'This apparently accounts for the large enrollments during the early years of the college. When the high School and later the district school teachers took their own classes in science subjects there was a notable Reduction in the enrolments'.

Two other examples of community service were the teaching of wool classing to boys from St. Stanislaus' College and special instruction to students from the Bathurst Agricultural Experiment Farm. By the early twentieth century, however, enrolments were declining. From 777 in 1908 the total was down to 461 in 1910, probably because of changing economic conditions. The decline of district gold and copper mining reduced the demand for men skilled in related subjects and at some time between 1902 and 1913 a resident teacher was appointed to the staff of the Experiment Farm. From then the farm students did not need the Technical College. Finally, by these years Bathurst was experiencing some adverse effects of the railway on its industrial and commercial life.

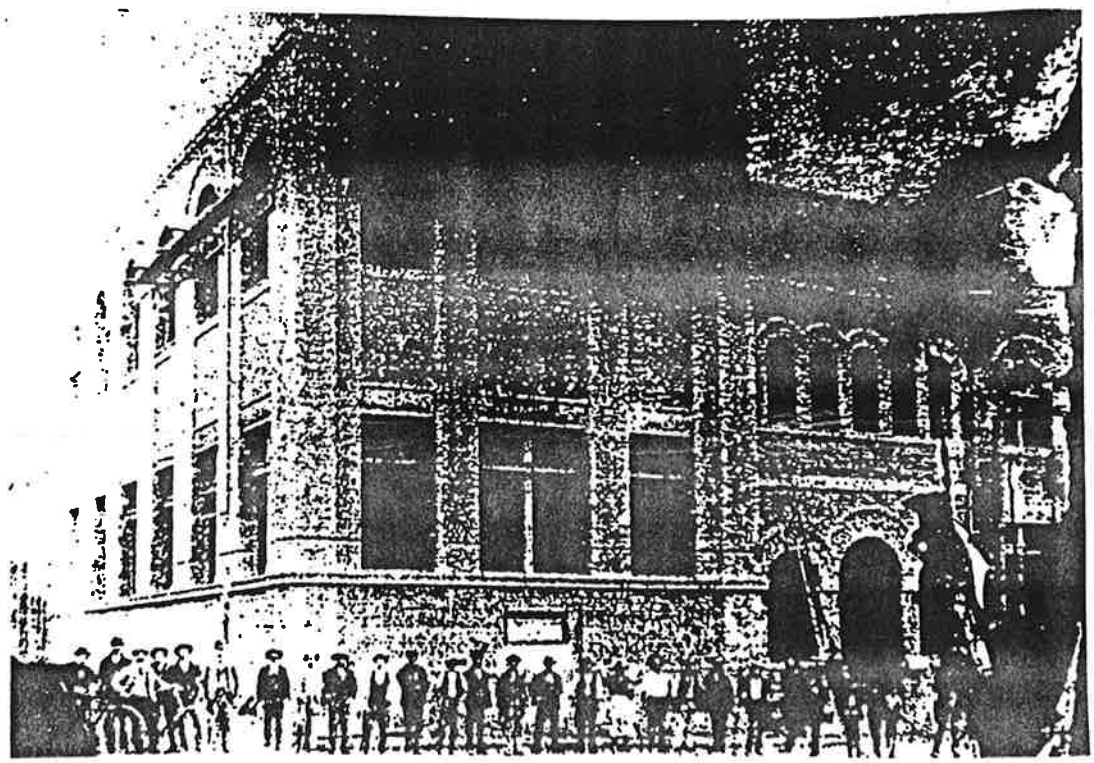


Fig 7 The Technical College under construction c1897

These doldrums freed some of the College building for other uses and so they were occupied by the Bathurst High School when it began in 1927.

In 1883 separate public schools for boys and girls opened in Bathurst but by 1898 both had closed through lack of support. The co-educational High School of 1913 is the present one.

The twenties and thirties seem to have been static periods for the College but improvement began when a Technical Advisory Committee was established in 1938. Its roll was to advise on courses and related matters. In 1939 the war started and Bathurst became a training centre for RAAF technicians. Because of this the College acquired new machinery and other equipment.

After the war the impetus was maintained through the training of tradesmen under the Commonwealth Reconstruction Training Scheme. It has been said that:

> 'In 1946 carpentry classes were begun and there was a progressive increase in enrolments in trades courses. Through the activities of the Prime Minister, the Honorable J.B. Chifley, lathes and machine tools from the Small Arms factory were installed at the college. Other Courses, certificate, hobby and art courses, were commenced.
>
> In 1949, when the Technical Education Branch became a department in its own name under Dr Arthur Denning, the status of Bathurst Technical College was enhanced. At that time W. Gibson was registrar and he became acting principal. The first principal under the new dispensation was R.G. Davis, who was appointed in 1955. At this time, too, accommodation became a problem, so the department took over the old public school in Howick Street, which during the war had been used as a canteen for service men and women. When this was done the lecture hall, which had been used for some years as a carpentry workshop, reverted to the use for which it had been built.

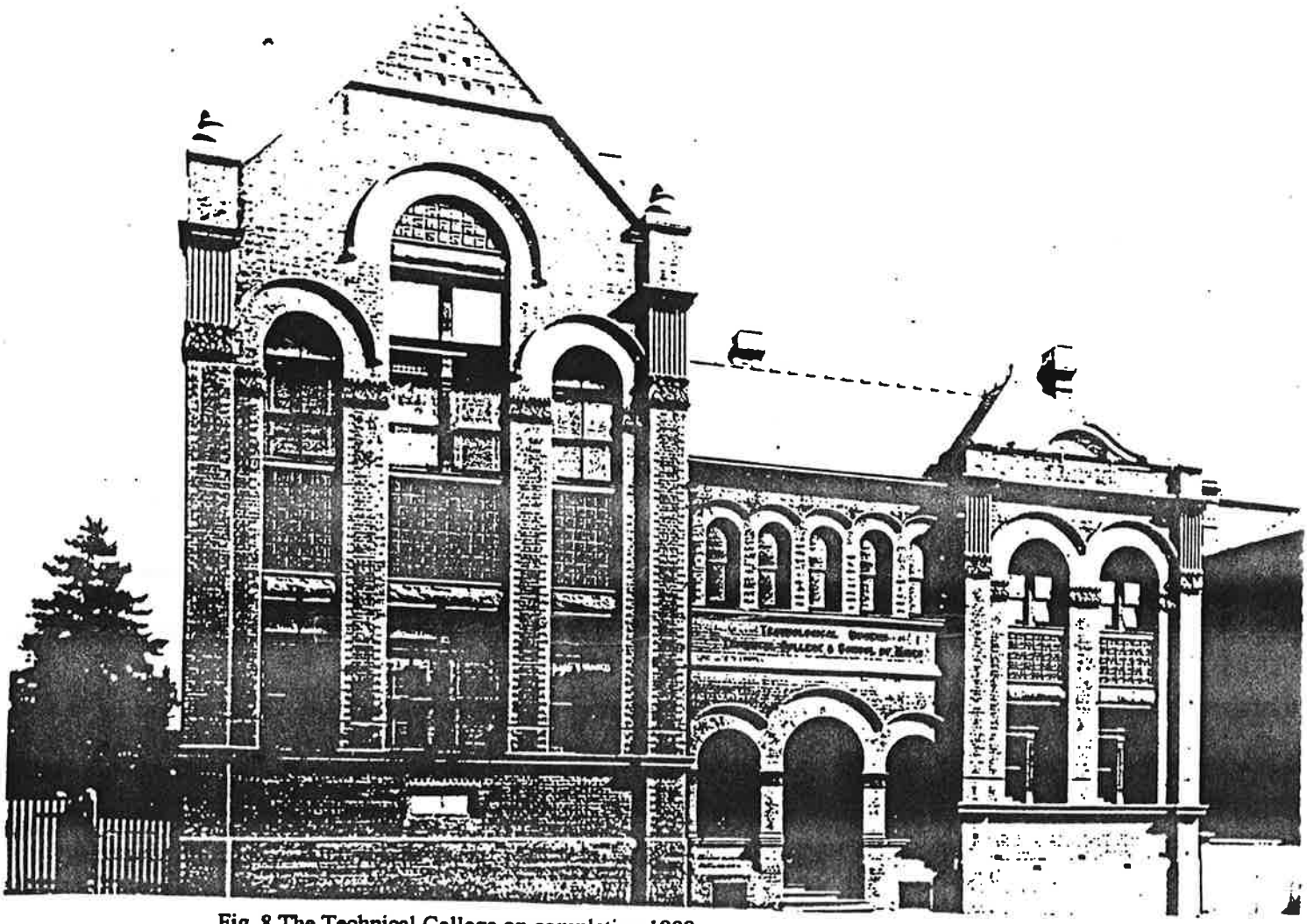


Fig. 8 The Technical College on completion 1898

Fig.9 The School of Arts and Hall become the City candy Store and City Theatre c1948
(The people cue for Tobacco Rations.)

4.4 The School of Arts.

In New South Wales at the beginning of the eighteen sixties, education was provided by the government, the churches and private schools or teachers. Youths requiring trade training could become indentured apprentices and those aspiring to the learned professions might be articled to an employer or seek university training, either at Sydney or overseas.

Many people too poorly educated to embark on specialised learning, could not afford to leave their work to pursue it, or merely wanted casual instruction to improve their skills and general knowledge. There was no provision for such needs before the advent of the Mechanics' Institute (sometimes called the Mechanics' School of Arts) around the early years of the nineteenth century. These institutions provided libraries and instructions for working men but they gradually extended their offerings to include learning and recreational facilities for all classes in their communities. As this occurred the word 'Mechanics' was dropped from the title and they were known simply as Schools of Arts. They quickly became status symbols and by the middle of the nineteenth century every town with civic pride aimed to process one.

The first in Australia was opened in Sydney in 1833. They then spread across the colony but everywhere the foundation procedure was the same. Some public-spirited citizens called a meeting, elected a management committee, secured premises of some kind, and raised money for equipment, books, the hire of lecturers, and other necessities. The government supported these efforts by officially recognising them and donating money in proportion to the sum raised locally.

In 1861 the Bathurst School of Arts was six years old. Its president was Dr. George Busby and at the annual general meeting on February 18 1862 his report on activities for the previous year announced with pride that the School's new premises at the corner of William and Howick Streets had been completed. This was a two storied brick building designed by M. H. Sadleir, a local architect. Two benefits followed the opening. One was a large increase in membership, from seventy three in 1860 to 165 in 1861. The other was that a new shop which had been included in the building as a source of income had been rented to J.C.Stanger, a general storekeeper. However, Busby also issued a warning that the erection and fitting out of the building had incurred a heavy debt.

Debt was a continuing theme in the history of the School of Arts for years to come. A pattern emerged whereby the institution's committee borrowed money to improve its facilities, suspended all major projects until the debt was paid and then repeated the process to cater for more expansion. This problem of finance was related to another – how to retain members and attract new ones. Annual subscriptions were an important source of income because the government subsidy was based on the number of them. Like the amount of debt, the numbers of members fluctuated but it increase by fits and starts from 163 in 1861 to 602 in 1914. Stationary or declining membership worried officials of the School for another reason. They assumed that they were the cause of it because they were not giving the public what it wanted.

In his report for 1861 Dr. Busby hoped that the incoming committee would turn its attention to the raising of funds for the erection of the lecture hall according to the original design. This was a reference to an ambitious project that had been floated by successive committees. The land granted to the School of Arts had frontage to Howick and William Streets and and for some time there had been a desire to erect a hall in Howick Street. Success was not achieved until another thirteen years had elapsed but it is of interest to learn that as early as 1861 the project had reached the planning stage.

At this meeting another proposal was suggested by George Pinnock, the secretary. He moved that the committee sell (or let on building leases not exceeding twenty-five years) the vacant portion of the School's land in Willliam Street: that the incoming committee apply to parliament for an act enabling the committee to do so; and that the terms of any such or letting, be approved by the members of the School at a special general meeting. This was the earliest public move for a development that eventually led to the building of a technical college at Bathurst and caused significant change to William Street between Howick and Russell Streets. However, it did not come to pass for another thirty-five years.

Money, membership and expansion of facilities were all affected by changing economic and social circumstances. In 1862 a decline in the number of members was attributed to the departure of many people for the Lachlan gold fields. There was a belief amongst officials of the School that the citizens regarded membership to the institution as a luxury to be indulged when times were prosperous but the first thing to be discontinued when times were hard. Throughout the sixties there were appeals in annual reports for more public support but in 1870 the number of members was only 162. An improvement was recorded in 1873 when 269 members were on the roll and in the following year this figure increased to 324. The reason appears to have been the erection of the long-desired hall, which was completed in 1874. It not only improved facilities but also boosted public perception of the School of Arts, generally.

By 1880 the committee was once again in serious financial difficulty but this setback proved to be the source of the School of Arts' greatest triumph. The committee agreed to an idea, suggested by H.A. Crouch, to hold a Grand Juvenile Industrial Exhibition. This was, in effect, a children's art and craft show but on an immense scale. It was a bold move because legally the committee could not use any of its accumulated funds for the project and if it proved an expensive failure, the members would themselves be liable. Nevertheless, they went ahead by establishing a governing committee, appointing Crouch and C.E.B. Maybury joint secretaries, appealing for funds, and asking for public support.

They received it in almost overwhelming quantities. The movement was supported by the government through the efforts of F.B.Suttor MLA, E.Webb MLC, and W.H.Suttor MLC; the unwearied efforts of the Ladies' Auxiliary Committee'; and a lot of other people. Entries were received from all over New South Wales, with some from Queensland, Tasmania, and Victoria. The exhibition, held at Bathurst show ground over seven days, and opened by Sir Alfred Stehen, Lieutenant Governor of New South Wales, on November 2 1881.

The Grand Juvenile Industrial Exhibition was one of the most stunningly successful events in Bathurst's history. When all expenses had been paid the School of Arts had a profit of £900 and once again was out of debt.

The School of Arts and Techinical Education. Attempts by the School of Arts to implement an effective education programe flounded badly in the sixties and seventies. The main difficulties was that there were no adequate lecture rooms and the only teachers were local volunteers with limited time. This often meant that their contributions could not be planned as courses of instruction over stated periods that had to be given as single topics. A lecture by Dr. J.D.Lang during a visit to Bathurst drew a large audience but attendance at a proposed series of talks by Dr A.C.Geikie was abandoned because of poor attendance. In 1869 a Dr. Badham lectured on Spencer and Shakespeare, a Mr. Gilbertson on The Aborigines of Australia and Dr Geikie tried again with two lectures on Russia. Other men lectured from time to time but annual reports frequently deplored the failure to establish classes and blamed it on lack of public interest. In 1879 it was noted that the purchase of furniture and connecting of gas to the rooms had not improved matters. It seemed, said the annual report of that year, that the youth was not interested in learning and there was need for a new era to dawn.

During this sterile period two lecturers were notably successful. The first was Dr. William Fredrick Bassett, a surgeon from London who is reputed to have studied under Michael Faraday, the famous scientist. Bassett came to Bathurst in 1865, remained for the rest of his life, established a large practice, and became active in public affairs and local institutions, amongst them the School of Arts. Soon after he arrived he began teaching chemistry, geology and electricity in his home. These classes were so popular that they became too much for his resources and had to be curtailed. Nevertheless, this was the first time that sustained teaching in a technical field was offered in Bathurst. The other successful lecturer was R.A.Proctor, an astronomer, who in September 1880 gave three lectures for a fee of one hundred pounds. They were The Life and Death of a World, The Moon and Life in Other Worlds. On the three nights the hall was crowded, with the result, that after the School of Arts committee had paid Proctor and settled an expense account of twenty pounds it had a profit of thirty- four pounds. This confirmed very strongly that the public response to any lecture depended upon the appeal of the subject combined with the skill and reputation of the lecturer. It was a combination difficult to achieve.

In 1878 the government of New South Wales be to subsidise technical training in Schools of Arts, provided they used the money for the intellectual advancement of the people. Two years later there were seventy Schools of Arts in the colony and in 1883 a Board of Technical Education was appointed to control and administer technical teaching. Shortly after this the Bathurst School of Arts began to improve its efforts in the same direction. In 1884 it asked the government for a grant of fifteen hundred pounds for a technical college building and while awaiting the response fitted out two rooms under its hall as temporary class rooms. It invested in chemical and other equipment and Dr. Bassett, who contributed seventy seven pounds towards the expense, volunteered to instruct classes in chemistry as soon as everything was ready. When it was, he delivered twenty lectures, gratuitously, to a class of fifty-one members and others. In the same year others who lectured under the auspices of the Board of Technical Education were John Penticost, Outlines of Minerology and Progress of Life on Earth; - Hamlet, Use of Chemistry in Agriculture; Dr. R.VonLedenfeld, Diseases in Live Stock and Rust and Smut in Wheat; S.Herbert Cox, Degradation of the Rocks and Elevations and Depressions of the Land; and - Parrott, Local Self Government. These offerings by the board's teachers were a failure so far as attracting a large number of students was concerned but the reason why was unknown.

It can be seen that these were technical subjects and it might be argued that this was the start of the Bathurst Technical School in Bathurst, albeit in a small way. However, permanent classes under the Board of Technical Education were not formally established until 1885 when W.J.Clunies Ross was appointed resident lecturer to teach chemistry, geology and minerology. Ross taught his first class on April 20 1885, apparently in the School of Arts' premises. At about the same time J.M.Pringle conducted a drawing class that met in a room at the back of the Baptist church in Keppel Street.

In 1887 Bathurst students of chemistry, minerology, physics and botany sat Board of Technical Education examinations and in March 1888 Sydney University started a program of ten local extension lectures on historical or literary subjects. The School of Arts' request for a £1,500 grant to build a technical college was successful but what Bathurst received instead was a teaching complex consisting of two small class rooms and two large lecture rooms. They were located in the Russell Street premises of Dr. Bassett who leased them to the government which made the necessary structural conversion. This was the first Bathurst Technical School building and within it classes in physics, mathematics, botany and French, which had been taught in scattered places, were brought together on July 2 1889 courses in bookkeeping were started, together with freehand, model, architectural and perspective drawing, while on December 8 1890 a technological museum with 1200 exhibits was opened in rooms in Keppel Street.

The move for museums as part of technical education began with founding of the Sydney Technological Museum in 1880. Modeled on the Science Museum and the Victoria and Albert Museums in London, it was given the task of bringing information about the natural products of New South Wales to the public and illustrating the history and practice of industry and the applied arts. Quite independently, the Bathurst School of Arts was doing something similar in a small way. As early as 1861 J.B.Richards of Carwinyan had presented a case containing specimens of ores and minerals and in 1886 another gift of geological specimens was donated by S.L.Bensusan. Arranged and labelled by Dr. Bassett, they were displayed on the verandah of the School until May 18 1898 when the committee decided to present them to the Bathurst technological museum.

After 1888 when it was clear that technical education in Bathurst was proceeding satisfactorily the School of Arts' committee turned its attention to its own accommodation problems. Its first move was to revive its long-standing attempt to raise money by mortgaging the unoccupied portion of its grant in William Street. It seems that the land in question was occupied by small ramshackle buildings which many people regarded as a disgrace. What they were, how they came there and whether the occupiers were paying rent to the School of Arts are to-day unknown. It is certain, however, that no one saw them as an obstacle to resumption of the site.

Before this could be done, however, there were difficulties to overcome. At a special meeting which passed motions requesting the trustees of the School of Arts to erect suitable buildings on the William Street frontage, James Rutherford spelt out the problems. The School of Arts could not use its land except for the purpose for which it was granted, they had no title except that their grant had been notified in the Government Gazette, and if they had a deed it would state for what purpose the site could be used. He told the meeting that there could be no mortgage without a special act of parliament and remainded the members that the trustees' duty was to watch the interests of the government. He also thought there was a danger that if the committee pressed hard the government, thinking the School of Arts had too much property, might resume some of it.

The trustees in 1888 were Edmund Webb, W.H.Suttor, James Rutherford, J.Busby and G.A.Wray. John Busby, who died in February 1891 was replaced by Dr. T.A.Machattie, and Wray (died November 25 1889) by W.G.Thompson. All were loyal supporters of Bathurst and the School of Arts but they had their own responsibilities where major finance was concerned. At first they were reluctant to proceed with the frontage project because they thought the School was carrying too much debt but eventually this objection was overcome. At the annual general meeting in 1893, it was said that the desired land was an 'unprofitable waste' and an approach had been made to the government with a view to building a technical college on the site. Although no decision had yet been made it was hoped that the department would resume it. In the meantime it was noted that the drafting of an enabling bill to allow the trustees to use the land had put the committee to considerable expense.

In November 1889 the Board of Technical Education dissolved and its functions transferred to the Technical Education Branch of the Department of Public Instruction. Within the next few years technical education expanded rapidly in Bathurst. In 1891 courses in applied mechanics, building construction and cookery were added to the curriculum and by 1892 the college had sixteen classes serving the needs of 474 students. The Russell Street premises could not house the increased demand and other accommodation had to be found for some of the new activities. The cookery class, for example, met in a room specially fitted-out at the Girl's High School, which was then at "The Elms", a large house in Russell Street.

Because of the growth at Bathurst the Minister for Public Instruction was ready for an approach from anyone with vacant land to sell and so the offer by the School of Arts in 1893 was made at the right time. On January 12 1894 members were informed that the enabling bill had been passed by parliament and it was now legal for the trustees to sell their idle land. On March 19, a special general meeting approved such disposal and this was confirmed at another general meeting on April 23. By this procedure a portion of the School of Arts grant with a frontage of 78½ feet to William Street was sold to the Department of Public Instruction for £1570 16s 8d.

The New South Wales government was now directly responsible for the construction of a new Bathurst Technical College. It was designed in the office of the Colonial Architect (W.L.Vernon) fron plans prepared for public school buildings and work was supervised by Vernon's local representative, - Roberts. The contractor was W.G.Brewer of Marrickville and the foundation stone was laid by Jacob Garrard, Minister for Public Instruction, on November 19 1896. Garrard was in Bathurst on the day to attend the Peoples' Federal Convention (p.136) but he took time off to lay the stone and make an important speech about the history of technical education in New South Wales. The building was completed in March 1898 and formally opened by Garrard on June 29 1898. Designed in the Romanesque style, it consisted of two buildings, each of two stories. The chemistry rooms, administration offices, and technical museum were housed on the ground floor of the main building while on the upper floor the lecture hall, four classrooms, two carpenters' shops, and quarters for the caretaker were located. At the rear of the site, separated from the main premises by a lane, were the cookery school and plumbers' shop. This area of the college had an access from the public school buildings in Howick Street.

In 1897 the college had an enrolment of 305 students who studied fourteen subjects. They were agriculture, book-keeping, botany, chemistry, freehand and model drawing, geology, geometrical and perspective drawing, mathematics, mechanics, minerology, physics, practical chemistry and shorthand, and the public school class in chemistry. The last had 175 pupils so that it inflated the enrolment by more than half. Of this, it has been said:

> 'This apparently accounts for the large enrolments during the early years of the college. When the high school and later the district school teachers took their own classes in science subjects there was a notable reduction in the enrolments. It is also worth mentioning that the courses covered in those early days were certificate, hobby, and vocational courses at an advanced level; there was no trade training as developed in after years with apprenticeship classes'.

The college did so well in its early days because it catered for community needs such as the primary school chemistry class. Two similar examples were the teaching of wool classing to some of the boys from St. Stanislaus' College and specialised instruction to students from the Bathurst Agricultural Experiment Farm. By the early twentieth century, however, enrolments were declining. In 1908 the total was 777 but in 1910 it was down to 461. It is difficult to identify the causes of this trend but one can speculate that it was probably due to changing economic conditions which affected the demand for certain kinds of technical courses. The prevalence of geology and chemistry in the early college curricula, for example, can be related to the district's gold and copper mining but with the decline of these industries the need for men skilled in those subjects may have been less. At an unknown time between 1902 and 1913 a resident teacher was appointed to the staff of the Experiment Farm and from then the farm students did not need the Technical College. The loss of the public school pupils has already been explained and, finally, it can be said that by this time Bathurst was feeling the effects of the railway on its industrial and commercial life. Change was in the air.

5.0 Chronology

1833		Sydney Mechanics' School of Arts founded
1845	Jan 24	All Saints Church Foundation Stone. (Bathurst).
1855		J.Rutherford. Mayor of Bathurst and Principal of All Saints. President of the School of Arts: Dr. Bassett. Vice President.
1857	May 21	All Saints School Foundation Stone
1859		Presbyterian Manse and School. Occupied in 1860 until 1874
1860		Telegraph Office opened in former Courthouse.
1861		New telegraph Office building in Howick Street opened.
1861		School of Arts opened at corner of William & Howick Streets.
1865		Sydney. First 'technical' class conducted by the School of Arts in Mechanical Drawing. Taught by Norman Selfe.
1872		Church of England parsonage. Church Street.
1872		Presbyterian Church opened.
1874		School of Arts Hall erected.
1876 and later		Old Presbyterian School and manse used for some commercial purposes.
1878		Public School and residence. opened in Howick Street.
1878		The Sydney Mechanics School of Arts was established and became known unofficially as Sydney technical College.
1879	Sept.9	All Saints' School closed.
1883		James Pringle appointed teacher of Art at 10/- per lesson. Classes in School of Arts.
1883		The NSW Government assumed financial responsibility for the Sydney Technical College. placing its administration in the hands of an appointed Board of Technical Education. Technical classes began to spread to suburban and country areas.
1885		Mr. W.J.C. Ross. B.Sc. (London) appointed teacher of country schools and stationed in Bathurst. Ross taught all subjects. but specialised in Geometrical Drawing and Science.
1888		Lane (now Ribbon Gang Lane) formed to separate former Church of England School from its playground for sale of the latter.
1889	Oct.1	Church of England land (former playground) sold.
1889		The NSW Government assumed full responsibility for the administration of Technical Education. establishing the technical Education Branch of the Department of Public Instruction.

1890		Exchange Building erected on site of old Church of England School playground.
1890	Dec.	Technological Museum opened by Minister. W.H. Sutton. in building in Keppel Street: 1200 exhibits. display of natural history of district.
1890		The first classes moved to Sydney Technical College's permanent home in Ultimo. This served as the head office of the State's technical Education system until 1959.
1891		Agriculture and advanced photography introduce.
1892		Typewriting introduced. Superintendent Bridges visits.
1893		Museum attendent appointed: a student of science classes at College.
1894		Physiology for public school pupils. A. Collinridge appointed teacher of Art. Student enrolment . 286.
1896	Nov.	Technical College. William Street Foundation Stone laid by Minister Jacob Garrard. Clunies Ross becomes resident Science Master. teaching all subjects except shothand.
		New building in Wlliam St. extra land for side access purchesed from Church of England.
1898	June 28	Technical College officially opened .
1901		School of Arts extensions in William Street.
1902		Lighting required for Museum.
1903		692 pupils.
1904		Sheep and wool.
1905		Science and Manual training. Art (on circuit). Physics. Dressmaking (one sewing machine) Shorthand. Mechanics. Assaying. Geology. Mineralogy, Botany. Agriculture. Maths. Bookkeeping. Cookery. Plumbing. Woodcarving. Turning. Freehand and Geometric. Perspective and Mechanical Drawing, Typewriting and Carpentry.
1906		Agriculture.
1907		Cookery. Oil Painting. Brickwork. Model Drawing and Modelling. Domestic Science teacher gives instruction to caretaker of Wombeyan and Yarrangobilly Caves.
1908		Presbyterian Church Hall.
1910		Classes being held in Galvanised iron shed.
1913-15		The Technical Education Branch's courses, awards and administration underwent a major reorganisation.
1916		Sharing building with high school.
1918-22		The Repatriation Vocational training Scheme trained thousands of returned service personnel for civilian careers.

1919		Repatriation Department buys Durham St. buildings for classes in Motor Mechanics. Station Mechanics and country building.
1920	April 24	Foundation stone of the first part of a new All Saint' Cathedral laid.
1924	May 17	All Saint` Cathedral Hall (also called Walshaw Hall) opened.
1927	Oct. 30	Consecration of first part of the new All Saints' Cathedral and Warriors` Chapel.
1929	July.9	Old Presbyterian manse demolished.
1930	Oct.	Miniature Golf Course opened on site of the old manse. *(Miniture golf was a short-lived craze in the early thirties when the owner of any small portion of vacant town land was likely to turn it into a course to cash in on the boom. Patrons hired a putter and golf ball at the entrance to 'course' then played each hole through a series of traps and hazards. The holes were only a few yards long).*
1934	Sept.25	Application lodged to build brick service station. showroom and dwelling at corner of George and Church Streets for A.T. Tipping. (Later Beaurepaire`s. now occupied by the Scott Centre).
1934	Oct.19	Application lodged to build a brick shop for Ryan Brothers in George Street on old Presbyterian School site.
1935		The report of the Technical Education Commission. established by the NSW Government. made recommendations that influenced the development of technical Education for the next thirty years.
WW II		Sydney Technical College and the larger country and suburban colleges became training centres for service personnel and civilian war workers. whilst continuing with their normal functions. The correspondence Training Division (which has developed into the Open College) enrolled some 100.000 Australian and 43.000 American students from the armed services serving in the Pacific region.
1940	July.2	Public School in Howick Street vacated.
1940	Aug.30	Old Public School buildings in Howick Street opened as a canteen for soldiers.
1944-58		The Commonwealth Reconstruction Training Scheme (C.R.T.S.) trained many thousands of returned service personnel.
1948	April.1	Frontage of 180 feet in Howick Street for a post office is recommended to the Minister for Lands by Bathurst City Council.
1948		Temporary building for Bathurst Telephone Exchange and its business offices erected on old public school grounds in Howick Street.
1949		The Department of Technical Education was established as a separate department.
1950		The 1950's saw the development of certificate courses.
1954	Nov.7	New All Saints' parsonage to be built on site of old one; foundation stone laid.

1957		Exchange Building demolished and new premises for Commercial Banking Company of Sydney erected. (Now National Australia Bank).
1965	March.14	Foundation Stone of the second stage of the new All Saints' Cathedral laid.
1971	Oct.16	Completion of new All Saints' Cathedral.
1972	Sept.23	City Theatre (formerly the School of Arts Hall) gives its last performance. (Demolished soon afterwards).
1975	Sept.	Elizabeth Chifley Centre and Pre-School opened behind Presbyterian Church.
1975		The Department of technical Education becomes The Department of Technical and Further Education. Fees abolished.
1976	Dec.2	New Post Office in Howick Street formally opened.
1980		The 1980's saw the flowering of numerous special programs to meet the needs of groups of people who had been unable to take advantage of TAFE courses previously.
1989		The introduction of an administrative charge saw a significant decline in enrolments.
1990		The Scott Report recommended a major restructuring of TAFE. This restructuring began, and the Department of TAFE became an authority, responsible to the Director-General of the Department of Further Education, Training and Employment.
1991		The Technical and Further Education Commission replace the Department of TAFE.

The above chronology was compiled from information gathered from both Theo. Barker and Norm Neil. Head of the TAFE History Unit.

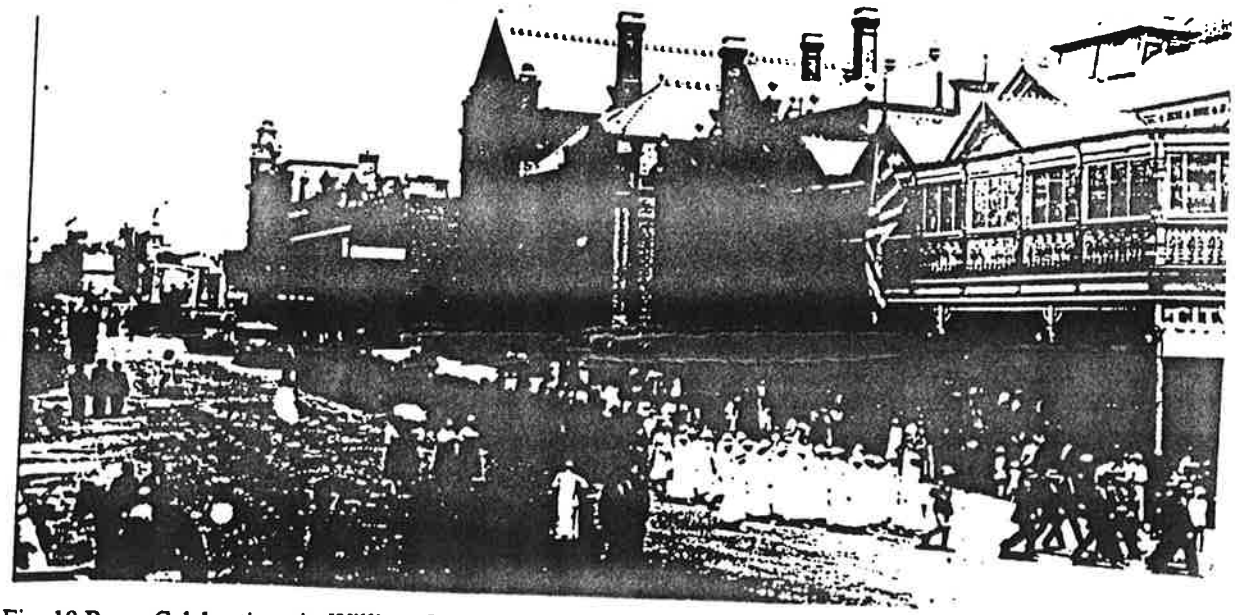


Fig. 10 Peace Celebrations in William Street 1918

6.0 Development of the Setting

6.1 The "Town Square".

The historical formation of settlements has a number of common elements, in particular, fresh water, food source and security. Such settlements, which have existed since time immemorial and still persist today in many regions of the globe, do not necessarily lead to the formation of 'Towns' as we know them. Towns arguably are the product of an excess of food and security which lead, as a function of time, to development and specialisation within the ordered framework of that society.

The making of Towns and hence Town Planning began in Britain with the arrival of Julius Caesar and subsequent Roman invasions. A distinctive feature of Roman Towns was their layout in a 'chessboard' pattern with streets crossing at right angles. In the middle of the Town stood the 'forum' a central open space usually surrounded by public buildings.

" For small towns a single forum might suffice, but in the larger several were needed, though there was always one of principal importance. In towns which had grown from small beginnings, forums underwent piecemeal changes and were often somewhat irregular in shape, but when towns were newly founded or for some reason partially rebuilt, the forums were laid out systematically, on formal lines. All were designed to meet the requirements of the Roman citizens, and with the surrounding buildings they reflect not only the religion, law, and commerce, but also the busy corporate life of the city, which was much the same whatever the form of government, whether of elected kings, Republic, or Empire."

Sir Bannister Fletcher
President of the Royal Institute of British Architects
A History of Architecture on the Comparative Method.

The Dark Ages saw a decline in many Towns and although population growth continued, the Towns grew in a more haphazard and irregular way. Streets became narrow winding ways, which created numerous problems for sanitation and traffic, health and safety.

Curiously, the inferno that raged for five days and razed much of London to the ground in 1666, was seen by some as a necessary cleansing of the plague, the worst in 200 years, that ravaged the city only the previous year. The outcome of this dual devastation was the promulgation of a new Town Plan for the City.

A scheme put forward by Christopher Wren, based on Roman principles, including much of what we may consider a modern city, with streets broad and sunlit with parks and squares etc., was rejected as being too radical by King Charles II and his advisors, who sadly, were short of money.

It was not until the Georgian age, an age of relative prosperity, when vast colonial territories were lost and found that we see a substantial revival of classical simplicity and symmetry as well as Town planning on the Roman scheme. In this period, London achieved much of the grace and beauty that is its heritage.

At about the same time, some 12,000 miles away, on the unguarded undulating and treeless plains of what is now Bathurst, six men in 1813 saw the 'splendid' country that would soon give rise to European settlement and in time a new Roman Town.

The conditions for settlement were ideal, but more importantly they soon became ideal for a Township. The determining factor in this case was sheep. Here, in our terms, was a product, which guaranteed a surplus of food, that required a minimum of unskilled labor, (3 men could shepherd 1,200 sheep) a low level of technology and at the same time create a by-product that was in high demand and above all, was non-perishable and therefore able to withstand the 12,000 mile export journey in the form of wool.

The settlement was rapid and soon extended as more country was opened up and land grants issued by the hundreds, and at times thousands of acres. Nevertheless, the Town of Bathurst had to await a more formal process as Surveyors were in very short supply and the disposition of lands in the relative confines of a village are more prone to disputation as to boundaries than in the vastness of an unbounded continent.

It was not until 1833 that Mitchell. with all the trappings of 2.000 years of western civilization. and from a culture in ascendancy. with that profound sense of law and order. was compelled by Governor Ralph Darling. to define the 'Square' that is the heart and soul of Bathurst. It is from that moment and from that point that the present City of Bathurst emanates and from which. the success of inland development radiates. The Square has been a topic of much debate. misunderstanding and misuse to the present day. In recent times it has been all but forgotten. possibly as a result of the way it has been developed.

Despite all this it remains the historical town square and the potential for its reinstatement as a peoples 'forum' may never be regained to the extent that may now be possible.

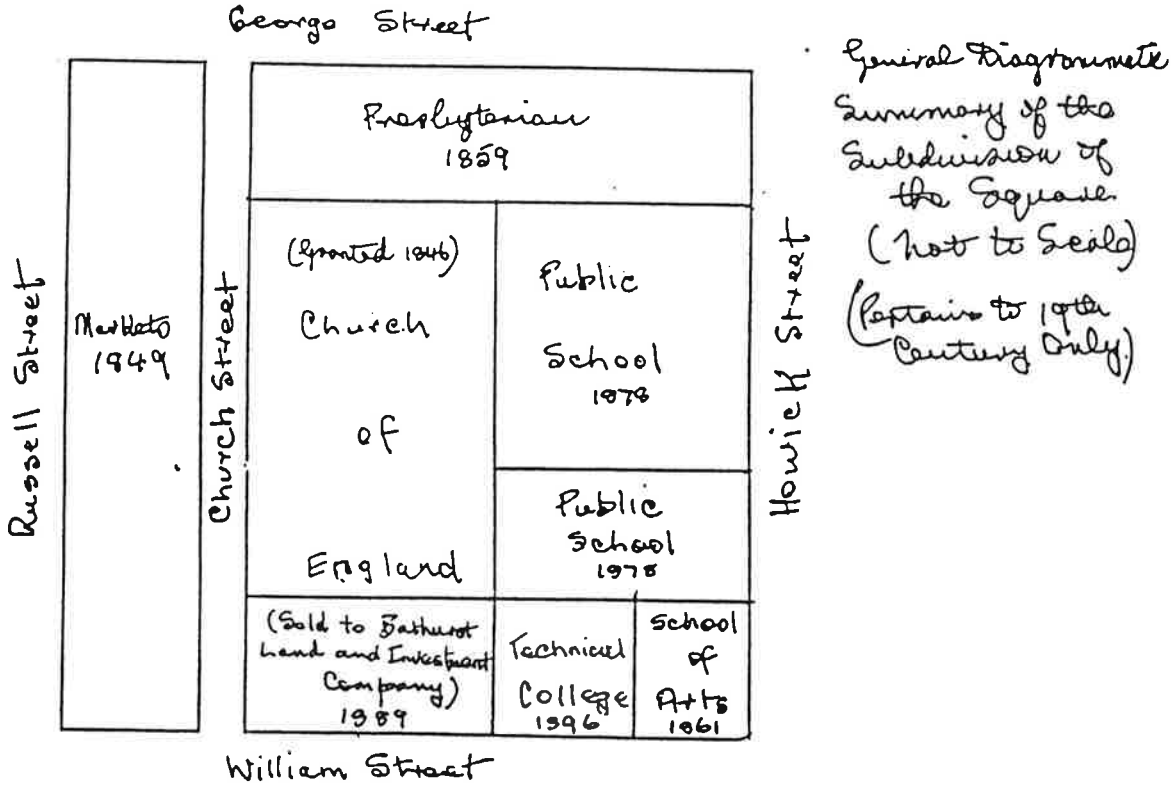


Fig.11 Diagram of Town Square in the 19th Century.

The "Square" of which the TAFE Buildings are an important and integral part. is part of a larger history and development process and one well worthy of further detailed research but beyond the scope of the present study. Nevertheless. it should be stated that the "Square" with its historical links to Town planning in the Georgian period and the significance it undoubtedly has for the rapid and orderly development of Australia's first inland City cannot be denied or ignored. The fact that the "Square" still retains much of its initial intent and historical content leaves considerable scope and realistic hopes for its Conservation. Further, it raises its importance as a place of State significance and indeed National significance.

6.2 The TAFE Buildings

The development of the TAFE Buildings must for this purpose begin with the construction of William Kemp's 1898 building in William Street. The buildings. which predate this. namely the Public School and Headmaster's Residence of 1876 will be dealt with chronologically when the buildings were acquired in 1948.

In 1885. W.J. Clunies-Ross set about obtaining a new building expressly for the purpose of technical Education.

Since the School of Arts was traditionally associated with Technical Education and they had not built on all the land granted to them. it was suggested that the vacant portion in William Street could be made available for this purpose. This was agreed and in 1894. 78 ½ ft. of land in William Street was sold to the Department of Public Instruction."

History of Bathurst technical College 1866-1980
By R.Price & A. Fragar.

There is a suprising lack of documentation of the various changes and the times of those changes that have occurred to the buildings over the years. For instance there are references to galvanized iron weather sheds being used for classes. but no documentation that we have been able to find as to the time or exact location of this building. Similarly there. we can not be sure when the galvanized iron first floor extention went on or for that matter when the courtyard underwent its several changes.

The attached graph from the above history. indicates the periods of growth and decline in student enrolments and may serve as a reasonable indicator of when changes might have taken place.

Clearly. some 700 students were enrolled in about 1906. Because this increase is fairly rapid. more than doubling the student numbers in a period of some eight years. it suggests some quick fix and ad hoc solutions and may explain the classes being held in corrugated iron sheds.

Thereafter the student numbers decline. at first plunging then steadily falling until the middle of the Second World War.

In 1945. the College had 260 students and Bathurst was becoming the centre for sheep and wool examinations as well as one of the first country areas to have the Commonwealth Reconstruction Training Scheme (C.R.T.S.)

Classes expanded and by 1948. it was necessary to take over the old public school premises in Howick Street. This enabled the main lecture hall to revert back to its original purpose of lectures rather than as the carpentry workshop.

By the late fifties. need grew for an Automotive workshop and in late 1961 plans were prepared and tenders called. The building was the last major addition on this site. and typically of this period had little regard for the architectural styles surrounding it.

For the next ten years or so there was very little change either to the buildings or the enrolments of the students. Indeed. the Town as a whole remained relatively static with the population growing very slowly at less than 100 per year.

In 1968, the then Minister for Education. Sir Charles Cutler announced that a College of Advanced Education was to be established at Bathurst using the existing Teacher's College as a base.

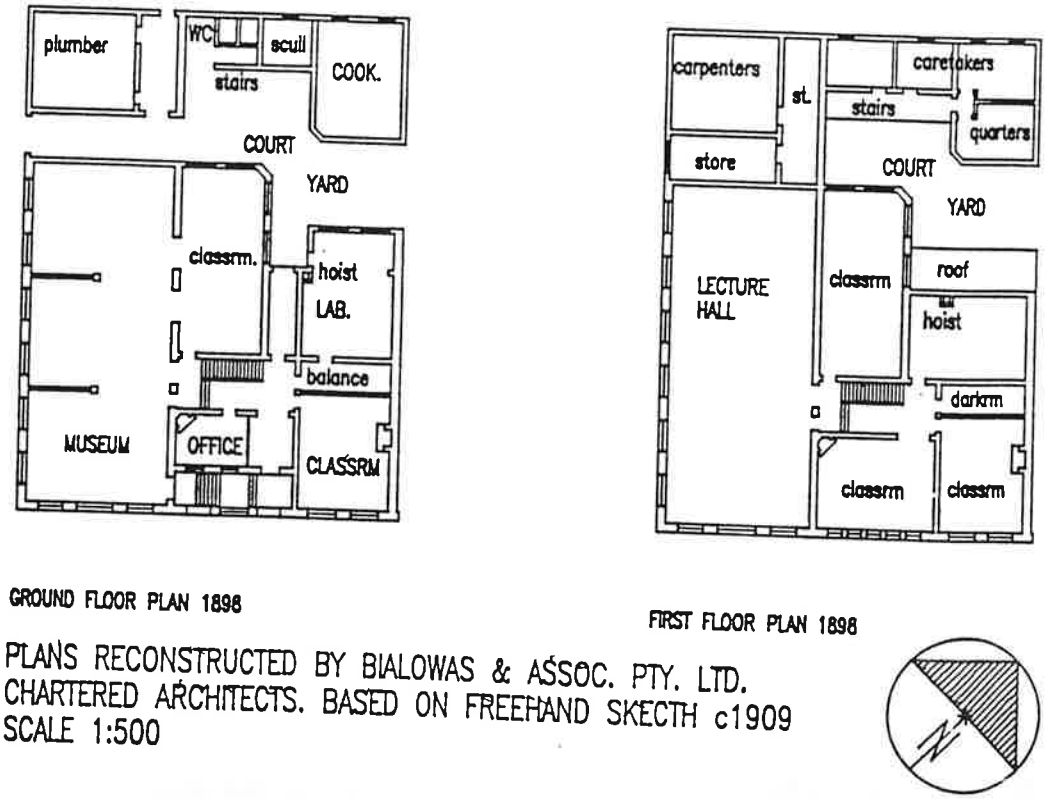
The College was formally opened in March 1970 and tuition began in a range of subjects. which had a twofold effect on the Technical College.

The Appointment of lecturing staff to the C.A.E. and the announcement by the Premier of the transfer of The Central Mapping Authority to Bathurst. This created demands for a new courses to be offered by the Technical College. In particular the demand for non-vocational hobby type courses increased dramatically and specialised training in cartography.

This in turn created the need for a new campus. which was located at the foot of Mount Panorama.
In arguing for this new campus the Committee submitted to the Minister that:

> "Significantly. the buildings are 100 years old. They are now considered to be quite inadequate for teaching the subjects to which reference has been made. Maintenance costs on the buildings are high....."

These factors as well as the promotional activities of the Development Corporation in respect to the region as a growth centre
meant that demand for courses increased at an unprecedented rate. The expansion of the Mount Panorama campus has also transplanted the heart of Technical Education.



GROUND FLOOR PLAN 1898

FIRST FLOOR PLAN 1898

PLANS RECONSTRUCTED BY BIALOWAS & ASSOC. PTY. LTD.
CHARTERED ARCHITECTS. BASED ON FREEHAND SKECTH c1909
SCALE 1:500

Fig. 12

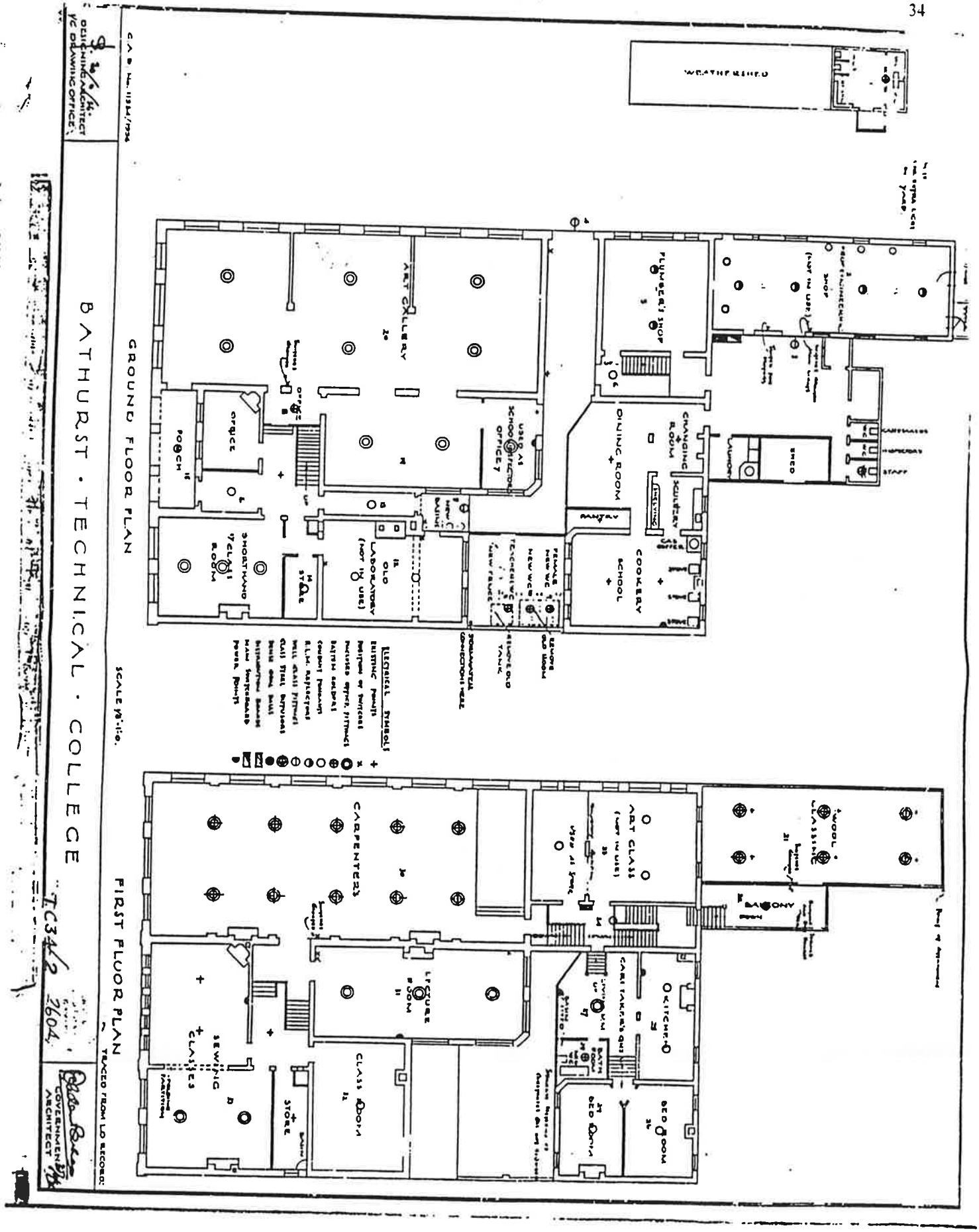
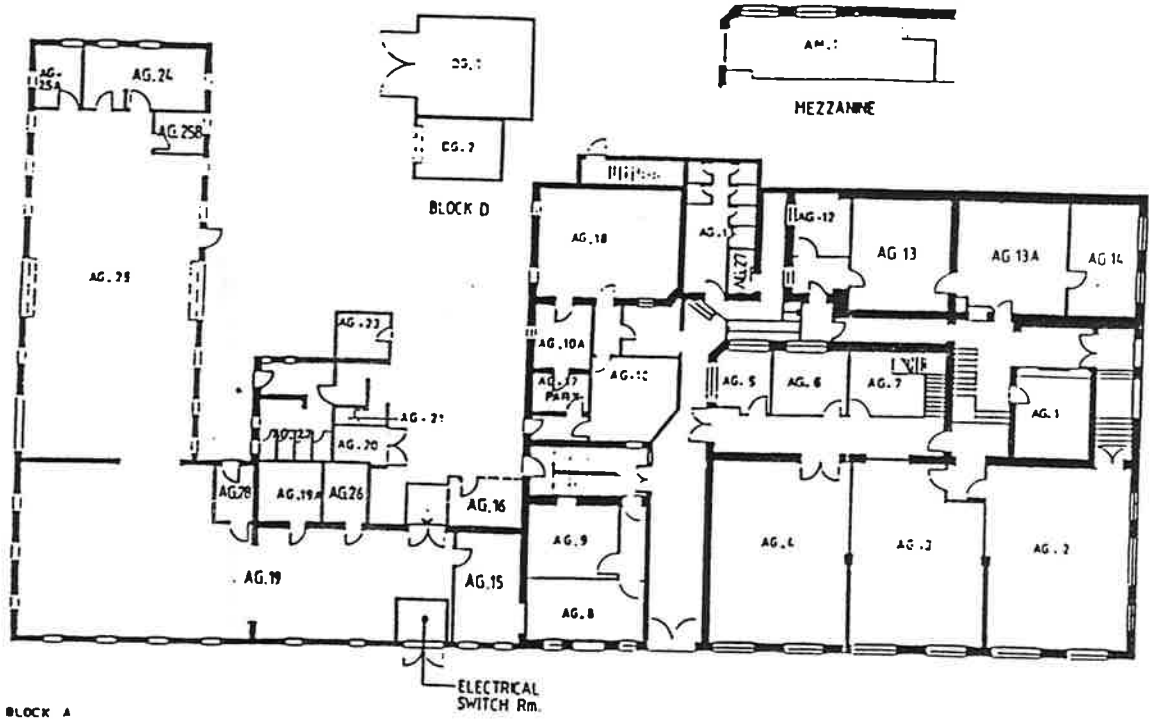


Fig. 13 Plans of Technical College 1936. Showing Weather shed. Engineering shop, wool classing and courtyard changes.



BLOCK	ROOM No	ROOM IDENTIFICATION	ROOM SIZE	REMARKS
A GROUND FLOOR	AG. 1	ADMIN. OFFICE	3.8 × 4.4	1 PLACE
	AG. 2	TYPING ROOM	7.4 × 9.2	24 PLACES
	AG. 3	TYPING ROOM	7.0 × 9.2	24 PLACES
	AG. 4	TYPING ROOM	7.4 × 9.2	24 PLACES
	AG. 5	OFFICE	2.8 × 3.8	1 PLACE
	AG. 6	DUPLICATING ROOM	3.2 × 4.6	—
	AG. 7	STORE	3.0 × 4.6	—
	AG. 8	OFFICE	3.6 × 6.2	3 PLACES
	AG. 9	OFFICE	3.6 × 4.6	—
	AG. 10	STAFF ROOM	30.0m²	—
	AG. 10A	TEA ROOM	3.2 × 3.2	—
	AG. 11	FEMALE TOILET	—	4 WC, 1B
	AG. 12	STUDENT COUNSELLOR	3.6 × 5.2	1 PLACE
	AG. 13	ADMIN. OFFICE	5.7 × 5.2	
	AG. 13A	ADMIN. OFFICE	5.8 × 5.2	1 PLACE
	AG. 14	PRINCIPAL'S OFFICE	5.2 × 3.6	—
	AG. 15	OFFICE	5.4 × 3.4	
	AG. 16	STORE	3.9 × 2.5	
	AG. 17	PABX	3.0 × 3.2	—
	AG. 18	STUDENTS AMENITIES	5.5 × 5.5	—
	AG. 19	F&M WORKSHOP	153.85m²	
	AG. 19A	F&M STORE	3.5 × 2.9	—
	AG. 20	F&M STORE	1.8 × 2.8	—
	AG. 21	STAFF TOILET	—	1 WC, 1B
	AG. 22	MALE TOILET	—	4 WC, 1U + 2 A, 3B
	AG. 23	LAUNDRY	2.3 × 2.8	—
	AG. 24	AUTO. STORE	6.5 × 3.3	
	AG. 25	AUTOMOTIVE WORKSHOP	8.8 × 18.0	15 PLACES
	AG. 25A	OFFICE	2.4 × 3.1	1 PLACE
	AG. 25B	DIESEL ROOM	2.6 × 2.0	—
	AG. 25C	TOOL STORE	—	—
	AG. 26	OFFICE	2.9 × 2.4	
	AG. 27	HANDICAP TOILET	2.2 × 1.3	
	AG 28	STORE ROOM	2.8 × 2.1	
Mezzanine	AM.1	STORE	32.49m²	
D	DG.1	GARAGE	6.2 × 5.0	
	DG 2	GARDEN SHED	4.6 × 3.0	

2 0 2 4 6 8 10
SCALE

NORTH

NSW DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

SCALE 1:250

APPROVED BY

DRAWN

TRACED

CHECKED

DATE APRIL, 1993

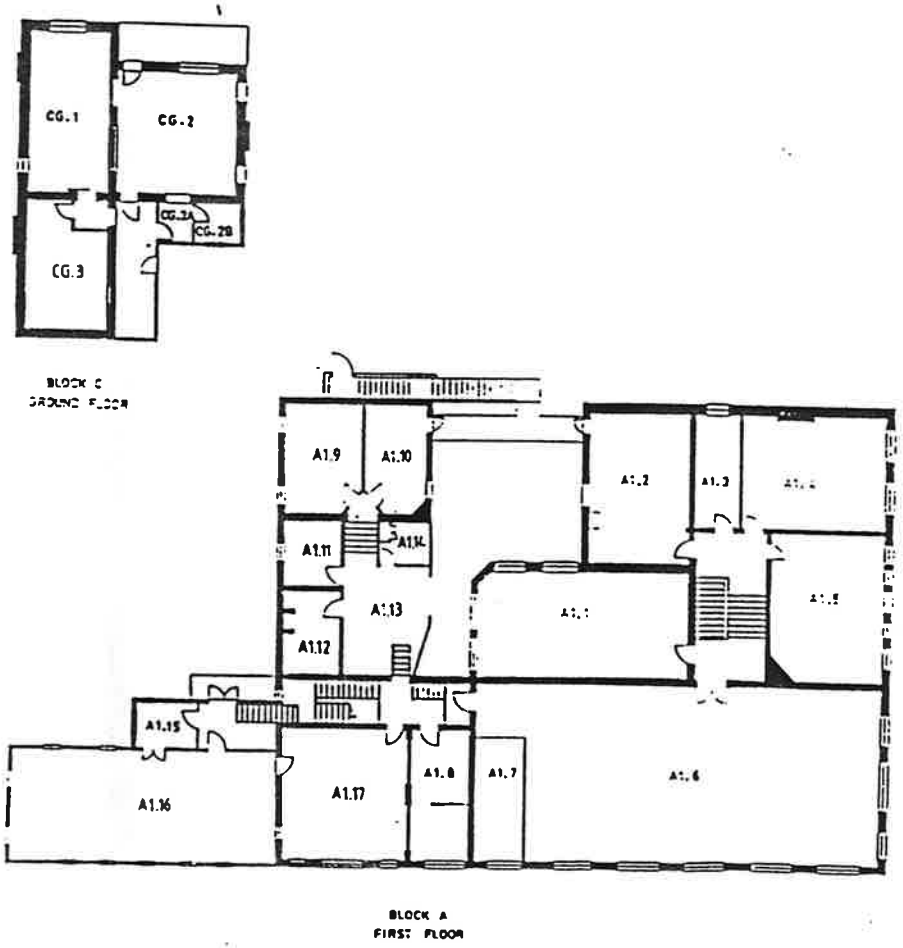
BATHURST TECHNICAL COLLEGE
(Lower William Street)
BLOCK A & D GROUND FLOOR

ISSUE

SHEET 2 OF 4

Fig. 14 Ground Floor Plan 1993

35



BLOCK	ROOM No.	ROOM IDENTIFICATION	ROOM SIZE	REMARKS
A FIRST FLOOR	A1.1	TYPING ROOM	5.2 × 11.4	
	A1.2	LECTURE ROOM	5.2 × 7.7	
	A1.3	OFFICE	2.4 × 5.8	
	A1.4	LEARNING CENTRE	5.8 × 7.8	
	A1.5	LECTURE ROOM	6.0 × 7.4	
	A1.6	LECTURE HALL	19.2 × 9.2	
	A1.7	STAGE	2.7 × 6.2	
	A1.8	OFFICE	3.0 × 6.6	
	A1 9	OFFICE	5.6 × 4.1	
	A1 10	OFFICE	5 6 × 3 3	
	A1 11	OFFICE	3 3 × 3 0	
	A1 12	TEA ROOM	4 1 × 3 0	
	A1 13	MEETING ROOM	5 5 × 4 6	
	A1 14	BATH ROOM	2 7 × 2 2	
	A1 15	OFFICE	3 3 × 2 3	
	A1 16	WOOLCLASSING	14 1 × 5 7	
	A1 17	LECTURE ROOM	6 7 × 6 7	
C GROUND FLOOR	CG.1	CERAMICS WORKSHOP	8.2 × 4.2	
	CG.2	LECTURE ROOM	6.2 × 6.2	
	CG.2A	STORE	2.0 × 2.0	
	CG.2B	STORE	2.0 × 2.4	
	CG 3	OFFICE	24.45 m²	

NORTH

NSW DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

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CHECKED

DATE APRIL 1993

BATHURST TECHNICAL COLLEGE
(Lower William Street)
BLOCK C & A GROUND & 1st FLOOR

ISSUE

SHEET 3 OF 4

Fig. 15 First Floor Plan 1993 with Ground floor of Residence.

36

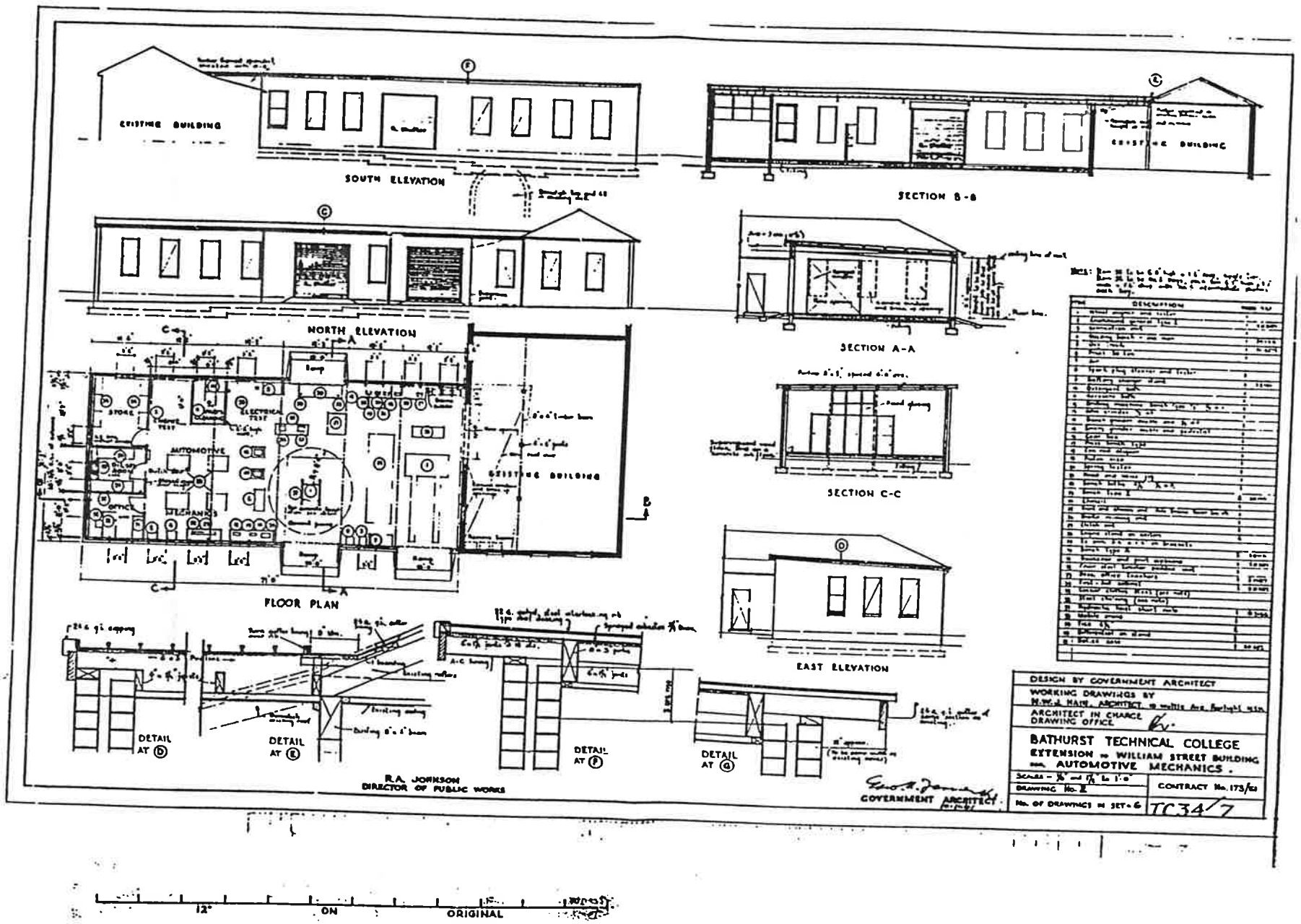

Fig. 16 Plans of Automotive Mechanics additions 1961

37

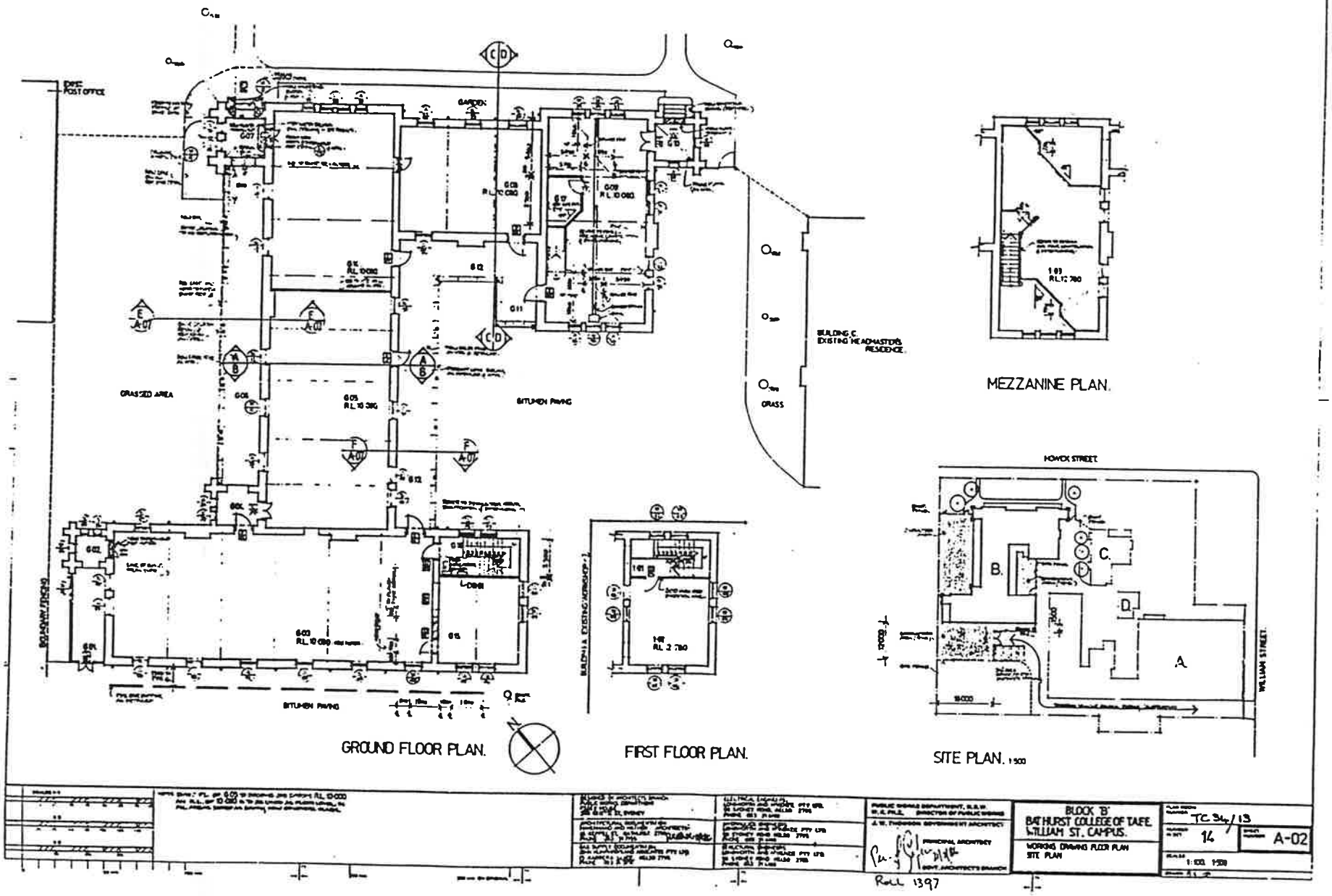

Fig. 17 The Public School Annex Plans 1986

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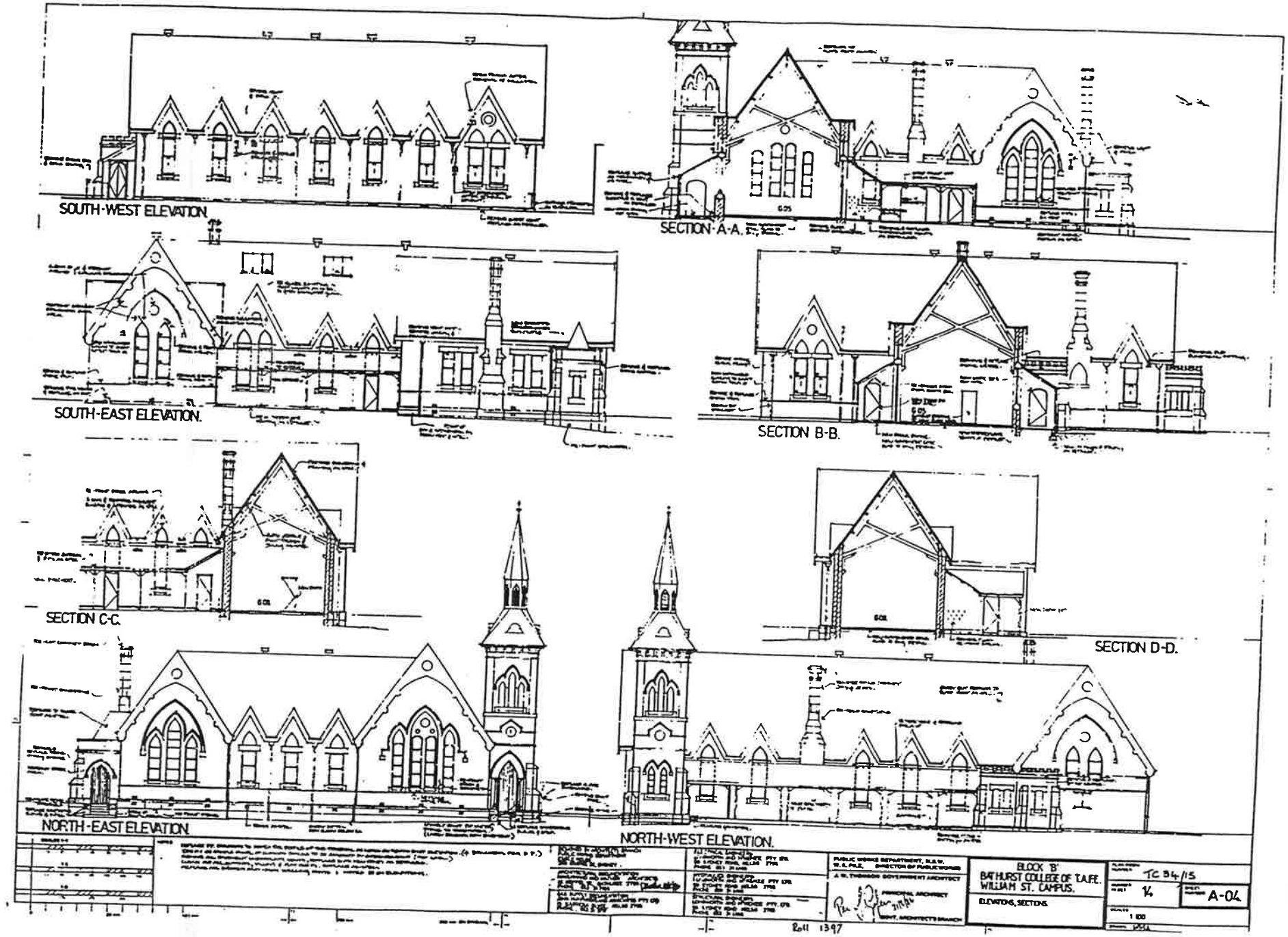

Fig. 18 Public school annex elevations 1986

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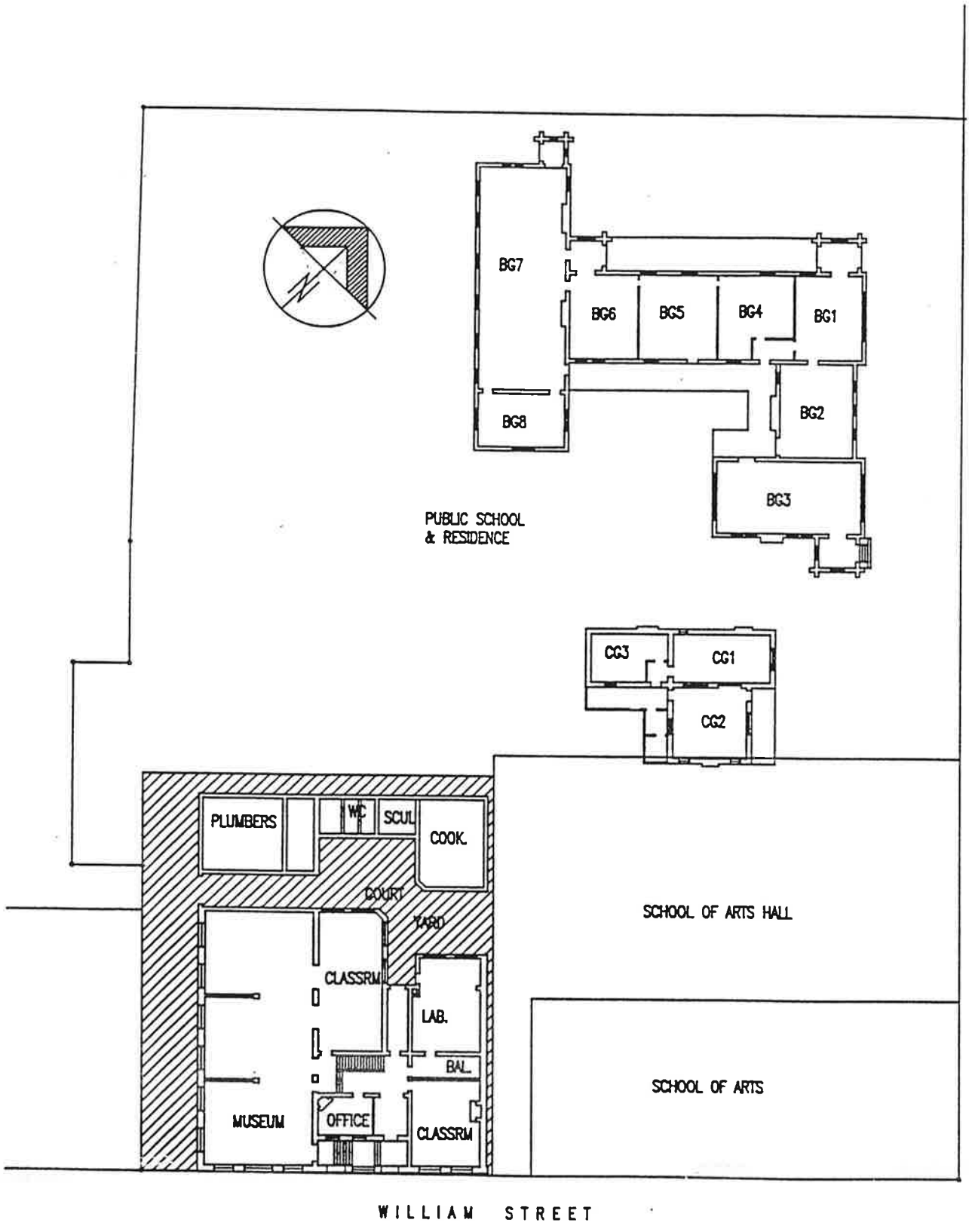
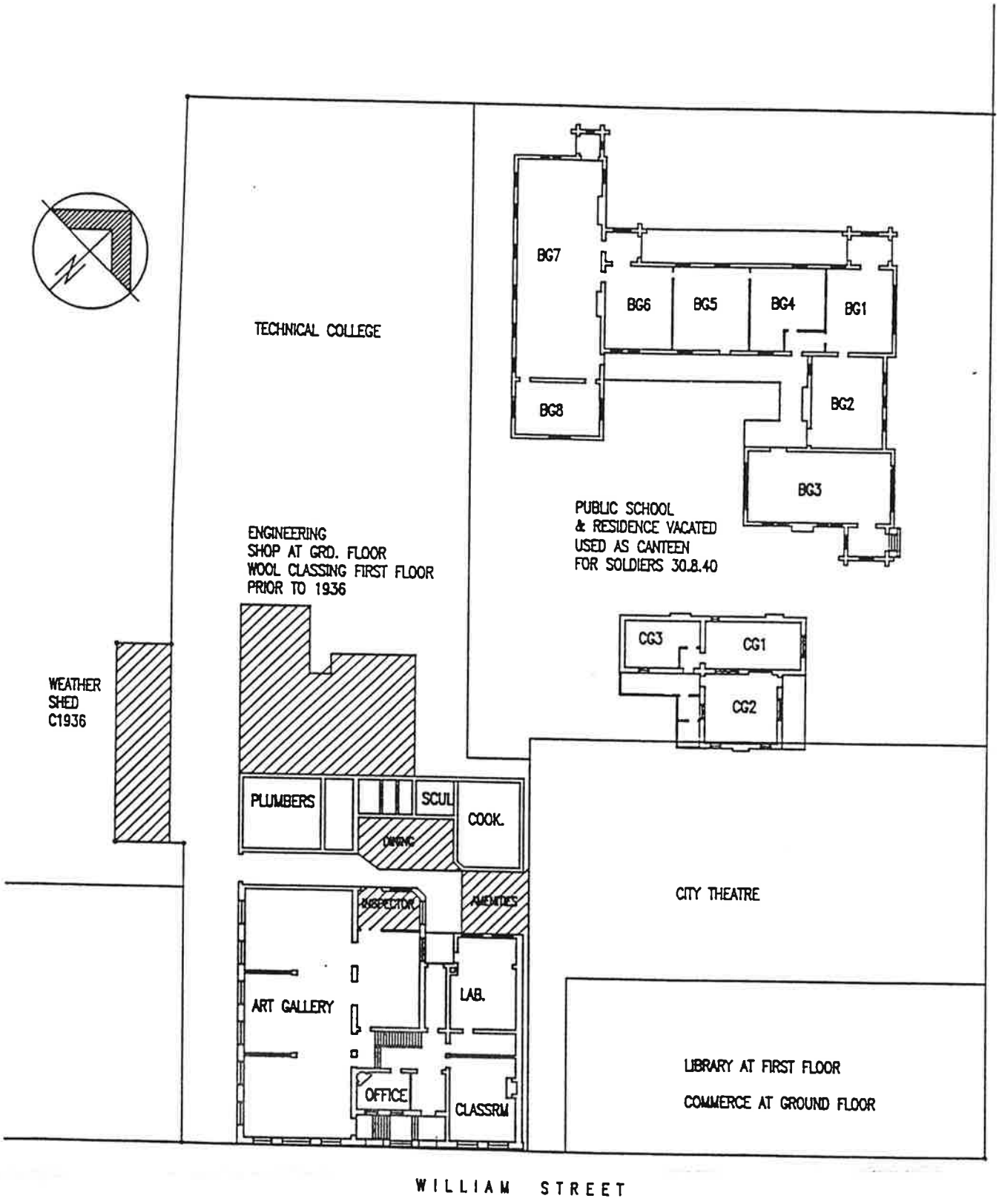


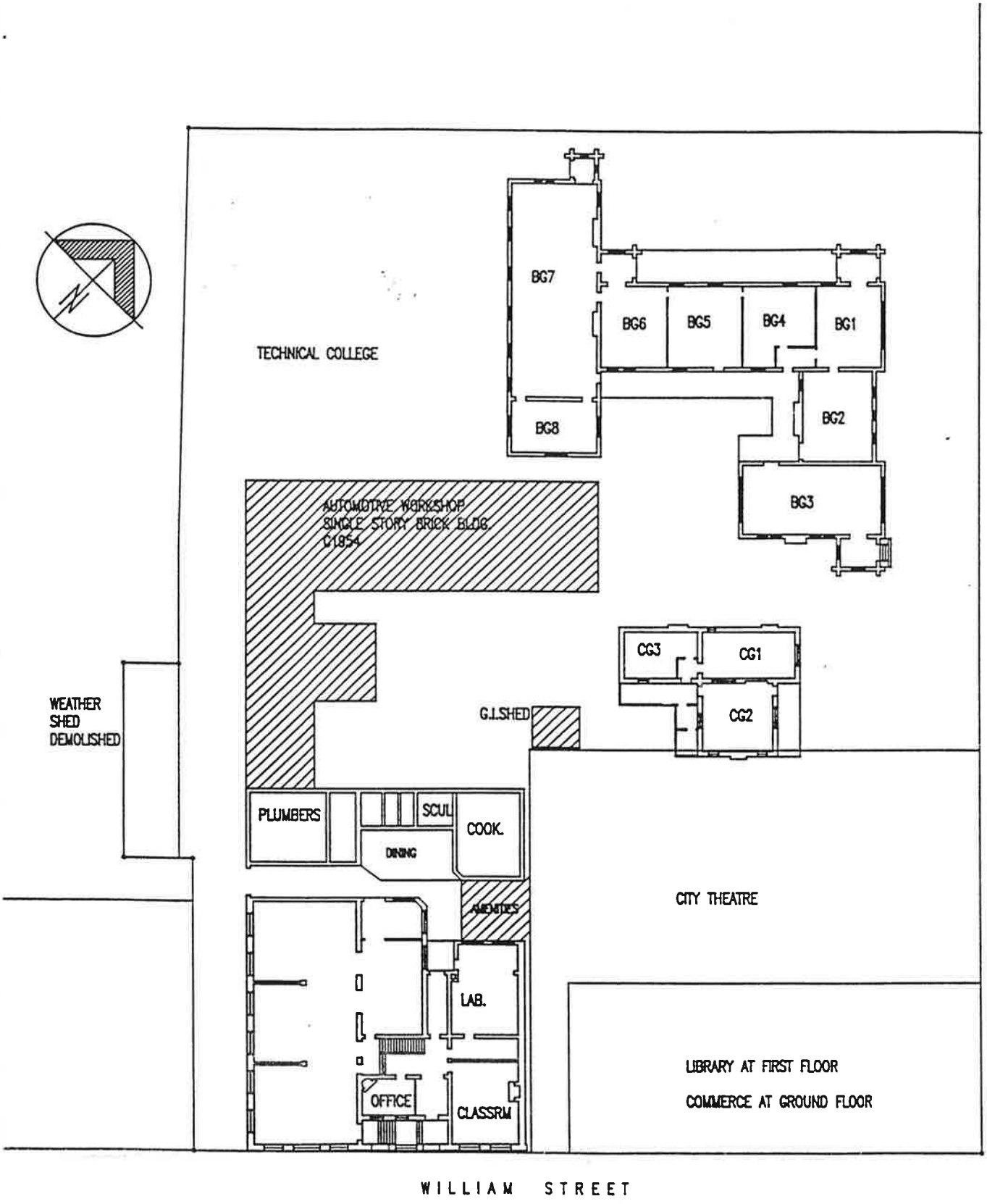
TAFE SITE PLAN circa 1898 Shown hatched.
Scale 1:500
Boundaries approx. only.

Fig.19 Technical College C 1898



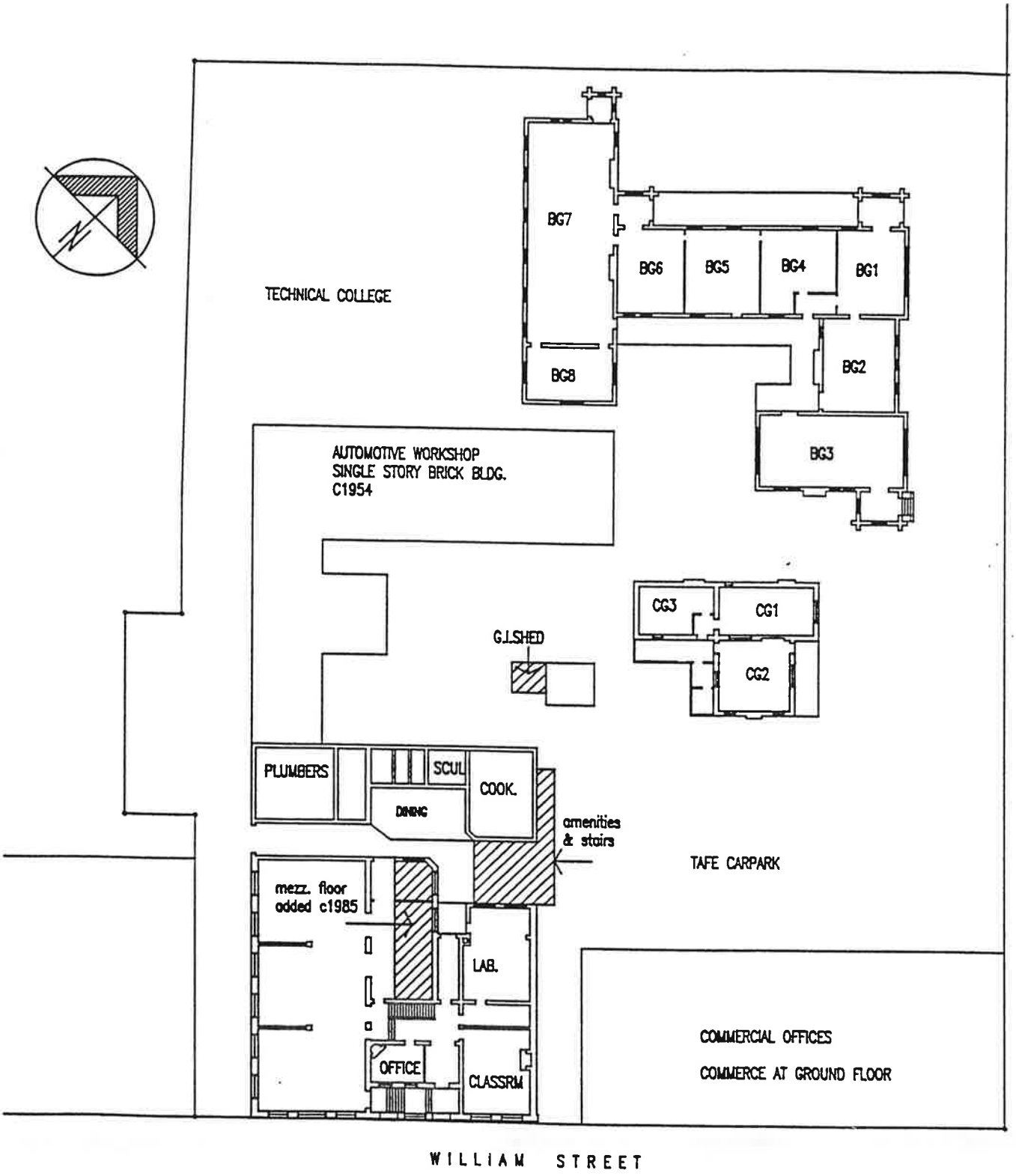
TAFE SITE PLAN circa 1940
Scale 1:500
Boundaries approx. only.
HATCHED AREAS INDICATE SIGNIFICANT
ALTERATIONS & ADDITIONS.

Fig 20 Technical College c 1940



TAFE SITE PLAN circa 1961
Scale 1:500
Boundaries approx. only.
HATCHED AREAS INDICATE SIGNIFICANT
ALTERATIONS & ADDITIONS.

Fig . 21 Technical College c1961



TAFE SITE PLAN circa 1998
Scale 1:500
Boundaries approx. only.
HATCHED AREAS INDICATE SIGNIFICANT ALTERATIONS & ADDITIONS.

Note also that the entire campus underwent renovation in 1985–86.

Fig. 22 Technical College c1998

7.0 Physical Analysis

7.1 Methodology

The architectural analysis of the subject site is based on inspections of the existing physical fabric and its immediate setting made by Bialowas & Assoc. Pty Ltd. During February/March of 1998.

Non-destructive detection techniques were used to investigate the fabric, which limits information.

This section generally describes the design and construction of the items and should be read in conjunction with the survey of existing fabric.

The aim of this assessment is to establish the extent of the original fabric remaining, its condition and to prepare a brief chronology of the modifications to the building to establish how the fabric contributes to the significance of the place. The aim is also to provide policies for the conservation of the extant fabric as well as providing constraints for possible future adaptation and use of the place.

It should be noted that a termite check, a structural assessment, a services assessment and a contaminants testing of materials were not included in this investigation. This is understood as being carried out by others.

Areas above ceilings were not accessed, nor areas below floor level.

7.2 General Description

The present Western Institute of TAFE buildings, comprising the Technical college of 1896 with additions and alterations, the former Public school of 1876 and the Headmaster's house of 1878 occupy the south eastern quarter of Lot 151 with the exception of the corner itself which was the original School of arts and once headquarters for Cobb & Co.

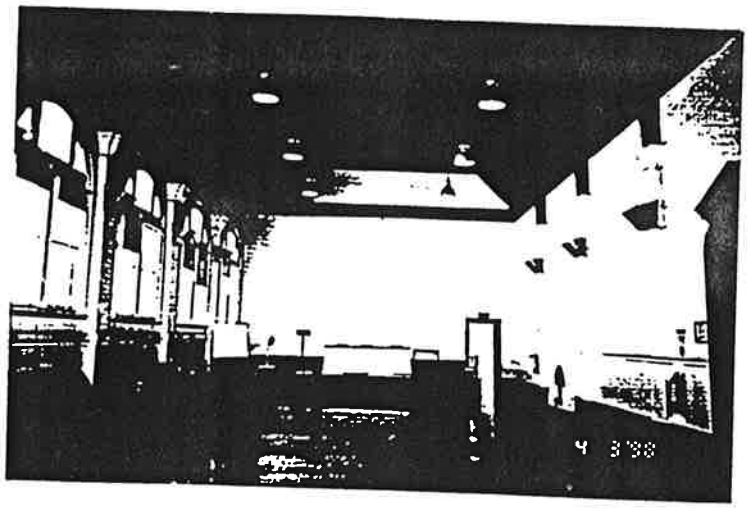
It is highly significant that Lot 151, bounded by William, Howick, George and Church Streets has from at least the mid 1800's formed the cultural, spiritual and educational center of Bathurst and as such, became the font from which several of today's institutions have sprung. In particular, an expanded Western Institute of TAFE at Mount Panorama, several High Schools, the establishment of a College of Advanced Education and subsequently a University.

Lot 151 remains to this day the central most area of the CBD. Along with King's Parade, it forms the interface between the legal and administrative sector of the city and the commercial encroachments on the other three sides. It is what substantially remains, the bulwark between the historical past and the burgeoning future of the city.

The historical and visual character of the square is considerably strengthened, by several other buildings within this precinct. In particular, the Walshaw Hall and Bishops Registry, the old schoolhouse complex, the Warriors chapel portion of All Saints Cathedral as well as the streetscape of Ribbon Gang Lane all of which are within the immediate vicinity. Nearby and within Lot 151 is another group of buildings viz. The St. Stephen's Church and hall of 1872, which form a strong visual corner piece to this area.

Lot 151 is the only block remaining in the business district of Bathurst, which still retains a grouping of buildings of historical age, visual impact and integrity that are relatively free standing and substantially intact.

The fact that they are relatively freestanding immediately allows the possibility of utilising the interstices, to enhance their presentation in some cases, as well as to create opportunities for careful development and /or adaptive reuse.



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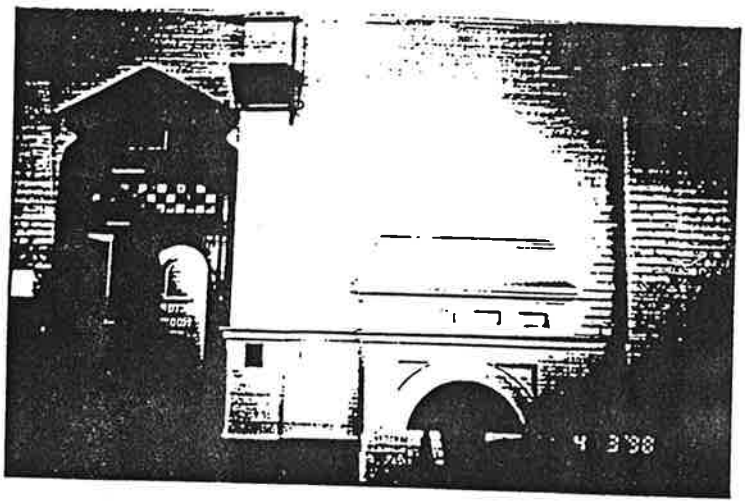

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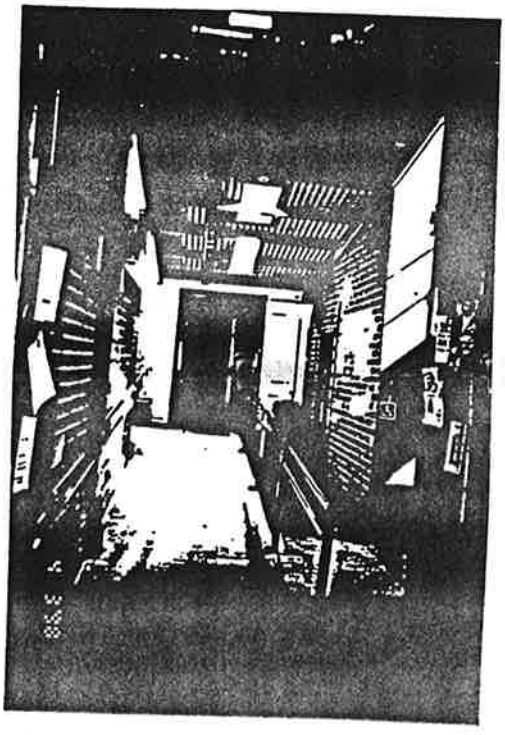

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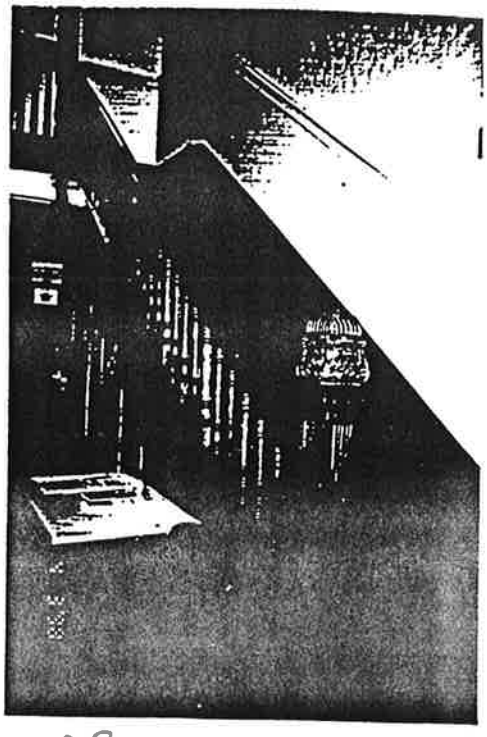


27

Fig.23 Lecture Hall
Fig.24 Lecture hall door & fireplace details
Fig.25 Courtyard
Fig.26 Vestibule
Fig.27 Typical Joinery of staircases

7.3 The Technical College

The Bathurst technical college whose foundation stone was laid in 1896 by the then Minister for Education Mr.J.Garrard, was designed by the Architect W.E.Kemp, in a style very similar to that of the Central Technical College, Sydney for which he was also responsible.

The building's massing, asymmetry, materials and detail conform to the general description "Federation Free Style" as delineated by Apperly, Irving and Reynolds in "Identifying Australian Architecture".

This stylistic category is very broad, as the term suggests, and implies an eclectic selection of architectural themes. In this case there are elements of Anglo-Dutch influence as in the delightfully ornate Terracotta panels, Gothic roofscape, Romanesque arches and characteristically heavy masonry construction, and a whimsical "eyebrow dormer" of an Art Nouveau flavor.

To the extent that this building is "Federation Free Style" it serves as an exemplary display of the richness and intricacy of the craftsmanship and detailing of that period. Closer inspections reveal the technical and artistic standards recorded in the building's fabric. For example, the brickwork:

English bond walling of alternating courses of stretchers and headers, with splayed, molded and bull-nosed bricks used to form plinths, reveals to openings and engaged piers, half-rounds to form fluted columns, tapered bricks as voussoirs in segmental and semicircular arches. The arches themselves are singular, grouped or tri-partite. On the William Street façade the arches have a sandstone molding or Archivolt.

The overall virtuosity demonstrated in the detailing of the "Federation Free Style" is also interesting for various reasons. One being that Architects of this period were generally becoming more bold in their adoption of new or composite styles, though not necessarily new materials and technologies, another that it arguably marks the beginning of that ongoing struggle to evolve an Australian vernacular.

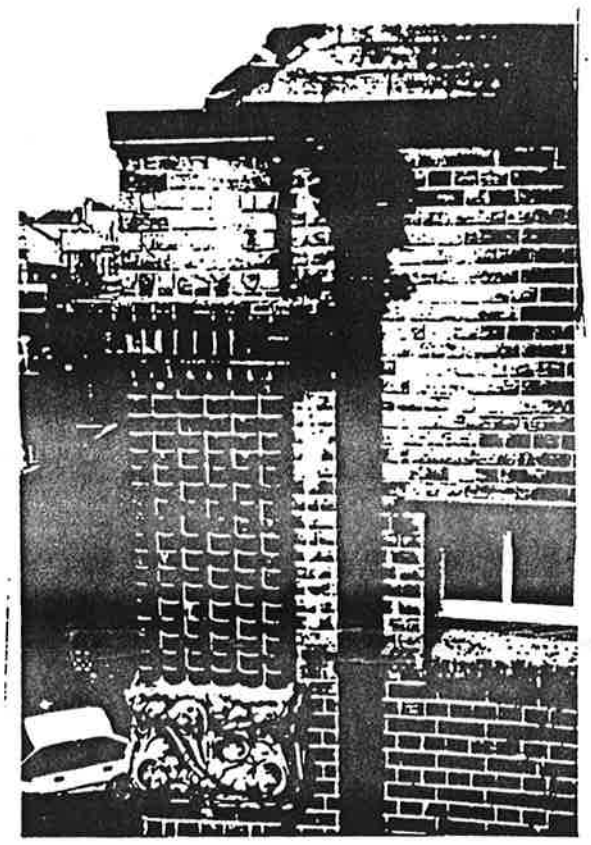


Fig. 28 brickwork detail

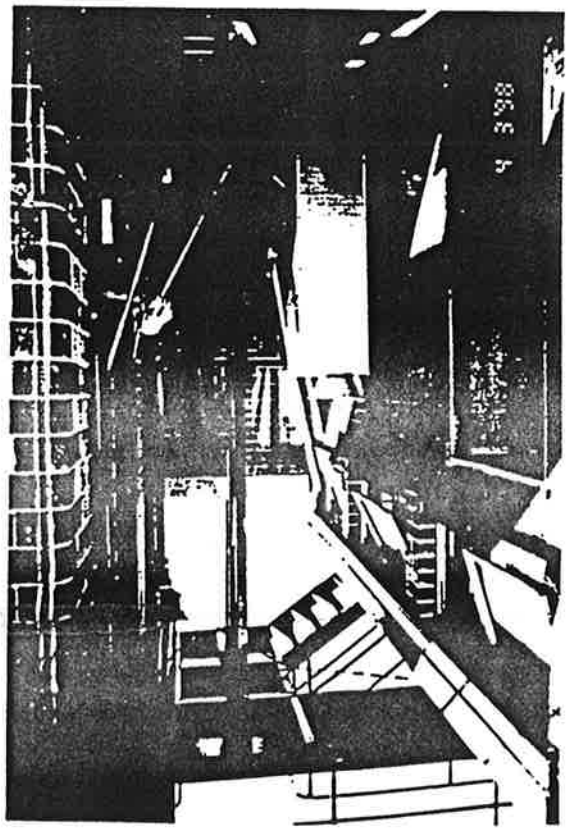


Fig. 29 Remains of the Courtyard

7.4 The Public School and Headmasters Residence.

These two fine brick and sandstone buildings facing Howick Street, occupy part of a 1 ½ acre site originally granted by the Government as a school site in 1854.

A temporary school had been built on this site, when the trustees of St. Stephen's disposed the school property leaving the boys' department without accommodation. A temporary wooden building some 50 feet by 20 feet was hurriedly erected to become the first school on this site. The building was too small for the 200 boys and when possible classes were held outdoors. This persisted until 1877 when the school was transferred to the new building, which occupied the site of the former Bathurst Post Office.

According to historian Bernard Greaves, "it seems to have been one of the first large schools built entirely from Government funds". (The Story of Bathurst.) Following the Public Instruction Act of 1880 the school became a Suprior Public School, then in 1905 it became a District School. Then in 1923 it became a District Rural School.

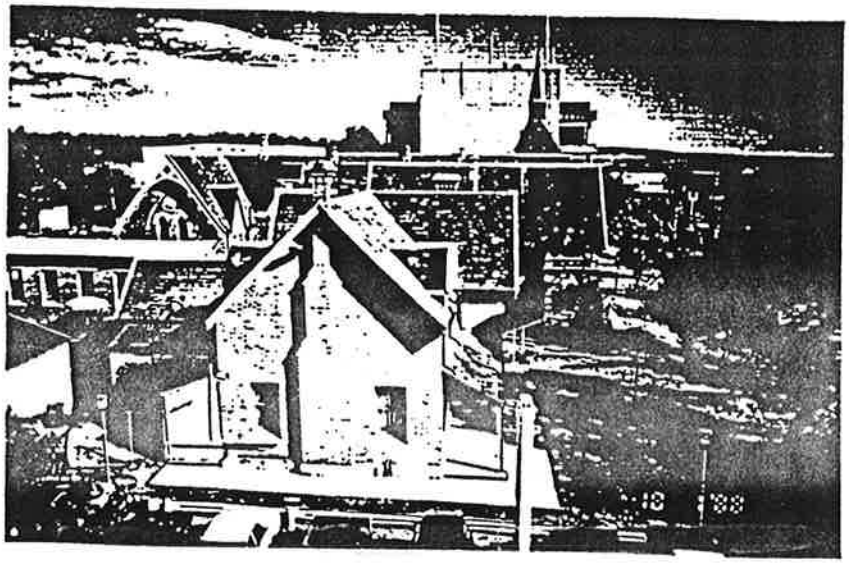
The School and adjacent Residence, were designed by the Architect George Allen Mansfield. Both are extremely good examples of Victorian Rustic Gothic style.

The house, one of the few remaining by Mansfield, is two story, with a steeply pitched and slate covered roof with pitched dormer windows. The filigreed barge boards are exceptional. The attenuated chimneys are handsomely proportioned, with sandstone from Pyrmont adding to the richness of detail.

In addition, both buildings have sandstone used in cappings, lintels, sills, steps and foundations.

The gabled slate roof of the school also has a pyramidal ventilated tower with a lead spire. At the base of which is a pointed arched entrance with a label mould above.

The Street presence of these buildings has been compromised by the addition in the late 1970's of a multistrorey post office in a somewhat 'brutalist' style.



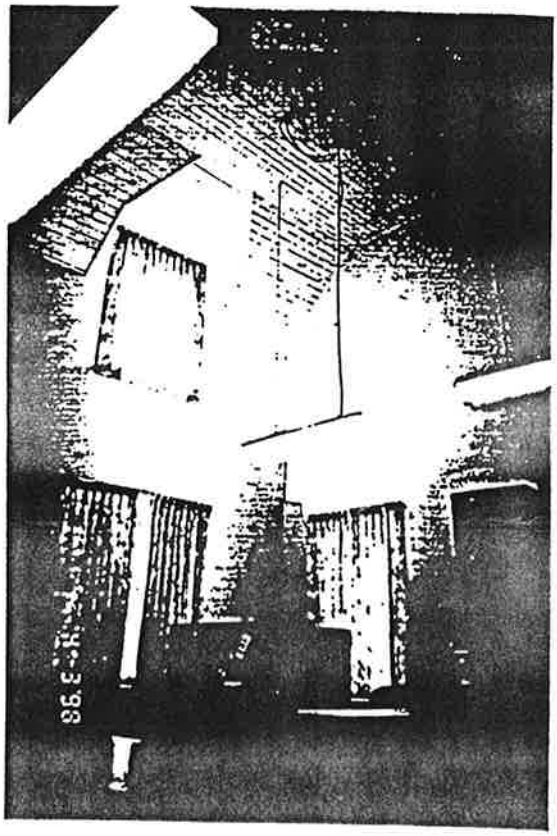


Fig. 30 Roofscape with Residence in foreground
Fig. 31 Interior of Residence with missing first floor.

7.5 Sheds

One is a recent prefabricated garden shed, which has no special significance or merit other than perhaps being useful.

The other and considerably older shed is timber framed with corrugated iron roof and cladding. This has some rustic quality and charm (like all old sheds) but no historical significance other than its use of an early profile of corrugated iron.

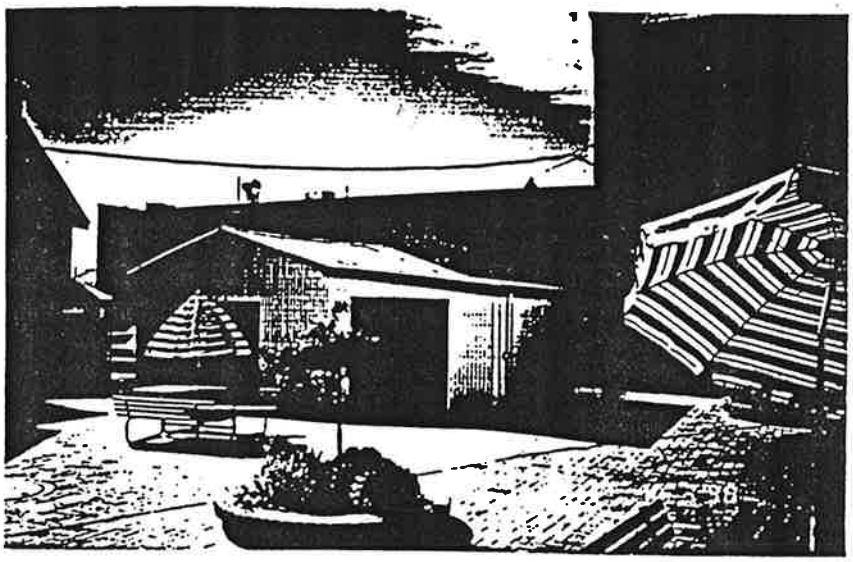


Fig. 32 G.I. Shed

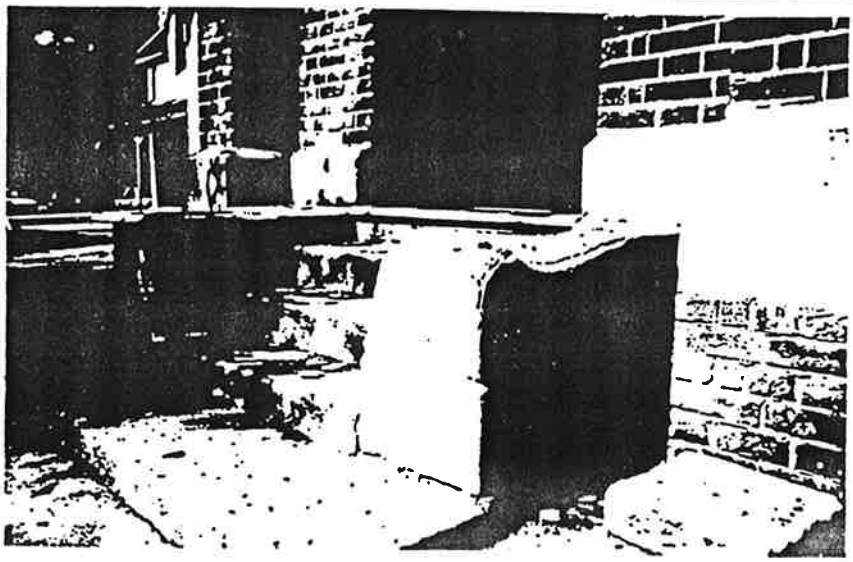


Fig. 33 Worn sandstone steps

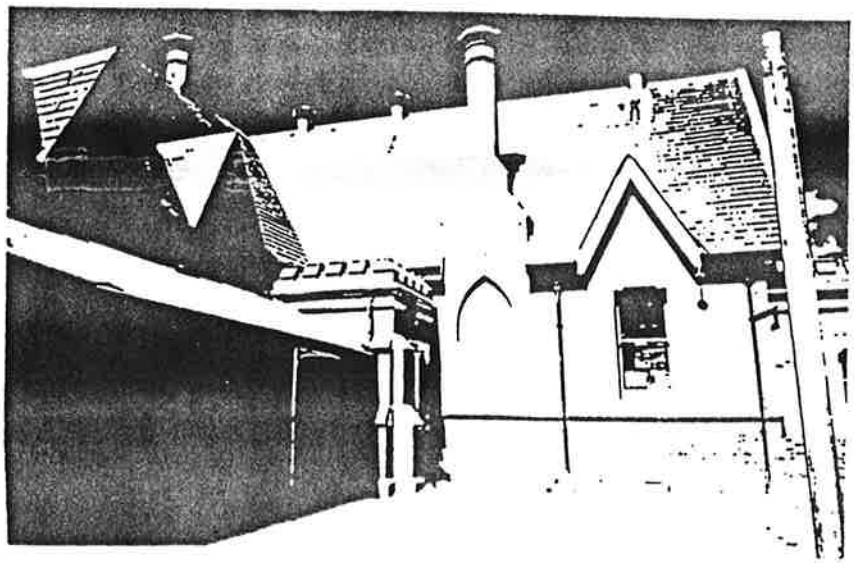


Fig. 34 Public School Gothic details.

7.6 Curtilage

As mentioned elsewhere, these buildings form part of a larger whole in terms of the site. Although the boundaries are clear and legally defined, the Curtilage of the buildings tends to transcend such boundaries to embrace the larger space of the "square"and the adjoining streetscapes.

Without doubt, there is a need to preserve the visual sightlines into and out of the place as far as they presently exist and where they can be reinstated or created.

There is considerable confusion over the many lanes and paths that have opened and closed within the "Square" their ownership, their names and reasons for existing or why they ceased to exist. Significantly, Ribbon Gang Lane, is an L-shaped lane though it wasn't always so. Nor is it known where in this area the Scaffolding for the public hanging once stood.

Similarly, further research may define the path taken by the Ben Hall and his gang, through this area.

Clearly, there is a considerable need to examine the "Town Square" as an entity whose function as the historical focus of the City remains substantially intact. This presents a unique opportunity for the people of Bathurst to treat this precinct with the level of significance that an item of national importance has for all Australians today and the future generations of tomorrow.

There exists a wide range of planning opportunities within this precinct that would enable the best features of the square to be revealed and their long term preservation may well lie in their creative reuse.

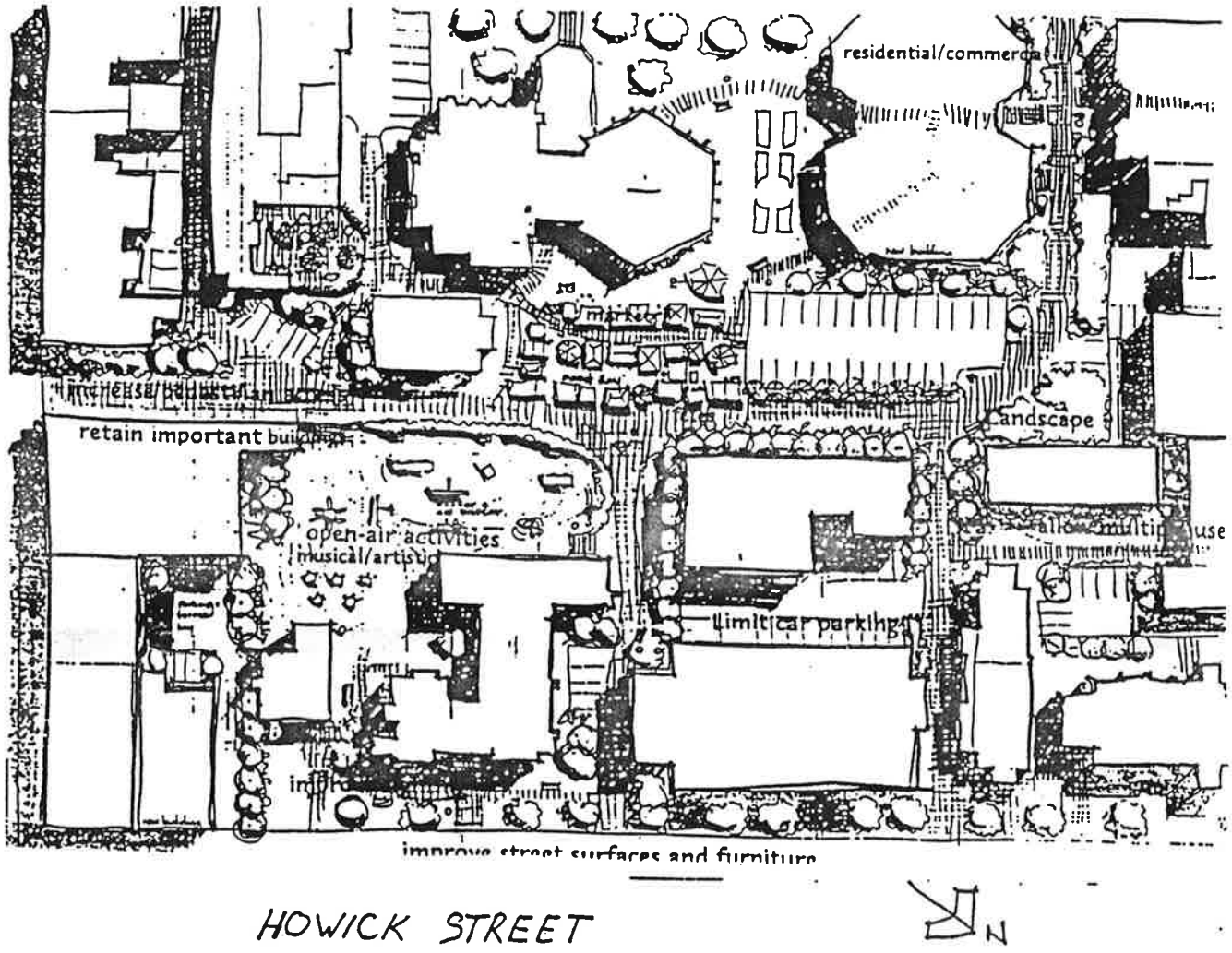


Fig. 35 Plan prepared by BCC Town Planners showing possible public access and use.

8.0 Comparative Analysis.

8.1 Context

On the 3rd of July 1893, five years to the month before his death, William Edmund Kemp addressed the Sydney Architects Association on school building design with these words, " I feel that I am not overstepping the bounds of modesty when I take to myself the words of Longfellow, 'his heart was in his work, and the heart giveth grace to every act'. If the grace has not manifested itself in the execution of the works, the fault is in my want of power, not in any deficiency of love for my work"

Ian Sansom in his Thesis entitled "The Life and Work of William Edmund Kemp" writes that Kemp "an unassuming introvert.....developed a style which culminated in a conscious revolt against Victorian ornamentation and provided one of the inspirations for the modern movement"

In short he promoted a secular style for school buildings which replaced the Gothic style. Part of this could be seen as an inevitable progression of schools moving from purely a church based activity, hence a church style in architecture, to a more public or Government controlled role, where the scope for expressing more functional or pragmatic ideas was firstly, possible and possibly desired.

Kemp was Australian born, the son of an English builder. He was indentured to Blackett, worked in The Colonial Architect's Office; had a partnership with W. Weaver then became the first Architect for Public Schools after the 1880 Public Instruction Bill was introduced by Parkes. In all, he built schools for some 125,000 students.

Being the son of a builder may have influenced his practical approach to building and design problems. Sansom quotes him as saying "in adopting the Tobin Tube, I have so far departed from the original practice that I do not introduce the air by vertical tubes from the ground level, but by horizontal pipes through the wall at about 5'0" above the floor with shields to give the current an upward direction. By this means I believe I get both purer and cooler air".

He noted that the Gothic style, with its steeply pitched roof was the style of northern Europe so he adopted the lower pitch roof of Italy. Italy having a climate closer to that of home. Economy affected style, with a tendency towards simplification or absence of style. Even the need for gathering water from the roof pushed him towards the use of iron.

In the classrooms themselves, he believed that windows should be 6'0" above floor to provide satisfactory light within the classroom. Walls of the rooms should be 12'0" high as a minimum.

Peter Tonkin argues that planning for functional efficiency became a more important factor in school design than planning for external appearance, and that this change was manifested in the proportion of expenditure devoted to purely functional aspects, compared to that of the school's appearance. His Thesis goes on to describe how and why schools became plainer, as more of the cost of each was absorbed by the increasingly stringent demands of the function and less to the elaboration of the exterior. Thus a process of simplification was enforced by economy and efficiency.

An important aspect of efficiency was the provision of adequate fresh air and natural lighting. It is no coincidence that the preoccupation with these matters was due in considerable part to two factors, war and poverty.
The experiences of War and hospitals in the late 1800's, such as they were, brought the realisation that fresh air and hygiene somehow contributed to a lesser mortality rate and a more rapid turn around of troops back to the 'front'.

The Poor Law Reforms of the 1830's in England began the slow but gradual increase in awareness of health issues. The reign of Queen Victoria brought various measures related to public institutions. Curiously, many of these involved a degree of segregation, the poor from the rich, the military from the civil, the insane form the less so, the criminal from social the sick from the healthy. Workhouses separated men women and children, education from home to school, boys from girls and so on.

All of these institutions were purpose built and the notion of a style that was identifiable with a particular activity, like say banking, was meaningful. It helped to establish status or prestige, function and utility. It would be some time before societies in the western world began to integrate social classes and building functions. An idea the Americans took to extremes. Their school buildings, among others, were a matter of attitude. Schools to them were Educational plant that had to fulfil not only the function of education but to serve the community at those times when school was not in session. To that extent some served as gyms, and meeting places for social, hobby or recreational pursuits by the community at large.

The tussle between the "Secularists" and the "Denominationalists" which persists moderately to this day, has had an influence on the design of schools since it began during the 1870's. This culminated in Parkes supporting the secularists in introducing the Public Instructions Act of 1880. This resulted in the cessation of all aid to Denominational schools. Tonkin further quotes "The Act allowed for the establishment of Suprior Public Schools in Towns and populous districts in which additional lessons in the higher branches of education may be given". These were wholly domestic or technical in content, for older children. In 1884 there were only eight high schools and in 1898, only four.

The closure of many denominational schools as predicted by Governor Burke placed a considerable burden on the Government to provide more schools in more areas with fewer pupils as the minimum attendance lowered from twenty five to twenty, in order for communities to lodge applications for new schools. Fortunately, flow-on from the gold boom increased prosperity and funding proceeded.

School Construction

"Structurally, schools were quite simple buildings. Load bearing walls supported a trussed roof and internal floors. In general the walls were 18 inch brickwork, with stone foundations and dressings, but occasionally stone was used for the whole of the walling. Due to the planning of the schools, these walls were always 20'0" to 23'0" apart, which is the width of a schoolroom. Thus neither the trusses for the 30 degree pitched roofs nor the 10"x4" joists for the suspended floors had to span excessively large distances. However, the floors were generally reinforced with herringbone strutting.

Internally, the schoolrooms were now usually plastered and painted, in dark brown up to 5'6" high to hide the dirty marks, and cream or gray above. The ceilings were enclosed with tongue-and-groove boards stained dark brown. Externally, the brickwork was painted if it was found to be too porous, but not if it was waterproof. The roofs were ususally slated, or covered with corrugated galvanised iron. Openings had either stone lintels or arches, the latter, round, flat or segmental, were of cut stone or rubbed brick. In general, the buildings used the standard building methods and materials of the day, and were of simple construction."

Peter Tonkin, School Buildings 1848-1930.

Certainly, under G.A.Mansfield, the appearance of the school was still a strong if not the dominating factor in design. Nevertheless, changes in treatment of less critical or obvious facades, or buildings in less conspicuous places were introduced by way of simplification and plainess.

After Mansfield about 1880, the fronts of buildings were still extremely ornate, but that is as far as it went in many cases. The sides and backs of buildings became increasingly simple and plain. Furthermore new and different styles emerged.

It was the Architect Robson who argued persuasively, that schools run by a secular body, namely the Government, should not adopt the Gothic or ecclesiastical style which had prevailed unchallenged since Pugin.

Kemp adopted a more classic style involving elements from the vocabulary of Romanesque, Italian, Baroque as well as Gothic and renaissance styles.

Up until 1884, most of the school buildings were single storey, but as sites became more restricted in the Central Metropolitan Inspectorate, the need for a new type arose. This was developed by Kemp and was different to the other styles both in overall arrangement and in decoration. This model, developed by 1888, became the most significant type of school, in terms of numbers built and in influence on later design.

" In appearance the schools are all fairly unadorned, asymmetrical two storey blocks. What ornament there is, is confined to the front, and consists of window and door elaboration, derived from the same elements as used in the Grand Classic. The sides and the rear use the same decorative treatment as the Cottage schools. The simple Classic style thus combined some of the impressiveness of the Grand Classic style with the cheapness of the cottage schools".

Peter Tonkin, School Buildings 1848-1930

8.2 Other NSW TAFE Colleges (at the turn of the century)

The following notes have been substantially compiled from a list of TAFE's Historic Buildings by N. Neil. Additional material has been supplied by various TAFE College librarians as well as architects within the DPW&S.

Albury.

The building occupied by the Albury TAFE was erected in 1886 but at that time was in fact the Telegraph office. It came into possesion of the Department only in 1923. Although it is a good example of late Victorian architecture in itself, it does not present a comparison with the purpose designed buildings by W.E.Kemp.

Armidale.

The foundation stone of the "Skoury" building of the TAFE was laid in 1902. The building was owned by a Mr. H. Lane and used as a pie factory until 1945.

Bourke.

The Technical College occupies a former single story primary school erected in 1876.

Coonabarabran.

Similarly, the Technical College was formerly a primary school of 1868.

Corowa.

Another example of a Technical College occupying a former primary school of 1878.

Cowra.

A property purchased by the department in 1954 but formerly a single story Victorian house known as "The Knoll" c1885.

Forbes.

Again, an example of a former schoolhouse c1872 and headmasters residence erected between 1876 and 1895.

Gosford.

Former primary school, foundation stone laid in 1876. Designed by W.E.Kemp.

Goulburn.

The original building in Bourke and Verner Streets was operating as a College in 1889 by the Goulburn School of Arts. In 1899, the Department of Public Instruction purchased a site of its own which resulted in a three storied stuccoed brick construction, loosely described as art nouveau. This building was designed by the Government Architect, W.L.Vernon and completed in 1901.

It is far less ornately decorated than the Bathurst and Sydney technical Colleges and much more square and solid in appearance.

Grafton.

The College has buildings of historical interest viz. A two storied wooden house c1905 and a former cordial factory of 1868, but none that form a comparison with that of this study.

Grenfell.

A former primary and high school built in 1871.

Hamilton. (Newcastle)

The buildings which constituted the original Newcastle College in Hunter and Wood Streets, Newcastle, have both been declared part of the National Estate and listed by the Australian Heritage Commission and the Public Works Department. One of the Hunter Street buildings is registered by the National Trust and a third building, the Wood Street building, is classified by the Trust. All are part of the new Hamilton College of TAFE.

Technical Education in Newcastle, was fostered by the School of Arts in the late 1870's and by 1885 formal classes had been set up under the Board of Technical Education.

In 1893 land was purchased for a new College in Hunter Street West and plans drawn up by the Government Architect W.E.Kemp. The building, erected in 1894 was officially opened in 1896, by the Hon. Jacob Garrard.

The building, now in a poor state of repair, is of red brick with a steeply pitched iron roof. The exterior of the building features panels of ornamental brickwork, columns with carved floral sandstone inserts and considerable decorative and very fine brick and stone patterning and stone carving.

The adjoining building, formerly the old Newcastle Civic Building and Trades Hall, is also of red brick and is architecturally very similar in style to the original college building. It features a particularly ornate and highly decorated front entrance. This building was erected in 1895 and purchased by the Department of Public Instruction in 1915.

Fig. 36 Hunter St. TAFE Newcastle by W.E.Kemp.

Katoomba.

The West Campus which faces Park Street. was the original primary school. This site was purchased in 1881 but proved unsuitable. a further site was purchased in 1883 and in 1891 a permanent building was erected and opened by Hon. J.H. Carruthers. The building. brick with arched and modified gothic roof. was considerably extended. In 1915. the department was obliged to obtain a new site.

Lismore

Technical classes were established in Lismore in 1902. but no permanent site for a college was selected until 1926.

Lithgow

Technical Education was established in Lithgow in 1886. In 1902. the first College. designed by Cyril Blackett was erected.

Maitland

Although Technical Education had been established in Maitland since the 1880's. the building of the Technical College itself did not occur until 1909.

The building was designed by the Government Architect W.L.Vernon in 1907 and is one of the Department's most ornate. It is in High Gothic style with a steeply pitched slate roof and a series of dormer windows topped by small canopies. The building itself is of red brick and Ravenswood sandstone. quarried locally and admired for its texture and color.

Moree

Originally the Moree Council Chambers built in 1902.

Mudgee

"Kildallen" formerly the home of the Kellett family built about 1890.

Parkes

Includes an old house erected in the 1890's.

Singleton

Originally a Police Station built in 1880 then residence in 1896 before acquisition by the Department in 1983.

Warren

An old infants and primary school of 1886 but not acquired until 1982.

Yass

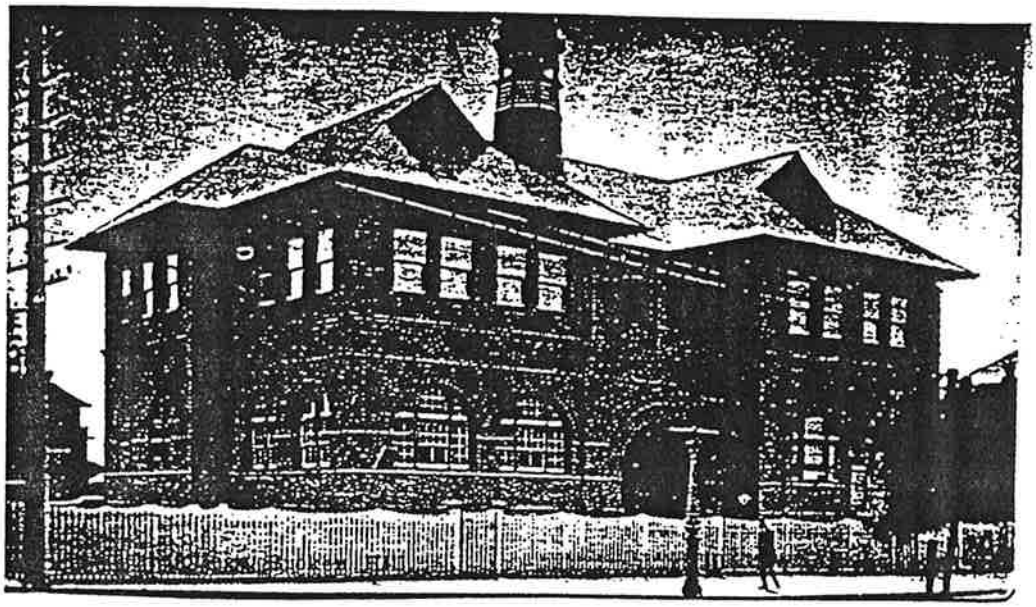
Former house built around 1891 acquired in 1981.

Young

The Caple Street annexe of the College is the site of the old Young Goal. erected in the 1870's. The major portion of which was demolished in 1934.

In summary, it is evident that the Bathurst TAFE in William Street is the only purpose built Technical College designed by W.E. Kemp outside the Metropolitan areas of Sydney and Newcastle. Further, it is only one of the three remaining such buildings. The other two being, the Mary Anne Street buildings in Ultimo and the Hunter Street building in Newcastle. It is also the last of Kemp's College buildings as he died in 1898, the year the Bathurst Technical College was completed.

The William Street building is therefore the first and hence the oldest purpose built Technical College with the possible exception of the "sweatbox", a temporary wood and iron building at Broken Hill also built in 1898, outside the metropolitan areas. The comparable Broken Hill Technical College and Museum was completed in 1901. As such it is unique as well as being an outstanding and well-preserved example of this type of architecture.



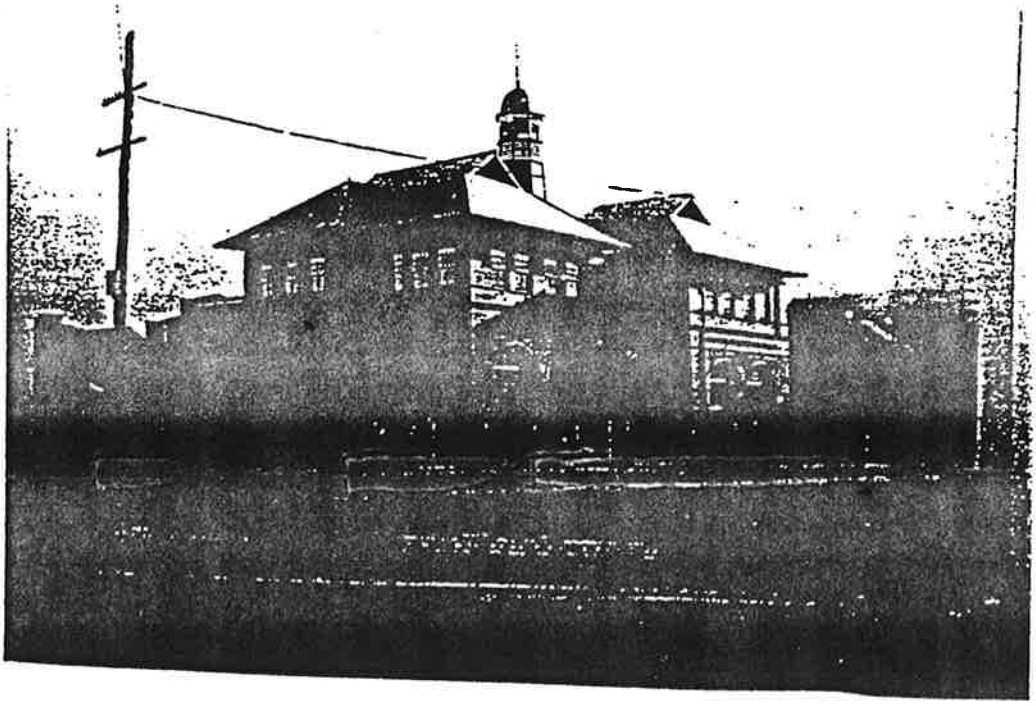


Fig. 37 & 38 Broken Hill TAFE of 1901 (photos c1908)

Fig. 39 Excerpt from "A Quarter Century of Technical Education in New South Wales."

COMMERCIAL SECTION.—The class-room, which is 24 ft. x 19 ft., is provided with the necessary accommodation for twenty-five students.

Classes are held in Book-keeping by F. J. Tonkin, Esq., Shorthand by W. Dryden, Esq., Mathematics by Science Master.

BOOK-KEEPING.—The nature of the work done, as shown in the Syllabus issued by Central Technical College, aims at giving students a good general knowledge of the subject in its various branches, *e.g.*, Principles and advantages of Double Entry *v.* incompleteness of Single Entry, and where required, a detailed knowledge of some particular branch of the subject.

The class is attended by (i) boys and girls leaving school wishing to prepare for commercial life; (ii) shop-assistants; (iii) station hands; (iv) apprentices to various trades; (v) clerks desirous of improving their knowledge of the subject.

SHORTHAND.—Pitman's method is adopted in teaching this subject, and students are drawn from practically the same sources as those of book-keeping class, chiefly, however, from clerks from warehouses, law offices, and factories, and from youths desirous of entering journalistic life.

MATHEMATICS.—Arithmetic: According to the Syllabus each student is required to have a knowledge of the subject as far as decimals before entering the class, but in many cases it has been found necessary to allow the student to commence on the "first four rules," he never having had any tuition in the subject, or leaving school at an early age, has forgotten even what he then learned. For students such as these, and there are many, the regular course is quite impossible, and in these cases the lecturer is content to see that his pupil acquires a thorough knowledge of Weights and Measures, Simple Proportion, and if possible, Profit and Loss, and Simple Interest. With properly qualified students the course is followed in detail, generally with beneficial results. The class is attended by youths just left school, clerks, labourers, shop-assistants, teachers, carters, farm hands, &c.

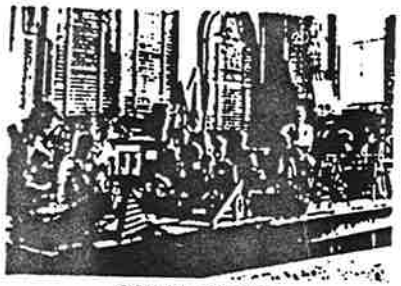
GEOMETRY, ALGEBRA, and TRIGONOMETRY is attended by fewer students, chiefly teachers and apprentices to trades.

RESUMÉ.—As will be seen from the varied occupations of the students attending, the classes are patronised by a large section of the community. The College acts as a Continuation Commercial School for Bathurst and the surrounding districts, and many local employees owe their business advancement to the facilities it offers for a preparatory training in commercial life.

CARPENTRY, TURNING, AND CARVING.

(Teacher, F. COLES.)

The room, 31½ ft. x 22 ft., is rather small, but well equipped, being supplied with, (1) double benches fitted with bench stops, vice, tool rack, and a few of the most commonly used tools for each bench; (2) turning lathe; (3) carving benches and stools; (4) complete set of tools for teacher; (5) accessories, such as samples of woods, models of courses, grindstones, blackboard, &c.



CARPENTRY WORKSHOP

The classes aim at improving the efficiency of the apprentice and have built up such a local reputation that one leading contractor has asserted repeatedly, both privately and publicly, that he would keep no apprentice who neglected to attend these classes during his apprenticeship.

In addition, the Carpentry and Turning Classes are attended by persons of varied occupations who desire to learn the use of tools, &c., *e.g.*, farmers, clerks, teachers, labourers, shop-assistants. Carving students find carpentry a necessary adjunct in constructing articles of furniture from their carved woodwork.

CARVING, regarded rather as belonging to the Art section than a trade class, is nevertheless attended well by apprentices. The main bulk of students in this class comes from ladies engaged in home duties, who make use of the accomplishment for decorative purposes.

MANUAL TRAINING.—Attended by Public School pupils; Course modelled on Slade's system. Pupils required to complete a certain set of exercises in woodwork, and are instructed in use and care of tools; in growth, colour, hardness, grain, cutting, and seasoning of timber.

On completion of the set exercises it has been found most advantageous to allow the boys to construct small articles for home use, *e.g.*, chair, table, knifebox, easel, &c.

DOMESTIC SCIENCE, COOKERY, AND LAUNDRY.

(Teacher, Miss M. ROWELL.)

This department has a kitchen (25 ft. x 18 ft.), dining-room (21 ft. x 10 ft.), scullery, and pantry.

The courses as laid down in the Syllabus are followed, while the rooms are well equipped with all utensils necessary for the work. Two gas stoves supply the heat required; while there is table accommodation for twelve students in a class.

COOKERY KITCHEN.

Cleanliness, use of weighed quantities of material, necessity for proper cooking and serving of all foods, are among the objects aimed at in the teaching of Cookery.

Attended chiefly by ladies engaged in home duties, also by a few students desirous of becoming teachers in the subject; the latter class being also in attendance at lectures in Domestic Science, and laundry work.

DRESSMAKING.

(Teacher, Miss M. CLAPHAM.)

The workroom is 24 ft. x 19 ft., and well lighted. It is supplied with the necessary drafting tables, clothes presses, sewing machines, and facilities for ironing.

This class is found to be of great benefit to persons learning the subject which they intend to adopt later as a means of livelihood, and to those learning for home use only. The students are drawn from the surrounding district, and as far west as Blayney.

DRAWING AND PAINTING.

FREEHAND, MODEL, AND ANTIQUE DRAWING, OIL, AND WATER-COLOUR PAINTING.

(Teacher, Miss A. COLLINGRIDGE.)

DRAWING AND PAINTING.

These classes were formed and conducted for many years by the late Mr. Arthur Collingridge, Vice-President of the Royal Art Society, and his influence on Art in the district is still most marked. Since his death the work has been ably carried on by his daughter, the present teacher. The classes are attended by school pupils, teachers, clerks, printers, painters, apprentices, &c.

CULTURAL SIGNIFICANCE

9.0 Assessment Criteria.

9.1 Basis of Assessment

The basis of this assessment is the methodology and the terminology of the "Australia ICOMOS Burra Charter" and the "Conservation Plan" by James Semple Kerr.

The *Statement of Significance* has been developed from an understanding of the historical development of the place as detailed in Section 4 and from an understanding of the extant fabric of the buildings as indicated in Section 6 of this study and summarised in Section 1.

This assessment is intended to enable decisions on the future management of the place to be based on an understanding of its significance. It is important that the future decisions do not jeopardise the cultural significance of the place.

9.1.1 The Burra Charter

The process of assessing cultural significance is set out in the Burra Charter. Article 23 of which states:

Work on a place must be preceded by professionally prepared studies of the physical, documentary and other evidence, and the existing fabric recorded before any intervention in the place.

Once the place has been studied, the cultural significance can be assessed. Article 1.1 of the Burra Charter defines cultural significance as the aesthetic, historic, scientific or social value for past, present or future generations.

9.1.1 The NSW State Heritage Inventory (SHI)

Evaluation criteria for the assessment of cultural significance were developed by the Department of Urban Affairs and Planning (DUA&P) as part of the State Heritage Inventory. The criteria fall within two linked groups:

- Group 1 The nature of significance.
- Group 2 The comparative significance.

The following table, adopted to assist in the preparation of the State Heritage Inventory provides a break up of the different types of significance that need to be assessed prior to the establishment of the Cultural Significance of a building or a group of buildings. Note that the SHI provides inclusion and exclusion guidelines for these criteria. The terms used here are only a shorthand description of the areas of significance.

GROUP 1	NATURE OF SIGNIFICANCE	
Criterion 1	HISTORICAL	is concerned with the range of historical context
Criterion 2	AESTHETIC	is concerned with creative or technical accomplishments
Criterion 3	SOCIAL	is concerned with contemporary community regard or esteem
Criterion 4	TECHNICAL	is concerned with archaeological, educational and scientific Values.
GROUP 2	COMPARATIVE SIGNIFICANCE	
	RARE	is concerned with the uncommon or exceptional
	REPRESENTATIVE	is concerned with the typical or characteristic

In addition to the above criteria, the LANDMARK SIGNIFICANCE is also discussed. The landmark significance is concerned with the importance of the item to the surrounding townscape.

9.2 Assessment of Significance

Historical Significance

The site on which these buildings stand is the original town square, designed as part of the formal town Plan for Bathurst, Australia's oldest inland city, in 1833. This in itself is of National importance. The TAFE buildings, for one hundred years and more in the case of the Public School, have fulfilled the function of their intended purpose, which was to educate.

They have, since that time, been an integral part of the evolution of Bathurst and the development of its people. This has embroiled them in heated sectarian debates, political lobbying, financial disasters and successes as well as creating a venue for cultural progress and the development of technical and rural skills.

Aesthetic Significance

Individually, both the Technical College and the Public School buildings are representative of the highest achievements of their respective Architects.

The Technical College by William Kemp was designed in 1896, at the end of his productive career. It may even be his last major work before his retirement in 1896 and subsequent death in 1898, the year the College was completed.

It achieves a certain surety of detail and resolution that comes of maturity and experience, and remains one of his finest works.

Similarly, the earlier Public School and Residence of 1876 by G.A.Mansfield, represent a high point in the development of the Gothic style. More particularly in this case, where the School exceeds the norm for country or bush schools.

As a group of buildings set in their own grounds amid other buildings of historical character and interest, they take on an added dimension of aesthetic appeal and create a unique precinct of historical value in the heart of the city.

Social Significance

Without doubt, these buildings are a source of pride and are highly regarded in the community.

From debates about the usage of the square in earlier times i.e. whether or not this area should be used for recreation, there may well be a strong support base for a "people's area". This has manifested itself in recent debates concerning the desirability of a public mall. There seems to be a general consensus about the need or appeal of a mall but not about the location as this has involved street closures and hence dislocation of business and traffic activity.

Technical Significance

Although these buildings do not display a new form of construction, technology or materials use, with the possible exception of the use of machine made bricks, they do represent to a considerable degree the high standard of workmanship that was then achievable, virtually in all of the trades involved.

They also demonstrate the then innovative planning principles for buildings for specific purposes like education.

During the early 1870's school architecture was being influenced by England's"Ben Jonson School" which establish a number of principles viz.

1. All classrooms were to have left hand lighting;
2. Each teacher was to have his own classroom;
3. The large schoolroom was to become the Assembly Hall, used for special purposes and no longer to be used for ordinary class instruction.

The Public School and the later Technical College show how rapidly this concern for daylight had been incorporated into an established aesthetic.

Bathurst Technical College.

(By T. C. Dwyer, B.Sc., Resident Master in charge.)

Technical Classes were first formed in Bathurst by Dr. W. F. Hassett (Senr.), some thirty years ago.

STAFF OF BATHURST TECHNICAL COLLEGE.

Under Dr. Hassett's charge the classes grew so rapidly that in a few years a Resident Master was required: Mr. W. J. Clunies-Ross, B.Sc. (Lond.), being selected for the position.

In 1904 Mr. Ross proceeded to Sydney as Lecturer in charge of the Department of Chemistry, after a service of twenty-two years in Bathurst, and the present College, whose foundation stone was laid in 1890 by Mr. J. Garrard, then Minister for Education, stands to-day a monument to the zeal, enterprise, and energy of that gentleman and Dr. Hassett.

Mr. Ross was succeeded by Mr. Donald Locke, E.M. (Freiburg), who in turn was succeeded in 1906 by the present Resident Master.

The building is situated in William-street, Bathurst, and the style of architecture adopted

BATHURST TECHNICAL COLLEGE.

floors. On the ground floor are situated Museum, Geological and Chemical Laboratories, Cookery Department, Plumbers' Workshops. On the First floor are the Commercial, the Physics, the Dressmaking, the Carpentry, and the Woodcarving rooms, Lecture Hall (72 ft. x 30 ft.) and Caretaker's quarters.

EXTERIOR VIEW OF TECHNICAL COLLEGE AT BATHURST.

The Lecture Hall is provided with lantern and sheet for illustrating lectures, and has accommodation for 300 people. The Museum is well filled with specimens of general and economic interest from the surrounding districts, *e.g.*, wool specimens, ores, timbers, building stones, and in addition are displayed works of art loaned by the trustees of the National Art Gallery. Gas and water are laid on throughout the building, and the students' convenience is in every way studied.

Among the students who entirely, or in part, owe their progress to tuition received at this College, may be mentioned the following:—

Messrs. R. W. Peacock, Manager of Government Experimental Farm, Bathurst; W. E. George, Chemist, Bathurst; C. Newman, Chemist, Sydney; J. J. Copeman, F.I.A., Architect, Bathurst; J. H. Bates, Architect, Forbes; W. H. Sadlier, Architect, Junee; J. Sykes, Architect, Casino; A. Humphries, Engineering Draftsman and Teacher Mechanical Drawing, Railway Institute, Bathurst; Mackenzie Bros. (2), Engineers, Sydney; C. Touvey, Engineer, Hobart; Hamilton Bros. (3), Engineers, Sydney; P. Beddie, Contractor, Millthorpe; F. R. Jones, Contractor, Bathurst; Walter Tinsley, Plumber, Bathurst; Miss M. Clapham, Dressmaking and present teacher at College; Miss Giddey, Teacher of Dressmaking, Casino.

Fig. 40 Excerpt from "A Quarter of a Century of Technical Education in New South Wales"

Comparative Significance

The TAFE buildings, in themselves rare, are a unique combination of buildings in time and space. The William Street building is the first of it's kind outside the metropolitan areas and at the same time the last of it's type, its opening coinciding with the death of its Architect.

The proximity of the Public School and Headmasters Residence create an exceptional group of buildings, each of considerable historic and architectural merit, which form a historic precinct in relationship to other buildings on adjacent sites.

Finally, the site itself is of national significance as the original Town Square.

All these factors combine to form a unique situation in terms of heritage value.

Landmark Significance

The formality of Bathurst's Town Plan, with its rectilinear grid pattern radiating outwards in a clockwise spiral around the central 'square' imposes an order and scale to all that happens within that pattern. This is further reinforced by the arbitrary imposition of a height scale dictated by fundamentally three elements related to the town square viz., the courthouse dome, the carillon and the spire of All Saints Cathedral. All of which form a strong central axis and the third dimension of the Townscape. As a consequence of this, and notwithstanding the new post office building, all other buildings have a predominantly two and three story scale in and around the square.

This sense of scale reinforces the historical character of the town and allows the retention of vistas to the surrounding hills and plains a distinctive feature of Bathurst.

The TAFE buildings give great emphasis to this concept of scale and form and by their disposition, accentuate the notion of sightlines within and without the square.

9.3 Statement of Significance

The William Street Bathurst TAFE College Buildings. including the Howick Street buildings are of considerable heritage significance because of:

- the historical development of the Town Square and significance of the site on which they stand as part of that square.
- them forming a direct historic link to the development of cultural and educational facilities in the past.
- the fact that they are original buildings of important architects in the history of school development in rural N.S.W..
- them being outstanding examples of their respective types and within one precinct. Possessing a grandeur of streetscape scale without being overbearing.
- them being substantially in original condition within the original town square.
- being associated with historically significant people and events occurring within the square..
- their continual use for a specific purpose for 100 years for the Technical College and 120 years in the case of the Public School.
- their importance to Bathurst as major regional education centre outside the metropolitan area.
- their proximity and relationship to other historically significant buildings and places within the same precinct.
- In the case of the Howick Street annex. being one of the finest examples of the Federation Free Style. notable for its panoply of interesting details and excellent workmanship.
- In the case of the William Street building. being a fine example of the American Romanesque Revival Style. which by virtue of its scale and detail is a major element in the generally Victorian and Edwardian streetscape of the William Street commercial precinct.

9.4 Levels of Significance

The following system of levels of significance has been adopted. The recommended treatment for each level of significance is explained in the General Conservation Policies. The term interpretation or interpretability is used in the sense of the ability to explain the meaning of the place/item. of making the significance of the place understood.

EXCEPTIONAL	A	of national. or international significance. exhibiting a high degree of interpretability.
HIGH	B	of considerable significance. original or early fabric. able to be easily interpreted.
MODERATE	C	of significance. significant changes. relating to function and development. able to be interpreted.
LOW	D	of slight significance. difficult or unable to be interpreted. not an important function. often subject to alteration. detracting from the significance and/or significant fabric.
NEUTRAL		does not affect significance or of no heritage significance.
INTRUSIVE		damaging significance and/or significant fabric.

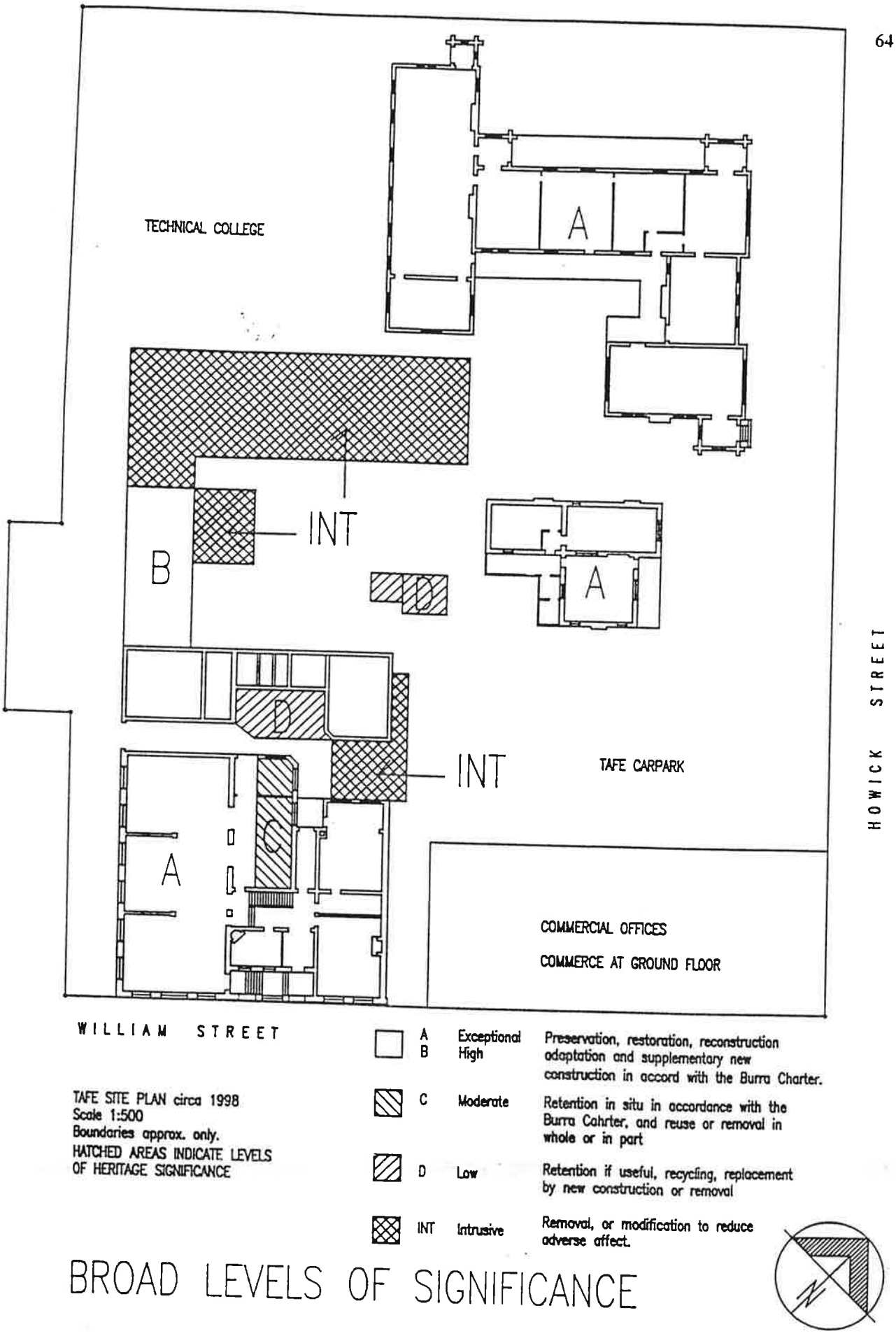
9.5 LEVELS OF SIGNIFICANCE RELATED TO THIS SITE.

EXCEPTIONAL	A	The surviving elements of the Town Square as part of the original design for the Town Plan of Australia's oldest inland city. The strong pattern of the grid and street layout. The fact that the intended use of the square for spiritual. civic. cultural and educational uses has persisted for more than 100 years.
HIGH	B	Items of high significance are those which date from the original construction phase and are examples of the highest level of design and workmanship. In this case they are the original Technical College in William Street and the Public School and Headmasters Residence in Howick Street. They are also vital and intrinsic elements of the Town Square and the streetscape and scale of Bathurst.
MODERATE	C	Items of moderate significance are those which perform a secondary function in relation to the original design. They include significant changes. which are not crucial to the functional or aesthetic value of place but relate to the development of the place generally. They include the early additions and alterations to the William Street building. namely the two storied annex housing the wool classing room.

LOW	D	Items of low significance may be early fabric. which has been subject to unsympathetic alterations or additions. This fabric includes modifications to the building where. although they indicate changes in use over time. the actual fabric does not have a high level of significance. Items that may detract from the significance of the place or and fabric of greater significance. They include infills to the courtyard of the William Street building. and the corrugated iron shed.
NEUTRAL		Items which do not impact on the significance of the place and may be required to perform functions related to safety or operation of the place. Examples are fire hose reels
INTRUSIVE		Those items which in their present form or location. adversely affect the significance of the place or obscure their significance. They include the 1954 automotive workshop along with the various amenities and outbuildings. the corrugated iron shed and the verandah infills to the Headmasters Residence.

RECOMMENDED TREATMENT

EXCEPTIONAL	A	Preserve. restore. adapt in accord with the Burra Charter. in conjunction with minimum adaptation for supplementary and sympathetic new construction if required for function.
HIGH	B	Preserve. restore. reconstruct. adapt in accord with Burra Charter. in conjunction with minimum adaptation for supplementary new construction if required for function.
MODERATE	C	Retain in-situ in accord with the Burra Charter (preferred). Adaptation or removal in part is acceptable if necessary: for conservation of fabric of greater significance or: for adaptive reuse to ensure overall conservation.
LOW	D	Retain. recycle. add compatible new construction and/or remove in part as necessary for adaptive reuse. minimising adverse impact on fabric of exceptional or high significance and having least practicable impact on fabric of moderate significance. Conservation of overall form and configuration preferred. often already substantially altered and can accommodate other change.
NEUTRAL		Not important from a heritage perspective. Retain. recycle. remove or modify as required.
INTRUSIVE		Remove or modify in long term to reduce adverse impact.



BROAD LEVELS OF SIGNIFICANCE

Fig. 40 Plan Showing broad areas of various levels of significance.

9.5 Schedule of Significant Fabric

Building A The Technical College

Fabric of High significance

Original masonry external walls including:

- All sandstone lintols. archivolts. sills. copings. finials. cappings and mouldings.
- All terra cotta panels.
- All slate steps
- All timber windows and doors
- Rain water goods viz. Rainwater heads. down pipes astragals etc. that are part of the original design.
- Wrought iron gates
- All brickwork

Roofscape including:

- Terra cotta cresting to roof ridges
- Slate roofing
- Barges and cappings
- Timbered gables
- Terra cotta paneled gables
- Chimneys

Original internal fabric including:

- Stairs
- Timber floors and skirtings
- Doors. furniture. jambs and architraves
- Ceilings and cornices
- Lecture hall at first floor (A1.6)
- Interconnecting rooms (A1.4 & A1.5)

Building A The Technical College

Fabric of Moderate significance

- The mezzanine floor with offices below
- The goods hoist landing
- The corrugated iron clad room at first floor A1.16
- The infill timber paneling at entry AG.1

Building A The Technical College

Fabric of Low significance

- The adjacent concrete paved car park
- The metal garden shed at the northeast corner of the car park
- The Howick Street car park including steel guard rails
- The concrete driveway paving adjacent Ribbon Gang Lane
- The brick fence adjacent Ribbon Gang Lane
- The metal cladding to the wrought iron gates to the porte-cochere
- The weatherboard infill at first floor A1.13
- The landing enclosure A1.15
- The vinyl floor coverings
- The weatherboard dining room AG.10
- The steel fire escape and landings
- The gas heaters throughout

Building A The Technical College
Intrusive Fabric

- The 1954 addition of the automotive workshop
- The corrugated iron roof of the covered walkway
- The fluorescent lights
- The aluminum security screens
- The toilet blocks AG11.AG21.22.23.
- The exposed conduits. cables and plumbing
- The concrete ramp and handrail
- The wire enclosure AG.16
- The hand basins added to classrooms

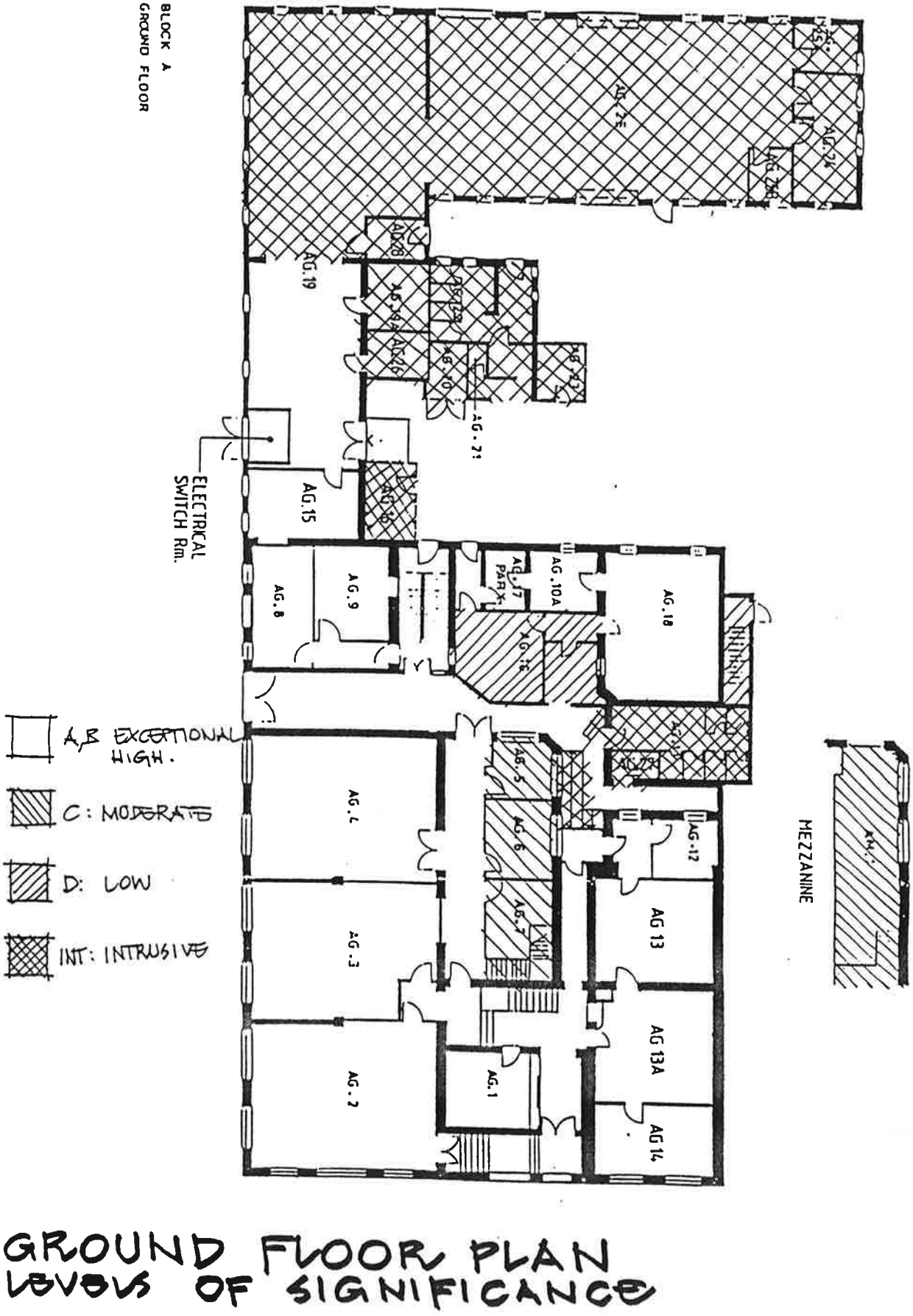
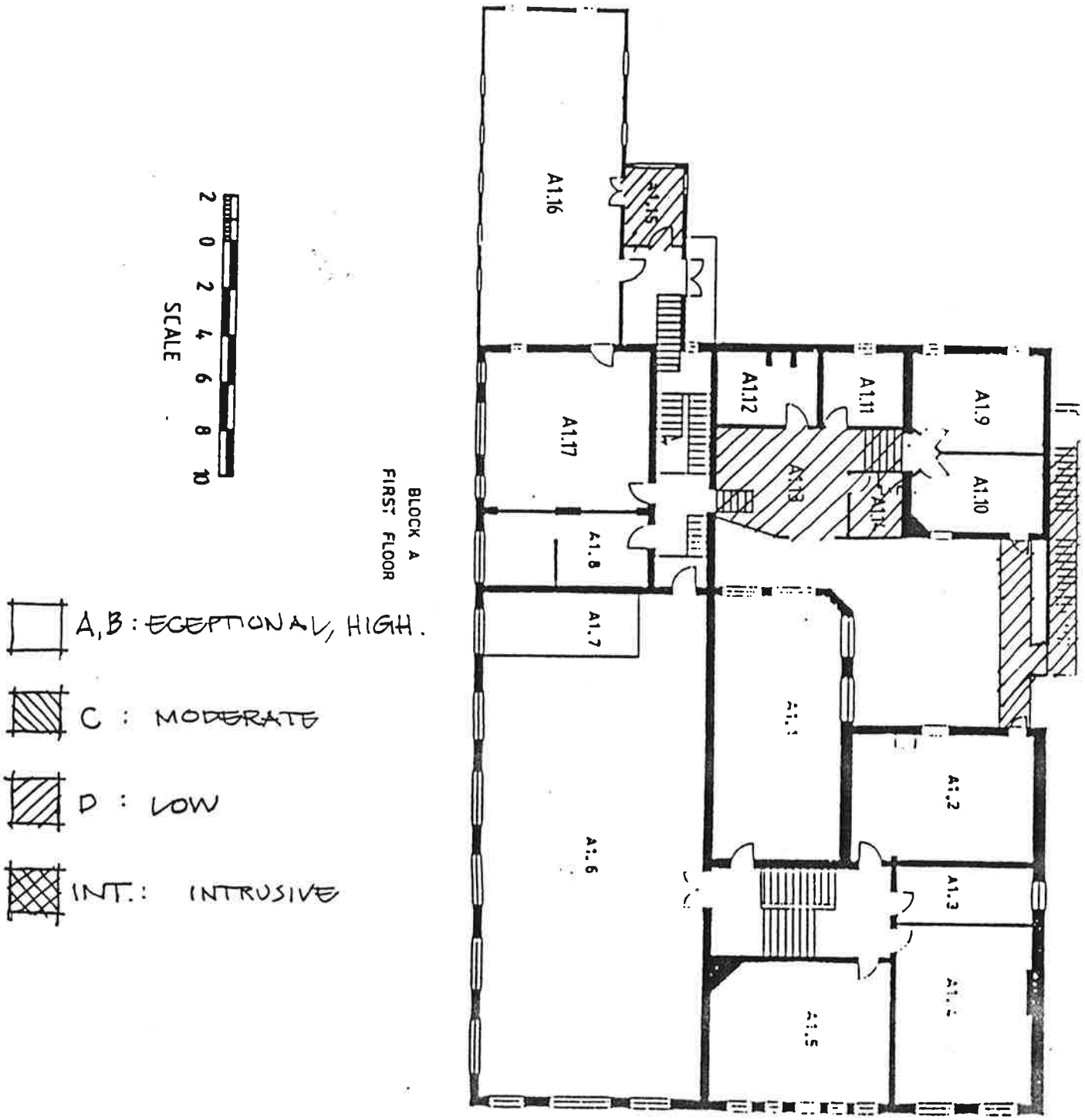


Fig. 42 Building A Ground Floor Plan Levels of Significance



FIRST FLOOR PLAN
LEVELS OF SIGNIFANCE

Fig. 43 First Floor Plan Building A levels of significance

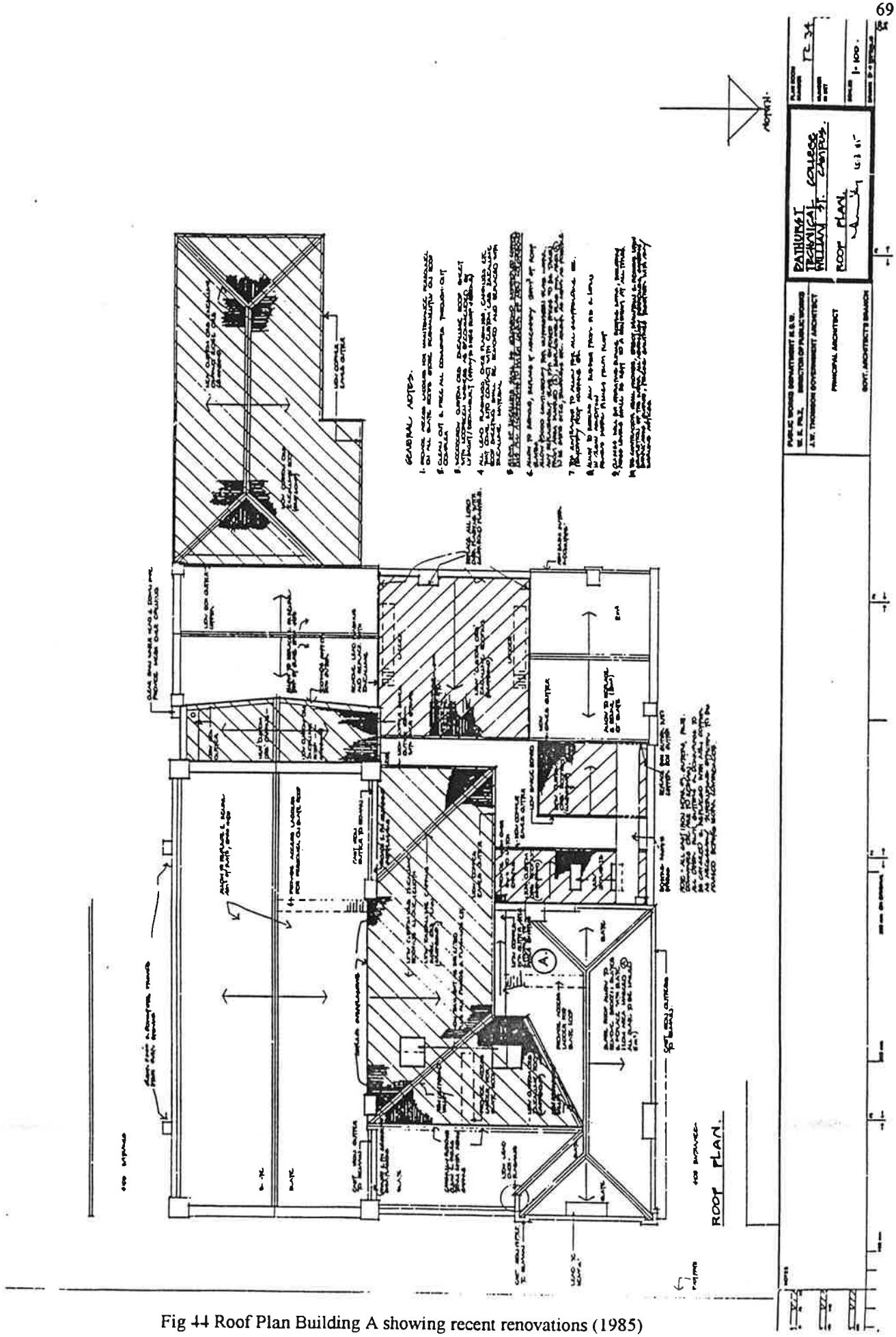


Fig 44 Roof Plan Building A showing recent renovations (1985)

Building B The Public School

Fabric of High significance

Original masonry external walls including:

- All sandstone lintels. archivolts. sills. copings. finials. cappings and mouldings.
- All sandstone steps
- All timber windows and doors
- Rain water goods viz. Rainwater heads. down pipes astragals etc. that are part of the original design.
- All brickwork

Roofscape including:

- Slate roofing
- Barges and cappings
- Chimneys. brick and sandstone

Original internal fabric including:

- Timber floors and skirtings
- Doors. furniture. jambs and architraves
- Ceilings and cornices

Building B The Public School

Fabric of Moderate significance

- The mezzanine floor

Building B The Public School

Fabric of Low significance

- The corridor screen to BG.7
- The false ceiling BG.7

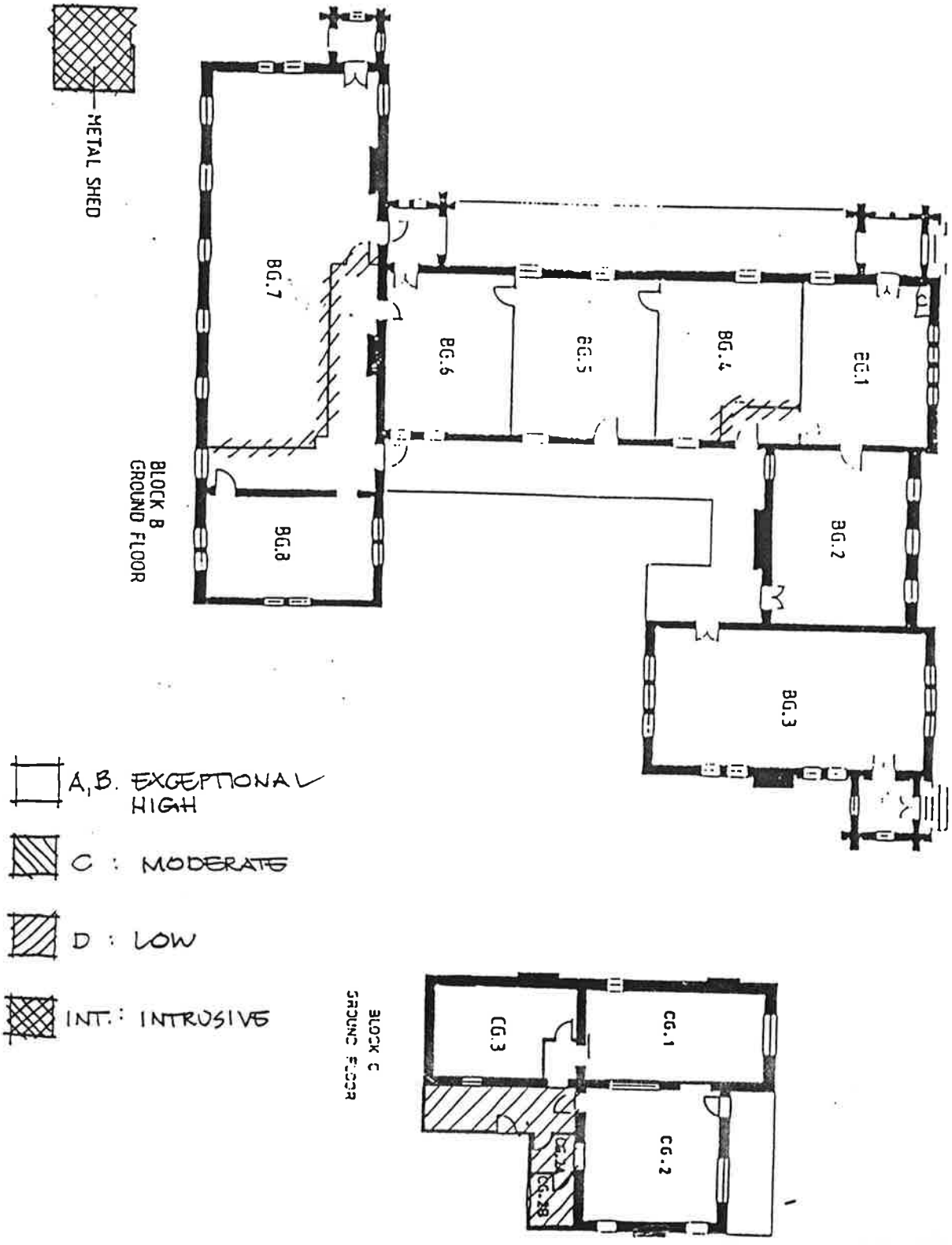


Fig.45 Floor Plan Buildings B & C Showing levels of significance

Building C The Residence

Fabric of High significance

Original masonry external walls including:

- All sandstone lintols. sills. plinths. chimneys and mouldings.
- All sandstone steps
- All timber windows and doors
- Rain water goods viz. Rainwater heads. down pipes astragals etc. that are part of the original design.
- All brickwork

Roofscape including:

- Slate roofing
- Barges and capings
- Chimneys

Original internal fabric including:

- Timber floors and skirtings
- Doors. furniture. jambs and architraves
- Ceilings and cornices

Building C The residence

Fabric of Moderate significance

- The partitions within CG.3

Building C The residence

Intrusive Fabric

- The verandah infill

Building D The Shed

Fabric of High Significance

Nil

Building D The Shed

Fabric of Moderate significance

Nil

Building D The Shed

Fabric of Low significance

The shed- which could be relocated elsewhere on this site.

10 Constraints and Opportunities

If society is paralyzed today it is not for lack of means, but for lack of purpose.

Lewis Mumford.

Constraints

10.1 Heritage Listings

10.1.1 On the 11th December 1975, the National Trust of Australia confirmed that the Technical College and Museum, including collections at 79-81 William Street Bathurst had been included in the Trust's Register as part of the Technical College group.

The Register lists those buildings, settlements and landscapes which in their opinion are important parts of Australia's national heritage and which therefore require particular care.

Then on the 15th December 1975, the Technical College annex in Howick Street was added to the Register.

In both cases, the Trust listing classify the buildings as being essential to the heritage of Australia, and by so doing hopes to ensure their preservation.

The listing does not have legal force. It is however recognised as an authoritative statement of the historical and/or architectural importance of the buildings and thereby advises the public of their value to national heritage.

10.1.2 The Australian Heritage Commission has included both the William Street building and the Howick Street annex on the Register of The National Estate Database.

10.1.3 The Bathurst City Council, under their LEP 1997 have stated that the subject land is:

a) zoned 3(a) General Business
b) located within the Bathurst Conservation Area and
c) a heritage item (all buildings and land)

Part 4 of the LEP deals with Heritage Provisions and is appended to this document.

10.1.4 N.S.W. Heritage Act.

Section 170 Register. Under Section 170 of the NSW Heritage Act, all Government agencies are required to maintain a Heritage and Conservation Register of Heritage items which are owned or occupied by that statutory body.

The Department of TAFE became amalgamated with DSE and became DET in 1998. The register for DET is currently under preparation.

10.2 Ordinance Compliance

In respect to this matter we refer the reader to a report prepared by Trevor R. Howse & Associates Pty. Ltd. Building Regulation Consultants for The Department of Public Works Western Regional Office. The report was prepared in March 1993 and is attached as an appendix to this Conservation Management Plan.

We would advise that some five years have elapsed since that report was completed and it may be prudent to seek an update of that report as regulations have had many amendments since that time.

The Department of Public Works and Services has completed a comprehensive report entitled Building/Hazardous Material and Environmental Audit. This report dated April 1998 should be read in conjunction with the this document and the Trevor Howse Report.

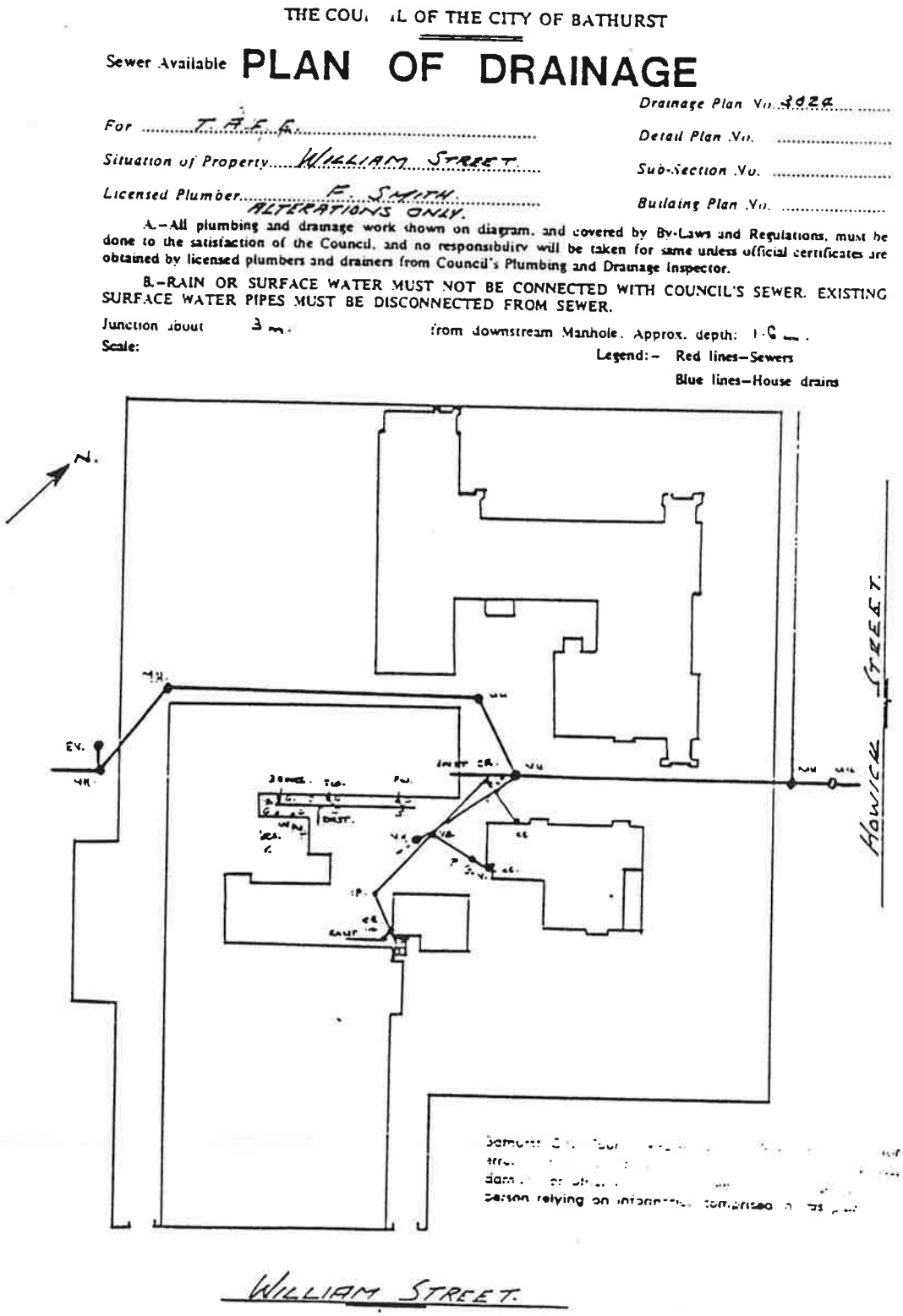


Fig. 47 Drainage Plan

Opportunities-Future Uses

10.4 Music

The City of Bathurst has a rich heritage of musical achievements. which continues to manifest in an increasing number of ways. There has always been a very high standard set and maintained by the brass bands through the years. This has extended to orchestras involving woodwinds and strings The City has hosted numerous Jazz events and more recently the 1997 Jazz Convention as well as an annual Eisteddford. which is one of the largest outside a metropolitan area.

The City currently has:
- A music school at the CSU Mitchell
- The Mitchell Conservatorium (in extremely cramped quarters)
- The Bathurst Chamber Orchestra
- The RSL Concert Band
- The Allegri Singers
- The Macquarie Male Singers
- A number of vocal groups
- A folk music club
- A Jazz club
- Orchestras in eight secondary schools
- Pit orchestras for various musicals (Musical Comedy. G. & S..and Opera)

In addition. there are numerous private teachers and students. dance bands. pop groups etc. Many talented pupils leaving school. are drawn to Sydney to further their musical education due to a lack of tertiary opportunities similar to those of The Sydney Conservatorium. which include a Jazz Studies Program.

There appears a very strong case for the establishment or perhaps amalgamation of the several music schools and disciplines of music under one roof. with enhanced facilities for advanced education.

The present building in William Street in particular lends itself to such a function. requiring the least amount of change to the fabric.

The hall (AF6) originally designed to accommodate 300 would be ideal for many of the smaller concerts and recitals as well as rehearsals of larger ensembles that are currently held in cramped and at times unhygienic premises in the west wing of the Court House.

Such a facility would create the opportunity for the establishment of a symphonic orchestra as well as the staging of larger works involving orchestra and choral groups.

10.5 Drama

The Bathurst City Council is presently constructing a theatre complex capable of staging musicals. opera. drama etc. in a raked floor 650-seat auditorium.

In conjunction with the above. there exists the need for a school of Dramatic Arts outside the Metropolitan area. Again. the spaces available in this group of buildings are well suited to such study. rehearsals and minor presentations.

The Carillon Theatrical Society and the Bathurst Players. et al. could make an invaluable contribution to the establishment of such a school.

10.6 Ballet

Similarly. the various dance groups. promoting everything from Jazz Ballet to line dancing could conceivably make use of such spaces as the William Street building affords.

10.7 Physical Education

There exists a range of possibilities for adaptive reuse: if we consider that Physical Education may embrace anything form Transcendental Meditation to a Turkish bath. In trying to establish a scale of increasing modification required. the following list may assist:

Meditation
Tai Chi
Marshal arts
Gymnastics
Aerobics
Weight lifting
Hydrotherapy

10.8 Museum

Originally. about one third of the ground floor of the William Street building housed a technological museum.

Today. the only museum listed in the yellow pages for Bathurst is an industrial shed housing the Mount Panorama Motor Racing Hall of Fame.

The B.D.H.S. houses some of the exhibits from the original museum. in their somewhat restricted premises in the eastern wing of the Courthouse building.

The Cobb & Co Coach. once an extremely evocative and imposing exhibit within the museum and since restored by the dedicated efforts of former Mayor. Mr. Les Wardman. now resides in a building of mock heritage pretensions.

In addition. there are several other collections and exhibits scattered in various places throughout the city. Again. this presents an opportunity to gather and strengthen the historical character of this district.

This site is ideally located to attract tourists. school tour groups and locals: to provide for them and to steep them in the very fabric of an historical precinct.

10.9 Archives

The relocation of archives. be they local. regional or state would certainly be a suitable and benign use of this site to the extent determined by the spatial needs of such a facility.

The needs of security and fire resistance would need to be carefully considered.

It is assumed that an Archives office would present limited opportunities for tourism. the general public and to that extent, would have limited financial benefits. Nevertheless. if seen alongside viable commercial development in the remaining areas. such a facility in say building B, the Public Shool. could be a way of preserving the fabric and utilizing the building.

10.10 Bathurst District Historical Society

In a way similar to that of the archives. discussed above. the Historical Society's offices could be readily located within a portion of these buildings. More inportantly. they would draw tourists and visitors. particularly if combined with a Museum and other compatible activities.

10.11 Restaurant

A number of possibilities exist which could be exploited with minimal interference to the existing fabric.

10.11.1 The TAFE currently runs a catering school within Building A. This means that a commercial kitchen capable of modification exists which could service a number of suitable areas at ground floor and possibly with the addition of a dumbwaiter, could also service substantial parts of the first floor in particular the main lecture hall.

10.11.2 The present kitchen could serve an outdoor eating area in a sheltered courtyard with an ideal northern aspect.

10.11.3 Building C, the Headmasters Residence, would create a charming dining opportunity. To make better use of this building, a new kitchen could be built as a sympathetic outbuilding with covered link, and perhaps incorporating a courtyard for outdoor dining.

10.11.4 Similarly, Building B, the Public School, in whole or in part could be adapted for dining. Albeit, with the same concern for the location of a commercial kitchen within or nearby.

10.12 Tourist Information Centre

There seems little doubt that the opening up of this precinct to pedestrian traffic with access to points of historical interest within and around the various buildings and places comprising it, would have considerable tourist appeal. A recent initiative, to place history plaques around the town, has demonstrated the increasing fascination for and awareness of our local history and heritage.

To promote the goal of attracting tourist, it seems a prerequisite that certain facilities be provided. Further, that such facilities are located within the "Square". These are:

10.12.1 A location where four or five buses could set down and pick up travelers

10.12.2 A sheltered waiting area with information boards, displays etc.

10.12.3 Access to amenities including disabled persons

10.12.4 Access to refreshments for short term passengers

10.12.5 Access to attractions

10.13 Commercial Offices

Some scope exist for partial use of the Place as commercial offices. It may be possible for instance, to subdivide some of the larger spaces into general offices with demountable partitions that may have minimal affect on the existing fabric. Needless to say, this would be at the expense of losing the sense of the spaces themselves. Consider for example, the subdivision of the lecture hall, it would be difficult to preserve the quality of that space in this context.

In addition, the degree of lighting, power and mechanical services that may well be required, could not be achieved without some loss to the fabric.

The other adverse side of this, would be to limit access to the general public, thus denying them use of, or access to what has been a public facility for one hundred years.

10.14 New Office Development

A preferable option would be to build new offices adjacent. These could be state of the art in terms of technology and facilities. tailored to specific needs or tenants. with access. which could incorporate a lift. to some of the larger spaces within Building A. which could then be safely utilized as meeting rooms. conference facilities. display areas or showrooms.

It may be possible to develop approximately 1500sq.M. gross building area on three floors. without unduly encroaching on the Headmasters residence. on the present Howick Street carpark.

10.15 Shops

Another possibility related to the above would be two floors of offices and the ground floor as retail space.

In addition. there could be opportunities for select retailers to occupy parts of the existing buildings. if it can be demonstrated that they would not impact on the heritage values of the place.

The most obvious difficulty would be access for disabled persons to parts of the buildings presently accessed by steps.

10.16 Markets

The present grounds offer limited scope for smaller market activities. however. the removal of the automotive workshops. which have little historical. and no architectural significance. would offer a large expanse of ground that could have considerable appeal for such activities. The added benefit of this would be to enhance the setting of the original buildings.

10.17 Residential

As difficult as it may be to integrate a modern office within the existing buildings. it would be considerably more difficult to provide residential accommodation. To-days expectations for modern conveniences would practically destroy the sense of what the place is. Having said that. they may be limited scope for residential space within what used to traditionally be the Caretakers quarters of the Technical College. How this might be advantageous is difficult to say.

A preferred option. and one which is currently lacking in terms of meeting demand. is a boutique hotel/motel within the city.

It is possible (and perhaps necessary) to provide a semi-basement level car park for say 28 cars with entry from the present lane into the existing car park. Then. at what is presently the ground level of the Headmasters residence. to provide a level of retail spaces (approx. max.500sq.M.) with two upper levels accommodating say 24 hotel/motel suites.

Again. this development. like the office complex discussed above. should incorporate a lift. which could then plug into the Technical College upper levels where lounges. meeting rooms. conference facilities. receptions etc. could be provided to make good use of the existing fabric.

10.18 Joint Ventures/Mixed Uses

There exists an untapped opportunity to integrate the Technical College buildings with the existing offices and retail complex on the corner of Howick and William Streets known as the G&T Chambers. but formally the City Candy Store (see School of Arts History). Further. this should be considered in conjunction with the comments above. in respect to Offices and Hotel suites.

Approximately 250sq.M of potential floor space lies dormant behind the historical façade. complete with original stained glass windows. of the T&G Chambers building at the second floor level. Its development is impractical without the necessary addition of a lift. The present building is so configured that the inclusion of a lift is all but impossible.

10.19 Symbiosis

Clearly, the development of a new office/retail or hotel/retail complex would not only fulfill a need, but also, greatly benefit the reuse of the Technical College.

This principle of symbiosis, whereby a variety of different interests can not only coexist but also tangibly improve the viability of the whole, needs to be further explored.

Consider the overlapping usage of a music/drama/dance school with concert/reception/conference facilities in conjunction with accommodation/offices and retail. Add to this tourist attractions/museums/restaurants, all in an authentically historic and geographically ideal location.

10.20 Magnets

The concept of the 'magnet', well exploited in shopping centre developments where a large or necessary tenant or function is strategically placed so that shoppers are more or less forced to pass as many other tenants as possible, is less well utilized elsewhere. In the case of a pedestrian area such as this may become, it would be useful to consider this precinct as a filter through which as many people as possible should pass. To do this, opportunities must be taken to increase the reasons for people crisscrossing this area as well as for being here in the first place.

This is a complex set of variables and a function of population density as much as anything else. At present, the Courthouse and Council offices are not exactly magnetic attractors pulling people away from say Coles or Woolworths. Therefore any means of increasing the flow back and forth via the "Square" would enhance its viability. For example, if the Historical Society and the Conservatorium moved out of the Courthouse; that would create the opportunity for replacing them with tenants or functions that increased that flow. A more extreme example may be the provision of a 'user pay' underground car park under Russel Street between William and George Streets. Which would solve a number of related problems and help create the flow of people.

10.21 Sightlines

Framed in the Romanesque arch of the porte-cochere that once lead into the courtyard of the Technical College and at the end of Ribbon Gang Lane, stands a sunlight statue, a memorial of the African War in King's Parade. Between the witness and the memorial, stands a 1700mm high brick wall and the sheet metal cladding on the security gate to that courtyard. This is an example of the opportunities (in this case, lost), whether by chance or by design that exist and are the substance of the delight we take knowingly or otherwise in Townscapes.

Other examples exist and need to be explored within the context of this historic square, with a view to their intrinsic value and added tourist value.

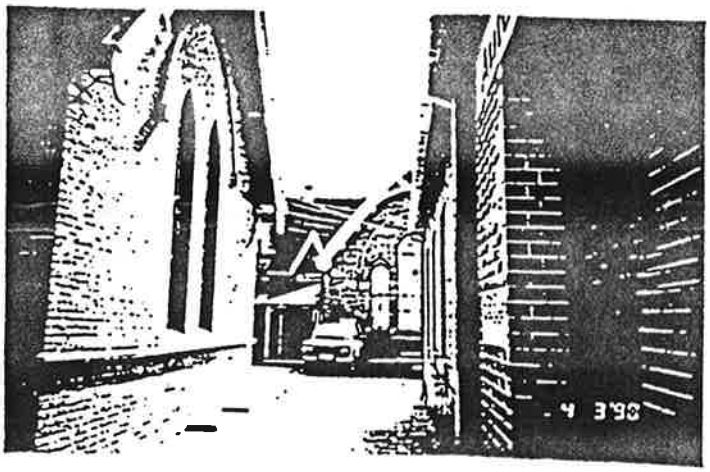


Fig. 47 sightline obscured by 1961 additions

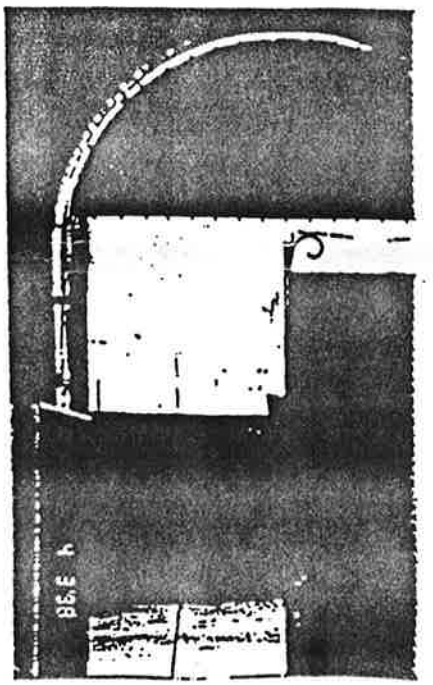


Fig. 48 sightline obscured by gal. Iron screen and brick fence.

11 Conservation Policy

Introduction

The policies set out in this section aim to guide the care and development of the place while retaining its cultural significance by:

- Conserving the character, forms and fabric of the place;
- Allowing alteration and new developments which enhance the significance, use and appreciation of the place;
- Suggesting changes to the "Square" which would impact favorably on the place;
- Suggesting an appropriate management strategy and approvals process.

Policies Structure

The policies are structured as follows:

11.1 GENERAL

11.1.1 Seek Endorsement.

11.1.1 Undertake all work in accordance with the Burra Charter

11.2 CONTROL OF CHANGE

Approvals process

11.2.1 CMP as public document

11.2.2 Update Register

11.3 INTEGRITY OF THE DESIGN

11.3.1 Future development.

11.3.2 Preserve Facades William Street

11.3.3 Preserve Facades Howick Street

11.3.4 Lecture Hall

11.4 CONTEXT

11.4.1 The Setting

11.4.2 The Sightlines

11.4.3 New Works

11.4.4 Pedestrian Access

11.5 CURTILAGE

11.5.1 The Square

11.5.2 Landscape Details

11.5.3 Guidelines for Development

11.6 MANAGEMENT

11.6.1 Future ownership

11.6.2 Maintenance and usage

11.6.3 Enforcement

11.7 INTERPRETATION

11.7.1 Interpretation

11.8 MASTER PLAN

11.8.1 Master Plan

Policy 1.1 **Formally adopt the Conservation Plan**

Implement a management structure that:

- **Integrates development and conservation work into the overall management of the complex.**
- **Provides for the long term conservation of the significant fabric.**
- **Disseminates the intentions, aims and policies of this Conservation Management Plan to owners and appropriate management staff or Boards.**

Policy 1.2 **Seek endorsement from the Heritage Council for this Conservation Management Plan.**

Policy 1.3 **Undertake all works in accordance with The Burra Charter.**

2.0 Control of Change

This document and its appendices, should be the starting point in the forward planning and subsequent documentation of any changes to the complex in whole or in part.

Further, this document should form the basis of future Statements of Heritage Impact and should accompany any Development Applications to the Bathurst City Council.

Information from this Conservation Management Plan can be used to compliment the existing Heritage Conservation Register. In particular, the development of the "Square" it's influence on the Town Plan and the subsequent development of the precinct on which the buildings stand.

Policy 2.1 **Seek Approvals for development and conservation work as required by legislation.**

Policy 2.2 **Ensure this Conservation Management Plan becomes a publicly available document.**

Policy 2.3 **Update the Heritage and Conservation register of The Department of State Education in light of the findings of this Conservation Management Plan.**

3.0 Integrity of the Design

This complex is substantially in original condition, which preserves for future generations an outstanding example of design and workmanship in its original and historic setting. The strong visual impact of these several buildings on the streetscape, laneways and courtyards should be retained.

Policy 3.1 **Future development should retain the strong street presence of these buildings from William Street, Howick Street and Ribbon Gang Lane.**

Policy 3.2 **Do not permit any alterations to the front façade and the façade on Ribbon gang Lane of the original Kemp Building.**

Policy 3.3 **Retain the facades of the Public School building and the Headmmaster's Cottage as seen from Howick Street.**

Policy 3.4 **Retain intact the lecture hall (AF17) on the first floor building A**

4.0 Context

The setting of these buildings within the original Town Square, which was from the beginning focussed on spiritual, cultural and educational pursuits, gives them an enhanced significance in terms of the development of the Town as a whole. Therefore, special care should be exercised in preserving this context. Indeed there is considerable scope to further develop the precinct as a rejuvenated and still authentic historical area fully accessible to pedestrian traffic and visual accessibility for passersby.

4.0 Context

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Policy 4.1 **Ensure that the setting of this group of buildings is treated in an appropriate manner which recognises its significance as an item of environmental heritage.**

Policy 4.2 **Improve the visual corridor between the courtyard of building A and the Boer War memorial in King's Parade**

Policy 4.3 **Ensure that all new works are designed to compliment the scale and the historical nature of the existing buildings.**

Policy 4.4 **Ensure that pedestrian access is created and maintained throughout the grounds.**

5.0 Curtilage

The heritage significance of the grounds and the extended spaces and lanes needs to be further studied and more generally understood. There is scope for developing the entire "Square" as one historic precinct which would provide Australia's oldest inland city with a truly historic centerpiece accessible to locals and visitors alike.

Policy 5.1 **The Bathurst City Council and all adjoining stakeholders need to be involved in a concerted and coordinated effort to ensure that this unique opportunity to recreate the "Square" is not lost to future generations**

Policy 5.2 **Ensure that details of finishes, pavings, landscaping, street furniture, lighting, signage etc. are handled in a consistent and sympathetic manner.**

Policy 5.3 **Ensure that an appropriate authority (eg. DUA&P, Bathurst City Council) establishes strict guidelines and controls for development of the public spaces.**

6.0 Management

Given that the future ownership of these buildings either in whole or in several parts, is not known, a number of measure need to be established. To ensure that the future direction and maintenance of these assets are understood by future owners and users, and that some formal undertaking be incorporated into a contractually binding form. Clearly this is a legal issue and needs to be addressed appropriately.

Policy 6.1 **Ensure that mechanisms for future ownership, control or management are bound to this or future Conservation Management Plans and the conservation principles set out in the Burra Charter.**

Policy 6.2 **Ensure that prospective owners submit for approval their plans for maintenance, funding and proposed uses of the buildings and grounds.**

Policy 6.3 **Ensure that such plans as are approved are enforced by legally effective means.**

7.0 Interpretation

The original Town Square. its setout and delineation within the central business district. is considered an item of National Significance. It contains a number of the elements for which it was originally designed or intended. A church and the TAFE buildings form a substantial part of the Square and have been in constant use for over one hundred years. The Square itself carries much of the history of the development of Bathurst and the development of inland Australia.

A program for the interpretation of this site should be developed to reveal the full significance of the extant fabric and the underlying patterns that have formed its present state.

This should embrace among others. the histories of Cobb & Co.. the Ribbon Gang. The Markets. the old Goal and Courthouse of Howick Street etc.

Policy 7.1 **Interpretation of the significance of the Town Square. including its sense of place, history, usage and development, shall be provided for the public to increase their understanding and awareness of the place and its broader historical, physical and contemporary relevance to the people of Bathurst.**

8.0 Master Plan

A unique opportunity presents itself to the people of Bathurst and their civic leaders. to preserve and enhance an historic precinct for all Australians. The success of this onerous task is predicated on the formulation of a well-conceived Master Plan. The tendency for ad hoc solutions to perceived problems without a comprehensive study leading to an understanding of their significance must be resisted.

Such a plan could be established with short and long term goals to absorb opportunities as they arise in the future. Its formulation should involve the present owners and their representatives. the immediate stakeholders. the Bathurst City Council and the Department of Urban Affairs & Planning.

Such a process may involve one or several 'workshops' in which ideals or goals based on the significance of the place can be agreed. This would lead to the formulation of a brief followed by the options or schemes. which address all the issues on the basis of agreed priorities.

The community should be informed of this process and allowed to input and comment before implementation.

Policy 8.1 **Seek cooperation of the Bathurst City Council in undertaking the development of a Master Plan for the Town Square within the guidelines of the Burra Charter.**

12 Implementation

12.1 Short Term

Ensure that this Conservation Management plan, the various appendices and accompanying reports and documents are available to prospective owners, tenants or managers. And that all relevant contractual and legal documents are approved and accepted by all relevant parties

Similarly, ensure that all proposals for maintenance, management, use or development are understood and approved by relevant and suitably qualified persons.

Provide guidelines for development of grounds commensurate with an overall plan for the whole of the "Square"

12.2 Long term

Establish a master plan for the future development and maintenance of the TAFE buildings and grounds in keeping with the Conservation Management Plan, the Burra Charter and the wholistic development of the "Square" as an Heritage precinct.

Provide legally binding measures for control of maintenance and development.

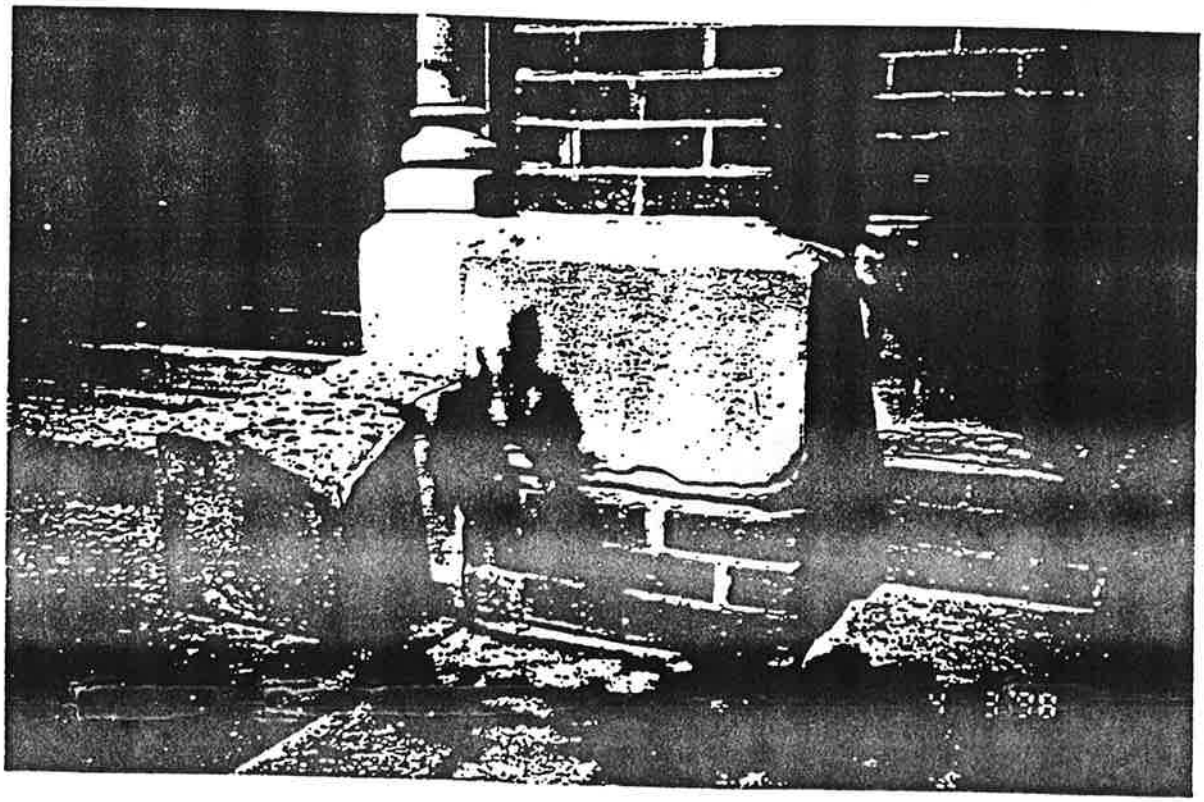

Fig. 49 Heritage / maintenance

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Out There. A History of Education in the West Robert Brown & Assoc. 1987

Whynne-Hammond. Charles
Towns. Anchor Press 1976

Appendices

A Schedule of existing fabric
Prepared by Bialowas & Associates Pty. Ltd. March 1998

Attachments

A Burra Charter

B Bathurst Technical College 1866-1980
R. Price & A Fragar

C Proceedings. People's Federal Convention Bathurst, November 1896.

Appendix A

Appendix A

Schedule of existing fabric.
March 1998

BLOCK A GROUND FLOOR

Al= aluminum: b/w=brickwork: Cpt.=carpet: Expo.=exposed: Exh.=exhaust fan: f'c= fibre cement sheet (possibly asbestos): Fluor.=fluorescent lights: f.p. =Fireplace: hc= hollow core door: Htr.=gas heater: Part. =Partition: Pl.bd.=plasterboard: Ptd.=painted: Orig.=original: o/h= overhead: tmb.pan. =Timber panelling: W=window: w'bd=weatherboard

Space	Floor	Skirting	Walls	Cornice	Ceiling	Services	Openings
AG.1 Admin. Office							
AG.2 Typing Room	Cpt.+ vinyl on timber	Orig. timber	Ptd. b/w	Orig. timber	Orig. timber	Fluor. Gas wall Htr.	Orig. windows Entry added
AG.3 Typing Room	Cpt. On timber	ditto	ditto	ditto	ditto	ditto	Orig. windows vestibule add.
AG.4 Typing Room	ditto	ditto	ditto	ditto	ditto	ditto	Orig. windows & doors
AG.5 Office	ditto	Orig. timber + 90mm to parti.	ditto	nil	Plas.bd.	Fluor. Expo. Ac duct	Orig. windows obs. By mezz.
AG.6 Duplicating	ditto	ditto	Pl.bd. lined Part.+tmb.pan	ditto	ditto	ditto	Ditto
AG.7 Store							
AG.8 Office	Cpt. On Conc.	Vinyl	Ptd. b/w +plas. Lined part.	90mm plas.bd.	Plas.bd.	Fluor. Expo Ac duct. htr.	Orig. ptd. tmbr W. hc door
AG.9 Office							
AG.10 Staff Room	Cpt. On tmbr.	Orig. tmbr.	Student stencil on b/w +w'bd.	Tmbr. scotia	Tmbr.	Fluor. Htr.	Etch glass W ptd. tmbr door.
AG.10a Tea Room	Vinyl on conc.	Tmbr. quad	Ptd. b/w	Tmbr.	Ripple iron	2x2bowl sinks	Door removed
AG.11 Female toilet	Ceramic tile on conc.	150mm tile	Ptd. render	Pl.bd.	Raked pl.bd.		Al. highlights
AG.12 Student Counselor	Cpt. On tmbr.	Orig. tmbr.	Ptd. b/w+plas. Lined part.	quad	ditto	Ceiling fan. htr.	Orig. ptd. tmbr.
AG.13 Admin. Office	Ditto	Tmbr. Quad	Ditto	Nil	Plas.bd.	Dish in ceiling as exhaust ?	
AG.13a Admin. Office	Ditto	Ditto	Ptd. b/w	Orig. tmbr	Orig. tmbr.	Flur. Fan +htr.	
AG.14 Principal	All as 13a open plan						
AG.15 Office							
AG.16 Store	Conc.	N/a	Wire mesh enclosure	N/A	Underside floor over	Sump.gas AC unit	gates
AG.17 P.A.B.X.							
AG.18 Student Amenities	Vinyl on conc.	Orig. tmbr.	Ptd. b/w	Tmbr.	Ripple iron	Fluor, fan	Exh. in W.ptd tmbr door
AG.19 F&M Workshop	Conc.	Nil	Ditto	Quad	Tmbr.	Fluor. fans o/h cable trav	Tmbr W's & doors
AG.19a F&M Store	Conc. +raised tmbr.	quad	Ptd. b/w & part.	Quad	ditto	Ditto	ditto
AG.20 F&M Store							
AG.21 Staff Toilet	Ceramic tile on conc.	150 tile	Cement render	Quad	Corr. Iron + f'c sheet		
AG.22 Male Toilet	Ditto	Ditto	Ditto	Ditto	Ditto		
AG.23 Laundry							

Schedule of existing fabric.
March 1998

BLOCK A GROUND FLOOR/Mezzanine

Space	Floor	Skirting	Walls	Cornice	Ceiling	Services	Openings
AG.24 Auto. Store	Conc. +tmbr.+mezz.	Quad	Cement render b/w	Quad	F'c panels	Fluor.	Tmbr. W. barn door
AG.25 Auto Work.	Conc. +tmbr.	Ditto	Ditto	Ditto	Ditto	Fluor. o/h cable trav. htr.	Tmbr. W & door
AG.25a Office	Tmbr.	Ditto	Ditto	Bead	Ditto	Ditto	Roller shutters
AG.25b Diesel Rm.	Not existing						
AG.26 Office	See 19a						
AG.27 Disabled WC	Ceramic tile on conc.	Tile	Cement render b/w	90mm plas.	Plas.bd.	HWS	Tmbr. Slider & al. W. over
AG.28 Store Rm.	See 19a						
AM.1 Store	Cpt. On tmbr.	90mm tmbr.	Ptd. b/w + balustrade	Orig. tmbr.	Orig. tmbr.		W obstructed by roof
DG.1 Garage	Conc.	N/a	Corr.iron	N/A	Corr. Iron	Fluor.	2 double doors
DG.2 Garden Shed	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto	Roller shutter

Schedule of existing fabric
March 1998

BLOCK A FIRST FLOOR

Space	Floor	Skirting	Walls	Cornice	Ceiling	Services	Openings
AF.1 Typing Rm.	Cpt. On tmbr.	Metal duct	Ptd. b/w	Orig. tmbr.	Orig. tmbr. Ptd.	Fluoros. fan. htr. & basin	Orig. W's & door
AF.2 Lecture Rm.	Ditto	Ditto	Ditto	Ditto	Ditto	Fluoros. fan & htr.	ditto
AF.3 Office	Ditto	Plain timbr.	Ptd. b/w +plas.bd. part.	Orig. tmbr. & none	Ditto	Fluros. fan htr. & basin	ditto
AF.4 Learning Ctr.	Ditto	Metal duct	Ptd. b/w	Orig. tmbr.	Orig. tmbr.	Fluros. fan & htr.	ditto
AF.5 Lecture Rm.	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
AF.6 Lecture Hall	Parquet on timber	Orig. tmbr.	Ditto	Ditto	Ditto	Pendants. fan.htr..f.p.	Ditto
AF.7 Stage	See AF.6						
AF.8 Office	Vinyl on tmbr.	Quad	Ptd. b/w + paneled arch	Ditto	Ripple iron	Fluoros. htr.	Tmbr. W's. hc door
AF.9 Office							
AF.10 Office	Cpt. On tmbr.	Tmbr.	Rendered b/w	Nil	Plas.	Fluo. F.p. & htr.	Hc door
AF.11 Office							
AF.12 Tea Room	Ditto	Ditto		Ditto	Ditto	Fluo. + htr.	Ptd. tmbr. W & door
AF.13 Meeting Rm.	Ditto	Quad	Ptd. b/w & plas.bd.	Ogee	Ptd. masonite or ply panel	Fluo. & fan	Tmbr. Hopper W's
AF.14 Bath Rm.	Ptd. sheet tmbr.	Coved	Versilux	Bead	f.c	Fluo.	Hc door
AF.15 Office	Vinyl on tmbr.	90mm tmbr.	Corr. Iron & fc	Quad	Fc	Fluo.	Al. W. hc door
AF.16 Wool Classing	Ditto	Quad	W'bd & ptd. b/w	Ditto	Tmbr.	Fluors. &o/h htrs.	Tmbr. W's & doors
AF.17 Lecture Rm.	Ditto	Ditto	Ptd. b/w	Tmbr.	Ripple iron	Fluoros. fans. htr.	ditto

Schedule of existing fabric
March 1998

BLOCK B GROUND FLOOR

Space	Floor	Skirting	Walls	Cornice	Ceiling	Services	Openings
BG.1 Lecture Rm.	Cpt on tmbr.	quad	Ptd. b/w	Quad	Lowered panels	Fluoros sss htr.	Ptd. tmbr.
BG.2 Lecture Rm.	Ditto	Ditto	Ditto	Ditto	Ditto	Fluoros. Htr.	Ditto
BG.3 Wool classing	Ditto	Ditto	Ptd. b/w + fc panel	Ditto	Ditto	Ditto	Ditto
BG.4 Lecture Rm.	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
BG.5 Lecture Rm.	Ditto	Ditto	Ditto + w'bd	Ditto	Ditto	Ditto	Ditto
BG.6 Childcare	Vinyl on tmbr.	Ditto	Ptd. b/w	Ditto	Ditto	Ditto	Ditto
BG.7 Ceramics	Tmbr.	Ditto	Ditto + paneled part.	Ditto	Ditto	Ditto	Ditto
BG.8 Office	Cpt. On tmbr.	Ditto	Ditto	Ditto	Caneite	Ditto	Ditto obscured by mezz.

Schedule of existing fabric
March 1998

BLOCK C GROUND FLOOR

Space	Floor	Skirting	Walls	Cornice	Ceiling	Services	Openings
CG.1 Ceramics	Cpt. On tmbr.	Nil	c. Render +fc panel.	Quad	Ptd.Tmbr	Fluors. Htr.	Ptd. tmbr.
CG.2 Lecture Rm.	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
CG.2a Store							
CG.2b Store							
CG.3 Office	Cpt. On tmbr.	Nil	Ptd. b/w	Bead	Low fc	Fluoros. Htr. + fp	Ptd. tmbr.

THE AUSTRALIA ICOMOS CHARTER FOR THE CONSERVATION OF PLACES OF CULTURAL SIGNIFICANCE (THE BURRA CHARTER)

Preamble

Having regard to the International Charter for the Conservation and Restoration of Monuments and Sites (Venice 1966), and the Resolutions of the 5th General Assembly of the International Council on Monuments and Sites (ICOMOS) (Moscow 1978), the following Charter was adopted by Australia ICOMOS on 19th August 1979 at Burra Burra. Revisions were adopted on 23rd February 1981 and on 23 April 1988.

Definitions

ARTICLE 1. For the purpose of this Charter:

1.1 *Place* means site, area, building or other work, group of buildings or other works together with associated contents and surrounds.

1.2 *Cultural significance* means aesthetic, historic, scientific or social value for past, present or future generations.

1.3 *Fabric* means all the physical material of the *place*.

1.4 *Conservation* means all the processes of looking after a place so as to retain its *cultural significance*. It includes maintenance and may according to circumstance include *preservation*, *restoration*, *reconstruction* and *adaptation* and will be commonly a combination of more than one of these.

1.5 *Maintenance* means the continuous protective care of the *fabric*, contents and setting of a *place*, and is to be distinguished from repair. Repair involves *restoration* or *reconstruction* and it should be treated accordingly.

1.6 *Preservation* means maintaining the *fabric* of a *place* in its existing state and retarding deterioration.

1.7 *Restoration* means returning the EXISTING *fabric* of a *place* to a known earlier state by removing accretions or by reassembling existing components without the introduction of new material.

1.8 *Reconstruction* means returning a *place* as nearly as possible to a known earlier state and is distinguished by the introduction of materials (new or old) into the *fabric*. This is not to be confused with either recreation or conjectural reconstruction which are outside the scope of this Charter.

1.9 *Adaptation* means modifying a *place* to suit proposed compatible uses.

1.10 *Compatible use* means a use which involves no change to the culturally significant fabric, changes which are substantially reversible, or changes which require a minimal impact.

Conservation Principles

ARTICLE 2. The aim of *conservation* is to retain the *cultural significance* of a *place* and must include provision for its security, its *maintenance* and its future.

ARTICLE 3. *Conservation* is based on a respect for the existing *fabric* and should involve the least possible physical intervention. It should not distort the evidence provided by the *fabric*.

ARTICLE 4. *Conservation* should make use of all the disciplines which can contribute to the study and safeguarding of a *place*. Techniques employed should be traditional but in some circumstances they may be modern ones for which a firm scientific basis exists and which have been supported by a body of experience.

ARTICLE 5. *Conservation* of a *place* should take into consideration all aspects of its *cultural significance* without unwarranted emphasis on any one aspect at the expense of others.

ARTICLE 6. The conservation policy appropriate to a *place* must first be determined by an understanding of its *cultural significance*.

ARTICLE 7. The conservation policy will determine which uses are compatible.

ARTICLE 8. *Conservation* requires the maintenance of an appropriate visual setting: e.g., form, scale, colour, texture and materials. No new construction, demolition or modification which would adversely affect the setting should be allowed. Environmental intrusions which adversely affect appreciation or enjoyment of the *place* should be excluded.

ARTICLE 9. A building or work should remain in its historical location. The moving of all or part of a building or work is unacceptable unless this is the sole means of ensuring its survival.

ARTICLE 10. The removal of contents which form part of the *cultural significance* of the *place* is unacceptable unless it is the sole means of ensuring their security and *preservation*. Such contents must be returned should changed circumstances make this practicable.

Conservation Processes

Preservation

ARTICLE 11. *Preservation* is appropriate where the existing state of the *fabric* itself constitutes evidence of specific *cultural significance*, or where insufficient evidence is available to allow other conservation processes to be carried out.

ARTICLE 12. *Preservation* is limited to the protection, *maintenance* and, where necessary, the stabilisation of the existing *fabric* but without the distortion of its *cultural significance*.

Restoration

ARTICLE 13. *Restoration* is appropriate only if there is sufficient evidence of an earlier state of the *fabric* and only if returning the *fabric* to that state reveals the *cultural significance* of the *place*.

ARTICLE 14. *Restoration* should reveal anew culturally significant aspects of the *place*. It is based on respect for all the physical, documentary and other evidence and stops at the point where conjecture begins.

ARTICLE 15. *Restoration* is limited to the reassembling of displaced components or removal of accretions in accordance with Article 16.

ARTICLE 16. The contributions of all periods to the place must be respected. If a *place* includes the *fabric* of different periods, revealing the *fabric* of one period at the expense of another can only be justified when what is removed is of slight *cultural significance* and the *fabric* which is to be revealed is of much greater *cultural significance*.

Reconstruction

ARTICLE 17. *Reconstruction* is appropriate only where a *place* is incomplete through damage or alteration and where it is necessary for its survival, or where it reveals the *cultural significance* of the *place* as a whole.

ARTICLE 18. *Reconstruction* is limited to the completion of a depleted entity and should not constitute the majority of the *fabric* of the *place*.

ARTICLE 19. *Reconstruction* is limited to the reproduction of *fabric*, the form of which is known from physical and/or documentary evidence. It should be identifiable on close inspection as being new work.

Adaptation

ARTICLE 20. *Adaptation* is acceptable where the *conservation* of the *place* cannot otherwise be achieved, and where the *adaptation* does not substantially detract from its *cultural significance*.

ARTICLE 21. *Adaptation* must be limited to that which is essential to a use for the *place* determined in accordance with Articles 6 and 7.

ARTICLE 22. *Fabric* of *cultural significance* unavoidably removed in the process of *adaptation* must be kept safely to enable its future reinstatement.

Conservation Practice

ARTICLE 23. Work on a *place* must be preceded by professionally prepared studies of the physical, documentary and other evidence, and the existing *fabric* recorded before any intervention in the *place*.

ARTICLE 24. Study of a *place* by any disturbance of the *fabric* or by archaeological excavation should be undertaken where necessary to provide data essential for decisions on the *conservation* of the *place* and/or to secure evidence about to be lost or made inaccessible through necessary *conservation* or other unavoidable action. Investigation of a *place* for any other reason which requires physical disturbance and which adds substantially to a scientific body of knowledge may be permitted, provided that it is consistent with the conservation policy for the *place*.

ARTICLE 25. A written statement of conservation policy must be professionally prepared setting out the *cultural significance* and proposed *conservation* procedure together with justification and supporting evidence, including photographs, drawings and all appropriate samples.

ARTICLE 26. The organisation and individuals responsible for policy decisions must be named and specific responsibility taken for each such decision.

ARTICLE 27. Appropriate professional direction and supervision must be maintained at all stages of the work and a log kept of new evidence and additional decisions recorded as in Article 25 above.

ARTICLE 28. The records required by Articles 23, 25, 26 and 27 should be placed in a permanent archive and made publicly available.

ARTICLE 29. The items referred to in Articles 10 and 22 should be professionally catalogued and protected.

Words in italics are defined in Article 1.

-oOo-

H I S T O R Y

of

B A T H U R S T T E C H N I C A L C O L L E G E

1866-1980

-oOo-

JUNE, 1980.

R. PRICE.
A. FRAGAR.

"There is a plaque at the front of the William Street building erected to the memory of Dr. William Bassett, who arrived in Australia from Wales in 1851. We was the Colonial Surgeon at Parramatta, and settled in Bathurst in 1865.

He had been a pupil of the famous physicist, Michael Faraday, and his interest lay in many fields. In 1866 he began conducting lectures at hisown home, in Chemistry, Geology and Electricity.

It was almost twenty (20) years before government responsibility was accepted for technical instruction. It would be pertinent here to read an extract from the 1883 Annual Meeting of the Bathurst Mechanic's School of Arts:-

> "The Secretary read the following report:- (The twenty-eighth of the Bathurst School of Arts.)
>
> The debt on the hall having been satisfactorily disposed of, the Committee were able to turn their attention to the subject of Technical Education - a subject which is at present receiving considerable attention in the metropolis, and is being liberally supported by the Government. One of the chief difficulties in the way of dealing with matter here, was the want of a laboratory and suitable classrooms.
>
> The Committee (thanks to the energy of Dr. Bassett, who has shown considerable practical interest in the matter, and has placed at their disposal the sum of £76.18s. towards the purchase of chemical apparatus, fossils, etc.)have taken steps to initiate shortly the work of Technical Education in connection with the Bathurst School of Arts."

"The present William Street building was not erected until 1896. Classes had been conducted in other premises prior

to this date.

"His grand-daughter, Mrs. Joan Rutherford, is with us tonight, but more importantly, her grandson, Norman Rutherford, will be awarded the prize for Stage III, Automotive Engineering Trades."

These words were spoken by Mr. Stan Davis, the 5th Principal of Bathurst Technical College, on the occasion of the 1979 Annual Presentation of prizes and awards.

The words reflect the attitude of the people of Bathurst to the Bathurst Technical College and the services offered by it to the community of Bathurst.

The City of Bathurst is a large country city with a background rooted deeply into the history of New South Wales and in fact, Australia. The Technical College is an inherent part of the history of Bathurst.

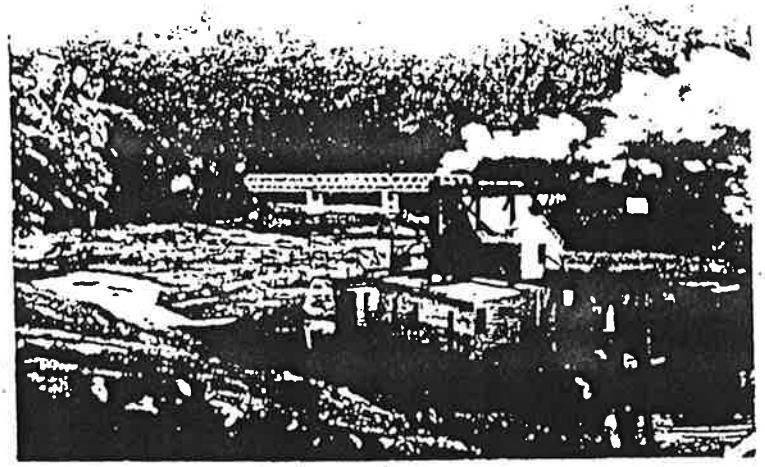
The site of Bathurst was proclaimed 7th May, 1815. This was only two(2) years after the first crossing of the Blue Mountains by white men and only twenty-seven (27) years after the founding of the town of Sydney.

By 1820 the population of the district was given to be 114, and in 1833 the layout of the town was surveyed; in 1820 a gaol was built and in 1824 a hospital.

By 1841 the population had grown to 4,599 and Bathurst was becoming established as one of the leading provincial centres of New South Wales.

In 1851 when Bathurst's population had reached 7,000 payable gold was found. This had a dramatic impact on the reasonably quiet country town which was thrown in confusion. The three aspects of this related to, (a) the infusion of people heading for the Sofala area; (b) the paralysing of the conventional businesses; and (c) the desertion of many people from their regular jobs - to chase the gold.

Although Bathurst missed the best of the financial gain in the business sector because it was not on the direct route

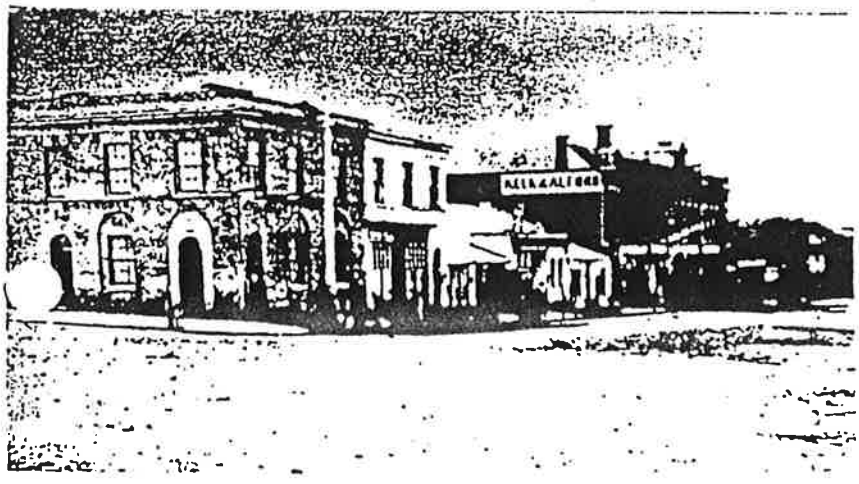


GOLD EXTRACTION ON THE TURON RIVER AT WALLABY FLATS NEAR SOFALA.

WILLIAM STREET.
THE SCHOOL OF ARTS IS AT THE RIGHT AND THE METHODIST CHURCH IS IN THE DISTANCE.

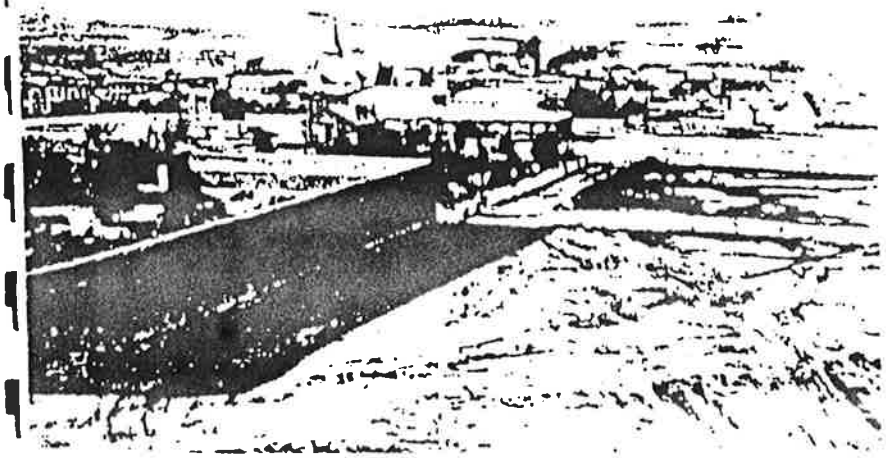
COBB& CO OFFICE IS SHOWN OPPOSITE THE SCHOOL OF ARTS.

Holtermann



WILLIAM STREET.
LOOKING TOWARD THE RIVER.
THE TECHNICAL COLLEGE HAS ERECTED ON THE LEFT HAND SIDE OF THE STREET, PAST THE TWO STORY BUILDING.

Holtermann



WILLIAM STREET.
LOOKING TOWARD THE RIVER.
THE TECHNICAL COLLEGE SITE IS TWO BLOCKS DOWN THE STREET AND ON THE LEFT HAND SIDE.

Holtermann

to the goldfields, it was however, never the same again. The local newspaper increased its editions, a postman was appointed and a large increase in coaching activities was evident with six (6) mail deliveries from Sydney each week and services out to Sofala, Orange, Ophir and Carcoar.

One of the greatest changes that occurred however, was the change in emphasis in the district. A town that was the centre of a quiet rural area became the busy, industrial town with radically different educational requirements.

By 1867 a boot manufacturer had been established and was producing 585 pairs per week, a glue factory was operating and two (2) foundries were producing steel, copper and brass requirements for the district.

The end of this growing era was marked by the completion of the railway from Sydney in 1876.

It was into this atmosphere of change and growth that the Lecture Hall for the School of Arts was built in 1874 on the corner of William and Howick Streets, on the site now occupied by the Stagecoach Restaurant. This had a very direct bearing on the development of Technical Education in Bathurst.

The School of Arts had been operating in Bathurst since the 1860's and was providing a very worthwhile contribution to the growth of the inquiring minds of the people who were starved of such educational stimulus. Its lectures were largely of a formal nature and catered for an enthusiastic group of mostly middle and upper class citizens who could better afford the fees associated with lectures. (APPENDIX "A")

It was well supported by the leading citizens of the town.

It must be understood that during this time the School of Arts received an annual grant from the government, on the understanding that the "institution should tend to the intellectual advancement of the people". Some of the committee interpreted this to include subjects of a technical nature.

[1] "A demand for tuition in subjects allied to gold-mining, such as Physics, Chemistry, Mathematics, Metallurgy and Assaying arose and, in 1866, Dr. William Frederick Pritchard-Bassett, who had been a pupil of Michael Faraday's in London, was swamped with requests for information on technical subjects. Classes in Chemistry, Geology, and Electricity, which he took at his home, were soon crowded. James Rutherford and other prominent citizens came to his aid financially, but it was clear that there was a need for technical classes sponsored by a Government department."

In 1884 the School of Arts turned its thoughts to that of Technical Education and with the help of Dr. Bassett established exhibits, equipment and lectures. (APPENDIX "B")

It was in April 1885 that organised classes began with the establishment of Bathurst Technical School, by J. Pringle. Pringle began his classes in a room under the School of Arts (APPENDIX "C") and also a drawing class arranged by the Technical Education Board was being held in a room at the Baptist Church in Kepple Street.

The growth was such that in ten (10) years 497 students were enrolled and so W.J. Clunies-Ross who succeeded Pringle in 1885, made moves to obtain a new building expressly for the purpose of Technical Education.

Since the School of Arts was traditionally associated with Technical Education and they had not built on all the land granted to them, it was suggested that the vacant portion in William Street could be made available for this purpose. This was agreed and in 1894, 78½ ft. of land in William Street was sold to the Department of Public Instruction for £1,570.16s.8d. On 19th November, 1896 the foundation stone was laid by The Honourable Jacob Garrard, Minister for Public Instruction.

The new college was opened on 29th June, 1898.

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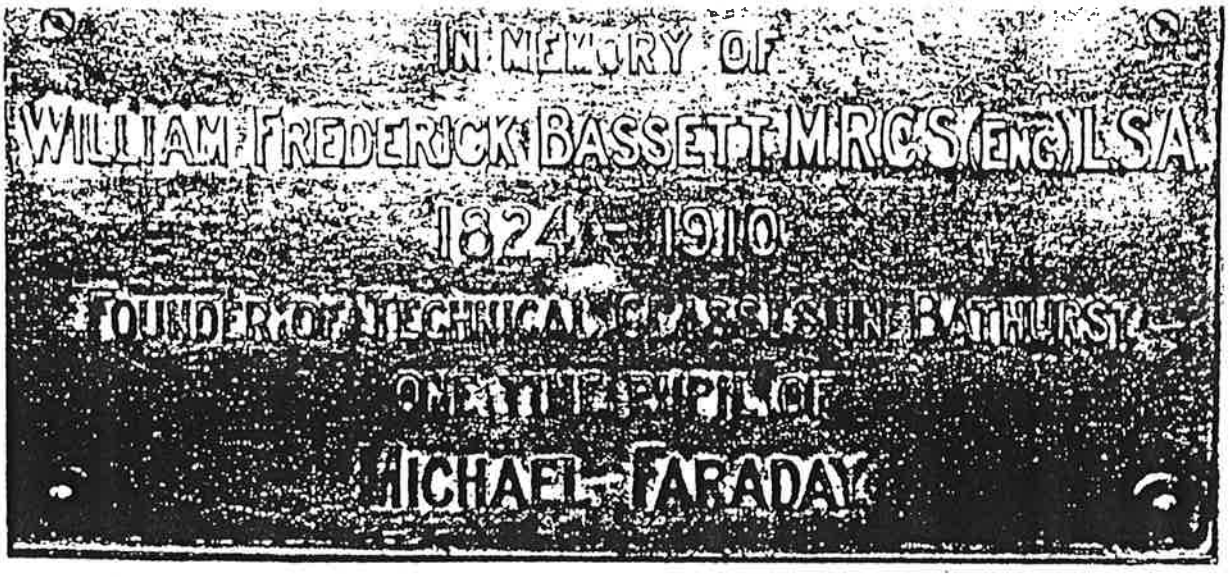
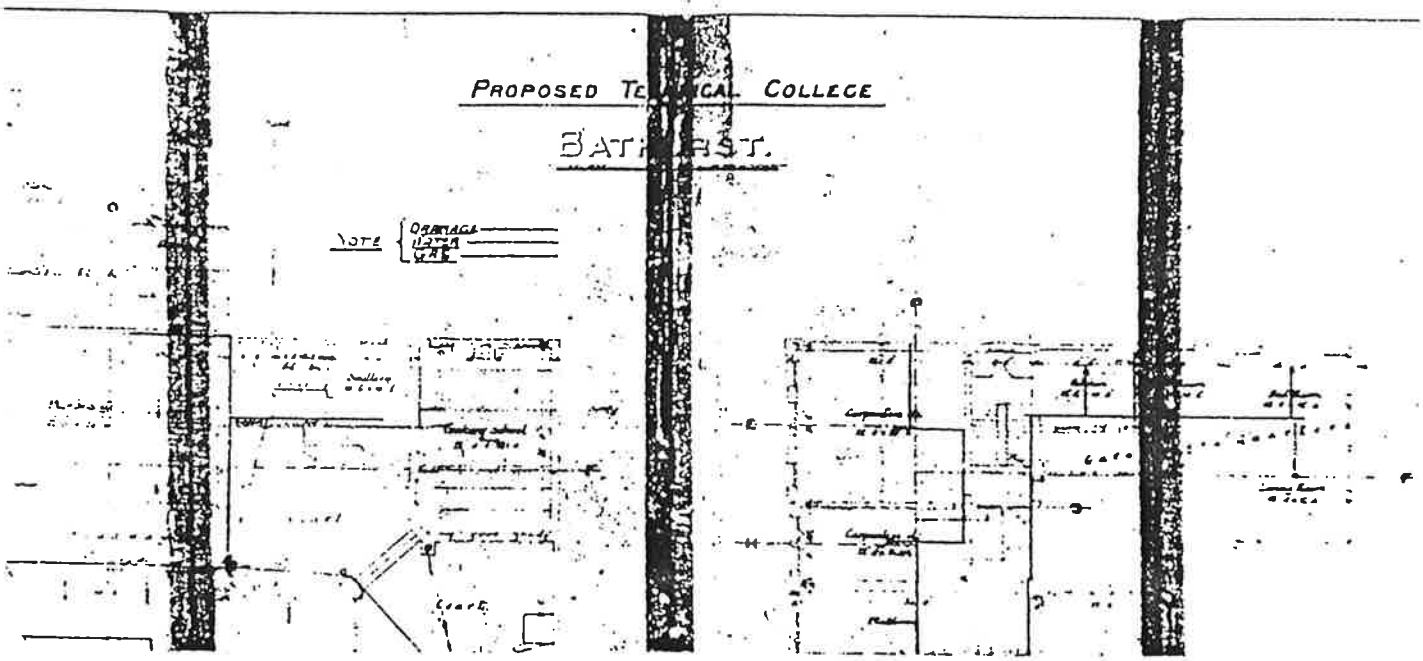
[1] Ibid. Journal of the Royal Australian Historical Socy. Vol. 55 P. 2 1969

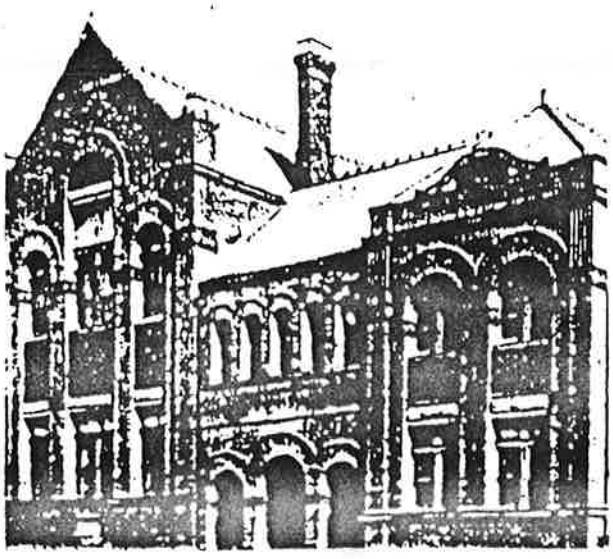


PLAQUE ON THE FRONT WALL OF THE BATHURST TECHNICAL COLLEGE
WILLIAM STREET BATHURST.



PART OF THE ORIGINAL DRAWINGS
OF BATHURST TECHNICAL COLLEGE.

LATER DRAWINGS SHOW ALTERATION
IN THE USE OF ROOMS AND ALSO
STRUCTURAL ALTERATION TO THE
[illegible] RESIDENCE, AND
[illegible] LATER TRANSFERRED TO
THE TECHNICAL COLLEGE.



2. "The building is situated in William Street Bathurst and the style of architecture adopted in its erection is similar to that of Central Technical College, Sydney. There are two main floors. On the ground floor the Museum, Geological and Chemical Laboratories, Cookery Department, Plumbers' Workshop are situated. On the First floor are the Commercial, the Physics, the Dressmaking, the Carpentry and the Wool-classing rooms. Lecture Hall (72ft. x 30ft.) and Caretaker's quarters.

The Lecture Hall is provided with lantern and sheet for illustrating lectures, and has accomodation for 300 people. The Museum is well filled with specimens of general and economic interest from the surrounding districts, eg. wool specimens, ores, timbers, building stones, and in addition are displayed works of art loaned by the trustees of the National Art Gallery. Gas and water are laid on throughout the building, and the students' convenience is in every way studied."

It is interesting to note that sixty years later the School of Arts is not in existence. After all the efforts of the School of Arts to attract the "mechanics and working classes" (APPENDIX "D") finally came to fruition, it spelt the death knoll of the cultural group as it existed and became swallowed up in the Technical College.

3."In 1897 at the time of the construction of the new building, there were 305 students enrolled. The number of students for each subject was as follows: Mechanics 8; Bookkeeping 47; Physics 11; Agriculture10; Chemistry 15; Botany 17; Practical Chemistry 5; Freehand and Model Drawing 58; Mineralogy 6; Geology 26; Mathematics 45; Shorthand 17; Geometrical and Perspective Drawing 27; PublicSchool Class in Chemistry 175.

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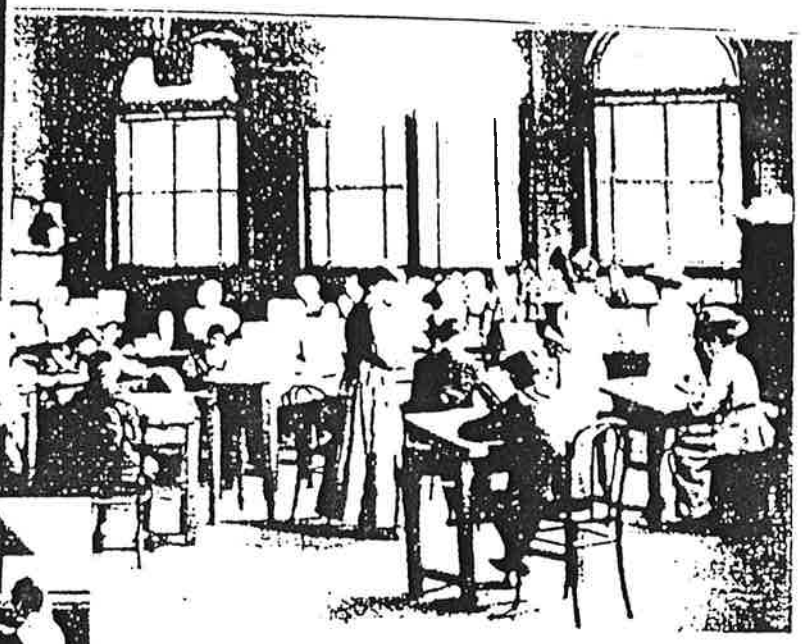
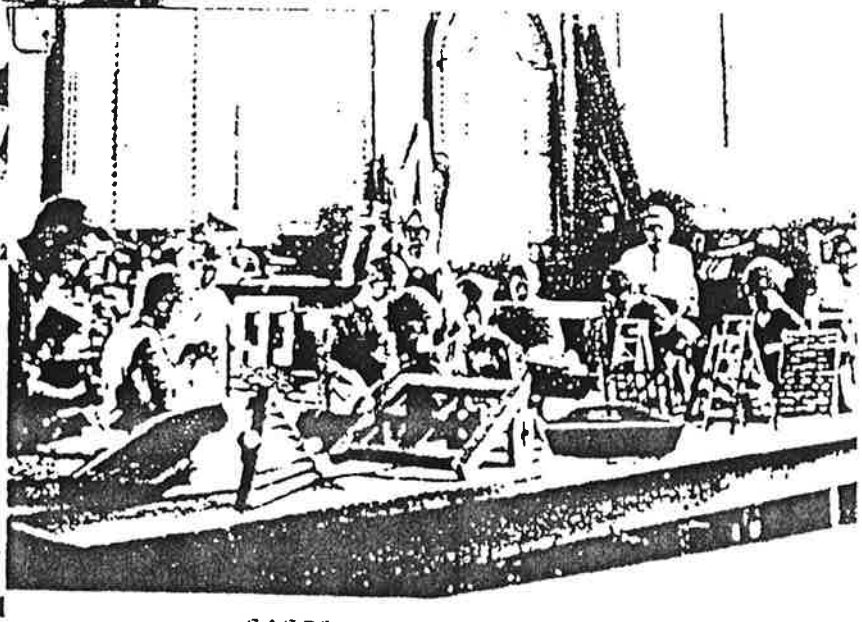
2. Ibid. First Quarter Century of Tech. Ed. in NSW 1909 p.286
3. " The Story of Bathurst. B. Greaves 3rd Ed. 1976.

STAFF OF BATHURST TECHNICAL COLLEGE



DRAWING AND PAINTING.

COOKERY KITCHEN.



CARPENTRY WORKSHOP.

"It will be noticed that the numbers enrolled were considerably inflated because of the public school chemistry classes. This apparently accounts for the large enrolments during the early years of the college. When the high school and later the district school teachers took their own classes in science subjects there was a noticeable reduction in the enrolments. It is also worth mentioning that the courses covered in these early days were certificate, hobby, andvocational courses at an advanced level; there was no trade training as developed in later years with apprenticeship classes."

The newly equipped college now became more and more prosperous and at one time it was reported as having an enrolment exceeding 700 students. But the size of the college was largely a reflection of the busy mining industry and when mining activities declined so too did the demand for teaching of many of the technical subjects associated with it. Henceforth the district became primarily an agricultural one and except for the training of a handful of apprentices in the town, the college's activities began to emphasise training for the man on the land, especially the wool industry.

The college declined to such an extent that many of its classrooms were used for primary and secondary school lessons. During these "lean years" the college concentrated on dressmaking, carpentry, plumbing and commercial classes. The college no longer had its own Resident Master - its classes were controlled by a part-time Registrar, usually the Headmaster of the Public School.

As late as 1938 the college could boast only 183 students but from that point the picture changed considerably. The advent of Technical Education Advisory Committees forged a new link between the college and local business people and industrialists. This revived interest was extended to the public themselves through personal contact and newspaper publicity.

Although the Advisory Committee was rather limited in the power it was given - it was nonetheless enthusiastic in its concern for the welfare and expansion of the college and museum.

It played a major role in the publicity of the college both in its endeavour to attract students and to attract the support of the local businesses in providing incentive awards for the students.

It also made continual representation to the parliamentarians to gain improvements in the conditions of the college. An example of this activity is shown when in 1939, signs were placed at the School of Arts and the Railway Institute. Letters were also written to the Rotary Club, Chamber of Commerse, St. Patricks Club, the Methodist O.K.'s and Bathurst Council, endeavouring to attract students. In the same year Bathurst businesses contributed £8.2s.6d. to the prize fund.

Similar enthusiasm is shown in its campaign for new premises in 1944 with strong pressures applied to both the N.S.W. Government and Bathurst Council.

One man to have particular influence on the committee was Mr. W. H. Hopper who served as committee Chairman from February 1939 to June, 1950. Another was Mr. R. T. Hole who was honourary Secretary for a long time.

However, a name better known to the college today is Mr. Vic Rose who is still a member of the committee having been invited to join in March, 1948.

The introduction, in 1940, of training courses for R.A.A.F. technicians under the Commonwealth Defence Training Scheme further stimulated interest in technical education. More workshop space was needed for the new influx. The machine shop was enlarged and new machines were installed, providing accommodation for 16 students at once.

With the return to peacetime conditions a gradual increase

in enrolments took place. In 1945, 260 students were in attendance and there were two full time teachers of Engineering Trades and Dressmaking with several part-time teachers. During the next few years several important features were added. Bathurst became the western centre for sheep and wool examinations: Day Secretarial classes were commenced in 1950 (Bathurst being one of the first country centres to which this course was extended); G.R.T.S. training was established for returned servicemen, especially in building trades subjects; and the college was given the task of trade testing immigrant tradesmen.

In 1948 the expansion of classes made it necessary for the college to take over the old public school premises in Howick Street. This expansion made it possible for the main lecture hall at William Street, which in the busy years had been converted for use as a carpentry workshop, to be used again for its original purpose.

During the war the Museum was opened at weekends and became a technological museum. Since then numerous exhibits of a technical nature have been added, and the museum now presents a pleasing display of considerable educational value supplementary to the college's activities.

In 1946 classes in Applied Electricity were commenced being taught by a part-time teacher. A survey having shown that at least eight (8) students were interested.

The Automotive Section was the centre of concern in 1959, but it was not until late 1961 that plans were prepared and tenders were invited.

It was in 1955 that the first Principal of Bathurst Technical College was appointed. He was Mr. R. G. Davis. He was followed by -

Mr. W. Elwin 1964
Mr. J. Fordyce 1970
Mr. C.B. Pryor 1971-77
Acting Principal:
Mr. M. Sadler 1977
Mr. S. Davis 1978-

-oOo-

BATHURST TECHNICAL COLLEGE 1960 to 1980

The previous chapters have described the beginnings of Technical, as distinct from Secondary Education, in the Bathurst District.

This Chapter will look at the last twenty years of Technical Education in Bathurst, and attempt to make some predictions about the future.

A new Automotive workshop was built in the early 1960's at a time when the student population had increased from approximately 400 in 1950 to almost 800 in 1960.

The new workshop area and consequent re-organisation of associated teaching areas was a direct reflection of the accommodation pressures that resulted from this doubling of student numbers.

The next ten years, 1960 to 1970 saw the student numbers remain almost static, going from 783 to 923 in that 10 year period.
Hardly meteoric growth!

The slow growth in student population paralleled the equally slow growth in the population of the town.

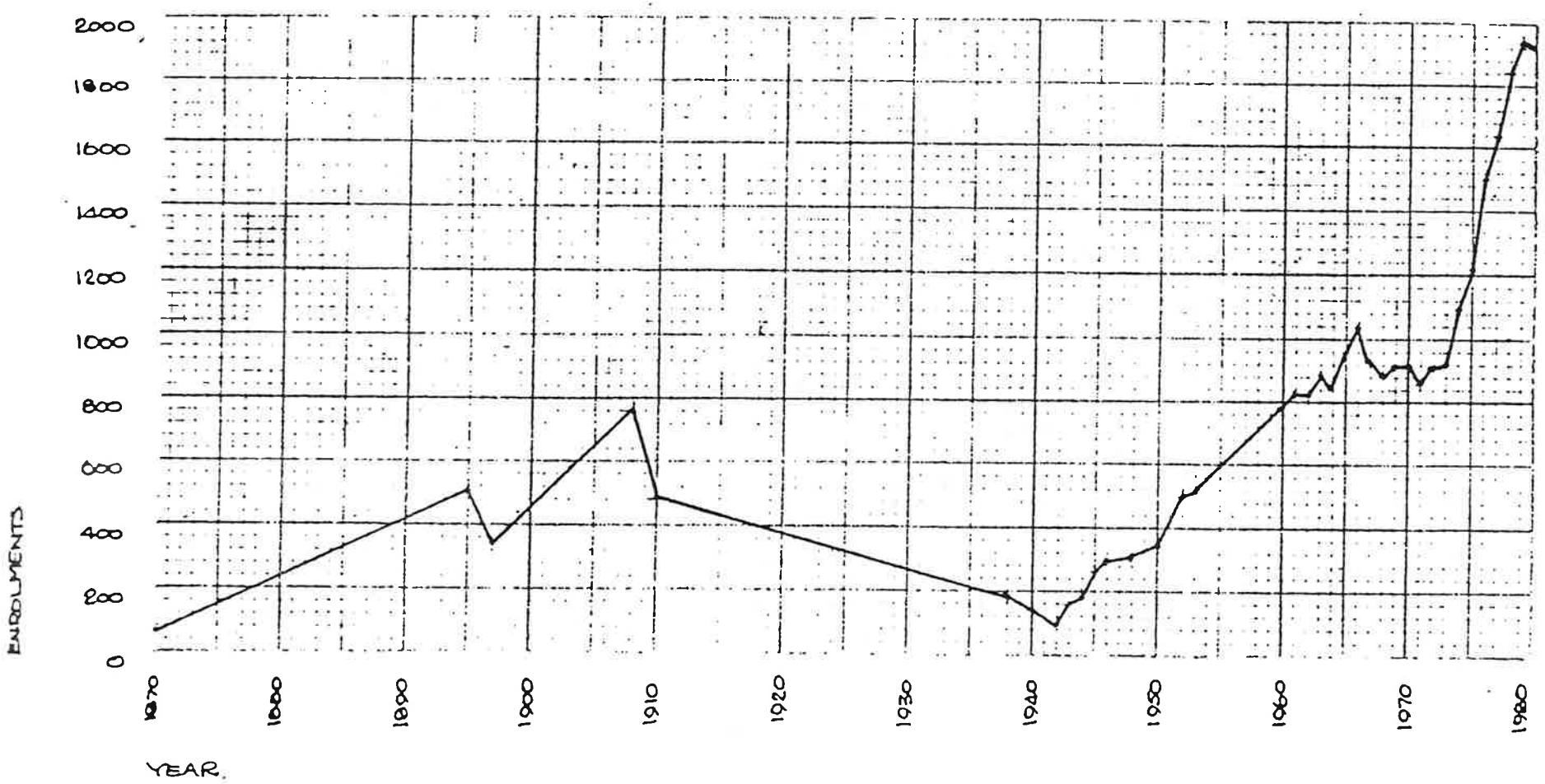
Bernard Creaves in his book, "The Story of Bathurst", gives the population of the town as 16 900 in 1962.

It was stated by the local paper to be approximately 18 000 in 1970.

This was a static period for Bathurst as a whole, with little growth in population, and not much industrial development in the area. The College enrolemnts reflected this stability.

The 1970's saw the end of stability.

STUDEN ENROLMENTS 1870-1980



SOURCES — 'THE STORY OF BATHURST' B. Greaves 1870-1938

BATHURST COLLEGE COMMITTEE MINUTES 1938-1960, 1975-1979

DN EDUCATIONAL RESEARCH & PLANNING T.A.F.E 1960-1974

PRINCIPAL'S OFFICE BATHURST. 1980.

Sir Charles Cutler, then Minister for Education had announced in 1968, that a College of Advanced Education was to be established at Bathurst using the existing Bathurst Teacher's College as a base.

This College was formally opened in March 1970 and tuition in a range of subjects commenced.

This had a twofold effect on the Technical College.

The appointment of lecturing staff to the C.A.E. brought in its train demands for a new course to be offered by the Technical College. In particular the demand for non-vocational hobby type courses increased dramatically.

Vocation courses in the trade areas were initially unaffected.

With the influx of new people into the town, some of the pessimism of the 1960's began to evaporate.

This growing optimism was further enhanced by the announcement by the Premier of N.S.W., Sir Robert Askin, in May 1973, of the proposed transfer of the N.S.W. Central Mapping Authority to Bathurst.

Mitchell College had initialed demands for non-vocational courses.

The coming of the C.M.A. meant a requirement for specialised training in cartographic procedures for C.M.A. employees.

To meet this need, a new site was acquired towards the foot of Mt. Panorama, (of car and bike race fame) and plans developed for new buildings for Cartography initially, followed by the trade and Secretarial sections of the then existing College.

The need for new accommodation for existing classes was highlighted by the action of the College Committee in making a direct submission to the Minister for Education.

This action was taken because of the Committees' dissatisfaction with the T.A.F.E. Department's reactions to its requests for new buildings.

In their submission to the Minister, the College Committee noted:

> "Significantly, the buildings are 100 years old. They are now considered to be quite inadequate for teaching the subjects to which reference has been made. Maintenance costs on the buildings are high.
>
> The Committee is pleased that work has commenced on the new site for the cartography building. This building is being erected primarily for the training of the recently transferred Central Mapping Authority staff - this building does not assist the present accommodation problems of the Technical College.
>
> The whole question surrounding this submission is: 'What are the priorities being applied to the building of the various other stages on the new site and who can we prevail upon to establish that the greatest need exists to make the buildings for the electrical, plumbing and building trades the next priority.' "

The coming of the C.M.A. to Bathurst and the activities of the Development Corporation in promoting the area

as a growth centre meant that the demand for all courses was increasing at an unprecedented rate.

The student population graph tells the story.

From 900 students in 1973 the number attending the College rose to 1500 in 1975 and approaching 2000 in 1980.

Students in Cartography and related courses represent approximately 200 of that total. The remainder are students attending courses conducted in the existing buildings of a College that had been substantially static since 1960.

The Committee presented its submission in April 1976. At that time, building of a new section, at the Mt. Panorama site was in progress.

This building, as the committee noted, was to accommodate cartography students only, and would do nothing to alleviate the pressures on other sections of the College.

A new building for Carpentary and Joinery and Bricklaying was built and occupied in 1979.

Work has commenced on a building to house Electrical Trades and Rural Studies, and this is expected to be ready for occupation in the middle of 1981.

Changing social conditions are having a major effect on the College.

Recognition of the need for re-training for new occupations and new skills has brought many adult students to the College.

T.A.F.E. generally is seen as the one institution in our society that can meet these needs.

The entry of more and more married women into the workforce is also creating demands on T.A.F.E. in general and the Bathurst College in particular.

The development of part-time work and job sharing, as outlined by Peter Kirby in the Tafe Quarterly article, will also bring changes and new pressures on T.A.F.E. which will appear at College level, inevitably.

The real question goes begging.

Not - "Can T.A.F.E. and the Bathurst College in particular meet the needs of the 80's?".

It can and will meet those needs part way, as it has in the past.

The real question is "Will the community provide the resources to T.A.F.E. to enable it to do the job that will be expected even demanded, in the 80's?".

The next ten years will tell.

PROCEEDINGS

People's Federal Convention,

BATHURST,

NOVEMBER, 1896.

PRICE - ONE SHILLING AND SIXPENCE.

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WILLIAM ANDREWS & Co., PRINTERS, STATIONERS, BOOKBINDERS, &c.
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