

BUILDING TITLE: Hamilton State School No 295

BUILDING ADDRESS: 42 Gray Street

LEVEL OF SIGNIFICANCE: A || B |X| C || D || E || **BUILDING TYPE:** school
DESIGNATION: HBR Reg No File # AHC File # NT File # Class || Rec ||
CONSERVATION AREA: Gray St Commercial & Botanic Gdns **LEVEL OF STREETScape SIGNIFICANCE:** 1 || 2 |X| 3 ||
STYLE: Gothic Revival / Scholastic Gothic

CONSTRUCTION DATE & ALTERATIONS:

1. September 1876
(replaced an 1852
timber building)

2.
3.
4.

Sources:

1. *Hamilton Spectator*, 30/11/1876,
20/12/1876, *Australasian Sketcher*,
28/10/1876 (with illustrations)

MATERIALS:

Roof: Decramastic roof tiles
Walls: rendered brick
Dressings: cement render
Plinth: bluestone
Windows: timber dhs
Paving: asphalt
Other: Cyclone wire fence

SURVEY DATE: 7/3/91

NEG FILE: 2/2,5

REPORTER: TFH

INTEGRITY: E || G || F |X| P || **NOTABLE FEATURES:** Overall form of the building with its
pyramidal roofs over the end pavilions.

CONDITION: E || G |X| F || P ||

SIGNIFICANCE: The first and still most important state school in Hamilton. The use of Gothic for schools
was conventional because of its associations with mediaeval learning and monasticism.

ALTERATIONS & RECOMMENDATIONS:

| | | | |
|---|------------|-------------------------------------|-----------------|
| Appropriate: new windows in later 19thC/early 20thC | Rec | Inappropriate: roof tiles | Rec 0 |
|---|------------|-------------------------------------|-----------------|

O=reinstate original design S=reinstate sympathetic alternative R=remove RAM=remove by approved method

SIGNIFICANT OWNERS/TENANTS:

Education Department
permit 14.11.63. Gaz 63-2357

ARCHITECTS/BUILDERS:

PWD

TITLE:

Sec **C A**
9 1,18,19,20
Acheson French, first Police Magistrate

COUNCIL COMPUTER # 10901.0001

MORE INFO OVER ||

HAMDS052

STATEMENT OF SIGNIFICANCE

Hamilton State Primary School No 295
42 Gray Street

This building has regional significance for its architectural interest as an example of the use of the Gothic style in school buildings and for the overall form of the structure with its pyramidal roof over the end pavilions, and for its historical importance as the first and still most important State School in Hamilton. The use of Gothic for schools was conventional because of its associations with mediaeval learning and monasticism. Also conventional is the bi-partite planning to accommodate boys and girls. Many schools could be compared with this building. In particular, the school's historical significance lies in its associations with the town's early educational history in which, unlike many rural communities, Hamilton's earliest schools were national (state) rather than denominational (church) schools.⁽ⁱ⁾ Moves for a national school were initiated in 1849 by Acheson French, a free thinker, and the town's first Police Magistrate. The present site was set aside for a national school in the first 1850 Township plan. A timber National School was opened there in June 1852. ⁽ⁱⁱ⁾ The present school, State School No. 295 was opened in September 1876, replacing the earlier building on the site. ⁽ⁱⁱⁱ⁾

The building has enjoyed many alterations in the way of upgradings not least of which was the conversion of the original windows to larger ones at the end of the century. This was associated with a call for better light and ventilation in classrooms. Otherwise the building is relatively intact and in good condition. With the school yard, it is a major component of the streetscape spanning from Gray Street to the Botanic Gardens.

ASSOCIATED HISTORIC THEMES

ASSOCIATED HISTORIC BUILDINGS

Evolution of the Town: 1850s, 1860s, 1870s. Faraday Street Primary School, Carlton (original design)
Education: State & Primary.

REFERENCES

Garden, Don, *Hamilton*, North Melbourne, 1984.
Australasian Sketcher, 28 October 1876.
Hamilton Spectator, 30 November 1876.
Vision and Realisation, vol II.

FOOTNOTES

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- ⁱ Garden, Don, *Hamilton*, p 35-36, 42.
ⁱⁱ Ibid.
ⁱⁱⁱ Ibid., pp 87-88 (illustration); *Australasian Sketcher*, 28 October 1876 (illustration); *Hamilton Spectator*, 30 November 1876; *Vision and Realisation*, vol II.