



Fairfield City Museum and Gallery

LIVING THE PAST

TEACHERS' INFORMATION PACK
History Stages 1 And 2



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WELCOME TO FAIRFIELD CITY MUSEUM AND GALLERY.

Established in 1993, Fairfield City Museum and Gallery consists of a heritage museum, an art gallery and an exquisite heritage Vintage Village. It is a unique arts and heritage centre, providing a rich educational experience to primary school students. The Museum and Gallery actively engages with the local community through its exhibition and public programs.

First Council Chambers and Morris Family Home, built 1913

This Georgian style building has served three different purposes since it was completed in 1913. Firstly as Council Chamber for Fairfield and Smithfield until the Council became the Fairfield Municipal Council and Chambers and moved to Fairfield in 1921. James Leslie Morris, a local businessman bought the building in 1921 and converted it into a home for himself, his wife Florence and their child, Maisie. It remained a residence for the Morris family from 1922 to 1980, when Maisie passed away. A group of local residents persuaded Fairfield City Council in 1983 to buy the property and an adjacent block of land to develop a museum. Permanent and temporary exhibitions are now displayed in this building.

The Stein Gallery

The Stein Gallery, built in 1995 was designed and positioned to complement the style of the former Council Chambers building and has since provided quality exhibitions inspired by local, state, national and international contributors. The gallery is named after one of the foundation members.



Vintage Village

With its original heritage-listed and reconstructed buildings, the Vintage Village depicts local businesses and residences from the 1880s to the 1930s. The buildings complete with historic interiors and soundscapes, evoke different periods and reflect stories of long lost trades, personal hardships and the simple life in rural western Sydney. For more details about each building please refer to pages 12-19.



Collection

Fairfield City Museum & Gallery (FCM&G) ensures that its collection recognises the cultural diversity of Fairfield City, including Aboriginal and Torres Strait Islander groups.

It recognises the historical importance and educational value of its permanent collection of social history and is responsible for developing, conserving, caring and displaying it. The collection is broad and includes objects related to the history of Fairfield City Council (which includes 27 suburbs), objects related to the history of businesses and buildings in the Vintage Village, and their owners. The collection also documents local Aboriginal culture, commerce and local industries, places of worship, migrant groups living in Fairfield, prominent local personalities, domestic life, education, health, war, sport, leisure, culture and entertainment. The collection is made accessible to the public through interpretation, education, public programs, and publications.

Living the Past has been supported and funded by Fairfield City Council and Arts NSW.

Produced by Fairfield City Museum & Gallery, Cnr The Horsley Drive & Oxford St, Smithfield, 2164.

We gratefully acknowledge the assistance of the volunteer staff of Fairfield City Museum & Gallery in compiling this Teachers' Information Pack.

Archival photographs courtesy of Fairfield City Library and Museum.

Materials within this Teachers' Information Pack may only be reproduced for educational purposes relating to a booked program with Fairfield City Museum & Gallery.

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INTRODUCING THE LIVING THE PAST PROGRAM AT FAIRFIELD CITY MUSEUM AND GALLERY

The *Living the Past* program has been specifically designed to give visiting students and accompanying adults a glimpse into the lives of early European settlers in western Sydney.

The Museum's heritage buildings - such as its 1880's Slab Hut- help to evoke the atmosphere of earlier days, when life for the area's inhabitants was very different. Knowledgeable volunteer staff interpret each on site exhibit, bringing to life a time that today's school students will not have experienced.

During their visit students will be able to:

- see common daily activities demonstrated such as how shopping and laundry was done in the early 20th century
- participate in a range of activities such as playing different types of popular school children's games and taking part in an 'old-fashioned' lesson in the Schoolhouse
- handle artefacts that were commonly used by past generations such as pens with nibs and pre-decimal money
- experience firsthand the types of conditions people lived under including; where they lived, what conveniences they had, how they were schooled, the clothes they wore, the variety of children's games played and how they did their laundry and shopping.



Children from St Gertrude's Catholic Primary School, Smithfield.

LIVING THE PAST TEACHERS' INFORMATION PACK

The ***Living the Past*** Teachers' Information Pack is designed to help you make the most of a school visit to the Fairfield City Museum & Gallery and provides background information and practical support for your visit. The Pack includes:

- Practical guidance about organising and running a successful excursion
- A map of the exhibits at Fairfield City Museum & Gallery and a rotational timetable
- Syllabus links for stages 1 and 2 History students
- Background information about Fairfield City and the onsite exhibits
- Background information about Fairfield City Museum and Gallery and its collection
- Teaching suggestions for pre and post-visit activities
- A bibliography and list of suggested resources including useful website addresses

SYLLABUS CONTENT AND OUTCOMES

The *Living the Past* program provides effective practical links with the NSW Board of Studies Stage 1 History syllabus. It can be adapted for Stage 2 students.

Stage 1 Content: The Past in the Present

HT1-1 Communicates an understanding of change and continuity in family life using appropriate historical terms

HT1-2 Identifies and describes significant people, events, places and sites in the local community over time

HT1-3 Describes the effects of changing technology on people's lives over time

HT1-4 Demonstrate the skills of historical inquiry and communication



Child from St Gertrude's Catholic Primary School, Smithfield.

OVERVIEW OF THE LIVING THE PAST PROGRAM

The ***Living the Past*** program runs for approximately 2 hours and 15 minutes. The program is divided into two parts. It is suggested schools arrive between 9:45-10:00am and depart at 1:15-1:30pm. The students have a quick morning tea/toilet break on arrival. A lunch/toilet break separates the two parts.

During this time students will visit and/or participate in the following:

- The Schoolhouse
- Games
- The Slab Hut
- Caversham Cottage
- The Blacksmiths
- The General Store
- The Laundry
- Fashion of the Past

(See pages 12-23 for more detailed information about each exhibit or activity)

• Organising your group for the Living the Past program

Immediately prior to your visit, students should be divided into the six different colour groups listed below.

- red
- orange
- yellow
- green
- blue
- purple

Once the colour groups have been organised, elect one member of the group to act as colour group leader. The colour group leader could either be an accompanying adult or a responsible student.

• Arriving at Fairfield City Museum & Gallery

Upon arrival at the Fairfield City Museum & Gallery, a member of the Museum staff will greet the teacher-in-charge and indicate where students may place their bags and have morning tea. A general welcome address is given to all teachers, accompanying adults and students outlining the activities for the day and introducing all volunteer staff members. At this stage, clip boards will be issued to each group leader and the order in which their group rotates through the various activities will be reinforced.

• Rotational timetable

Students - in their colour groups - will follow the timetables shown below. The first timetable (Part A) will occupy the first 1.5 hours of the visit. The second timetable (Part B) will occupy the last 45 minutes of the visit. The two parts will be divided by a lunch/toilet break.

Part A

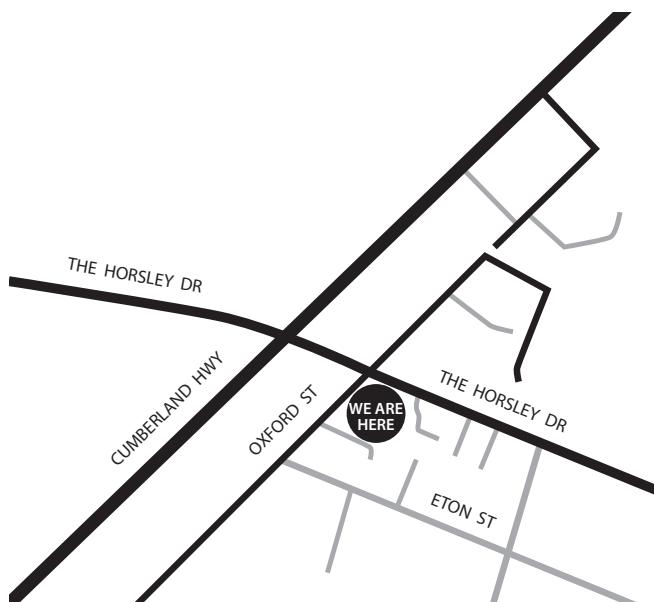
	15 mins	15 mins	15 mins	15 mins	15 mins	15 mins
Red	Laundry	Caversham	Blacksmiths	Store	School House	
Orange	Caversham	Laundry	Store	Blacksmiths	School House	
Yellow	Blacksmiths	Store	School House		Laundry	Caversham
Green	Store	Blacksmiths	School House		Caversham	Laundry
Blue	School House		Laundry	Caversham	Blacksmiths	Store
Purple	School House		Caversham	Laundry	Store	Blacksmiths

Part B

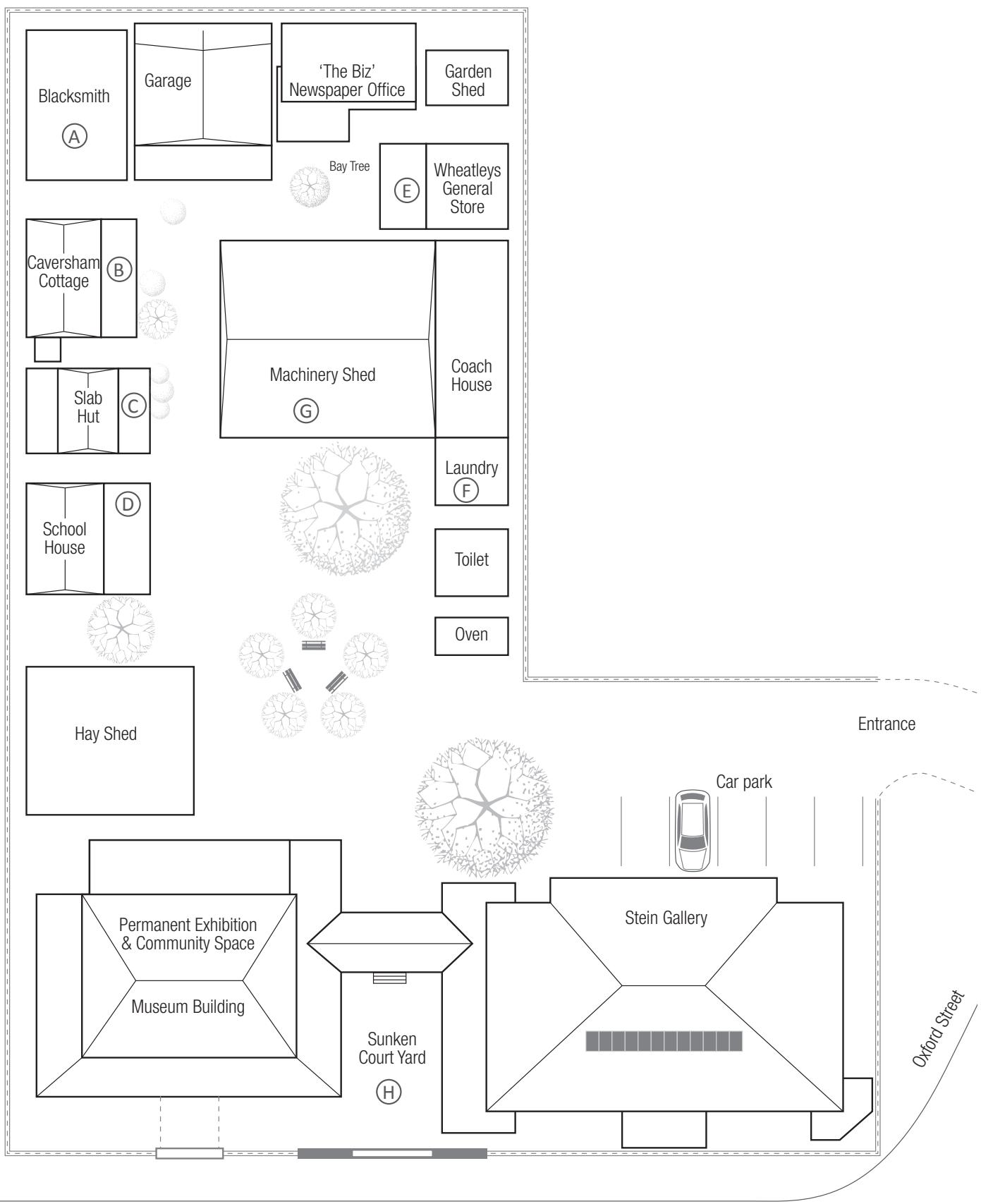
	15 mins	15 mins	15 mins
Red and Orange	Slab Hut	Costumes	Games
Yellow and Green	Games	Slab Hut	Costumes
Blue and Purple	Costumes	Games	Slab Hut

NB. Please remind each colour group to move quickly and quietly between exhibits.

• Getting to Fairfield City Museum and Gallery



FAIRFIELD CITY MUSEUM AND GALLERY SITE MAP



The Horsley Drive

A: The Blacksmith's Shop
B: Caversham Cottage
C: The Slab Hut

D: The Schoolhouse
E: The General Store
F: The Laundry

G: Costume
H: Games area

BACKGROUND INFORMATION FOR TEACHERS

A General History Of The Fairfield City District

Early History

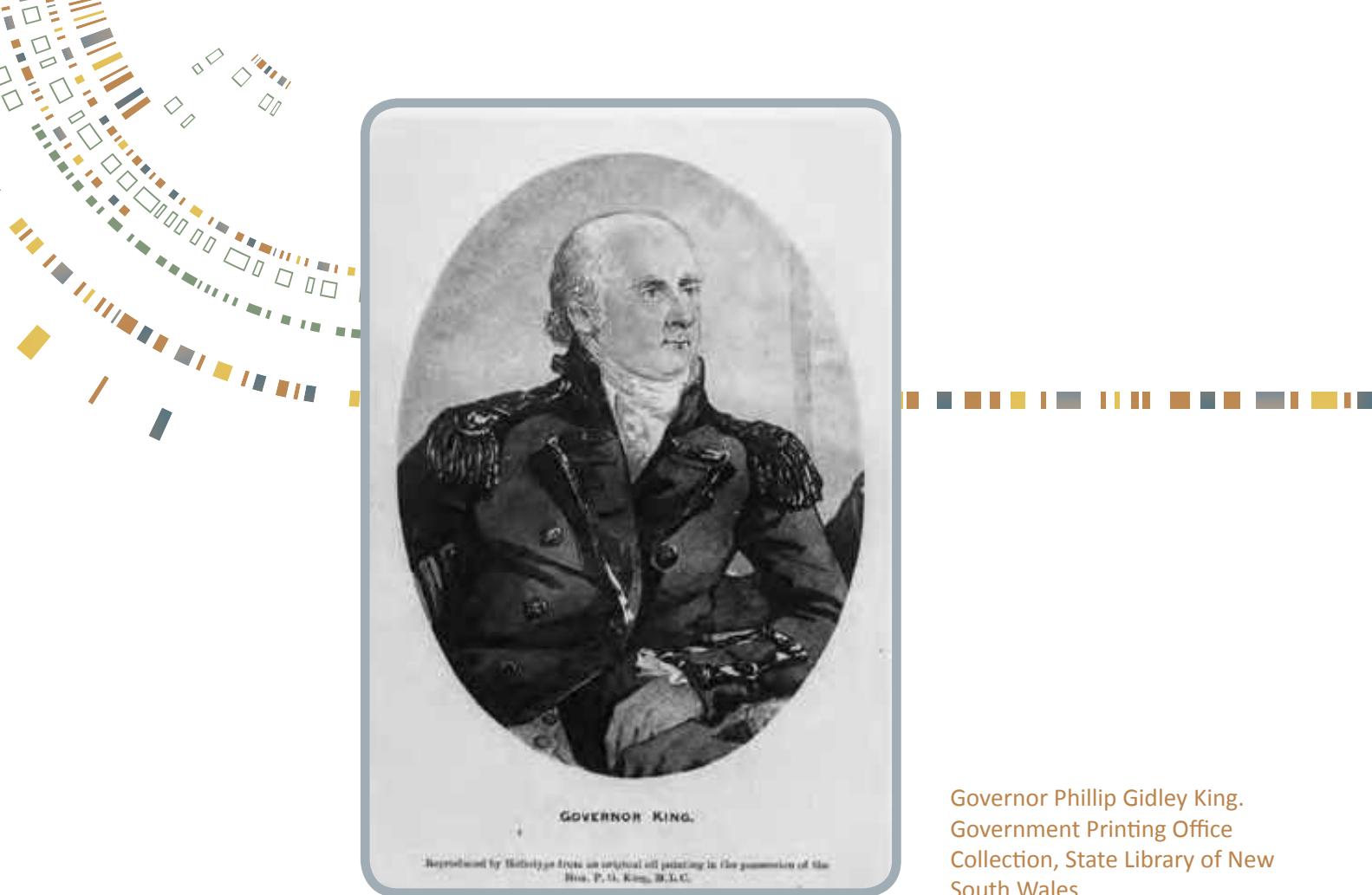
Originally, inland Aboriginal people of the Dharug community inhabited Sydney's western area. Early census and statistical information collected by Europeans in 1828 records that blankets were given to clans of the Dharug living in the Liverpool, Cabramatta and Prospect districts. Europeans referred to the particular band of the Dharug community that lived in the Fairfield/Liverpool area as the Cabrogal. Possibly this name was derived from the groups' totem – the cobra or cabra grub. The cobra grub inhabits hollow logs near swampy areas close to rivers and creeks and was probably quite abundant in the Fairfield area as it was originally criss-crossed by many small waterways and creeks. It is believed that Cabramatta is a corruption of this Aboriginal groups' name.



'A Family of New South Wales', engraving by Blake after Hunter's Journal. Government Printing Office collection, State Library of New South Wales

The more recent history of Fairfield is closely interwoven with Australia's early European history. Three months after the First Fleet arrived in Farm Cove, Governor Phillip, with a party of eleven officers and men, looked out from Prospect Hill - an ancient volcanic outcrop - across the area that was later to become the City of Fairfield. He thought the district, - which was mostly level with only slight hills, covered with trees growing twenty to forty feet apart and little under-growth - was very beautiful.

Phillip was looking for areas that were agriculturally fertile and he described this part of Sydney as 'a country that may be cultivated with ease'. The first settlements were made on the southern side of Prospect Hill. Fourteen 'ticket of leave' convicts were granted lands there around June 1791. The settlers struggled with little official help and by 1798 only six settlers remained.



Governor Phillip Gidley King.
Government Printing Office
Collection, State Library of New
South Wales

Around this time there was concern for the many neglected orphans in the embryonic colony. So, on 15 August 1803, Governor King made two land grants to the Orphan Institution. One of the grants included 12,300 acres between Fairfield and Cabramatta.

At the same time, Governor King also awarded land grants to Major George Johnston and Captain Edward Abbott in the Horsley Park/Bossley Park area for their role in quelling the Vinegar Hill convict rebellion.

In 1827, James Chisholm bought 2,118 acres near Prospect Creek, Liverpool and Cowpasture Roads from the Orphan Institution for 1,070 pounds. In 1836, the land was sold on to John Brenan for 1,237 pounds. Brenan had 1,650 acres of this land surveyed and laid out in the form of a township that he called Smithfield Market, Town of Prospect, which was later shortened to Smithfield. He deliberately named the area after well-known cattle markets in London and Dublin. Many people bought allotments in the new town and in 1842 when the sale-yards were opened they roasted a whole bullock for the visitors. However, the sale-yards didn't last long and by 1845 cattle was no longer offered for sale in Smithfield.

Development Of Fairfield

Over time, Smithfield developed into a country town with many services including shops, inns, bakehouse, butchery and smithy. Indeed, Smithfield remained the dominant settlement in the region until the early twentieth century. In 1920 the local Council Chambers moved from The Horsley Drive - the building is now part of the Fairfield City Museum & Gallery - to present day Fairfield.

The development of the Fairfield railway station midway between Parramatta Junction – now known as Granville – and Liverpool in September 1856 was a major influence on the rapid development of the area. The original stationmaster's residence at Fairfield remains the oldest railway building still in use in New South Wales.



This photograph taken in c. 1899 shows a passenger train arriving at Fairfield Station.

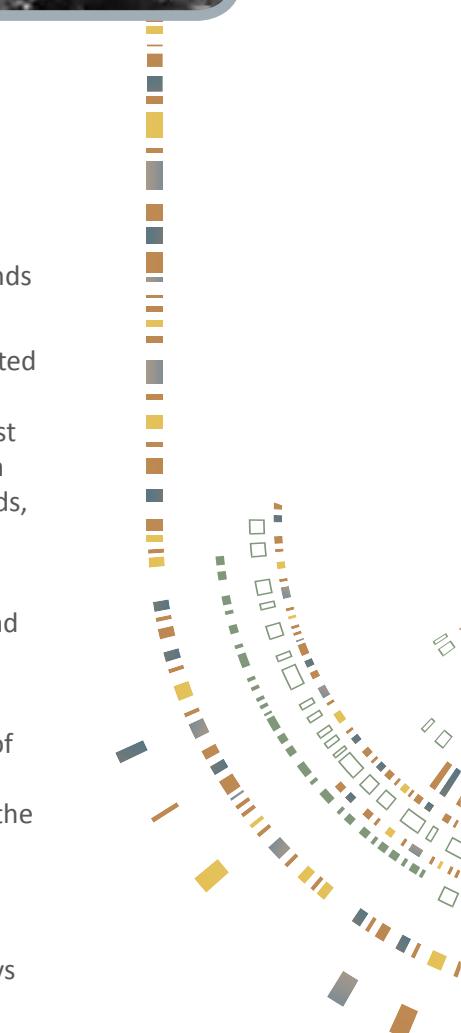
Around 1890, the completion of the Prospect Reservoir and the proclamation of the Municipality of Smithfield and Fairfield provided added impetus to the area. While Smithfield remained the main centre of commerce, Fairfield thrived as a resort town. Boating, fishing and swimming were available at places such as Latty's Pleasure Grounds on Prospect Creek, a mere ten minutes walk from Fairfield Station.

People from many different cultures brought valuable skills that significantly contributed to the growth of Fairfield. During the late 1800s many European migrants arrived in the area. They included Germans, Italians, Serbians, Croatians and Slovenians. The first German families arrived in the district in 1845 and brought with them their interest in vineyards and winemaking. Most of the new settlers were farmers who set up orchards, market gardens and vineyards.

Names such as Serovich, Stein and Jentsch appear as Aldermen on the local Councils from the 1880s on, while in 1904, Giuseppe Zani was elected mayor of Cabramatta and Canley Vale, highlighting the early multicultural nature of the area.

The Smithfield settlement thrived with various shops such as a bakehouse, butcher and blacksmith. The local blacksmith, English yeoman Elija Brown, was also landlord of the Woodman's Arms, which was a popular meeting place. In the 1850s gold fever hit Australia and several Chinese market gardens were established in the area reflecting the influx of Chinese sojourners to Australia.

In the early days, timber cutting was an important industry in the district. There were two large timber mills: one near Fairfield railway station and one near Cabramatta station. Another significant industry was the tanneries. 'Dad worked six and a half days a week in Lee's tannery' which employed over 100 men said local resident Pamela Bennett.





Hirst Brothers, Sawmill, Cabramatta



Ploughing the fields (Smithfield)

There were also wheelwrights, saddlers, farriers, piggeries and poultry farms in the district. Another local resident, Isobel Howick recalls that her father had an egg carrying business between 1918-1925, taking eggs to the egg board and poultry markets. Eggs were collected from about 50 farms in the area and placed in wooden crates and delivered to shops. Each egg was wrapped in newspaper before being sold.

Roy Wheatley's diary – a well-known local shopkeeper - tells of new street names in the district such as 'Tangerine, Seville, Lisbon, Malta and Mandarin' that 'were reminders of the time when orchards and orange groves flourished' in the area.

By the 1950s however, the local creeks were dying from the effects of industrialisation and rapid housing development. Although there was significant rural activity until the late 1960s, Fairfield was by this time, well and truly part of Sydney's urban sprawl.

Many people who spent time in Australia's migrant hostels in Cabramatta, Villawood and Liverpool chose to settle close by. This coupled with the pre-existing development of the area, plus the later arrival of significant numbers of migrants from south-eastern Asia has led to the development of a thriving, diverse and dynamic area of over 200,000 people.

Timeline of Fairfield City's Development

60,000 years ago	Members of the Dharug Indigenous community inhabited the area.
27 April 1788	A 'scouting' party led by Governor Arthur Phillip sighted the area where Fairfield is today.
1791	14 convicts were granted land on southern side of Prospect Hill.
15 August 1803	A land grant to the Orphan Institute included most of the land now called Fairfield City.
26 January 1836	Lansdown Bridge was opened increasing traffic to the southern districts.
1836	2,118 acres of land was acquired for private development of Smithfield Market Town.
1842	Saleyards opened in Smithfield, the first major settlement in the Fairfield district.
1850s	The Gold Rush brought many new migrants to Australia including non-English speaking people such as the Chinese, Serbians, Croatians, Slovenian, Greeks, Maltese, Polish, Germans and Italians.
1850	The first public school was established in Smithfield. Smithfield Public School celebrated its 150th anniversary in 2000.
1856	The railway from Parramatta Junction (Granville) to Liverpool opened with a station at Fairfield.
1880's	Latty's Pleasure Ground with facilities for boating on Prospect Creek was established.
c. 1880	A railway siding was built for local resident Sir Henry Parkes. It was named Canley Vale.
1888	Prospect Reservoir was opened. It established a ready water supply for Sydney and attracted many new residents to the Fairfield area.
1888	Smithfield and Fairfield became a Municipality.
1891	Cabramatta and Canley Vale became a Municipality.
1892	George Wheatley established his first retail store in The Crescent near Fairfield station.
1914-1918	The First World War.
1914-1918	Herrmann's Picture Palace was established. This early cinema later became a dance hall and then a roller skating rink.
1917	'The Biz', Fairfield's first local newspaper was started.
1920	The Council Chambers moved from Smithfield (now part of the Fairfield City Museum & Gallery) to Fairfield. The Municipality of Smithfield and Fairfield became the Municipality of Fairfield.
1921	Electricity was switched on in Fairfield.
1925	Water supply was extended to Fairfield.
1924	The Liverpool via Regents Park train line was built – including stations at Villawood and Carramar.
1929-32	Great Depression. Worst unemployment ever in Australia.
1929	The Railway line was electrified.
1934	The Crescent Theatre opened, Fairfield's first non-independent cinema.
1938	Sewerage was connected.
1939-45	The Second World War.
1948	Post War migration commences. The term 'New Australian' was coined. Refugees from war-torn Europe were welcomed but British migrants were still preferred.
1949	Amalgamation of Cabramatta and Fairfield Councils.
1957	Fairfield Hospital was opened in Carrington Street, East Fairfield.
1966	Decimal currency was introduced to Australia.
1975	The informally known 'White Australia' policy was abolished.
1979	Fairfield was declared a City.

EXHIBITS PART A

The School House

Session duration: 30 minutes

This one-room school house reflects conditions in public schools in Australia in the 1930s and was moved to the Village in 1984.

During this session, students will be able to participate in an ‘old-fashioned’ lesson. A volunteer staff member will meet the students at the front of the Schoolhouse and put them through their places, inspecting them on the way in. The students will be seated at desks and shown how to use a pen with a nib. They will be given time to practice ‘running’-writing as the volunteer staff member acts the part of a ‘strict’ teacher, recounting the experiences of students and teachers of the mid 1930’s - some of which are outlined below.

Most children walked to school and those who had a bike, rode. Local resident Phil George remembers that many children walked miles to school. This gave them plenty of time to practise rock throwing perhaps to ‘get even with the kid who stole their ruler’. They would keep an eye on any fruit growing along the way and ‘collect’ it when it was ripe.

Schools had assembly at least once a week at which time our flag was raised and God Save the King was played. Children would stand to attention and say ‘I honour my God, I serve my king, I salute my flag’. Every morning before going into class they would ‘stand in line to show our hands, finger nails, shoes - if we had any - and hankies before starting lessons.’

The standard class size in the 1930s was meant to be less than fifty. In one teacher schools the teacher had to cater for every age group. Lessons focussed on the 3Rs - reading, writing and arithmetic - and included grammar, punctuation and history. Scripture class was held once a week. Every Friday afternoon the girls were taught needlework, often by the teacher’s wife, while boys did woodwork or carving, in the shade of the trees.



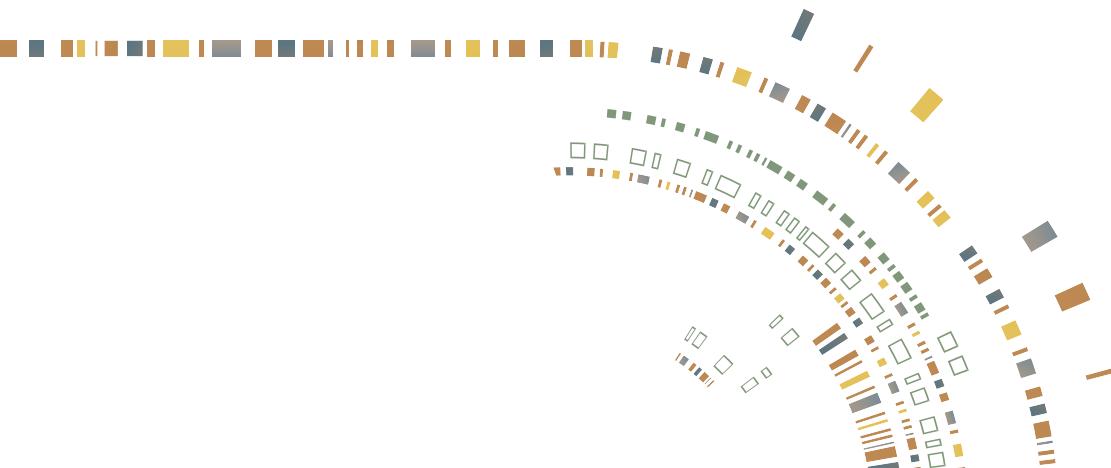


A group of children pose outside Smithfield Public School in Smithfield, c1937

Nature studies and gardening held second place to the 3Rs for the first forty years of this century. 'In the front of the school there was a garden in the shape of Australia that was the focus for some lessons. Bushland was close to the school and classes often went for nature walks looking for insects, wild flowers and berries. Children listened to the sounds of the birds, the Eastern Whip Bird, calls of the Curlew and Tawny Frogmouth.'

Children were taught 'running-writing' in year three. 'First we used the slate and slate pencil, next paper and pencil and finally pen and ink'. The ink well fitted into a hole in the desktop. Many things were placed in the ink well, such as dead flies, stripped blotting paper, small pieces of chalk - that were thrown when the teacher's back was turned - and even girls long plaits were dipped in the ink well. Boys would fill their pockets with nails, stones, pips, string, nuts and other things to fiddle with in class. If they got caught, they had to empty their pockets onto the teacher's desk. Girls read love stories, hiding them from the teacher in the school magazine.

Discipline was strict and the cane was used regularly. Phil George remembers that the teacher had the cane lying across the table. One of his classmates, Charles Bidwell got into a fight and received 'four of the best'. Children were told to leave the room if they talked in class. They had to stay in after school for not knowing the times tables or for misspelling words. But not all experiences were bad. Another local resident Jean Farrell remembers her best day at school was getting an early mark for spelling 'rhubarb' in third class.



The Laundry

Session duration: 15 minutes

This session is introduced and hosted by a volunteer staff member and comprises of a demonstration of hand washing using a copper, galvanised tub, washboard and mangle.

It emphasises the important role of women in managing a household and the difficult and time-consuming tasks women undertook as part of their routine household duties.

Students are encouraged to participate in the latter part of the session by helping to hangout the washing on a clothesline using wooden dolly pegs and to investigate the use of a wooden clothes prop.

Discussions between the students and the volunteer staff member highlight the various techniques used by women to heat water, the types of products they used to wash the clothes and the difficulties involved in keeping a household's laundry clean.

If time allows, students will be able to explore some of the other old artefacts stored in the shed such as a fridge, irons and a wringer.



Caversham Cottage

Session duration: 15 minutes

Caversham Cottage originally stood at 63 Smart Street, Fairfield. The cottage was marked for demolition in the early 1980s, however in order to save such an important heritage building the house was given to Fairfield City Museum & Gallery and rebuilt there by the Lions and Apex Clubs of Fairfield and Fairfield City Council, in 1984.

Originally the cottage was divided into four rooms, a central highway and an outhouse toilet that have now been joined forming one larger room. There was no running water or electricity.

Caversham Cottage was home to the Jeffress family. Eva Stone (nee Jeffress) - a well-known local resident of the area – was born in the cottage in 1895. She lived in the cottage along with other family members until the 1980s. Her photograph is displayed prominently in the cottage.



This photograph shows **Mrs Eva Stone** standing outside her family home in Smart Street, Fairfield. Caversham Cottage is now part of the heritage display at Fairfield City Museum & Gallery.

Eva Stone had three children, Malcolm, Gordon and Joan. Ann Pike, who was the Fairfield district nurse in the 1920s, delivered them all. Ann was a well-known and much loved person who walked far and wide undertaking her work when the nearest doctor was located in Parramatta. At that time any emergency was reported by telephone and the doctor would arrive by horse and sulky.

In those days district nurses often used commonly occurring herbs as part of their medicinal repertoire. Ann Pike used bay leaves as a blood-clotting agent. She would first crush, then boil the bay leaves and administer the resulting juice to her patients. Outside Caversham Cottage there is a bay tree grown from a cutting taken from Ann Pike's bay tree from her Smithfield Road residence.



The photograph above shows part of the recreated living room in Caversham Cottage.

Volunteer staff members vividly recreate the life and times of Eva Stone by describing how ordinary working class people lived in the early days of Smithfield. Students will be able to discover how people worked and entertained in those days and make comparisons to how they live today. Various commonly used artefacts of the times such as children's toys are described and the gramophone is demonstrated.

The Blacksmith's Shop

Session duration: 15 minutes

The word 'smith' means 'metal worker'. The materials worked by goldsmiths, silversmiths and coppersmiths are obvious. The people who worked iron were called blacksmiths.

Until the early twentieth century blacksmiths used to perform many necessary tasks and every locality needed at least one 'smithy'. They carried out repair jobs and made replacement parts for broken machines as well as shoes for horses. The sign above the blacksmiths shop at Fairfield City Museum & Gallery says 'Horseshoers, General Blacksmiths. Tyreing done daily.'

Prior to World War I (1914-1918) iron tyres were used to hold the wooden wheels of carts together and to protect the wood from wear. Making and fitting these iron tyres was a job for the wheelwright who was often the blacksmith as well. It was only after the First World War that rubber tyres came into common use.

Blacksmiths also made and sold a range of hardware items, including axe heads, chisels and hammerheads. The general blacksmith's at Fairfield City Museum & Gallery contains many of these items. The blacksmith's main tools include a forge and anvil. Large bellows are on display just inside the shop and were used to keep the fire hot in the forge. Outside are some wheels with iron tyres.



A small group of men pose informally with the Robson brothers outside their Blacksmith and Wheelwright business in Liverpool Road (Cumberland Highway), Smithfield.



WORKERS AT THE ROBSON BROTHERS' BLACKSMITHS AND FORGE IN SMITHFIELD ROAD.
HARRY ROBSON STANDS THIRD FROM THE LEFT OF THE GROUP.



The General Store

Session duration: 15 minutes

The General Store at Fairfield City Museum & Gallery is a replica of Wheatley's General Store.

The Wheatley family had an important role in the commercial life of Fairfield from 1892 till 1953 and the family became well-known local characters.

George Wheatley - the founder of the family's first General Store - originally worked as a draper in Goulburn before opening a small retail business in 1880 in Hamilton Road, Fairfield. His business was very successful so he opened another shop opposite Fairfield railway station in 1892. He traded under his wife's name Mary Ann, hence M. A. Wheatley on the signs above the shop.

George gave his son Roy a corner of the store to encourage him to begin trading for himself. Roy gradually built up his own thriving business until eventually he opened a shop next door, providing services not offered by his father.



Members of the Wheatley family pose outside their shop in The Crescent, Fairfield. Notice the sign M. A. Wheatley above the awning.

George's other son Reg later developed the hardware section of the family business.

George Wheatley enjoyed sport and won trophies for shooting and racing penny-farthing bicycles. He would often be seen in the early morning outside his shop in an apron holding a broom preparing for the day. Sometimes he gave a needy passer-by a coin from his pocket. He died in 1941 in his 85th year.

In 1904, Roy became an agent for the 'Sydney Morning Herald' newspaper with a daily supply of six copies, starting the Fairfield Newsagency. Roy also established the first tobacconist shop and hairdressing salon. In 1909 he became Postmaster when the railway station relinquished the mail service. Roy's main interest was the Central Building next to his newsagency, which was built in 1914. The Central Building was two stories high and was advertised as 'the largest shop between Granville and Liverpool'.

Roy Wheatley's Store in The Crescent, Fairfield. This photo was taken in 1914. Notice all the advertisements on the hoardings.



In 1920, the Central Building was used as temporary Council Chambers when Council moved from Smithfield (where the old Council Chambers now form part of the Fairfield City Museum & Gallery) until the new Chambers were completed in Ware Street. Roy Wheatley retired in 1953 and died in 1959 aged 74.

Before supermarkets were established most housewives shopped in the local general store. They carried their shopping home in a bag or basket. Many retailers provided a delivery service because most families did not have their own transport.

Behind the shop counter there were shelves lined with all manner of items ranging from tins of biscuits, tea, butter, sultanas and dates, to little wooden drawers containing spices and nuts. Shopkeepers weighed and wrapped each item and wrote their prices on a bill – adding them up in their head. At the end of the month children enjoyed paying the grocer's bill on behalf of their parents as the grocer often gave them a bag of boiled lollies when the bill was paid.

During their visit students will be able to see first hand the range of goods that were on sale in a typical General Store of the early 20th century. They will be given the opportunity to handle pre-decimal money and see how purchases were wrapped. During the session students will be encouraged to compare today's shopping experience to that of the 1920s.

EXHIBITS PART B

Slab Hut

Session duration: 15 minutes

The Slab Hut was transported to Fairfield City Museum & Gallery in the mid 1980s.

This Slab Hut was built c. 1880 from vertical sheets of timber and is typical of a modest dwelling constructed by early European settlers to Australia. The vertical timber slats for the walls were usually cut by the pit-saw method. This method requires one man to saw the log while standing in a pit while another man saws from above. The slats are then trimmed with an adze. The gaps between the slabs were probably originally packed with a 'wattle and daub' type of fill, while later they were filled with strips of nailed metal sheeting. The Slab Hut now has a corrugated iron roof, but originally would have had one made from wooden shingles.

This Slab Hut originally stood in Church Street, Cabramatta and was built by members of the timber-getting Rule family. The Hut was used as an outhouse kitchen for their nearby house, thereby reducing the fire risk to the Rule's main home. In the late 1920s, a member of the family used the Slab Hut as his home and lived there for 10 years, with its one room being used as both a living room and bedroom. The attached lean-to has a fuel stove, similar in style to the original.

The Slab Hut has been furnished with artefacts typical of a dwelling in the early 1900s. (See photograph below showing part of the living room.)



This photograph shows the front and side of the Rule family's Slab Hut in Church Street before its removal to Fairfield City Museum & Gallery in 1984.

Another older Slab Hut dating from the mid 1850s is located at 76 Chifley Street, Smithfield.

The Slab Hut is very fragile and teachers and students are reminded to be especially careful when inside the dwelling.

A volunteer staff member will take the students through the interior of the Slab Hut and point out various artefacts of interest. Students will be able to compare the conveniences of the Slab Hut to their own homes.





Costumes

Students have the opportunity to dress up as they would have at the turn of the 20th century. Based on the old photographs taken in Fairfield at this time, the students dress up as a gentleman and lady and also as a school girl, and a workman.

Women fashion in the early 20th century:

During the Edwardian period (1901-1910) it was fashionable for ladies to wear a corset which cinched the waist to make it as small as possible. Dresses in this period were synonymous with grace. Delicate fabrics trimmed with ribbon and lace emphasised a ladies' figure. Gloves and either a hat or bonnet were always worn.





Children from St Gertrude's Catholic Primary School, Smithfield.

Foot wear

The idea of long legs has an appeal to both sexes therefore shoes incorporated high heels and different colours to enhance body contours. By 1914, skirt lengths had begun to shorten and were sometimes cut in such a way as to make the ankle clearly visible then in that time boots started to fall in favour for evening wear.

Men fashion in the early 20th century:

The fashion of at the turn of the century was formal and romantic. The fashionable man in the early 1910s was seen wearing a one or three button cutaway frock coat or the double-breasted sack, which is a straight lined jacket with long, slim and striped trousers with a bit of fullness at the top. It was a 'dandy' type of look; the cane was standard, the collar was high (usually with a bow tie); a bowler hat was worn. A man's hat in those days was meant to coordinate with his outfit.

On the other hand boys and younger men wore three pieces suits for dress, consisting of a coat, vest and knee pants, which were tight fitting and usually made with 'double knees'. The bottom of the pant leg met the high stockings at the knee.

Games

Session duration: 15 minutes

Students will be divided into three groups for this session. Students will be given the opportunity to spend 5 minutes playing three different games typically played by children in the schoolyard or street earlier in the 20th century. This session may be led either by the teacher or a parent helper.

The three games include:

- Knucklebones
- Quoits
- Skipping

Local children playing around Latty' s pleasure Ground (Fairfield NSW 1937 or 1938)



1. Knucklebones

Knucklebones is a game usually played in pairs. The game originated in Greece, where the knucklebones from legs of mutton – called astragalo – were thrown to prophecy the future. Sophocles attributes the invention of the game to Palamedes and says that he taught the game to Greek soldiers during the Trojan War, but it seems more likely that the game originated in ancient Asia. The Romans introduced the game to many other countries during their military campaigns. The modern form of the game, called fivestones or jacks, is a favourite among school children everywhere.

The object of the game is for each player to take turns throwing all five knucklebones into the air and then trying to catch as many as possible on the back of the players hand. Then the Knucklebones are thrown into the air again and the player catches them in their palm. The person that catches the most Knucklebones after an agreed amount of rounds is the winner.

It is easiest for the children to place four knucklebones on the ground and keep one in their palm. This one is thrown in the air and the students see how many they can pick up from the ground as well as catch the one in the air.



Children from St Gertrude's Catholic Primary School, Smithfield.

2. Quoits

Quoits is a team game. It probably developed from the Greek sport of discus throwing and gradually spread worldwide. Legend tells of the murder of an Incan king while he was playing a version of the game with Spanish conquistadors. Fourteenth century texts in Britain record Quoits as being a popular game played at country fairs. For a while Edward III banned the game, as the ruling class thought it 'too vile'. Today, Quoiting leagues are a familiar part of life in Scotland and England, although in the United States – where quoits was introduced during colonial times - throwing horseshoes has replaced throwing rings. Many migrants to Australia became familiar with the game as it was commonly played on board ship because it requires little space in which to play.

3. Skipping

Skipping is an excellent form of exercise that requires minimal equipments, skipping rope/s and it can be played individually or in a group. It is a game that was popular with children and it has many other names such as Double Dutch, Jump rope and girl's sports.

The first concrete evidence of skipping can be seen in the medieval paintings where children roll hoops and jump rope down the cobblestone streets of Europe. The probable origin of Skipping goes back to ancient Phoenician, Egyptian and Chinese where Egyptians used vines for their jumping.

Skipping in ancient time as with many other activities was considered a male ritual and prohibited for women. Some while ago rope skipping was thought of only as a game for little girls who chanted rhymes, while jumping and has from boys' perspective, traditionally been perceived as a girlish game. However in recent years skipping is played by both male and female alike.

PREPARATION AND POST VISIT ACTIVITIES

Research has shown that integrating an excursion within a teaching unit will increase the effectiveness of the students' learning experience by providing a context for their visit.

The teaching suggestions below are divided into three sections providing a complete teaching unit: pre-visit, visit and post-visit.

- The **pre-visit** section begins with school-based activities designed to familiarise students with relevant terms and concepts.
- The **visit** section enables students to further build their knowledge.
- The **post-visit** section concludes with activities to consolidate the topic back at school.

Pre-visit teaching suggestions

Explain to the students that they will be studying a unit of work called *Living the Past*. Ask them to predict what types of things they might study during the course of the unit. Then explain that as part of their studies they will be visiting Fairfield City Museum & Gallery to see the types of houses past Australians lived in and the different sorts of things they used in their daily lives.

Introduce the topic by showing the students a series of images depicting people carrying out daily household tasks and chores today. Choose students to mime different jobs at the front of the class and then get the other students to guess which tasks they are miming.

Using the images and mimes as a stimulus, brainstorm a list of household tasks that people do today such as shopping, washing clothes, cooking, ironing, weeding and putting out the rubbish. List them on the board. Next to each task write the name of any modern equipment people use to help make the task easier or less time consuming. For instance, today many people use washing machines to wash clothes, as it is faster and easier than washing them by hand or in an old fashioned copper.

Revisit the list and jointly identify the tasks that also would have been done 100 years ago. Add to the list any other tasks that may have been part of daily life then, but are not today such as emptying chamber pots. Discuss with the students what people in the past used to light their homes and where their drinking water came from and what they did with their sewage.

Photocopy page 25 and distribute it to the students. Explain that the two photographs show the same street in Fairfield, but that the photographs were taken over 50 years apart. Help the students to identify the similarities and differences between the photographs and jot their suggestions on the board. Explain that photographs are important as they provide a record of Australia's history.

Explain that photographs have only been in existence for a relatively short time – 150 years or so – and that before photographs people passed information on by telling stories or later on, by writing. Divide the class into small groups and ask the students to either verbally recount to the rest of the group or write about how they live and the everyday activities they do.

Visit teaching strategies

Setting objectives for their visit will make the purpose of the visit to Fairfield City Museum & Gallery clear to the students, assisting their ability to focus and cooperate. Discuss with the students the types of things they want to find out about during their visit and help them to formulate some questions they could ask the volunteer staff members.

Post-visit teaching strategies

Encourage students to interview an older member of their family to find out how they lived when they were children. Brainstorm a list of questions that they could ask, then design a questionnaire together. Ask the students to bring the completed questionnaires back to class and do a comparative study with the responses gathered by other students.

Use the questions below as a guide for the content of the questionnaires:

- Where were you born?

- What nationality are/were your parents?
- Who was the leader of your country at this time?
- How much was a loaf of bread or newspaper?
- How did you get to school?
- What was your favourite subject at school?
- What games did you enjoy playing?
- What was your favourite sport?
- What was your favourite song or who was your favourite band?
- Can you describe the first home you remember?

Spend some time with the students helping them to record or write up their relatives' stories. Encourage the students to present their ideas to another student and to workshop them together. Then finally, allow the students some time to write up and illustrate their findings. Display the finished products around the class.

Look carefully at the two photographs below. List their similarities and differences.



The photograph left was taken in 1949 looking south along The Crescent, Fairfield.



The photograph left was taken more recently and shows the same place.

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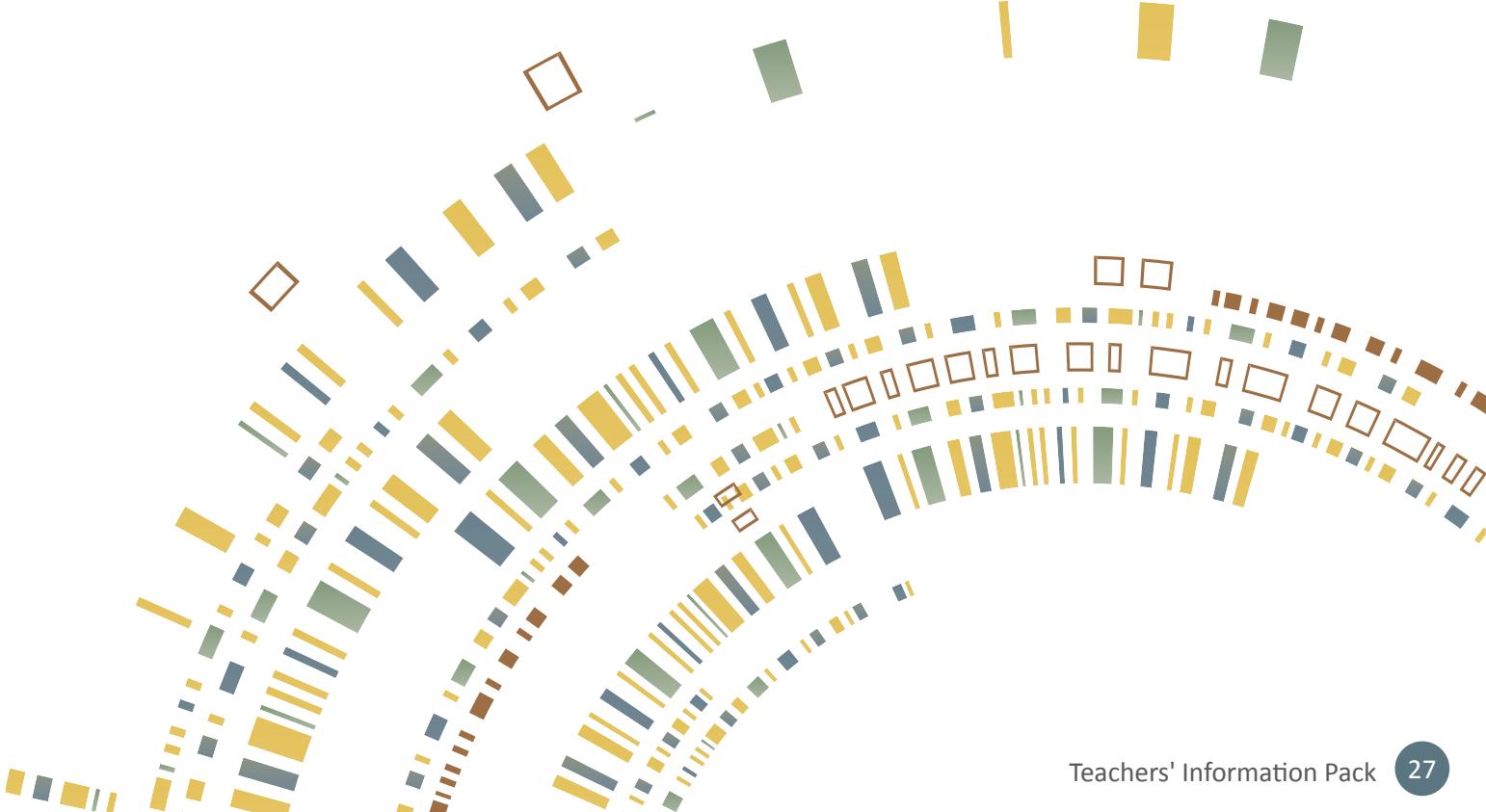
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RISK ANALYSIS FOR SCHOOL EXCURSION

Fairfield City Museum and Gallery

1. Introduction

This document is intended to be a guide for schools participating in excursions to Fairfield City Museum and Gallery. It is intended to aid in complying with the Occupational Health and Safety Legislation and Department of Education & Training policies. It also provides specific risks associated with Fairfield City Museum and Gallery to aid in developing the risk assessment.

It is important to note that it is not the responsibility of FCC to conduct a risk assessment for schools when entering Fairfield City Museum and Gallery. According to the Department of Education “Excursions Policy” - The department’s duty of care owed to students for the duration of an excursion cannot be delegated from the school to parents, caregivers, volunteers or employees of external organisations.

2. Related Documentation

- Work Health & Safety Act 2011
- Work Health & Safety Regulation 2011
- Department of Education Excursions Policy (PD/2004/0010/V07)
- Department of Education Risk Management Process & Proforma
- DET – Guidelines for the safe conduct of sport and physical activities in schools 2015 (PD /2002/0012/V03)

3. School Responsibilities

- Comply with Department of Education - Excursions policy
 - Teachers planning excursions must consider Emergency Response Planning, Including Medical Procedures, and should check relevant forecasts or other safety warnings
 - Ensure a Staff member is directly supervising students at all times within the staff student ratio's that are set.
 - A member of staff who has undertaken emergency care training and whose qualifications are current
 - A risk assessment is to be conducted and a risk management plan developed before conducting an excursion and is provided to the venue prior to commencement of the activity.
- Comply with Work Health and Safety Act
 - Ensure the health and safety of students during the excursion
 - Ensure the health and safety of Teachers supervising the event
 - Ensure the health and safety of people effected by the school excursion such as venue staff, patrons and visitors.

Please note that the information provided above was current as at December 2015. It has been provided by the venue to assist teachers in their risk management planning for excursions. The information provided in this package is to aid in the development of schools risk assessments. The information is merely a guide, A member of staff shall conduct a site assessment prior to any activity taken place at Fairfield City Museum and Gallery.

APPENDIX A

VENUE AND SAFETY INFORMATION FOR SCHOOL EXCURSIONS

Venue name	Fairfield City Museum and Gallery		
Location	Cnr Oxford Street, The Horsley Drive, Smithfield, N.S.W. 2164		
Phone number	(02) 9609 3993	Fax number	(02) 9757 4357
Web address	www.fairfieldcity.nsw.gov.au		www.livingmuseum.com.au
Insurance	Does the venue have public liability cover? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

Activity/program <i>Please list</i>	Potential risks <i>List hazards/risks related to each activity/program and the venue</i>	Control Strategies <i>Outline strategies for ensuring visitor safety for this potential risk</i>
Arriving at the Museum	Interaction with Traffic – Student may be hit by car or vehicle	Ensure Buses park on Oxford St on the side of the road that the Museum is on. This is so the students don't have to cross the road at any time. A volunteer or staff member of museum/gallery to meet students at gate upon arrival and escort them to the designated area.
Morning Tea	Slips Trips & Falls – The stairs onto the balcony, also student bags can become a trip hazard also.	Teachers must ensure that students are supervised and do not run at any time.
	Falling objects – Objects may be thrown or dropped off the balcony onto students	Teachers must ensure students are well behaved and do not throw objects.
	Railing – Students may climb on the railing and fall causing injury	Supervision and enforcement of safety rules
Arranging Groups	Student interaction with Volunteer	Ratios Staff and Student Ratio's Must not be less than 1:20
	Misbehaving Students	Supervision and enforcement of safety rules
Moving Between Activities	Old Floorboards – Students may trip on floorboards whilst moving between activities.	Ensure Students are aware that there are old floorboards and that it may be uneven. Teachers must also ensure they enforce the rules of no running during the activities.
	Students Running – When moving to various activities students may run, this may lead them to trip and fall onto various objects injuring themselves	Supervision and enforcement of safety rules
Blacksmith	Hot Metal Sparks – During the blacksmith presentation there are sparks that fly off the metal. Injury could occur if a spark ends up in a person's eye.	A see through screen has been placed for people to view the activity. Supervisors must ensure that students are behind the screen at all times when the blacksmith activity is taking place.
	Students touching sharp objects and tools – If students move under the ropes they can come into contact with sharp objects and tools.	Students must also not venture into the blacksmith area at any stage during the excursion.
Emergency Procedures	Fire & Evacuation – In the case of a fire or evacuation-causing event produces a risk to students and teachers.	In case of emergency or evacuation it is important that students are aware of evacuation points. Attached is the evacuation plan for the centre and assembly points. Teachers must communicate this information prior to commencement of the carnival or activity. (Refer to Appendix C for Map of facility)
Leaving the Site	Interaction with Traffic – Student may be hit by car or vehicle	Supervision and enforcement of safety rules

Other requirements <i>Where relevant, list other requirements such as clothing, footwear and sun screen, that participants are required to bring. Indicate if any items are provided by the venue</i>	Sun Protection when outside There are two first aid kits on site, however it may be appropriate if a first aid kit is Carried by the School
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Staff Qualifications	
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Access	Are access to and egress from the premises safe and without risk to health? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Is the venue wheelchair accessible? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Are disabled toilets available? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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Emergencies	Are emergency procedures in place in the venue? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Are staff trained to deal with emergency situations? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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Construction/ Maintenance/ Repair	Are licensed personnel used for all construction, maintenance and repair work? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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First Aid	<p>Are first aid kits available for each activity? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Is there a trained first aid officer at the venue? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Is a first aid room available? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
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Child-related employment	<p>Are employees of your organisation engaged in child-related employment as defined by the Child Protection (Working With Children) Act 2012 and the Child Protection (Working With Children) Regulation 2013? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, which Employer/Verifier in NSW has registered your organisation as a child-related employer for the purpose of employment screening? DOCS</p> <p>If your organisation is registered with the Department of Education in NSW as an Employer/Verifier have all paid staff undergone employment screening? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>If unsure about the status of your organisation or these legislative requirements, contact should be made with the Probity Unit and Risk Unit of the NSW Department of Education on (02) 9836 9205.</i></p>
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Please note that the information provided above was current as at December 2015. It has been provided by the venue to assist teachers in their risk management planning for excursions. The information provided in this package is to aid in the development of schools risk assessments. The information is merely a guide, A member of staff shall conduct a site assessment prior to any activity taken place at Fairfield City Museum and Gallery.

APPENDIX B

Excursion Risk Management Plan Proforma

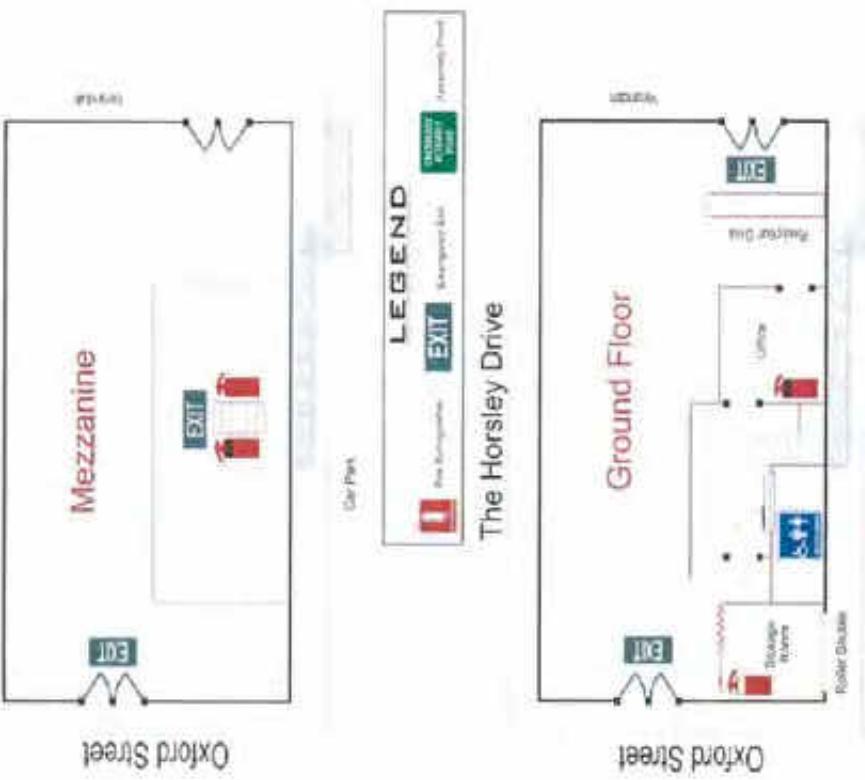
Taken From the Department of Education's Risk Management Process & Proforma. May be used to conduct the risk assessment.

APPENDIX C



Museum - Stein Gallery Evacuation Plan

The Horsley Drive



You are here:



UNCONTROLLED DOCUMENT WHEN PRINTED
Check FirstCall for Current Version

Page 2 of 3

Date Effective: March 2013
Review Date: March 2016
Version: 01

Risk Assessment

Appendix A provides details of the activities schools participate in and common hazards for those activities. This information will assist teachers in conducting the risk assessment, however may not cover all hazards. It is recommended that a member of staff conduct a site visit prior to commencement to ensure all hazards are identified.

It is the schools responsibility to conduct the risk assessment. Prior to the excursion FCC would like a copy of the completed risk assessment for documentation purposes. Appendix B provides a template from the Department of Education Risk Management Process and Proforma.

5. Other schools

There may be other schools and members of the public at Fairfield City Museum and Gallery during your visit. We expect teachers to ensure that the Student Code of Conduct is followed. If other schools disrupt your experience, please notify Fairfield City Museum and Gallery staff immediately.

6. First aid

Fairfield City Museum and Gallery has senior first aiders available. Please ask any staff member for assistance if you require help with first aid.

7. Volunteers

All volunteers working at the Fairfield City Museum and Gallery have a Working with Children clearance.

8. Fire exits & evacuation

The Fairfield City Museum and Gallery has clearly marked exits throughout the building. Fairfield City Museum and Gallery staff have been formally trained in emergency evacuation procedures. Appendix C provides an Emergency evacuation map and the location of exits.

Appendix A – Venue and Safety Information for Schools

Appendix B – Risk assessment form from “Department of Education Risk Management Process & Proforma”

Appendix C – Site Map indicating emergency exists, assembly points and Bus Zone

Please note that the information provided above was current as at December 2015. It has been provided by the venue to assist teachers in their risk management planning for excursions. The information provided in this package is to aid in the development of schools risk assessments. The information is merely a guide, A member of staff shall conduct a site assessment prior to any activity taken place at Fairfield City Museum and Gallery.

Fairfield City Museum & Gallery

Open: Tues – Sat 10am – 4pm

FREE ADMISSION

Cnr The Horsley Dr & Oxford St,

Smithfield NSW 2164

www.livingmuseum.com.au

P: 02 9725 0190

E: museumgallery@fairfieldcity.nsw.gov.au

 www.facebook.com/fairfieldcitymuseumgallery

