



# 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\*

The contextual landscape of *Fairbridge Farm School (fmr)*, which includes its location in farmland at the base of the Darling Scarp, its structured site layout, prominent buildings and extensive flora elements of native and introduced species, form an integrated and park like setting that is a rare and attractive place. (Criterion 1.1)

The Church of the Holy Innocents, designed by Sir Herbert Baker, is a particularly fine example of a brick church constructed in Western Australia in the inter-war period. (Criterion 1.1)

The *Fairbridge Farm School (fmr)* is an excellent example of the use of the Inter-War Old English architectural style (Stockbroker's Tudor), in the design of buildings, and the use of English principles of garden design typical of the inter-war period. (Criterion 1.2)

The buildings were designed with conscious understanding of style and space. An attempt was made to translate an idea of Tudor forms into Australian vernacular cottages surrounded by cottage gardens. The grouping of buildings offers an idea of an English village which is enhanced by the spaces between them and their planned positions. (Criterion 1.2)

The garden north and east of Fairbridge House is also of aesthetic significance. It provides a pleasant setting for the building and is an example of simple but well resolved design of outdoor spaces which is particularly well integrated with the adjacent buildings. (Criterion 1.2)

The Church of the Holy Innocents, Fairbridge House and the Old Fairbridgians Clubhouse are landmarks within the wider context of the farm school site. They create a visual focus on one end of the farm school and contribute to the impression of permanency of the place. (Criterion 1.3)

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\* 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.

The entry road also contributes to the setting of the place. Its form and alignment create a sequence of visual experiences which enhance the approach to the farm school. (Criterion 1.3)

The strip of bushland separating the administration area and cottages is a significant landscape element. It provides separation between public and private zones on the site and integrates the village within its natural landscape setting. (Criterion 1.3)

The buildings, site elements, location and layout of the farm school together form a cultural landscape. The buildings and landscape elements collectively form a rural, village setting for the farm school. It is an achievement in planning and design that the intention of a non-institutional, village-like setting integrated with its surroundings has been realised while at the same time, establishing a subtle, hierarchical orderliness to the place. (Criterion 1.4)

## 11. 2. HISTORIC VALUE

*Fairbridge Farm School (fmr)* is a physical expression of attitudes within the British Empire typical in the early years of the twentieth century towards child migration and its role in promoting population growth. Acceptance and support of *Fairbridge Farm School (fmr)* mirrored the rise and fall of demographic and social concerns expressed by parliamentarians and others within the British Empire. (Criterion 2.2)

The establishment and administration of *Fairbridge Farm School (fmr)* is an example of a private charitable institution in the British Empire meeting the apparent needs of a far-flung dominion. The children were sent from England, not as convicts, or bound by law, but as free migrants to be educated and encouraged to settle on the land. Concentration on teaching of practical skills to both boys and girls was typical of the social values of the inter-war years (Criterion 2.2)

The success of *Fairbridge Farm School (fmr)*, as assessed by visitors and supporters, led to the establishment of similar institutions in other parts of Australia: Victoria, New South Wales, Tasmania and Adelaide where British child migrants were sent by the Fairbridge Society. (Criterion 2.2)

*Fairbridge Farm School (fmr)* is important for its associations with the founders, Kingsley and Ruby Fairbridge, whose vision was fundamental to the development of the place. Kingsley Fairbridge founded the Child Emigration Society at Oxford University in 1909 and The Children's Farm School Immigration Society of Western Australia (Inc) in 1918. (Criterion 2.3)

*Fairbridge Farm School (fmr)* is important for the excellence of planning and design of the site, the buildings and landscape components. The realisation of the Fairbridges' vision for the place involved the work of skilled designers and tradesmen. In particular the architectural skills of Powell, Cameron and Chisholm Architects, Sir Herbert Baker, and other, unknown, designers and tradesmen are significant. (Criterion 2.4)

The buildings were exceptional in their day for their size, their organisation and for their plan. *Fairbridge Farm School (fmr)* illustrates a high point in one theory of child welfare practised in Western Australia, where the institution

was run on the cottage system with children living in groups with a cottage mother, rather than in large dormitories. (Criterion 2.4)

### **11. 3. SCIENTIFIC VALUE**

The remnants of original trees and plants have the potential to yield information on the development of agriculture and horticulture in Western Australia. (Criterion 3.1)

Inspection of the farm buildings, fences and other structures including the bridges and the weir, are of scientific value for their potential to illustrate the development of a variety of building, farming and cultivation techniques. (Criterion 3.1)

*Fairbridge Farm School (fmr)* has the potential to yield information on the material culture of staff and students and the level and sophistication of training facilities provided by a British charitable institution as compared to those available to adults and children living outside such institutions. (Criterion 3.2)

### **11. 4. SOCIAL VALUE**

*Fairbridge Farm School (fmr)* is of social significance to those members of the community associated with it, including former pupils and child migrants, former staff and those associated with its inception, administration and funding through the Fairbridge Society and other organisations. It is especially significant to the members of the Old Fairbridgians Association who continue an active involvement in the place. (Criterion 4.1)

*Fairbridge Farm School (fmr)* is of social significance to the community of Western Australia as evidenced by the network of co-operation which included governments (British, Commonwealth and State), private institutions, and very many individuals, that ensured the survival of the farm school until 1980. (Criterion 4.1)

*Fairbridge Farm School (fmr)* provides a sense of place for members of the Old Fairbridgians' Association for whom the place provides memories and for others whom have childhood associations with the place. (Criterion 4.2)

## 12. DEGREE OF SIGNIFICANCE

### 12.1. RARITY

*Fairbridge Farm School (fmr)*, including the contextual landscape setting, individual buildings and landscape elements, is a rare and intact example of a settlement developed to house and educate child migrants. The planning of the settlement and the style of individual buildings is rare in the Western Australian context. The use of Inter-War Old English architectural style for the design of the individual buildings adds to the rareness of the place. (Criterion 5.1)

Certain buildings on the site are rare in Western Australia. They include Fairbridge House which was built in generous proportions, constructed of pise before the use of rammed earth was widely understood in Western Australia, and lined with jarrah; and the Church of the Holy Innocents, designed by architect Sir Herbert Baker.<sup>1</sup> (Criterion 5.1)

*Fairbridge Farm School (fmr)*, was the first of a number of similar institutions established by the Child Emigration Society in Australia and in Canada. It is the only remaining site where enough buildings remain to illustrate how the institution was organised. The place is a rare example of the former practice of child migration, which is of exceptional interest to the history of migration in Australia and the British Empire. (Criterion 5.2)

*Fairbridge Farm School (fmr)*, including the contextual landscape setting, individual buildings and landscape elements, demonstrates the ethos of Kingsley Fairbridge, the Child Emigration Society, and a distinctive social philosophy and way of life no longer practiced. (Criterion 5.2)

### 12.2 REPRESENTATIVENESS

*Fairbridge Farm School (fmr)* is a representative example of the practice of child migration, practiced in Western Australia since the middle of the nineteenth century. (Criterion 6.2)

*Fairbridge Farm School (fmr)* is a representative example of a children's home developed on the cottage accommodation model. Cottage homes for orphaned children were well known in Australia, especially in New South Wales, and the concept had been utilised by the Salvation Army in Collie and by the Anglican Sisterhood which built and ran the Parkerville Home. However the *Fairbridge Farm School (fmr)* brought the planning and building of cottage homes to a new level, one of self-supporting village which was appreciated and copied in other States. (Criterion 6.2)

### 12.3 CONDITION

The surrounding landscape has been maintained, through continuing agricultural land use and management practices, in good condition in so far as it provides a contextual setting for the *Fairbridge Farm School (fmr)*. The landscape within the farm school village area is generally good in terms of the maintenance of the grounds although some specific elements have become

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<sup>1</sup> This is possibly the only building in Australia designed by Baker.

degraded and require attention. The latter category includes the mature and post-mature trees and shrubs which are dead, diseased or otherwise in poor condition, and the areas of remnant bushland which have suffered loss of indigenous plant cover and invasion by weeds.

Generally the built fabric of the place is in a fair to good condition, although certain elements require conservation. The condition of the buildings varies considerably. The main issue concerns the condition of timber structural framing and wall cladding. Problems include deterioration of timber due to termite infestation and general exposure to the weather. The lack of gutters in the original design of the buildings has contributed to the deterioration of the buildings as there is no adequate roof or ground drainage system. Deterioration of painted surfaces has also led to failure of some elements such as window frames etc. Generally internal fittings and fixtures are sound but basic due to the age of the buildings and the level of accommodation provided.

Past management programs have maintained the buildings to a minimum standard suitable for use - although some buildings have been left in disrepair. Maintenance works have not been detrimental to the condition of the buildings; however, practices such as external painting of weatherboards and replacement of roof sheeting with colorbond, have reduced the significance of the fabric.

For details of the condition of individual farm school buildings, refer to the 'Former Fairbridge Farm School Conservation Plan'.

#### **12.4 INTEGRITY**

The original intention of the *Fairbridge Farm School (fmr)* has been retained with a high degree of intactness. Current use of the place does not detract from the integrity of the place. There may be some conflict between the desire to 'improve' the cottages for visitors and the significance of the simplicity of the interiors. In the long term the place, as a precinct, has the potential to retain a high degree of integrity.

For details of the integrity of individual farm school buildings, refer to the 'Former Fairbridge Farm School Conservation Plan'.

#### **12.5 AUTHENTICITY**

The contextual landscape setting retains a high degree of authenticity. The overall layout of the *Fairbridge Farm School (fmr)* village and individual landscape elements of the communal area retain a moderately high degree of authenticity. The layout of the garden of Fairbridge House to its north and east retains a high degree of authenticity. The landscape setting of the cottages has become greatly simplified since the departure of the cottage families who tended the individual gardens around each building, and has a low level of authenticity.

As a precinct, the place retains a high degree of authenticity. Most of the original buildings and elements are extant. Individually, the authenticity of the buildings varies, however most of the prominent places on the site are of high authenticity.

For details of the authenticity of individual farm school buildings, refer to the 'Former Fairbridge Farm School Conservation Plan'.

### **13. SUPPORTING EVIDENCE**

Attached are key sections of the supporting evidence from the 'Former Fairbridge Farm School Conservation Plan (Draft)', September 1997, prepared by Michal Bosworth, history consultant; Gaye Nayton, archaeologist; Philip Palmer, landscape consultant; and by Heritage & Conservation Professionals.

#### **13.1 DOCUMENTARY EVIDENCE**

Below is a chronology summarising the main historic events relating to *Fairbridge Farm School (fmr)*. Attached to this assessment documentation is a copy of section 2.2 of the conservation plan - 'History of Fairbridge Farm School' prepared by Michal Bosworth.

##### **CHRONOLOGY**

- 1909** Formation of Child Emigration Society, Oxford. Founded by Kingsley Fairbridge.
- 1912** Kingsley and Ruby Fairbridge arrive in Pinjarra and start the first Fairbridge Farm School.
- 1918** Kingsley Fairbridge established The Children's Farm School Immigration Society of Western Australia, an Australian branch of the Child Emigration Society.
- 1920** 3,000 acres bought of old Creaton estate for new farm school site.
- 1921** First five cottages, kitchen and store completed.
- 1922** Headmaster's house, later known as Fairbridge House completed; Empire Settlement Act, 1922.
- 1922** Four classrooms constructed.
- 1923** Eight more cottages completed for children arriving from Barnardo Homes.
- 1924** Kingsley Fairbridge died.
- 1927** Seven more cottages built; Duke and Duchess of York visit site; Kingsley Fairbridge's autobiography published.
- 1928** Principal's residence (Heath) constructed.
- 1931** 346 children on site.
- 1932** Church of the Holy Innocents completed; golf course begun.
- 1933** Old Fairbridgians Clubhouse completed; cement block garage and other technical buildings provided.
- 1934** Concrete weir constructed across the river to provide a safe swimming hole.  
  
Campaign begun in England to build more farm schools on Fairbridge model.
- 1935** Arthur Scratton Memorial residential building with clock tower completed; Domestic Science building constructed.

- 1936** Fairbridge Farm School opened at Northcote in Victoria (dates for other Fairbridge institutions unknown).
- 1938** Staff dining room, kitchen and quarters constructed.
- 1939-45** World War Two - Old Fairbridgians join up; site used to train young women as farmhands; airfield constructed; numbers of children decrease markedly; Guildford Grammar School boys at site 1942-3.
- 1946** Commonwealth legislation, Immigration (Guardianship of Children) Act
- 1947** New legislation, WA Child Welfare Act, 1947.
- 1948** *Fairbridge Farm School Act 1948 (WA)*; renovations on site begin.
- 1949** First British migrant children arrive after the war.
- 1950** School buildings renovated.
- 1951** British investigator, John Moss, visited and reported.
- 1952** New principal, A.E. Ball took charge.
- 1954** Renovations to 18 cottages completed.
- 1956** Ross report (British group who criticised most Australian institutions accepting child migrants); Fairbridge Society decides to take children with one parent, and families with many children.
- 1961** Big Brother Movement began to utilise Fairbridge; plans for new swimming pool, oval and sports pavilion completed; Lotteries Commission funding.
- 1964** Cottages full; Queen Mother visited.
- 1965** Barnardo children stop arriving in Australia.
- 1973** New government moves to restrict immigration.
- 1981** Kingsley Fairbridge Farm School closed.
- 1983** Alcoa bought the site and erected memorial over Kingsley Fairbridge's grave.
- 1989** Fairbridge WA (Inc.) lease the site for 44 years on a peppercorn rental of \$1 per year and with options of 25 years each.
- 1997** Fairbridge WA (Inc.) continues to manage the site which supports a variety of uses that focus on the place as a facility for youth education and recreation.

Most of the buildings on the site remain in use. The Old Fairbridgian's Society continue to use the Clubhouse; the Church is used for weddings and special services; the hospital is used as a private residence; the dining hall, kitchen and office are used for those purposes, and most of the cottages are available for short-term rental. The school buildings are in poor condition and not used - with the exception of the Healey Room which is used for teaching and conference purposes as is the former Staff Dining Room and Kitchen. Scratton Memorial is currently not in use due to its condition. The kitchen of Fairbridge House is used on weekends as

a coffee shop, however the remainder of the house is not currently utilised.

### Documentary Background

Generally the documents for the construction of the *Fairbridge Farm School (fmr)* buildings were prepared by Powell and Cameron Architects, later known as Powell, Cameron and Chisholm Architects. Block plans were prepared by the Public Works Department of WA Architectural Division. Many drawings are extant and stored in the Department of Contract and Management Services plan room. Generally documents indicate building programs in 1921, 1928 and 1938. There was a program of upgrading to the cottages carried out in 1950 and sports facilities provided in the early 1960s.

Whilst architects Powell, Cameron and Chisholm were responsible for the design of the majority of domestic buildings on the site, the church was designed by London architect, Sir Herbert Baker, in 1930. Designs for the building were sent to the Public Works Department of WA where they were developed into construction documents. Baker was born in South Africa and educated in Tonbridge, England. He designed buildings in Britain before going to India in 1912, where he was assistant to Edwin Lutyens. In Delhi, he designed many important buildings in his own right, including the Secretariat Building.

Details of documents relating to the individual farm school buildings and sites, as well as a summary history of each place, are included on the inventory sheets which form Part 2 of the 'Former Fairbridge Farm School Conservation Plan'

## 13.2 PHYSICAL EVIDENCE

Following is a summary description of the site, context, layout and buildings which comprise the *Fairbridge Farm School (fmr)*. This has been taken from the 'Former Fairbridge Farm School Conservation Plan'. Attached to this assessment documentation are more detailed descriptions of groups of buildings on the site as well as a more detailed landscape description.

For a physical description of any specific building or element within the site, refer to 'Former Fairbridge Farm School Conservation Plan: Part Two - Inventory of Places'.

### Description of the site and context

*Fairbridge Farm School (fmr)* is part of Alcoa of Australia Limited's Pinjarra landholding. It occupies about 22ha of the total Alcoa holding of 6,160ha which comprises the refinery and residue areas, pasture for beef production and forestry. The site is bounded to the east by the Darling Scarp, to the north by the South Dandalup River and private farm holdings, to the south by farm land and to the west by the South Western Highway and Pinjarra townsite.<sup>2</sup>

*Fairbridge Farm School (fmr)* is located on flat to gently undulating land at the foot of the Darling Scarp. The South Dandalup River and a north-south running ridgeline form natural boundaries to the village area to the north and

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<sup>2</sup> Strategic Planning Institute et al, Report to Alcoa: Fairbridge Feasibility Study, August 1996, p.12.

east respectively. From the ridgeline, the land slopes gently in a north-westerly direction to the river, flattening out at the western edge of the farm school area. East of the ridgeline the land slopes more steeply in a north-easterly direction to the river, creating a more clearly discernible valley landform.

The place is located on the meadow and yellow podzolic soils of the Guildford Series which run in a broad band parallel to the western edge of the Darling Scarp. The Fairbridge farmlands also encompass fertile alluvial and red podzolic soils adjoining the river and gravelly, sandy, soils of the Ridge Hill Shelf to the east.

The natural vegetation cover of the area is tall open forest of marri, wandoo and jarrah - with fringing woodland-flooded gum along the river banks and paperbark tea-tree swamp and low closed forest in wet depressions elsewhere.<sup>3</sup>

In their natural state, the fringing woodland and swamp vegetation both have dense growth of trees and tall shrubs. The marri/ wandoo/ jarrah forests are rather less dense and the shrub/herbaceous layer is lower giving rise to a "parkland" landscape quality. This may also be the result of regular former "firing" of the forest by Aborigines.

*Fairbridge Farm School (fmr)* is reached from the South-Western Highway by a long, narrow entry road which winds its way eastward from the highway to a sharp bend about one third the way along its length, from whence it runs in a straight, easterly direction to the farm school entrance.

#### Site Planning

*Fairbridge Farm School (fmr)* is laid out on a rectangular grid, the long axis of which runs roughly parallel to the contour of the land in a slightly north-easterly/ south-westerly direction. Administration and service buildings and important residences are located along the northern side of the main road which leads in an easterly direction to the top of the ridgeline where the church is situated. The road curves south in front of the church and continues beyond the farm school, through the dairies and sheds and on to the cemetery.

Buildings on the northern side of the entrance road include the store, the dining hall and kitchen, the office, Belfast cottage, the Old Fairbridgians Clubhouse, Heath and Fairbridge House. At the eastern end of the entry road is the church. The main roadway turns to the south outside the church and continues through the school to the farm buildings. From north to south on the eastern side of the road and parallel with the church the main structures are Saumerez, Evelyn, Nightingale and Oxford. Saumerez and Evelyn are two storey cottages that originally housed the senior girls. Nightingale was the school's sick bay or hospital ward. To the south-east and somewhat outside the main settlement area is the Alcoa farm manager's residence on a site of the original farm manager's cottage. There are several other minor buildings on the outskirts of the main school area.

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<sup>3</sup> Seddon, G *Sense of Place*, Perth UWA Press, 1972, pp. 90, 21.

To the south and west of the main boundary road the site is divided into a grid of unsealed roads or tracks. Along these roads are the cottages that housed the farm school children. Once set in cultivated landscape the cottages are today largely surrounded by degraded bushland and remnant introduced species.

In the south-west corner of the site are a group of school buildings which overlook a sports oval on flat ground to the north. There is an area of remnant bushland to the north of the sports oval that has remained an integral part of the site since its inception.

*Fairbridge Farm School (fmr)* is bounded by agricultural land. To the south-east the main boundary road continues beyond the school to a group of agricultural buildings. To the north of the school, the river remains densely treed, although pasture takes the place of the natural understorey shrubs. The ridgeline south of the current riding for the disabled school, has a moderately dense native tree cover which extends more sparsely down to the southern edge of the farm school. The entry road has remnant bush lining it for the first kilometre east of the highway (corresponding to its curving alignment), from which point it is adjoined by open paddock up to the farm school. Within the *Fairbridge Farm School (fmr)* itself there are avenues and informal groupings of trees, both native and introduced.

The main roadway has deep table drains on both sides of it and table drains also run along the western and northern boundaries of the farm school. The entry road and farm school main road are bitumen sealed with gravel shoulders (no kerbs). All other roads and parking areas are unsealed gravel.

#### Aesthetic Characteristics

The majority of buildings at *Fairbridge Farm School (fmr)* are of timber frame construction with weatherboard cladding to the external walls. They were constructed with either sheoak shingles or corrugated iron roofs. Chimneys and fireplaces were generally face red brick. Internal wall linings were of vertical timber panelling to dado height with battened plasterboard above and to ceilings. Timber framed windows were mainly pairs of small paned casements.

The principal residences, Heath and Fairbridge House, were of masonry and pise construction to first floor level respectively with half timbering used for the upper storey.

Generally the buildings can be described as designed in the distinctive Inter-War Old English style.<sup>4</sup> This style is distinguished by the use of the visual attributes of English rural architecture including half timbering, small-paned casement windows, shingled roofs, tall chimneys and textured brickwork. The style is characterised by the use of asymmetry in design. Generally the two storeyed buildings at *Fairbridge Farm School (fmr)* reflect this style, mainly through the use of sheoak shingles which was unusual in Western Australia in the inter-war period whilst common in the early years of settlement (1830s to 1880s). The single storey cottages with corrugated iron roofs were closer to the Western Australian vernacular architecture of the period. The use of

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<sup>4</sup> Apperly, Irving, and Reynolds, op. cit., p.202.  
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Inter-War Old English style reflects Kingsley Fairbridge's own description of the buildings as influenced by the Tudor style. (Ref Section 2.2.5)

The main exceptions to the general theme or style of buildings at *Fairbridge Farm School (fmr)* are the Old Fairbridgians Clubhouse and the Church of the Holy Innocents, both of which are larger in scale than the adjacent more domestic buildings. The Old Fairbridgians Clubhouse is distinguished by the prominent Dutch gable on the front elevation of the building. The general bulk of the building also sets it apart from the other buildings on the site. The church is also unusual in its style and scale using an unusual combination of elements including round arched openings, together with prominent steeply pitched shingled roofs giving a distinctive and unusual effect.

#### Changes to the Fabric

Generally changes to the fabric of the buildings included:

- replacement of roof shingles with corrugated galvanised iron sheets and/or terracotta tiles and subsequent replacement with colorbond;
- painting of previously oiled external timber weatherboards and cladding of originally unclad structures with weatherboards and battened asbestos cement flat sheets;
- changes to internal wall linings and ceilings;
- construction of kitchens, bathrooms and verandahs and enclosure or original verandahs to cottages; and
- general alteration to internal finishes.

Extension of buildings mainly used timber construction with weatherboard and asbestos flat sheet cladding and lining and the enclosure of verandahs using the same construction methods. In some cases original windows have been replaced using aluminium framed windows.

### 13.3 REFERENCES

Below are some references which relate directly to the place. The bibliography from the 'Former Fairbridge Farm School Conservation Plan' has been attached at the end of this assessment documentation along with a copy of The National Trust of Australia (WA) Assessment Exposition from June 13 1977.

#### ARCHIVES

Battye Library, Private Manuscripts (hereafter BL) Fairbridge Papers, MN62

ACC3027A/79, 'Farm School Society, 1918-21'

ACC3027A/80, 'Farm School Society, 1922-24'

ACC3027A/15 'Minutes Perth Committee' 1936-7

ACC3027A/14, 'Big Brother Movement'

ACC3027A/24, Welfare Officer's Reports,

ACC 3027A/23, 'Board of Governors 1960-61'

ACC3027A/28, 'Buildings 1937-39'

ACC 3027A/102, 'Lotteries Commission'

ACC 3027A/59, 'English Committee' 1918-24

ACC 3027A/102, 'Lotteries Commission'  
ACC3027A/51 'Crisis March'  
ACC3027A/99 'The Land Army'  
ACC3027A/13 'Airstrip'  
ACC3027A/101, Minutes of the Local Farm Committee, 1940-1949.  
ACC539A/1, Scrapbook  
ACC3027A/23, Board of Governors, 1961-1964  
ACC3026A/62, Correspondence with the Child Emigration Society, 1977-78  
ACC3027A/1 Admissions and discharges 1977-80

#### Battye Library Pictorial Collection

C4698, C2583; 22378P, 38224P, 38230P, 6614P, 66148P; 816B/ TB85, 816B/ TB89, 816B/ TB525, 816B/ TB 527; 816B/ B3438, 816B/ B3440, 816B/ B3442, 816B/ B3445, 816B/ B3446, 816B/ B3448, 816B/ B3449, 816B/ B3450, 816B/ B3452, 816B/ B3453, 816B/ B3455, 816B/ B3457, 816B/ B3469; BA617/ 70

Western Australian Public Record Office, (hereafter PRO) Fairbridge Farm School

PWD26564, Locality Plan, site plan [1930]; proposed church at Fairbridge Farm School, Sir Herbert Baker architect, resident architect J.M. Tait. Block plan, plans, elevations, sections, 1930. Details of bricks for various purposes, windows, weather vane, wrought iron hinges, lighting pendant, bell rope etc. Plans showing level of church site and adjoining original site.

PRO Immigration, ACC1193, 2040/50

PRO Immigration ACC1193 3619/53, Child Migration, Vol. 1

Australian Archives (hereafter AA) (our thanks to Christine Cannon who looked at the following files which are located in Canberra.)

AA, A445/1 item 133/2/12 Department of Immigration, 'Fairbridge Farm School, Pinjarra W.A., 1946-1951'

Department of Contract and Management Services Plan Room

'Pinjarra - Fairbridge Farm School Drawings to date' File 6/791/0, Shelf 1737.

#### PUBLISHED SOURCES

*Cry of the children*, approved and issued by the Fairbridge School Committee, Perth, 1917

Education Dept. Annual Reports 1924, 1936, 1937.

Fairbridge, Kingsley, *The Autobiography of Kingsley Fairbridge*, London, 1927, with a foreword by L.S. Amery, and a postscript by Sir Arthur Lawley.

Fairbridge, Ruby *Pinjarra: the building of a farm school*, London, 1937

Lane, John, *Fairbridge Kid*, Fremantle Arts Centre Press, 1995

*The Fairbridge Story*, London, the Fairbridge Society, 1952

*The Fairbridgian*, 1930 - 1954

*The Old Fairbridgian*, 1929

Oral History transcripts held in the Battye Library Oral History collection.

Sir Frederick Chaney, interviewed 22/9/1985 by Ronda Jamieson, OH636  
Oswald Chisholm, interviewed 15/9/1981 by Margaret Hamilton, OH1801  
Rhodes Fairbridge, recorded for the National Library 5/5/1970, OH2377/25  
Mrs. Gladys Steer, interviewed 11/10/1968 by Val Graham, OH631

#### **13.4 FURTHER RESEARCH**

It is recommended that conservation plans be prepared for individual buildings on the site that are of exceptional or considerable significance. These should focus on the physical fabric of the place and appropriate policies for its conservation. Further documentary evidence relating to each place would also be appropriate for interpretation purposes.

Further research regarding the work of Sir Herbert Baker would be of interest for comparison with his church design for *Fairbridge Farm School (fmr)*.