



REGISTER OF HERITAGE PLACES - ASSESSMENT DOCUMENTATION

11. ASSESSMENT OF CULTURAL HERITAGE SIGNIFICANCE

The criteria adopted by the Heritage Council in November 1996 have been used to determine the cultural heritage significance of the place.

11.1 AESTHETIC VALUE*

Kalgoorlie School of the Air is a very well proportioned and executed example of Federation Arts and Crafts architecture applied to a school building. It is significant for its expansive hip and gable roof, red face-brickwork enlivened with string courses, fenestration and robust timber detailing which constitute the elevations to Brookman and Piesse Streets. The rear elevation is more modest as it was intended to have additions attached to it. (Criterion 1.1)

Kalgoorlie School of the Air is a competent design from Hillson Beasley's time at the Public Works Department and displays qualities typical of Beasley's high standards. Planning and elevations are well resolved and the detailed elements are of a high order, particularly the joinery elements of the gables and porches. (Criterion 1.2)

Kalgoorlie School of the Air contributes to the aesthetic qualities of the built environment in central Boulder. It is an integral part of a group of places of aesthetic value which contribute to the character of central Boulder. (Criterion 1.4)

11.2. HISTORIC VALUE

Kalgoorlie School of the Air is the earliest of the remaining purpose built technical education buildings in Kalgoorlie-Boulder and probably the oldest of this class in the State. Earlier technical schools began their operation in existing buildings. It is significant in relation to the introduction of technical education. (Criterion 2.1)

Kalgoorlie School of the Air is significant for its close associations with J. F. Lynch, the second superintendent of the Technical School who went on to become Director of Kalgoorlie School of Mines, then Superintendent of Technical Education and with Mrs Lorna Mitchell, special educationalist. (Criterion 2.3)

* For consistency, all references to architectural style are taken from Apperly, Richard; Irving, Robert and Reynolds, Peter A *Pictorial Guide to Identifying Australian Architecture: Styles and Terms from 1788 to the Present*, Angus & Robertson, North Ryde, 1989.

11. 3. SCIENTIFIC VALUE

Kalgoorlie School of the Air was the fourth School of the Air and continues to operate as a school of the air. The building has been adapted in a variety of ways and a study of the place in detail has potential yield information on the development of the facilities that are required to provide school of the air services. (Criterion 3.1)

11. 4. SOCIAL VALUE

Kalgoorlie School of the Air has been highly valued by the community for its educational associations from the time of its role in technical education through its present role as the Kalgoorlie School of the Air. (Criterion 4.1)

Kalgoorlie School of the Air is closely associated with the core area of the Boulder town centre and as part of the group of places in the centre contributes to the community's sense of place. (Criterion 4.2)

12. DEGREE OF SIGNIFICANCE

12.1. RARITY

Kalgoorlie School of the Air is the only remaining example of a Technical Education building from the Gold Rush period in the Eastern goldfields. It is possibly the oldest extant Technical Education building in the State. (Criterion 5.1)

12.2 REPRESENTATIVENESS

Kalgoorlie School of the Air is characteristic of the Federation Arts and Crafts style of architecture applied to an educational building. Its planning is a conventional program for its time and is representative of a mainstream form. (Criterion 6.1)

Kalgoorlie School of the Air is important as a fine, representative example of a small technical school. (Criterion 6.1)

Kalgoorlie School of the Air is representative of the work of Hillson Beasley's school designs and of the requirements of Technical Education at the turn of the twentieth century. (Criterion 6.2)

Kalgoorlie School of the Air is representative of the development and rapid growth of educational institutions in the Eastern Goldfields from the late 1800's. (Criterion 6.2)

12.3 CONDITION

Kalgoorlie School of the Air is in good condition. Maintenance has been regular and effective and recent conservation works have stabilised a number of structural and damp related concerns.

12.4 INTEGRITY

Although *Kalgoorlie School of the Air* no longer serves its intended purpose as a technical education school, it remains in use as an educational facility, though not one to which students frequent. Its role is now a resource base for education to remote areas. This use is compatible with its heritage values. *Kalgoorlie School of the Air* retains a moderate to high degree of integrity.

12.5 AUTHENTICITY

Kalgoorlie School of the Air's exterior remains little altered since it was constructed and most of the room plans are in the same form as they were originally conceived. Some adaptation for the purposes of running the School of the Air have been made. The exterior of the building has a high degree of authenticity and the interior a moderate degree of authenticity.

13. SUPPORTING EVIDENCE

The documentary evidence has been compiled by Dorothy Erickson, Historian. The physical evidence has been compiled by Philip Griffiths, Architect.

13.1 DOCUMENTARY EVIDENCE

Kalgoorlie School of the Air, a brick and stucco building with a corrugated iron roof in the Federation Arts and Crafts Style was built as the Boulder Technical School in 1905, to plans designed by the Public Works Department. It is located on Reserve 8883-253 on the corner of Piesse and Brookman streets, Boulder. The building sits close to the south west edge of the site and is set in an open lawned and bitumen paved landscape.

Gold had been discovered in small quantities in Western Australia since the middle of the century but with the Kimberley find of 1886, followed by the Pilbara in 1887, the Yilgarn in 1888 and the Eastern Goldfields (Coolgardie) in 1892 the rush to the goldfields commenced in earnest. The discovery of great goldfields made the last decade of the nineteenth century a time of great promise for Western Australia. The population of the colony was multiplied by seven fold in twenty years, with most migrants going straight to the Eastern goldfields from the ports of entry. The population grew from 48,000 to 180,000 in the 1890s and was 239,000 by 1904.¹

Gold was discovered in Hannans in June 1893. By August the first deep shaft was sunk – The Great Boulder. The 'Golden Mile' of Kalgoorlie Boulder was the richest gold ore body the world had seen, outstripping the great finds in Coolgardie. It produced more gold than all the other mining areas in the colony combined. Conditions were primitive for early prospectors. Typhoid was rife in the harsh unsanitary conditions where potable water was extremely scarce; water had to be carted from suitable sources or distilled. Nevertheless, the poor conditions and lack of water did not deter the fortune seekers.

The Depression that had such an impact elsewhere, did not have the same effect in Western Australia. Capital flooded into the colony, most of it coming from England, with a smaller proportion from South Australia and the east-coast capitals. Investment from newly emerging industrial nations, such as Germany and Italy, who competed with England and France for areas of influence, also contributed to the growth of the gold fields. The area was also aided by the development of communication systems and miners, engineers financiers and even goldsmiths commuted between America, South Africa and Western Australia.

Capital raised by the colony allowed the construction of the port of Fremantle and the Eastern Goldfields Water Supply pipeline, both major undertakings which assisted progress and made living conditions better for the young state. Construction of an extensive railway system through the mid 1890s to the Eastern Goldfields made the movement of mining equipment, machinery and consumer goods easier and reduced the cost of transport.

¹ General information is from Erickson, Dorothy. 'Aspects of Stylistic and Social Influence on the Practice of Gold and Silversmithing in Western Australia 1829- 1965', Ph.D Thesis, University of Western Australia, 1992.

Accompanying the influx of capital from the eastern seaboard and other parts of the world, was the influx of people, mainly men, in search of their fortune. The population of the colony was multiplied by seven fold in twenty years, with most migrants going straight to the Eastern Goldfields from the ports of entry. The population grew from 48,000 to 180,000 in the 1890s and was 239,000 by 1904. In the dry and dusty interior, Coolgardie, Kalgoorlie-Boulder and other centres developed rapidly.

The greatest influx of migrants occurred in 1895-6; Kalgoorlie was gazetted a Municipality in 1896. The railway to Coolgardie was completed in 1895 and was extended to Kalgoorlie in 1897, bringing more people to the locality. The imbalance of male to female on the goldfields resulted in a deliberate immigration policy to attract women and families. This programme commenced in 1900.

Although gold mining peaked in 1903, the population continued to grow. The Eastern Goldfields Water Supply was opened the same year, making life more pleasant. Kalgoorlie and Boulder continued to expand and develop, becoming thriving towns with electric trams shuttling between them. The Boulder Block had the busiest retail trade anywhere in Australia at this time. With the arrival of families, primary and technical schools were required to provide for the education of both children and adults (further education). By the close of the nineteenth century in Kalgoorlie and Boulder, Primary Schools were being established and growing rapidly.

Technical education classes in Western Australia were started in Perth and Fremantle as evening schools in 1898. These evening classes were organised by local committees assisted by Government Grants and funded by enrolment fees. There were 760 on the rolls in 1898.²

In the Parliamentary Papers for 1899. The report of the Education Department for 1898 stated that:

some Technical classes at Fremantle and Perth have been very successful. Greater developments however, must be aimed at, and the Technical College still remains an aspiration. If the colony is to establish manufacturers, to furnish experts in mining and to train engineers or mechanics, to foster agriculture and wine-making, or even to provide better dress-cutters and improve its cookery, classes are needed, and efforts are being made to begin some of these as opportunities arise. (G. Randell, Minister of Education)³

In 1899, the year Adult franchise was awarded to women in Western Australia, the Education Department was completely reorganised. The Perth Technical School commenced in temporary accommodation in the city, opening officially in May 1900.⁴ The first Director General of Technical Education was Alex Purdie, who arrived February 1900 from New Zealand. He had also worked in Victoria and South Australia. There were 66 students enrolled in the school in either Technical, Trade or Art classes, some of whom

² *Education Department Report 1899* vol 1 no 15 p. 42.

³ *ibid.*

⁴ General notes on Technical Education and enrolment and course data are culled from Perth Technical School Annual Reports, and Technical Education Handbooks from 1900-1953. More specific theoretical details come from White, Michael, *Post School Education and Training in Western Australia - Historical and Policy Perspectives*. Curtin University Faculty of Education: Perth: 1989.

were based on the Fremantle campus. The Annual Report spelt out the aims or technical education: 'This technical school will endeavour to offer to all youth of this city a chance of profitably occupying their winter evenings to their mental and ultimately often pecuniary advancement.'⁵

In 1903, Cecil Andrews became Director General of Education and reorganised the system. He worked to enlist the support of industry and trade unions. Although a wide range of classes were introduced, aimed at specific occupations, the Perth campus catered for women and leisure classes to a great extent. Midland Junction and Fremantle Technical Schools were also officially opened. The *Public Service Act* of 1904 reorganised the Public Service, and Technical Schools started classes to accommodate the need for Public Service qualifications, resulting in 384 students enrolling at Perth Technical School campuses.⁶ By this time the population in Western Australia had increased to 239,000.⁷

After Alex Purdie died of typhoid after visiting the Goldfields, Frank Allen was appointed the new Head of Technical Education. New Zealand born, Allen was also Head of the 'School of Mines' in Kalgoorlie, which was affiliated to Perth Technical School. The *Arbitration Act* of 1909 meant that apprentices, such as those in pharmacy, carpentry, building construction, fitting and turning, and printing trades, were required to attend Technical Schools to gain formal instruction in their trade. There was considerable dispute about this requirement, both by employers and unions and little was resolved until after World War I.

From 1900, technical evening classes were held at the Boy's State Schools in Boulder and Kalgoorlie, run by local management boards. In 1904 the administration of the Boulder City evening classes was handed over to the Education Department.⁸ The School of Mines was set up in the Exhibition Building in Coolgardie and transferred to its own campus in Kalgoorlie in 1904, the same year that Boulder Technical School was established in temporary accommodation.⁹ Boulder Technical School was a branch school of Perth Technical School. By 1911, there were five technical schools in the Goldfields and six others in Perth and regional centres.

Boulder Technical School, a purpose-built technical school, was constructed in 1905 at a cost of £3,393. The design was a combination of work by John Grainger and Hillson Beasley. Grainger was frequently ill or away on duties and the final hand in many designs was that of Hillson Beasley. Designs were drawn by draftsmen WW and WBH (Hardwick).¹⁰ *The Kalgoorlie Miner* described the opening, which took place in June 1906:

Boulder Technical School - this building has been erected at a cost of £3,393 pounds being constructed of brick with cement dressings. The accommodation provided

⁵ *Perth Technical School Annual Report*, February 1901. p. 11.

⁶ Dunne, J. P. *I will Arise: History of Perth Technical College 1900-1980*. (Perth Technical College: Perth, 1980). p. 5

⁷ W.A. Year Book 1972.

⁸ Lawson, R., 'Eastern Goldfields Technical School. in *Jubilee Brochure*, Technical Education Branch, Education Department of Western Australia, n.d.

⁹ Gregory, Jenny and Lisa Smith. "A Thematic History of Public Education in Western Australia" (prepared for the Building Management Authority by the Centre for WA History, Perth, 1995.) p. 26.

¹⁰ PWD 429 Microfiche "School of the Air".

consists of two lecture-rooms, two class-rooms, chemical and physical laboratories, director's library, instructor's room, dark-room, offices and conveniences. In a detached block are workshops for carpentry, plumbing and metalworking. Electric light is installed throughout.¹¹

The first head was Mr J. Adams. His title was Superintendent. The initial enrolment was 60 students but demand was so great that the term closed with 185.¹² Classes in dressmaking, photography and mathematics featured alongside carpentry, blacksmithing, and metalwork. Continuation classes were also available.

Mr J. Lynch succeeded Mr Adams in 1907. After 1907, rapid expansion of classes took place in trade courses, commerce and women's arts until the depression years.¹³ In 1911, the staff consisted of Lynch; S. Vine Hall, Instructor in Mechanical Drawing; Frank Glenister, Instructor in Typewriting; T. M. Ede, Instructor in Book Keeping and Accountancy; Sydney Martin, Assistant Instructor in Book Keeping and Accountancy; Sophia Knowles, Instructor in Dresscutting and Millinery; W. H. Frick, Instructor in Ordinary Subjects and Arithmetic and Mensuration; R. D. Lemmon, Instructor in Carpentry; P. W. Swainson, Instructor in Plumbing; and, Frank Mitchell Instructor in Blacksmithing.

In 1913, additions were made to the Workshop Block to cater for changes either in the curriculum or enrolment.¹⁴ Circa 1914, Lynch became Director of the Kalgoorlie School of Mines and was replaced by David Thompson. Thompson only had the title of Officer-in-Charge, so there must have been some sort of scaling back, perhaps due to war time emergency. Thompson retained his position for 15 years, until 1930.¹⁵ The war has a significant impact on the number of staff and students and the amount of money available for maintenance. The *Apprentices Act* of 1918 attempted to preserve places for servicemen to return, while continuing normal operations of the school.

The 1920 report of the Royal Commission into education in Western Australia, presented by Peter Board of NSW, criticised the technical education provided in the State, indicating that too much commercial and office type courses were being delivered. Premier Mitchell also reintroduced fees for non vocational students. The 'general education' courses were severely reduced as a consequence. Finance was also cut for maintenance. Education was narrowed to a more technical bias.

In 1925, the Collier Government introduced day-release training for workers. This occurred in the employers' time and at their expense, but difficulties with implementing this policy this meant by 1929, only 64% of trades were complying. Neither employers or unions were happy with the concept and technical education fell into disrepute. Meanwhile in Boulder, under the direction of Thompson, Sheet Metalworking, Commercial Law and Auditing, English, Mechanical Drawing and Shorthand were added to the subjects

¹¹ Historical notes supplied by CAMS taken from CAMS records and the *Kalgoorlie Miner* 6 August, 1947. CAMS Premise No 3092..

¹² National trust notes supplied by CAMS on disc.

¹³ Lawson, op. cit.

¹⁴ PWD 1637?.

¹⁵ National trust notes supplied by CAMS on disc

available in 1926. However, Carpentry, Blacksmithing, Plumbing and Ordinary Subjects were no longer taught.

Allen retired from Head of Technical Education in 1928. Lynch was transferred to Perth and became Superintendent of Technical Education in 1929. Back at Boulder, Leon Zeffert, the Commercial Master who followed Thompson in 1930 was appointed 'Principal'. His task was made difficult with the onset of the Great Depression and consequent Western Australian Government cutbacks. Continuing education classes at Perth Technical School were discontinued and preparatory technical classes were substituted. It is probable that similar changes were made in Boulder. The drop in enrolments during the Depression almost caused the closure of Boulder Technical School.¹⁶ There was a temporary freeze on staffing, building and purchase of equipment.

Mr Whitton B.A. replaced Zeffert as the Principal of Boulder Technical School and drawings for proposed new workshops were made c. 1933.¹⁷ Slow post-Depression recovery influenced the education policy of successive Labour Governments between 1933 and 1947. A goldmining boom, led by Claude de Bernales, lessened the adverse economic effects in Western Australia somewhat. Improvements in enrolments at the Boulder Technical School began to take place from 1935, and the school became known as the Eastern Goldfields Technical School.¹⁸

In 1940, Stacey Turner A.I.F.A. became principal and during his term in office, the school's activities were expanded by the addition of self supporting classes in dresscutting and pre-apprenticeship classes.¹⁹ Additions were made to the carpenter's shop.²⁰ The years of World War II saw a modest expansion of the school, as military personnel took advantage of the availability of technical education.²¹

Lynch retired as Superintendent of Technical Education in 1942 and was succeeded by Leslie W. Phillips.²² Phillips prepared a report on the State's technical training needs which was implemented. He favoured the introduction of Associateship & Diploma courses. Legislation was passed by the Western Australian Parliament in 1943, which extended compulsory education to 15 years of age. The Commonwealth Reconstruction and Training Scheme was also instituted throughout Australia about this time. The WA committee, chaired by Phillips, reported in 1944. These events all had a bearing on what was taught at Boulder and the equipment and facilities required.

Following World War II, Mr R. N. Lawson B.A. became principal. The school's activities expanded to include a full time dressmaking course and day classes for engineering apprentices. It played an important part in the Commonwealth Reconstruction Training Scheme with a total enrolment of

¹⁶ Lawson, op. cit.

¹⁷ PWD 1071, '33.

¹⁸ Lawson, op. cit.

¹⁹ National Trust notes supplied by CAMS on disc

²⁰ PWD 29417.

²¹ Lawson, op. cit.

²² Phillips (from Victoria) had studied at the University of London at the time of the introduction of the National Certificate and Diploma courses.

800 students.²³ The Kalgoorlie Hippodrome had to be used as an annexe to cope with the increase in enrolments. Day classes in carpentry, plumbing, sheet-metal work and boilermaking were introduced in 1945; engineering was introduced the following year.²⁴ PWD Drawing 1071/39 shows the block plan of *Kalgoorlie School of the Air* at this time.

In 1947 W. (George) Hayman was Acting Superintendent of Technical Education. His report 'Development of Technical Education in Western Australia' changed the direction of this branch of the Education Department. The emphasis on supplementing 'trade' training for apprentices was replaced with the ambition to provide full-time technical and academic courses for vocations. These were classed as Associateship, Diploma and Certificate courses of four, three or less years, as well as some secondary education. A diagram of the structure in force is shown in the Technical Education Handbook of 1948.

In 1947, a new technical school was established midway between Kalgoorlie and Boulder and many of the trade courses were transferred to the new site.²⁵ This transfer left commercial and domestic arts, together with general technical courses at the Boulder site.

Part-time courses were provided for those already in employment. They included Diploma, Certificate, Trade and special courses.²⁶ Hayman became Superintendent of Technical Education in 1949 and remained in that position until 1962. Hayman oversaw the implementation of the reforms he had signalled in his earlier report. As part of this implementation, the Boulder Technical School became Boulder High School. Whether this was a new name for the courses which were being taken or a new use for a now obsolete building following an amalgamation is uncertain.

From 1952, the building housed the Boulder High School, a three year technical type school offering a Commercial Junior Course, with a Home Science course for first and second year classes. An 'opportunity class' was also established.²⁷ The block Plan of the School in 1955 is held in the CAMS collection. However, the building was no longer suitable for the requirements placed on it and when the new wing at Eastern Goldfields High School was completed in 1962, the two schools amalgamated, with activities centred at the Eastern Goldfields High School.

Drawings were made to convert Boulder Technical School for use as a 'Slow Learners Occupation Centre', primarily for those affected by the Rubella epidemics of a few years earlier. These were undertaken in 1962/3. Further repairs and renovation took place in 1969/70, by which time the building was known as the 'Special Education Centre'.²⁸ Whether this is merely a strategic change of name or a change of focus has not been established. By 1977, when it was Recorded by the National Trust of Western Australia, the Special Education Centre was under the direction of Mrs Lorna Mitchell, a former

²³ National Trust notes supplied by CAMS on disc.

²⁴ Lawson, op. cit.

²⁵ *ibid.*

²⁶ The specific courses available at Boulder has not been investigated.

²⁷ CAMS file Notes

²⁸ PWD Att. to 150305

Coolgardie Primary pupil and Eastern Goldfields High School student. It was sometimes referred to as the 'Lorna Mitchell Centre'.

In 1991, the building became 'The Kalgoorlie School of the Air'. The first school of the air in Western Australia was established in 1957, to cater for correspondence pupils in remote areas. The fourth School of the Air commenced in Kalgoorlie in 1962. This was the precursor to the current school, located in the former Boulder Technical School, which became the *Kalgoorlie School of the Air*

In 1997 minor works were undertaken to provide production standard studios in former classrooms and in 1998 minor works were undertaken to stabilise the structure and replace damaged brickwork.

13.2 PHYSICAL EVIDENCE

Kalgoorlie School of the Air, the former Boulder Technical School, is gabled iron roof single storeyed, red face-brick school building in the Federation Arts and Craft style.

Kalgoorlie School of the Air is located just out of the Boulder City centre to the north of the Boulder Town Hall, which faces on to Burt Street, the main city street. It is located close to the core of the city centre and is an integral part of the historic core of the centre and in relation to a number of other minor domestic structures which were constructed in the last few years of the nineteenth century. The site, like most of Boulder is flat and is made up of reactive soils. The streets surrounding the site are broad with eight metre roads set in generous road reserves and the streets have well spaced plantings of Queensland box trees (*Lephostorum conferta*).

The buildings comprise the original school building and a toilet block from the Inter-War period and shelters. The *Kalgoorlie School of the Air* is located close to the Brookman Street and Piesse Street boundaries. The site has a replacement galvanised tubular steel and chainlink fence to the street boundaries. The original fences were post rail and chainlink to the Brookman Street elevation and a close boarded picket fence to the Piesse Street elevation. The grounds are bitumen paved with areas of lawn to the east of the building and plantings of *Cypressus* and *Erithryna* to the edges and in the lawn areas. The lawned area to the east also contains various *Eucalyptus* species. Immediately around the building is an air drain filled with granite chippings. This in turn is surrounded by bitumen and concrete paving adjacent to all elevations.

Kalgoorlie School of the Air is a rectangular plan building. It has an eccentrically located entrance which leads to the administration rooms and via a hallway to a central corridor onto which all the rooms discharge. The exterior of the building is simply expressed in brick, render, joinery and iron in the Federation Arts and Crafts style.

The street elevations are organised around steeply pitched gables which are richly decorated with robustly detailed joinery, gable vents and roughcast render. The walls are made of well burnt local bricks with render bands at plinth, sill and window head height. The wall plane is articulated where the gables occur and the windows are tall slender combinations of double hung

windows and awning lights. The roof is steeply pitched and is clad with custom orb profile Colorbond steel. The roofscape is enriched by tall brick and render chimneys.

The gables are bracketed off the walls with short timber consoles. One of the Brookman Street gables has the entry set beneath it. The entry is accentuated by the inclusion of rectangular pilasters, a broad set of steps and bracketed awning. The joinery work to the awning follows in the same styling as the joinery in the gables.

The rear of the building is more utilitarian and the southern end of this elevation was designed to allow a further addition along Piesse Street to be made. This addition was never realised and the straight joints to a potential connecting corridor is the only physical evidence that remains of this intention.

The overall composition of the elements of the elevations, the colouring of the bricks and the detailing of the joinery is a robust rendering of the Federation Arts and Crafts style.

The entrance hall is modest and passes staff accommodation to the north and a former classroom to the south. The hall links into the central corridor off which all rooms are linked. The central two classrooms have had their corridor walls removed to form a large hall space in the 1962 works, when the toilets were also modified and a kitchen installed in the original library. All classrooms have either corner fireplaces or fireplaces located along the centre of the outer wall, combining elements of Poole and Beasley's classroom design principles.

The exterior of the building remains close to its original form with only the school fencing modifies and some minor alterations to fenestration on the eastern facade where two toilets were introduced into one of the earlier rooms. The interior has been altered to a minor degree in the two southern rooms, but all other rooms have been altered to suit the needs of the *Kalgoorlie School of the Air*.

Other historic structures such as the workshops and 1906 blacksmith's shop which were located on the eastern side of the building were removed in 1962 and most of the original fittings seem to have been removed from this point onwards. A shelter shed on the northern boundary has also been removed.

Kalgoorlie School of the Air has been regularly maintained and following minor works in 1997/8 is in reasonable condition, by and large reflecting its original design intent. A number of structural problems caused by the reactive soils have been treated and there are areas of eroded brickwork in the brick plinth which remain of concern.

There is a brick and iron toilet block to the east of the school building and this remains in near original condition externally. It is not part of the original concept, but is functionally related to the school and visually unobtrusive.

13.3 REFERENCES

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13.4 FURTHER RESEARCH
