

Hilltops Library and Community Facility, Young High School

Interpretive Strategy

Report prepared for Hayball, on behalf of Schools Infrastructure NSW

July 2021

Acknowledgement of Country

GML Heritage acknowledges the Traditional Custodians of the land on which the project site is located and pays respects to their Elders past, present and emerging. We acknowledge and respect their continuing culture and the contribution they make to the history and life of this site and the wider region.

Report Register

The following report register documents the development and issue of the report entitled Hilltops Library and Community Facility, Young High School, —Interpretation Strategy undertaken by GML Heritage Pty Ltd in accordance with its quality management system.

Job Number	Issue Number	Notes/Description	Issue Date
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The report has been reviewed and approved for issue in accordance with the GML quality assurance policy and procedures.

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Introduction



1 Introduction

1.1 Project Background

Hilltops Council and Schools Infrastructure NSW (SINSW) are undertaking a joint project to provide a new library and community facility that will form part of the Hilltops Cultural, Community and Education Precinct (CCEP) in Young, NSW. The development is a State Significant Development and is known as SSD 9671 Young High School Redevelopment and Community Facility.

The development is to be carried out at Young High School (the School) and the adjacent Carrington Park (the Park). The Park and School are vested in Hilltops Council and the Department of Education, respectively.

Hayball Pty Ltd, on behalf of SINSW, has commissioned GML Heritage Pty Ltd (GML) to develop an Interpretation Strategy (IS) for the Hilltops CCEP. This IS responds to the conditions of approval for SSD 9671, which states:

Heritage Interpretation Strategy

B32. Prior to the commencement of construction (excluding demolition and earthworks), the Applicant must submit a Heritage Interpretation Strategy to acknowledge the heritage of the site to the satisfaction of the Planning Secretary. The Strategy must:

(a) be prepared by a suitably qualified and experienced expert in consultation with the Heritage Council and Council;

(b) incorporate relevant history and significance of the site including the Lambing Flat AntiChinese Riots, recognition of key buildings and landscape features; and

(c) establish the key elements relevant to guiding the detailed Heritage Interpretation Plan, consistent with the NSW history syllabus.

1.2 Previous Studies

The following reports, which GML prepared to guide the design development and planning for the project, have been used in this IS to build an understanding of the place:

- Young High School and Carrington Park—Conservation Management Strategies (CMS), report prepared for Hayball on behalf of SINSW, December 2018; and
- Young High School and Carrington Park—Archaeological Management Plan (AMP), report prepared for Hayball on behalf of SINSW, December 2018.

GML has also produced several other reports that assessed the potential impact of proposed works for the Hilltops CCEP on the site's heritage items and archaeological resources and provided mitigating strategies and recommendations, including:

- Hilltops Library and Community Facility, Young High School—Historical Archaeological Assessment and Research Design, report prepared for Hayball on behalf of SINSW, October 2019;
- Hilltops Library and Community Facility, Young High School—Heritage Impact Statement, report prepared for Hayball on behalf of SINSW, October 2019; and
- Hilltops Library and Community Facility, Young High School—Aboriginal Cultural Heritage Assessment Report, report prepared for Hayball on behalf of SINSW, October 2019.

1.3 Study Area

Young High School and Carrington Park are located to the south of the town centre of Young, within the Hilltops Local Government Area (LGA), on the slope overlooking Burrangong Creek (Figure 1.1).

The School and Park, along with TAFE NSW Young, are bounded by Ripon Street to the north, the Olympic Highway to the east and Berthong Street to the south. The western boundary is defined by Caple Street. Figure 1.2 shows the study area for the previous GML assessments for the Hilltops CCEP.

1.4 Scope of Project

This IS focuses on the proposed library and community facility and new landscaping, located in the northeastern corner of Young High School, close to Carrington Park (Figure 1.3). The proposed new facility will include an integrated community and school library for the Hilltops LGA and Young High School, as well as providing education, cultural and community facilities.

Hayball has considered the heritage of this place as part of its design for the Hilltops CCEP in the Young High School Community Library—Design Analysis Report (October 2019), identifying interpretive opportunities for Aboriginal and historic heritage within the building and landscape. The library will include specifically designed spaces to meet the educational and cultural needs of the school and community such as a Wiradjuri learning centre, meeting spaces, work and learning spaces, a gallery and exhibition space, and a children's space. Directly north of the library is an interpretive narrative pathway that would communicate the Aboriginal heritage of this place, linking together the other interpretive devices within the landscape (Figure 1.4–Figure 1.8).

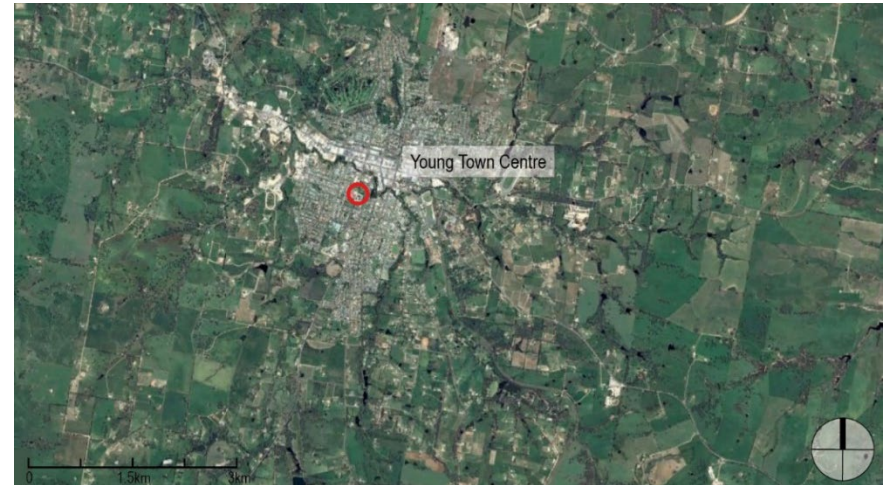


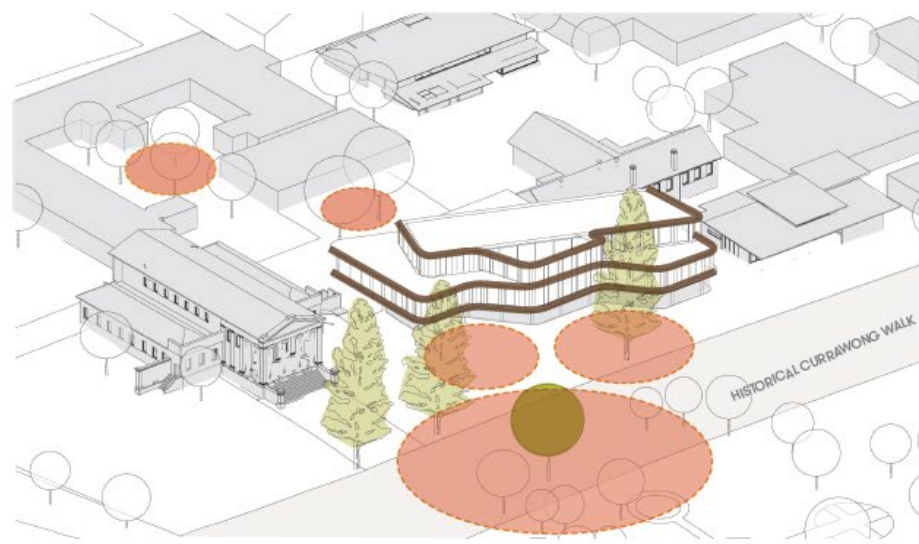
Figure 1.1 Location of the current study area indicated by the red circle. (Source: Google Maps with GML additions)



Figure 1.2 The study area of other GML related assessments is outlined in red. (Source: NSW Land and Property Information [now Land Registry Services], SIX Maps with GML additions)



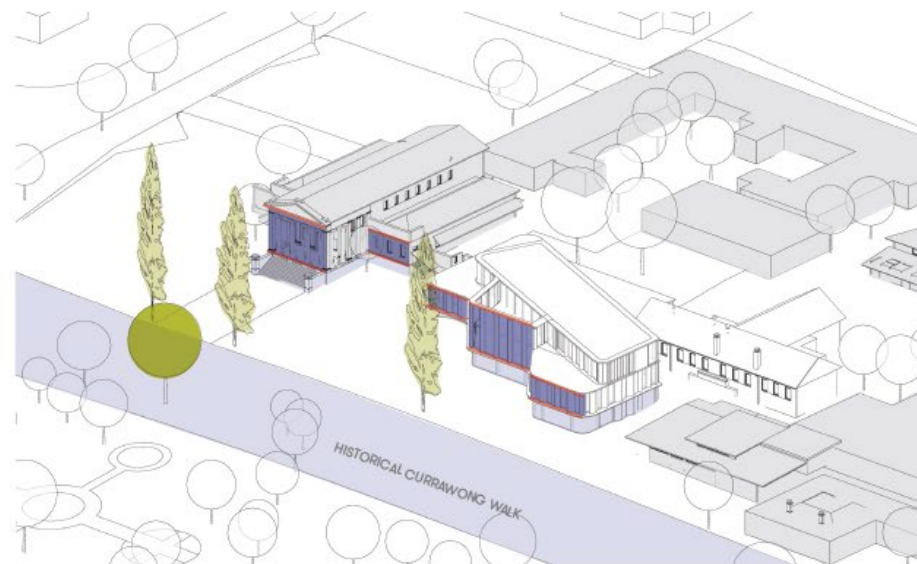
Figure 1.3 Concept design for the Hilltops CCEP. The new library is highlighted in blue. New landscape works are shaded in a darker green and new Young High School works are shaded in orange. (Source: Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019)



INDIGENOUS

Summary:

- Facade of the building is shaped by the significant aboriginal sites around the proposed development site. The curving facade allows for creation of new external and internal spaces for gathering on either side of the curve
- Layering of horizontal facade elements references the organic stratification of land formation
- Collection of key gathering sites around the building are linked through a song-line



EUROPEAN

Summary:

- Proposed massing steps back to preserve historic sight-lines to the Courthouse and existing heritage setbacks on-site
- Scale of facade volumes are in proportion to the existing courthouse
- Vertical facade language of the courthouse columns are referenced in the facade articulation of the proposed joint use library.



Figure 1.4 Summary showing how the aspects of Aboriginal and historic heritage significance have been incorporated into the design intent and architectural narrative of Hilltops CCEP. (Source: Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019)



Figure 1.5 Architectural visualisation of the north entrance to the proposed library and community facility at the Hilltops CCEP. (Source: Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019)



Figure 1.6 Landscape masterplan. (Source: 360° Landscape Architects, Young HS—Hilltops Council Library and Community Facility—Landscape Design, May 2019)

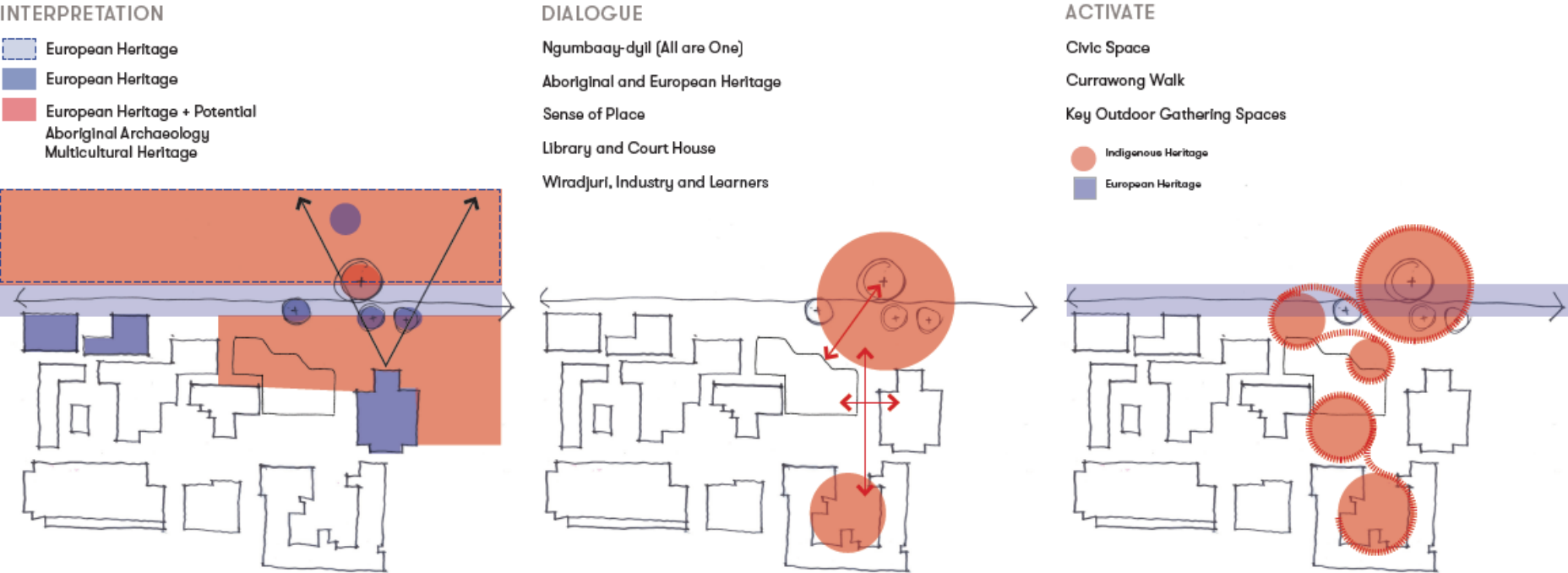


Figure 1.7 Proposed opportunities for interpretation, dialogue and activation of spaces within Hilltops CCEP. (Source: Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019)

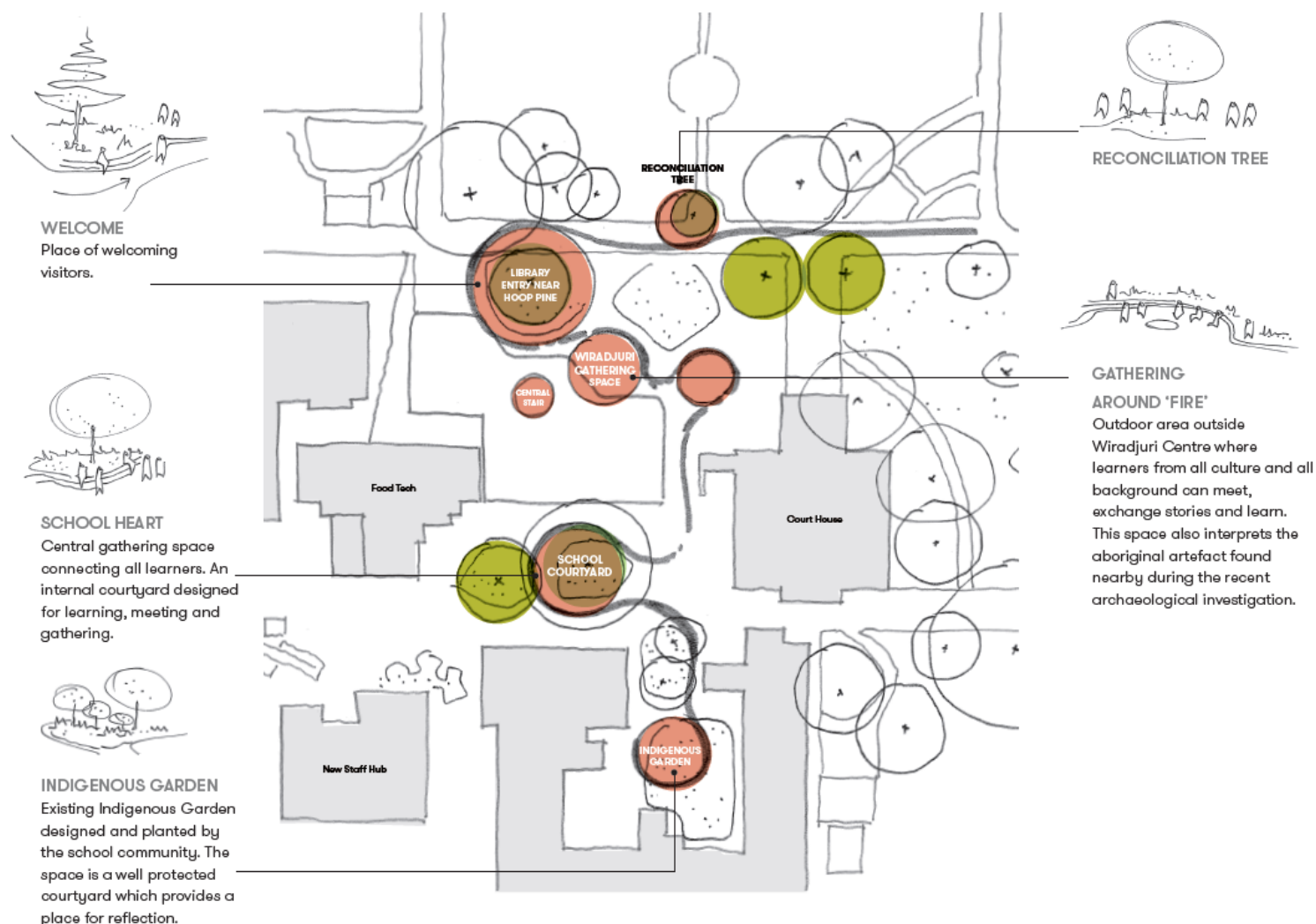


Figure 1.8 Proposed interpretive pathway to communicate the Aboriginal heritage significance within Hilltops CCEP. (Source: Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019)

1.5 Methodology

This report has been prepared according to the principles and approaches for heritage interpretation set out in *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance, 2013* (the Burra Charter) and the Heritage Interpretation Guidelines, produced and endorsed by the Heritage Council of NSW in August 2005.

1.5.1 Three Stages of Interpretation Development

Heritage interpretation can transform our experience and understanding of a place. Effective interpretation is most engaging when it not only communicates a story but evokes an emotional response and prompts us to appreciate a place's heritage values in a meaningful way. Interpretation presents an opportunity to enhance places through creative initiatives and devices that are visually and intellectually stimulating.

GML generally develops heritage interpretation in three stages. This is summarised in Table 1.1. Stage 1 provides an overarching approach to the interpretation of the study area, sets out the thematic foundations for interpretive content, and recommends interpretation initiatives that best engage audiences in and interpret the heritage significance of the study area. This report forms Stage 1 of the planning process.

Stage 2 would involve the design team developing selected interpretive devices from Stage 1, preparing content and detailed designs within an interpretation plan. Stage 3 involves fabrication and installation of the selected interpretive devices.

Table 1.1 Interpretation Program.

Stage 1—Interpretation Strategy (this report)
1.0 Introduction
2.0 Heritage Significance
3.0 Visitor analysis.
4.0 Interpretation Framework
<ul style="list-style-type: none"> • Interpretation principles. • Interpretive themes and stories.
5.0 Recommended interpretive devices
6.0 Links to the NSW School Curriculum
7.0 Next Steps
Stage 2—Development of Interpretive Initiatives (Interpretation Plan—Stage 2)
Development of content and design for interpretive initiatives:
<ul style="list-style-type: none"> • Prepare a detailed history, using primary and secondary sources. • Confirm appropriate devices and locations for interpretation. • Develop content and design concepts for interpretive devices based on a detailed history and outcomes of archaeological investigations. • Select artefacts for display and undertake conservation requirements. • Select images for use on interpretive devices; seek permission to use or copyright for selected images. • Prepare text for interpretive devices. • Provide brief for selection of public art (if necessary). • Provide summary of installation tasks and an overview maintenance strategy for interpretive devices.
Stage 3—Implementation
<ul style="list-style-type: none"> • Ensure that implementation of interpretation satisfies the SSD conditions of consent. • Provide design documentation to manufacturers for the basis of shop drawings (if necessary). • Update overview maintenance strategy with clear guidance on who is responsible for ongoing maintenance tasks. • Liaise with manufactures to guide the fabrication and implementation of the interpretive devices.

1.6 Authorship and Acknowledgements

This IS has been prepared by Angela So, GML Senior Heritage Consultant, and Minna Mühlen-Schulte, GML Senior Heritage Consultant and Interpretation and Design Team Leader. Lara Tooby, GML Heritage Consultant, and Brian Shanahan, GML Senior Heritage Consultant, provided background information on the Aboriginal and historical archaeological excavations undertaken within the study area in 2019. Dr Tim Owen, GML Principal, provided input into the Aboriginal cultural heritage interpretation theme. Design concepts were prepared by Angus Bowen, GML Design Consultant. This report was reviewed by Claire Nunez, GML Senior Associate and Manager, Heritage Places.

We wish to thank James Cristallo (Hayball), Laura Graham (Hayball), Fiona Young (Hayball), Liam Bowes (360°), Roger Lee (GHD) and Dr Damien Tybussek (HNSW) for assisting with this project.

1.7 Limitations

This IS provides an overall interpretive framework for the Hilltops CCEP. It includes interpretive themes and identifies suitable interpretive devices. Further detailed design or content development, including text and selection of historic imagery for interpretation in specific locations, would occur during subsequent stages of interpretation planning. As such, detailed design and content development is not included in this report.

Further detailed historical research was outside the scope of this project and has not been included in this report. Refer to Appendix A for the history of the Hilltops CCEP. Development of interpretive stories would also be part of the next stage of this project.

Heritage
Significance



2 Heritage Significance

The following section provides an overview of the Aboriginal and non-Aboriginal (including built heritage) cultural heritage values and significance of the Hilltops CCEP. We have included a summary of the key findings of GML's assessments and other research in this section. This analysis provides an understanding of the study area and has been used to identify opportunities for heritage interpretation.

2.1 Aboriginal Archaeology

Young is within the traditional lands of the Wiradjuri people. In July 2019, GML and local Registered Aboriginal Parties undertook archaeological test excavation at Young High School and the southern edge of Carrington Park for the proposed development of the Hilltops CCEP. The primary aims of the test excavation and subsequent assessment were to identify Aboriginal cultural values and provide management options for the future development. The excavation team hand-excavated a series of test units within the potential development footprint (Figure 2.1).

Only one Aboriginal archaeological site was identified, at the northern edge of the school (Figure 2.2). This site has been registered on the Aboriginal Heritage Management System (AHIMS) as the Hilltops Aboriginal Artefact Site (ID 546259). It consists of 26 stone artefacts, located 400mm below the surface. The artefacts were predominantly manufactured from a medium grey volcanic material, with single artefacts manufactured from quartz and an unidentified material. A potential cultural artefact manufactured from dark glass was also recovered.

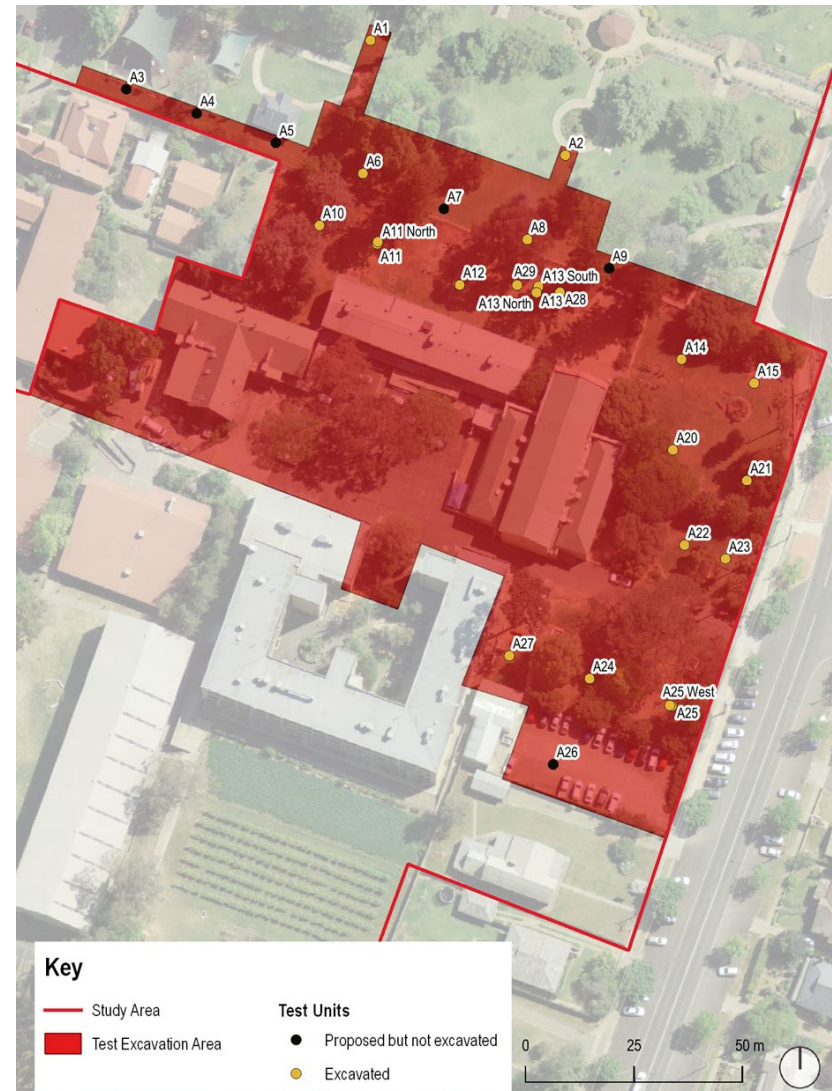


Figure 2.1 Location of the test units excavated during GML's 2019 Aboriginal archaeological test excavation program. (Source: Google Earth Pro with GML 2019 additions)



Figure 2.2 Location of Hilltops Aboriginal Artefact Site. (Source: Google Earth Pro with GML 2019 additions)

The Hilltops Aboriginal Artefact Site has cultural significance. The 2019 test excavation within the study area is the first intensive Aboriginal archaeological excavation in Young. Before this investigation, there were no Aboriginal sites in the Young township registered on AHIMS and few regionally reported sites. This is not due to limited Aboriginal sites, but rather a lack of Aboriginal

archaeological investigations and cultural heritage reporting in the region. If a salvage excavation of the Hilltops Aboriginal Artefact Site is undertaken, the outcomes could contribute to a deeper understanding of the Aboriginal archaeological record and cultural significance of this place.

As part of the 2019 test excavation program, GML undertook Aboriginal community consultation and documented two other Aboriginal cultural values at the study area:

- The Reconciliation Tree—This tree is representative of the local non-Aboriginal community's objective for reconciliation and celebration of the local Aboriginal community. It has social values to members of the Young Local Aboriginal Land Council (LALC). This tree will not be impacted by the new development.
- Education programs—The ongoing cultural and language education undertaken at Young High School is of high importance to the local Aboriginal community. Young High School has dedicated staff, and a range of programs and services aiming to promote connections to Wiradjuri Country. A new space for the Wiradjuri language program will be provided within the proposed library of the Hilltop CCEP, ensuring that cultural and linguistic values continue to be passed through the generations.

These three aspects of Aboriginal cultural heritage of the study area—the Hilltops Aboriginal Artefact Site, Reconciliation Tree, and Aboriginal education programs—are the basis of significance for the local Aboriginal community and should be recognised within the precinct.

All potential interpretive opportunities and proposed educational programs should be discussed with the local Aboriginal community for their input and approval. The care and management of any artefacts recovered from the study area also need to be discussed with the local Aboriginal community, including for use as an educational/interpretive resource.

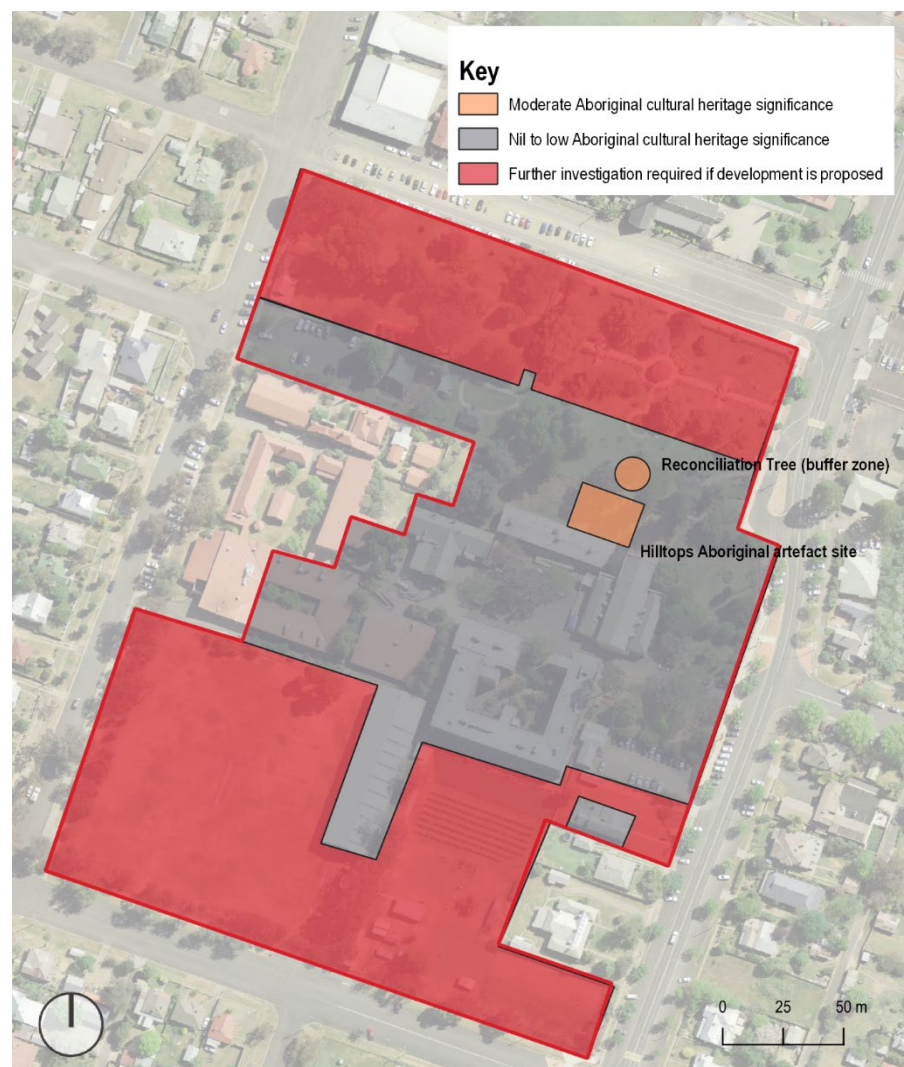


Figure 2.3 Aerial image identifying areas of Aboriginal cultural heritage significance within the GML 2019 study area. (Source: Google Earth Pro with GML 2019 additions)

2.2 Michael Mossman—Cultural Narratives in Design (2019)

In 2018, Michael Mossman was engaged to ‘deliver cultural narrative design drivers that align with the aspirational educational principles for the new Library at Young High School’, in particular educational principle 3: ‘Celebrate the Arts and the multicultural nature of Hilltops with specific acknowledgement of Aboriginal Cultural Values’.¹ His methodology included consultation with key members of the local Aboriginal community to develop his report. Key outcomes of his report include:

- creating spaces of engagement that allow for dialogue and exchange of ideas;
- creating places that challenge colonialism and reinforce the notion of reclamation of Country;
- using the Wiradjuri language to inform names of spaces, wayfinding and concept elements as a way of acknowledging and supporting continuation of the local culture and customs;
- embracing traditional notions of time and habitat and the role of astronomy and seasons, influencing the design and layout of spaces for the Aboriginal community; and
- celebrating burrangong as the life force and other elements such as fire, carved or scarred trees, and totem figures which can be represented through colours, patterns and natural materials in a built environment.

2.3 Listed Heritage Items

The study area is not currently listed on the State Heritage Register (SHR). However, a nomination for listing surrounding lands, including the part of the

GML HERITAGE

study area, has been made to the Heritage Council of NSW. This nominated listing will be further discussed in Section 2.4.

The study area includes the following heritage items, identified in Schedule 5—Environmental Heritage in the *Young Local Environmental Plan 2020* (Figure 2.4):

- ‘Carrington Park and Band Rotunda’—Rippon Street (I79);² and
- ‘Assembly Hall (former Courthouse)’—9 Campbell Street (I136).³

Heritage items in the immediate vicinity of the study area include the Technical College (former Gaol) at 20 Caple Street (I118).⁴

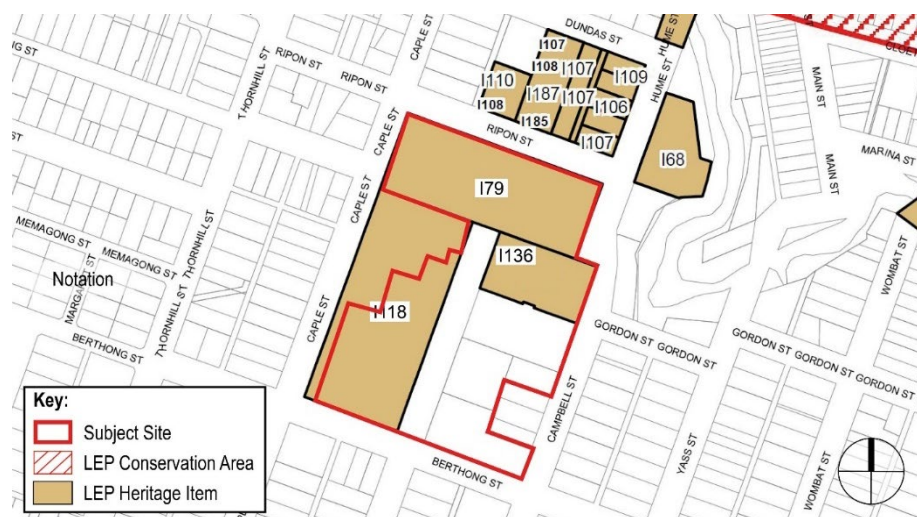


Figure 2.4 Extract of Young LEP 2010 heritage map. (Source: <www.legislation.nsw.gov.au> with GML overlay)

The Young High School site also includes a detached house at 11 Campbell Street known as Nonette Brown Cottage and a semi-detached pair of houses at 15–17 Campbell Street known as Noteworthy House. Both properties are used by the Young Regional School of Music and were originally the Police

Inspector's and the Police Sergeants' residences, respectively. They are not listed on the Young LEP.

Young High School (#4640464) and Young TAFE Campus (#4630110) are also listed on the Department of Education Section 170 Heritage and Conservation Register (S170 Register).

GML prepared the following Statement of Significance for Young High School:

Young High School has cultural heritage significance for the following reasons.

- *It, with Carrington Park, was the site of the Lambing Flat riot of 1861 where the Riot Act was read.*
- *It has a long association with law and order in Young in the second half of the nineteenth century as the site of the police camp and first courthouse—an association that continued with the erection of the James Barnet-designed 1884 Courthouse, establishment of the gaol (now TAFE) and residences for police sergeants and police inspector.*
- *It has a long association with public education in Young in the first half of the twentieth century evidenced by the adapted courthouse and the 1937 science block.*
- *Its 1884 Courthouse (now assembly hall) has aesthetic significance as a commanding landmark on Camp Hill on the principal southward road from the town centre of Young.*
- *Its 1884 Courthouse has aesthetic significance as a fine example of a late-Victorian regional courthouse carried out in the Victorian Academic Classical style. Although classically chaste in order and ornament, its monumental scale arises from its giant order portico, monumental steps and flanking wings that step back and down. This monumentality is reinforced by its symmetrical landscaped forecourt gardens and plantings and palisade fence.*

- *Its 1884 Courthouse is representative of a late-Victorian New South Wales courthouse designed by the New South Wales Colonial Architect James Barnet.*
- *Its former police residences are examples of Federation semi-detached and detached housing which contribute to the late-Victorian context of the Courthouse.⁵*

GML prepared the following Statement of Significance for Carrington Park:

- *It, with Young High School, was the site where the 'Riot Act was read' amidst the Lambing Flat riots of 1861.*
- *It is the principal municipal park of Young and demonstrates the consolidation of Young as a town during the Federation period.*
- *It is a landmark and provides the open space southern counterpart of the railway station and grounds at the northern edge of the town centre of Young which together, and among other things, contribute to the character of the town.*
- *It demonstrates aesthetic significance as a late-nineteenth to mid-twentieth century municipal park including its garden landscape comprising established trees, turfed areas, formal paths and beds and the feature central to the eastern half—the Federation Bungalow-style bandstand (or rotunda).*
- *It is representative of urban municipal parks of the late-nineteenth to mid-twentieth centuries.⁶*

2.4 Lambing Flat Riot Site and Associated Banner—Nominated Listing on NSW SHR

Carrington Park, the northern portion of Young High School, and surrounding streets have been included as part of the nominated listing of the Lambing Flat Riot Site on the SHR (Figure 2.5). The listing also includes the 'Roll Up, No Chinese' banner (Figure 2.6).

The Statement of Significance for the nominated listing is as follows:

The 14 July 1861 Lambing Flat Riot Site and 'Roll Up, No Chinese' Banner are of State heritage significance for their historic, social, research, and rarity values. The series of demonstrations, disturbances, and riots by miners and settlers at Lambing Flat from November 1860 to July 1861 were the most protracted violence perpetrated against Chinese miners in the state's history. These riots demonstrate the prejudices and racial antagonism that were present on the NSW goldfields and harboured across society in nineteenth century Australia.

The riot that occurred at this site on the evening of Sunday 14 July 1861 was the culmination of rising tensions between the European miners, the gold commissioners, and the police, as the government attempted to restore law and order. It was the first major confrontation between European miners and police on the NSW goldfields and involved the second reading of the Riot Act in NSW history. As the final conflagration of the Lambing Flat Anti-Chinese Riots it is regarded as a defining moment in the history of Chinese settlement in Australia. It led to the NSW Government enacting discriminatory and racist legislation to restrict the immigration of Chinese to the state and curtail their movement and rights on the NSW goldfields.

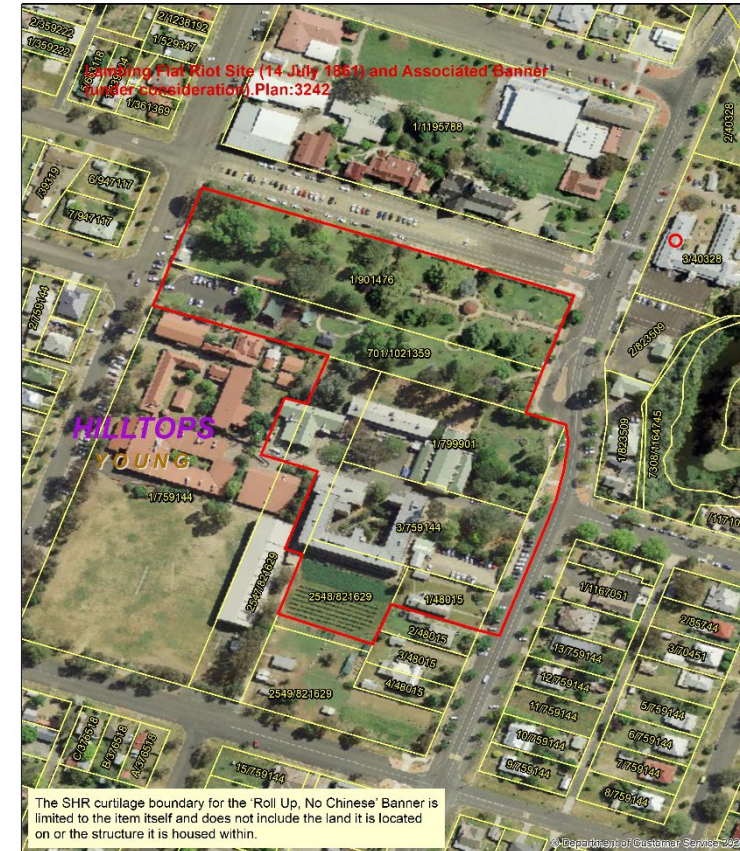
This site offers rich opportunities to tell the story of this riot and the shameful impact of racial prejudices to the people of NSW. The open landscape of Carrington Park allows the extant sloping topography to be appreciated which assists in visualising and interpreting the events of the riot. The archaeological remains of the Gold Commissioners' Camp are a

rare resource that has potential to answer research questions about this riot, as well as to demonstrate how gold commissioners and police lived at mid-nineteenth century NSW goldfields. The former Great Courthouse (1886), as the last remaining symbol of law and order on the site of the Gold Commissioners Camp, is an important landmark for interpretation of this event.

The 'Roll Up, No Chinese' banner was the standard used by the anti-Chinese miners and settlers to announce several riots and disturbances on the Lambing Flat goldfield, most notably the violent attacks on the Chinese on Sunday 30 June 1861. It is a rare item of moveable heritage that tangibly symbolises the intolerance, prejudices, and racism of the Lambing Flat Anti-Chinese Riots for NSW history and society.

This site and the 'Roll Up, No Chinese' banner are closely associated with the State Heritage Register listed site, Blackguard Gully (SHR 01775), which was the location of one of the Chinese Camps attacked by rioters on Sunday 30 June 1861. Together these sites help to tell the story of the Lambing Flat Anti-Chinese riots to the people of NSW.⁷

Heritage Council of New South Wales



State Heritage Register - Proposed Curtilage for Investigation:
Lambing Flat Riot Site (14 July 1861) and Associated Banner
(under consideration). Plan:3242
6 Ripon Street, 20 Caple Street, and 9 and 11 Campbell Street, Young

Scale: 1:2,500 @A4
Datum/Projection: GCS GDA 1994
Date: 30/09/2020



Legend
 Proposed Curtilage
 SHR Curtilage
 LGAs
 Suburbs
 Land Parcels

Figure 2.5 Proposed SHR boundary curtilage for the Lambing Flat Riot Site.
(Source: Heritage NSW)



Figure 2.6 Lambing Flat ‘Roll Up, No Chinese’ banner, included as a movable heritage item for the nominated Lambing Flat Riot Site SHR listing. (Source: Wikimedia Commons)

2.5 Historical Archaeology

GML undertook historical archaeology test excavation of the study area in conjunction with Aboriginal archaeological testing in July 2019. The primary aims of the test excavation were to:

- ascertain if the sites of early police camp buildings and associated occupation were present in the locations recorded in historic maps;
- determine the level of later disturbance in those locations and across the study area; and
- inform our understanding of the potential survival rate of archaeology at the site and the potential significance of the archaeology within proposed impact areas and across the study area.

Based on the Historical Archaeological Assessment and Research Design (HAARD), prepared in May 2019,⁸ and the potential impact of the proposed works, trenches H3, H4 and H12 were selected as areas for test excavation (Figure 2.7). These trenches also have potential for state significant archaeology associated with the 1860s police camp (Figure 2.8).

The program included mechanical and hand excavation, recording of soil deposits and potential archaeological features, followed by backfill and re-turfing. Archaeological features were not fully excavated as impacts to state significant archaeology was not permissible under the Section 140 permit conditions (S140/2019/013).



Figure 2.7 Location of historical archaeology test trenches in relation to current school buildings and the Park. (Source: GML 2019)



Figure 2.8 Location of test trenches in relation to projected sites of historical buildings recorded on the 1862 Map of Young. (Source: State Records AOMap 6149 with GML additions)

Despite extensive ground disturbance for the development of the Courthouse and the School, the historical archaeology test excavation revealed patches of remnant historic topsoil and intact archaeological deposits. A mix of artefacts such as ceramics, glass, building materials (sandstock bricks), metals and bones were recovered and could be associated with different historical phases of this site—the police camp, construction of the Barnet courthouse and the School (Figure 2.9 and Figure 2.10).

A number of significant artefacts are likely to be related to the occupation of the police camp and could be associated with the riots. These included a military button from the 12th Regiment of Foot (Figure 2.11), which was stationed at the camp in response to the riots, and a Chinese coin that was found in a rubbish pit. A NSW Police button was found in historic topsoil and is provisionally dated to the late nineteenth century. It was found between the former Courthouse and the gaol.



Figure 2.9 Ceramics, glass, iron nails, chalk and smoking pipe bit from mixed topsoil [H12c-2] in Trench H12c. Scale is 1cm intervals. (Source: GML 2019)



Figure 2.10 Iron can, nail and ceramics from the remnant historic topsoil I [H12c-4] in Trench H12c. Scale is 1cm intervals. (Source: GML 2019)



Figure 2.11 NSW Police button from possible early topsoil [HT12c-4] in Trench H12c. Scale is 1cm intervals. (Source: GML 2019)

A ceramic doll's leg was also recovered in one of the garden bed features, suggesting the presence of children at the police camp. One child mentioned by name in her obituary was Mary Jane Roberts, daughter of Sub-inspector Thomas Roberts, who died at the police camp on 5 August 1869.⁹

Additional research undertaken by GML for the final test excavation report has provided some insight into the people who lived at the police camp, including the following individuals:

- George O'Malley, the gold commissioner at Young during the Lambing Flat riots. He lived at Young from 1860 to the 1880s and contributed to the civic development of the town;
- Margaret Turner, widow of Captain Wilkie, who led the 12th Regiment of Foot at Young to quell the Lambing Flat riots, and later the wife of Commissioner O'Malley; and

- S. Robinson, police commissioner from the mid-1870s until the 1890s, who lived in the gold commissioner's residence on Camp Hill during the 1880s.

The following Statement of Archaeological Significance was included in the updated October 2019 HAARD:

Archaeological evidence associated with use of the site as a police camp, courthouse and barracks, including associated structural remains and sealed artefact deposits, has the potential to provide physical evidence of the response to largely uncontrolled gold rush development, racial tension and unrest at the Lambing Flat diggings. Archaeological evidence associated with this phase of use would be of state significance for its historical, associative and research values, as well as its rarity.

The Lambing Flat riots of 1860 and 1861 were pivotal in NSW history with regard to the establishment of a unified, formal colonial police force and the creation of anti-immigration laws. Archaeological evidence clearly linked to the Lambing Flat riots would be of state significance for its historical, associative, social and research values, as well as its rarity.

Archaeological evidence of mining, including mining camps, shafts and diggings predating or postdating the Lambing Flat riots, would be of local significance for its historical and research values. Archaeological evidence of extraction sites and associated machinery or infrastructure, or mining camp sites, could also be locally significant for their representativeness.

Construction and use of the Young courthouse and gaol in the late nineteenth century represent shifting practices in policing and approaches to justice in NSW. Archaeological evidence associated with construction and use of the courthouse and gaol would be of local significance for its historical and research values. Archaeological evidence associated with the establishment of Carrington Park and the associated zoo would be of local significance for its historical and research values. Evidence of historical street alignments and isolated or scattered artefacts relating to the later nineteenth and early twentieth centuries are unlikely to meet the threshold for local significance.

Conversion of the courthouse to incorporate the school in the 1920s reflects the changing needs of the Young township. Archaeological evidence associated with the early establishment and use of the school would be of local significance for its historical and research values.¹⁰

- ¹ Mossman, M 2019, 'Young High School, Young—New Library—Cultural Narrative in Design', p 5.
- ² Office of Environment and Heritage, State Heritage Inventory, 'Band Rotunda', viewed 29 October 2020
<<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=2760014>>.
- ³ Office of Environment and Heritage, State Heritage Inventory, 'Court House (former)', viewed 29 October 2020
<<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=2760003>>.
- ⁴ Office of Environment and Heritage, State Heritage Inventory, 'Young Gaol (former)', viewed 29 October 2020
<<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=2760005>>.
- ⁵ GML Heritage, Hilltops Library and Community Facility, Young High School—Heritage Impact Statement, report prepared for Hayball on behalf of SINSW, October 2019, pp 10–11.
- ⁶ GML Heritage, Hilltops Library and Community Facility, Young High School—Heritage Impact Statement, report prepared for Hayball on behalf of SINSW, October 2019, pp 24–25.
- ⁷ Office of Environment and Heritage, Nomination for State Heritage Register, 'Lambing Flat Riot Site (14 July 1861) and Associated Banner (Under Consideration)', viewed 29 October 2020
<<https://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?id=5066415>>.
- ⁸ GML Heritage, Hilltops Library and Community Facility, Young High School, Historical Archaeological Assessment & Research Design, report prepared for Hayball on behalf of SINSW, May 2019.
- ⁹ 'Family Notices', *The Burrangong Argus*, 7 August 1869, p 2, accessed via Trove, National Library of Australia, viewed 2 November 2020
<<http://nla.gov.au/nla.news-article247266490>>.
- ¹⁰ GML Heritage, Hilltops Library and Community Facility, Young High School, Historical Archaeological Assessment and Research Design, report prepared for Hayball on behalf of SINSW, October 2019, pp 48–49.

Visitor's Analysis



Camp Hill
BUNC

at time of riot

Ed. H. H. H. H. H.

3 Visitor Analysis

Existing and new visitors to the Hilltops CCEP site are the primary potential audiences for heritage interpretation. Effective interpretation models consider who the potential audience might be and how they might engage with the place and its heritage values.

Interpretation will be most successful when it is targeted specifically to visitors' needs and ensures that information is accessible to a broad audience. In addition to visiting the place and interacting with devices installed on site, visitors may also seek out information digitally, and engage with the history of the Hilltops CCEP site through existing online sources.

The types of visitor engagement to be expected can be separated into three segments:

- **Skimmers**—visitors who prefer visually engaging interpretation that is fast and easy to consume.
- **Delvers**—visitors who are connecting with the place for the first time and seek multiple and easily accessible avenues for further investigation,
- **Divers**—visitors who value original sources, seek academic research and provide their own input.

It is possible for a visitor's engagement to shift between the segments. Their needs can be met by presenting interpretation that is intriguing, bite-size and easily scannable, with avenues for further learning, preferably within a digital platform, has personal relevance and allows for public contribution and/or user-generated content.¹

3.1 Setting

The vision for the Hilltops CCEP is to provide a 'networked, distributed precinct connecting cultural, community and learning centres across the towns and villages of Hilltops Shire' (Figure 3.1).²

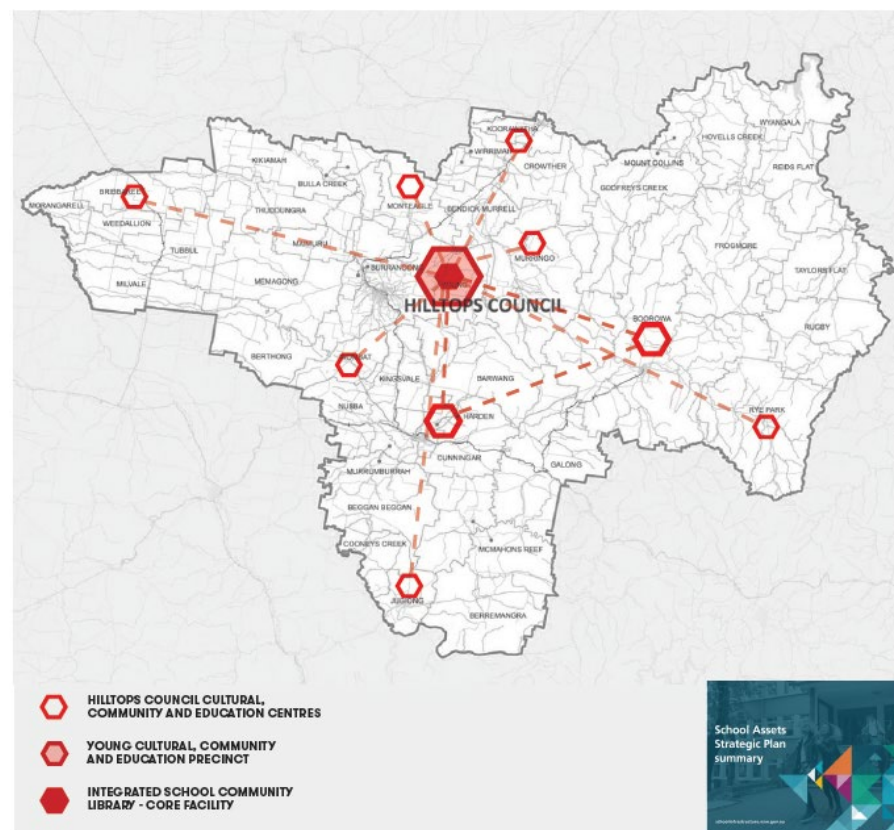


Figure 3.1 Connecting the cultural, community, and educational centres across the Hilltops LGA via the Hilltops CCEP in Young. (Source: Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019)

Over 18,000 people live in the Hilltops LGA and it is predicted the population will be 19,350 by 2026.³ Over 7,000 people live in the urban centre of Young.⁴ There are three regional libraries within the Hilltops LGA—Young, Harden and Boorowa—with approximately 6,000 registered users.⁵

The proposed Hilltops CCEP is in a location that is significant to the local Aboriginal community and the Hilltops CCEP has been designed to actively engage with the local Aboriginal community.

The Hilltops CCEP has been designed with Young High School students and staff as one of its main users, providing project-based learning spaces and a wellbeing hub. Other nearby educational institutions include Hennessy Catholic College, St Mary's Primary School, Young, and Young Primary School. During the 2016 census, 29.6% of residents in Young (urban centre) were attending an educational institution. Of these 32.1% were in primary school, 20.6% in secondary school and 11.7% in a tertiary or technical institution.⁶

The Hilltops CCEP will be located just over 500m away from the commercial centre of Young and 1km from Young train station. Nearby community and cultural facilities include Carrington Park, the Lambing Flat Museum, Young Town Hall, Young Visitor Information Centre, Burrangong Gallery, Young Community Arts Centre, and the Marie McCormick Senior Citizens Centre.

The new Hilltops CCEP will provide a range of community, cultural and educational functions that is required by the Hilltops LGA community and Young High School. This includes an upgraded library that can provide resources for the local schools, tertiary and technical institutions and the broader community such as a children's play space, an arts precinct, including gallery and workshops, and a Wiradjuri learning and cultural centre (Figure 3.2).

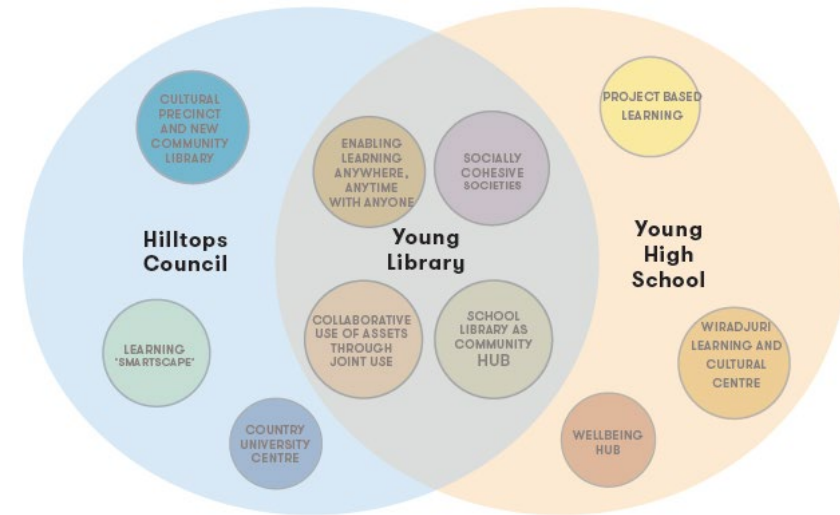


Figure 3.2 Functional requirements of the Hilltops CCEP. (Source: Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019)

Tourists are drawn to the Hilltops region for its food, wine, culture and heritage. Data from Destination NSW showed there was an increase in domestic and international visitors and expenditure to the Capital Country region (Bowral, Goulburn, Yass and Young) since 2012, but this growth has been impacted by COVID-19.⁷ The National Cherry Festival has been an annual event in Young since 1949, drawing in thousands of visitors, but was cancelled in 2020 due to COVID-19. While international air travel is unlikely to return to 2019 levels until 2023–24, state governments are slowly lifting restrictions and domestic tourism is on the rise again, including in Young.⁸

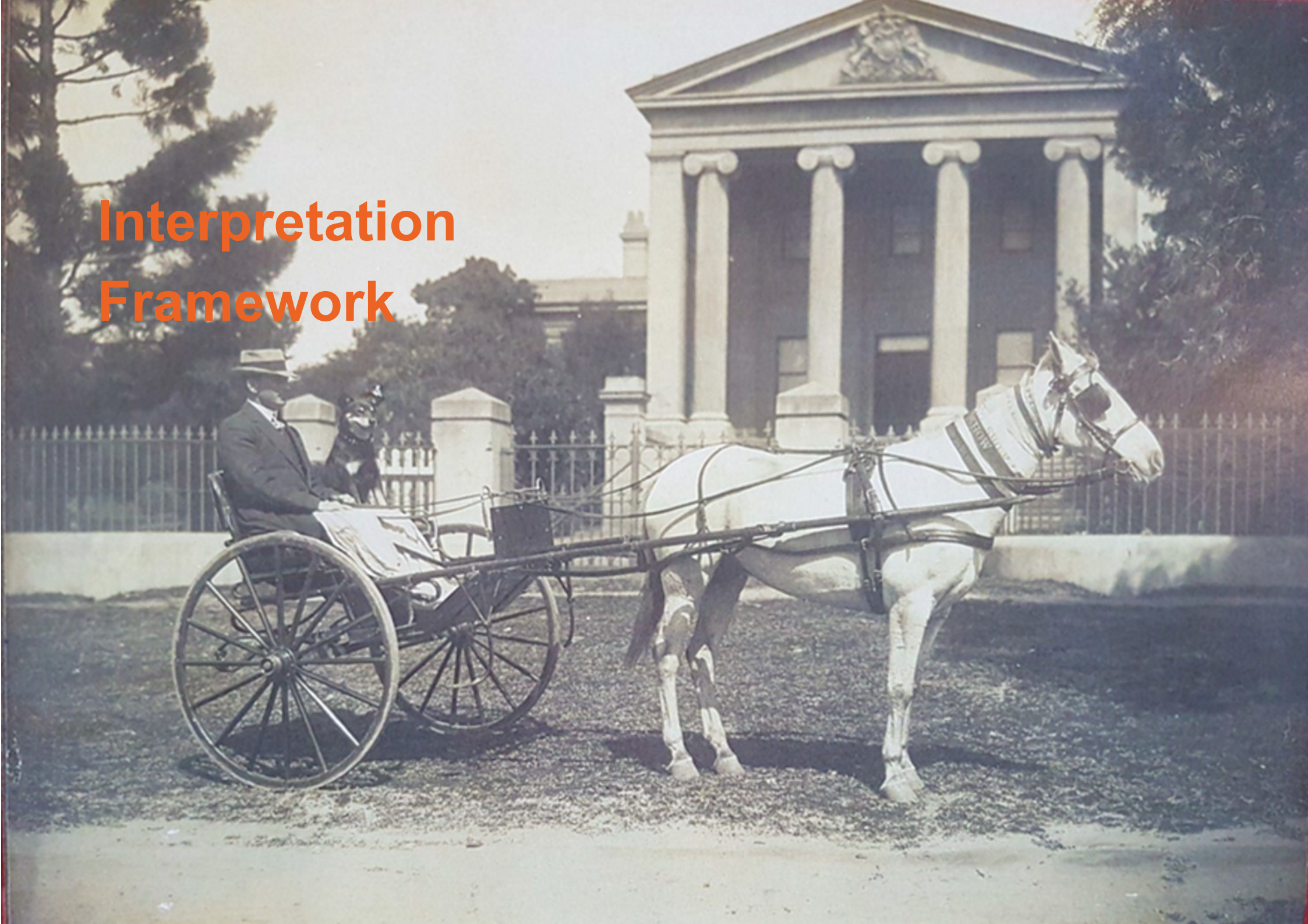
3.1.1 Potential Audiences

Based on the information in this section, the potential audiences for heritage interpretation in the Hilltops CCEP are:

- Young High School students and staff (as well as their families);
- Young library users and staff;
- people who regularly use and casually visit Carrington Park;
- local Aboriginal community and their guests;
- students (and their families) from nearby schools and other educational institutions;
- workers, customers and clients of nearby businesses who will pass through this place on a regular basis;
- residents of the broader Hilltops LGA, who may visit the Hilltops CCEP for the library or to participate in one of the planned events at this place. This audience may not be expecting to encounter heritage interpretative devices and this may encourage these visitors to explore the area and engage with its history and values; and
- tourists and special interest groups who seek out heritage experiences may visit the Hilltops CCEP for both the local and state significant heritage values of this place. It is likely that this audience will have an existing interest in the history of this place and are seeking to find specific information.

- ¹ Murray, L, “‘Snore! I don’t want to know about old white men’: Audience Development—Public History’s Greatest Challenge’, Working History—Professional Historians’ Conference, Melbourne, Australia, August 2016.
- ² Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019.
- ³ Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019, p 7.
- ⁴ Australian Bureau of Statistics, Hilltops LGA (Urban Centre and Localities), 2016 Census Quick Stats, page last updated on 19 September 2020, viewed 2 November 2020
https://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/LGA13910?opendocument.
 Australian Bureau of Statistics, Young (Urban Centre and Localities), 2016 Census Quick Stats, page last updated on 19 September 2020, viewed 2 November 2020
https://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/UCL114035?opendocument.
- ⁵ Hayball, Young High School Community Library—Design Analysis Report, Operations Report, Design Verification Statement, October 2019, p 7.
- ⁶ Australian Bureau of Statistics, Young (Urban Centre and Localities), 2016 Census Quick Stats, page last updated on 19 September 2020, viewed 2 November 2020
https://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/UCL114035?opendocument.
- ⁷ Destination NSW, Domestic Travel to Capital Country Region—Year Ended June 2020, viewed 2 November 2020 <<https://www.destinationnsw.com.au/wp-content/uploads/2020/10/capital-country-domestic-time-series-ye-jun-2020.pdf>>.
- ⁸ Tourism Research Australia, Moving Forward—The Role of Domestic Travel in Australia’s Tourism Recovery, August 2020. Councillor Rita O’Connor, Hilltops Council, ‘Council Column’, 26 October 2020, viewed 2 November 2020
<https://www.hilltops.nsw.gov.au/Media/News/Council-Column-26-October-2020-Councillor-Rita-O.aspx>.

Interpretation Framework



4 Interpretation Framework

4.1 Introduction

This section outlines our recommended principles for heritage interpretation at the Hilltops CCEP. This section also provides an introduction to thematic-based story-telling and outlines the key themes and stories to ensure that interpretation within this precinct is both comprehensive and engaging.

4.2 Interpretation Principles

The importance of integrating interpretation in the conservation/development process is recognised in the 1999 revisions to the Burra Charter, which state (Article 1.17):

Interpretation means all the ways of presenting the cultural significance of the place. Interpretation may be a combination of the treatment of the fabric (e.g. maintenance, restoration, reconstruction), the use of and activities at the place, and the use of introduced explanatory material.

Article 24.1 of the Burra Charter states:

Significant associations between people and a place should be respected, retained and not obscured. Opportunities for the interpretation, commemoration and celebration of these associations should be investigated and implemented.

The Charter notes that, 'for many places, associations will be linked to use'. Article 25 continues:

The cultural significance of many places is not readily apparent, and should be explained by interpretation. Interpretation should enhance understanding and enjoyment and be culturally appropriate.

This IS uses the terminology, methodology and seven key principles contained in the Burra Charter, which are:

1. Provide for access and understanding.
2. Use all information sources.
3. Conserve setting and context.
4. Conserve authenticity.
5. Plan for sustainability.
6. Be inclusive.
7. Recognise the importance of research, training and evaluation.

4.2.1 Interpretation Principles for Hilltops Cultural, Community and Education Precinct

Based on the Burra Charter and Sections 2 and 3, the following principles should be used to guide heritage interpretation for the Hilltops CCEP:

- Select and implement a range of interpretive devices that facilitate ongoing visitor and community appreciation and understanding of the cultural significance of the Hilltops CCEP.
- Interpretive devices should use:
 - concise, clear and plain English text;
 - highly visual content; and
 - a serious and educational tone that informs audiences from different age groups and backgrounds.
- Interpret all significant historical phases of the Hilltops CCEP to ensure the diverse historical and cultural experiences and perspectives of this place are represented.

- Recognise the Aboriginal values of the Hilltops CCEP and recognise this place as part of the wider landscape of Country.
- Consult with the Aboriginal community (Young LALC and local Traditional Owners) to decide which Aboriginal cultural values are to be interpreted and how to interpret these values.
- Ensure that all research is thorough and uses all available sources, including written (primary and secondary) histories, oral histories, and archaeological evidence. We recommend preparing a detailed history of Hilltops CCEP to be used as the basis of the interpretive content. Consult with the local historical society, historians, and other specialists who may provide material for heritage interpretation. A collated list of materials consulted could be made publicly available at the completion of the project, to allow for further understanding of the heritage values of the Hilltops CCEP to all users.
- Recognise and communicate both the tangible and intangible values of the Hilltops CCEP through evocative interpretive devices.
- Ensure that recommendations and devices are accessible and compatible with the character of the places in which they are sited.
- Involve people with skills and experience in interpretation to ensure the heritage significance and values are presented cohesively across the Hilltops CCEP.

4.3 Thematic Framework

Themes are a simple and effective organisational tool for planning interpretation. They provide a structure for ordering and connecting a place's natural and cultural values and significance to key stories and visitor experiences.

A thematic structure is important as it ensures that interpretation is coherent, memorable and accessible to visitors. From a visitor's perspective, themes provide a mechanism that helps them remember and learn. Unstructured by themes, interpretation and visitor experiences can become overwhelming, with too many topics or ideas to absorb. Themes also need to be flexible though, and capable of accommodating a diverse range of stories.

The themes that have been developed for this project are based upon the history and heritage values of the Hilltops CCEP. They reflect the resonant and enduring ideas from the past and connect with the values, interests and types of experiences that contemporary visitors are looking to engage in and enjoy. The themes enable the unique history and heritage of this place to be presented in a way that 'doesn't feel like history or heritage' but which has meaning and relevance to today's diverse communities.

Within each theme, several key stories for Hilltops CCEP have been identified. We acknowledge many significant stories can be told within each theme and not all are included within this section. It is intended that the stories and content will be further developed and explored in the next stage of interpretation planning.

We have allowed for flexibility in our thematic framework, so that in future, if new stories and interpretive experiences are planned, they can be easily accommodated.

Deep Time, Enduring Presence

Young is within the traditional lands of the Wiradjuri people. The word ‘Wiradjuri’ means ‘people of three rivers’: the Macquarie (Wambool), Lachlan (Kalari) and Murrumbidgee (Murrumbidjeri).¹

The region has been inhabited for tens of thousands of years, culminating in a Country imbued with tradition, meaning and lore, places, sites and connections, which connects the Wiradjuri people through Deep Time to the total Aboriginal cultural landscape. Many of these connections, along with their knowledge of place, has been, and still is, passed down through generations, by teaching, being on Country and through many oral traditions.

In consultation with the local Aboriginal community, the theme of ‘Deep Time, Enduring Presence’ presents an opportunity to share knowledge and traditions of the Wiradjuri—notions of time and place, customs, language, resources, and beliefs.

The impact of colonisation within this region should also be told within this theme. European pastoralists and squatters invaded the region from the 1820s onwards, with land being ‘granted’ in the 1850s. Early contact around Young is documented in the form of cooperative encounters between early settler James White and a local Aboriginal man who was given the name ‘Coborn Jackie’.

From 1830 to 1841, local Aboriginal people fought against European settlers to remain on Country, and were denied access to traditional places, movement routes, native foods, and water resources. Aboriginal people were forced to survive by adapting to a new economy, working as labourers on pastoral stations and fruit orchards, and sometimes finding European friends and allies. Over the later nineteenth century, continued connections and relationships were maintained between settlers and Aboriginal people. Some Aboriginal people retained positions within this alien society—for instance

(as reported in a 1930s newspaper article) a hut for Aboriginal trackers was constructed as part of the 1870s Young police camp.²

Today the local Aboriginal culture and identity continues to thrive around the Young region. Wiradjuri language is taught in local schools. The commemorative planting of the Reconciliation Tree in South Carrington Park—part of the study area—in NAIDOC Week 1999 represents local community objectives of reconciliation and celebration of the local Aboriginal community.

The 2019 test excavation within the School marked the first intensive Aboriginal archaeological excavation in Young. The Hilltops Aboriginal Artefact Site has cultural significance and the potential to provide a deeper understanding of the Aboriginal cultural values of this place.

Key Stories

- Deep Time and the Total Landscape: enduring entangled connections, through people, Country, customs, time and place.
- Entanglements and encounters: friendship and violence.
- Contributions: the Aboriginal people who *made* Young and the regional agricultural industries.
- Cultural complexity: language, identity and contemporary Aboriginal culture.
- Archaeological landscapes: Aboriginal culture and heritage as present within the study area and broader region. The enduring connections, demonstrating many aspects of the stories above, notably linking the contemporary Aboriginal community with their ancestors and Country.



Figure 4.1 *Warrior: Scenes from the appropriation of Wiradjuri Land*, Bonita Ely, 1987. (Source: National Gallery of Victoria, Melbourne, accession no. P9.6-1989)

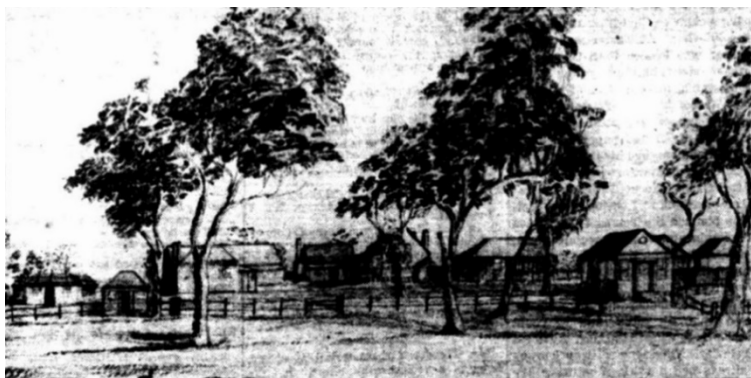


Figure 4.2 1870 drawing of the Young police camp published in *The Australasian*, 17 October 1931, p 4. The accompanying caption of this drawing identified the building on the left as the Aboriginal trackers' hut. The vacant land in the foreground was the location of the mounted police and rioters' confrontation in 1861. (Source: *The Australasian*, 17 October 1931, p 4 <<http://nla.gov.au/nla.news-article140842357>>)



Figure 4.3 The Reconciliation Tree (the young eucalyptus in the centre of the photograph). (Source: GML 2018)

A Rich and Prosperous Land

This theme looks at the early European settlement of the region and the historical development of the study area. Pastoral pursuits, the boom and bust of the gold rush and later civic architecture forged the town of Young from what was nothing ‘more than marked lines of road, inches deep in dust or mud’.³

James White was the first European settler within this region. Through the assistance of a local Aboriginal man, Cobbourn Jackie, White established Burrangong Station in 1826. Located near the water source of Burrangong Creek, and the sloped valley, the site of present-day Young was ideal for sheep grazing. White built sheep yards and a shepherds’ hut in the area that came to be known as Lambing Flat³ White and other early settlers also cultivated wheat and cereal crops, which expanded in Young during the gold rush. As early as 1847, Edward Taylor planted an orchard of cherries which has become the iconic emblem of Young.

The location of Young High School is connected to the earliest beginnings of the town. The town of Lambing Flat was established in May 1861 and later officially renamed Young. Young was to become a service centre for the region through the nineteenth and twentieth centuries.

Early development of the town was focused on the north side of the creek, propelled by the gold rushes. A police camp was established at the study area, then known as Camp Hill, in 1861. The police camp was on the south side of Burrangong Creek and connected to the gold-mining camps by a bridge. At least 22 buildings were constructed here during the height of the town’s gold rush, including police and military barracks, the gold commissioner’s house, police inspector’s house, gaol and courthouse.

Archaeological test excavation in 2019 revealed evidence from different historical phases of this site. Some of the artefacts indicate families also

lived at the police camp. This theme presents an opportunity to learn more about the people who once lived here and their lived experiences.

In the 1870s, Camp Hill was divided into three portions. The eastern portion of the reserve was formally dedicated for a courthouse; the western half of the area had been dedicated for a gaol. The two lots were separated by Bruce Street. The northern section was dedicated as Young Park in 1886 and opened by the then governor of NSW, Lord Carrington, in 1889. The park was renamed after Carrington in 1899, four years after his governorship had come to an end.

By 1917, the park boasted a small zoo, with a small collection of native animals including kangaroos, a wallaby, possums, emu, guinea pigs and a turtle. Animal swaps with Taronga Zoo also occurred.⁴ The zoo continued until it was closed in the mid-1950s due to increasing costs to Council.⁵

There are a number of other memorials within the park, including the water fountain and seat commemorating James and John White. The eastern section of Currawong Street was closed, and the park was expanded in 1939.

Young Gaol was opened in 1876 and the courthouse, designed by James Barnet, opened in 1886. The gaol and Barnet courthouse were in use until the early 1920s when both institutions were converted into the Young Intermediate High School, opening in 1925. The construction of these justice and educational institutions resulted in the demolition of most of the former police camp buildings. The site is now used for Young High School and TAFE.

Key Stories

- Early European settlement within the region.
- Agricultural endeavours and gold mining.
- Consolidation of Young as a town during the Federation period.

- Growth of the town of Young and its development into a civic and commercial centre.
- Development of the police camp on Camp Hill and its progression from a justice precinct to Young High School.
- Development of Carrington Park and use as a recreational space.
- Using archaeological evidence of the Hilltops CCEP site to gain insight of its use and development.
- Recognition of significant former and extant buildings of the police camp and Barnet courthouse.



Figure 4.4 Camp Hill, Young, at the time of the riot, attributed to P. Nuyts, c1861. (Source: State Library of New South Wales, a928387)



Figure 4.5 Blue glass, a Chinese coin and a button excavated from a nineteenth-century pit at the Young High School site. These artefacts may be associated with the police camp. (Source: GML 2019)



Figure 4.6 c1890 view across Young to the courthouse and gaol site on Camp Hill. (Source: Maroney, R 1987, *Old Young Vol II Young's Businesses in the 1860s, 1870s and 1880s*, Local History Publications, Young)

‘Roll Up No Chinese’

Gold was discovered on the banks of the Burrangong Creek in June 1860. Prospectors began to set up camp by the creek and tributaries. In November 1860, the Burrangong field was officially declared a goldfield, attracting up to 10,000 Chinese and European miners over the coming year.

Across most of the major goldfields of NSW and Victoria, European miners held increasing animosity towards their Chinese counterparts. Some of the European miners blamed their bad luck on the Chinese and called for their exclusion from the goldfields. Others went further and attacked the Chinese miners, beating them and destroying their property. At Lambing Flat, rumours began to spread that the Chinese were planning to take the fields for themselves and were arming to attack the Europeans. These false rumours and long standing anti-Chinese sentiment led to European miners carrying out a series of violent attacks on the Chinese miners.

In response to the growing violence, the police were given direct orders from the government to uphold the law and all miners, Chinese and European, were to be provided with the same justice and protection. A small police force established a camp on a hill to overlook the diggings but it was not enough to ease the tension. On Sunday 30 June 1861 almost 3,000 European miners—armed with pick handles and guns, flying English, Irish and American flags, and a newly created anti-Chinese banner with the Eureka Cross at its centre—assembled and attacked the Chinese camps at two diggings, including at Blackguard Gully.

Police were powerless to stop the violence but later arrested three miners who were put in the lock-up at Camp Hill on 14 July 1861. The miners in turn assembled up to 1,000 men on the flat opposite the police camp, in or near the present-day Carrington Park. The Undersecretary for Lands, JH Griffins, read the *Riot Act* in an attempt to calm the crowd, but the situation led to a confrontation between the police and miners.

These riots led to the passing of the *Chinese Immigration Restriction and Regulation Act*. Other Australian colonies also adopted immigration restriction legislation in the second half of the nineteenth century, forming precedents for the White Australia policies in 1901.

This theme provides the opportunity to tell the history of Chinese and European relations within Australia, through stories of racial tensions and violent attacks within the goldfields. This theme considers the impact of racial prejudices in Australia to the broader community.

Key Stories and Potential Questions

- The story of the Gold Rush and its economic and cultural impact to NSW and Australia.
- The racism of European miners towards Chinese miners on the goldfields and series of attacks, accumulating to the riots.
- Opportunity to use historical sources (written and oral) and archaeological evidence to explore these events from different perspectives, particularly of the Chinese miners and their families.
- Opportunity to ask questions such as:
 - How did the riots impact our understanding of identity and exclusion in Australia?
 - What were the immediate and long-term effects of these riots?
 - Different perspectives: how does the Chinese community in Australia view this event? Is this event known about in other countries?
 - How does Young and Australia remember this event today? How should Australia recognise these events and is it possible to reconcile with these difficult aspects of our shared past?



Figure 4.7 *Harvest of Endurance: A History of the Chinese in Australia 1788–1988, scene 3, depicting the Lambing Flat riots*, created by Mo Xiangyi, Wang Jingwen, Mo Yimei and Wang Yuwei and sponsored by the Australia China Friendship Society, 1988. (Source: National Museum of Australia)



Figure 4.8 *Might versus Right*, John Thomas Doyle & Samuel Thomas Gill, c1862–1863. (Source: State Library of New South Wales, a939015h)



Figure 4.9 Jason Phu in front of his artwork, *Rolling Rolls Rolled Roll*, 2018, part of the Burrangong Affray exhibition about the Lambing Flat riots, held in 4A in 2018. (Source: *The Guardian*, photograph by Document Photography)



Figure 4.10 Lambing Flat Chinese Tribute Garden, 2014. (Source: TripAdvisor)

- ¹ Cumming, H, ed. 2011, Carved Trees: Aboriginal Cultures of Western NSW, A free exhibition, State Library of NSW, State Library of NSW, Sydney, p 8.
- ² 'RIOTS AT LAMBING FLAT', *The Australasian*, 17 October 1931, p 4, accessed via Trove, National Library of Australia, viewed 27 October 2020 <<http://nla.gov.au/nla.news-article140842359>>.
- ³ Young Shire Council, 'Heritage and History', viewed 23 March 2018 <<http://www.young.nsw.gov.au/Living-in-Young/heritage-and-history>>.
- ⁴ 'Black Snakes', *Young Witness*, 15 October 1921, p 2, accessed via Trove, National Library of Australia, viewed 10 June 2021 <<http://nla.gov.au/nla.news-article113613839>>.
- ⁵ 'Park Zoo At Young May Go', *Boorowa News*, 5 March 1954, p 3, accessed via Trove, National Library of Australia, viewed 10 June 2021, <<http://nla.gov.au/nla.news-article120174986>>.

Devices



5 Devices

Within the Hilltops CCEP, there are several ways to communicate the interpretive themes of this place. We have identified the following devices:

- Device 1—Archaeological/Tactile Display.
- Device 2—Digital Projections.
- Device 3—Public Artwork.
- Device 4—Interactive Wordplay Display.
- Device 5—Interpretive Textile Design.
- Device 6—Landscape Design.

The proposed devices have been recommended based on their ability to communicate themes and key stories about the place's history in an evocative and meaningful way to appeal to different audiences. As a group, they will provide a multilayered experience of the site's cultural heritage, enabling a broad range of visitors to discover and connect the past stories and associations of the place with the present-day activities occurring in and around the Hilltops CCEP.

The devices are intended to help guide the design team in developing their approach to interpreting the site's values. The next stage in the interpretation program would entail preparing detailed design documentation, content development and final location of the devices. As such, the devices will be subject to further client and stakeholder review and refinement, especially with regard to Aboriginal storylines, content and placement.

The devices respond to the character of the place. Consideration has been given to the scale of proposed devices and availability of space particularly

within the library, keeping in mind modular spaces that can be configured for a range of activities.

As mentioned above in Section 1.4, part of the landscape design is a pathway that could provide a narrative on the Aboriginal cultural heritage associated with this site (Figure 1.8). The project landscape architect, 360°, has also prepared a selection of precedents for other interpretive options for the landscape within the Hilltops CCEP. These options have been included in this section as Device 6.

The 360° precedents generally focus on the new landscaped area to the north of the library but some of them, such as signage, could also be used within the proposed library.

5.1 Archaeological/Tactile Display

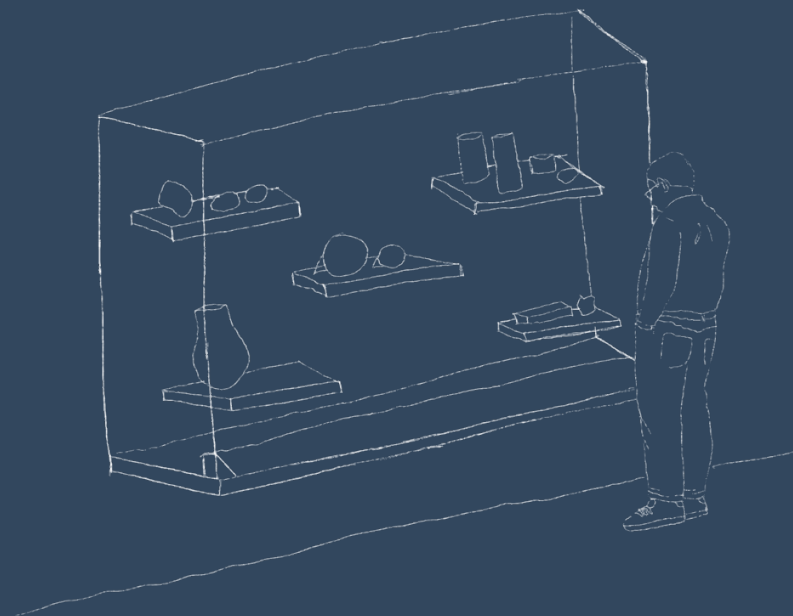
Archaeological displays are the best way to showcase the artefacts and objects uncovered on site from previous archaeological excavations.

To help tell this story, and create a tactile and interactive experience, we suggest using display cases containing drawers and doors. This would provide a space-efficient story-telling device as well as a way for visitors to spend more time with the objects and a sense of 'discovery'. Students could also make their own artworks inspired by the object and display their works within the same case. Digital elements, audio recordings, replica objects and local plants may also be incorporated, subject to budget.

We also propose the addition of wheels to the display cases. This is another way to maximise space efficiency and flexibility, so that when needed the displays can be moved to create more space for events, temporary exhibitions and other needs.

It is important for the labels and graphic elements to follow the visual language and style set by other graphic elements throughout the building, keeping a sense of flow, harmony and cohesion between all aspects of interpretation and wayfinding.

The selection of materials and colours should be sympathetic to the broader project—namely the concrete, timber and earth tones with details of black and gold shown in Hayball's October 2019 Design Report.



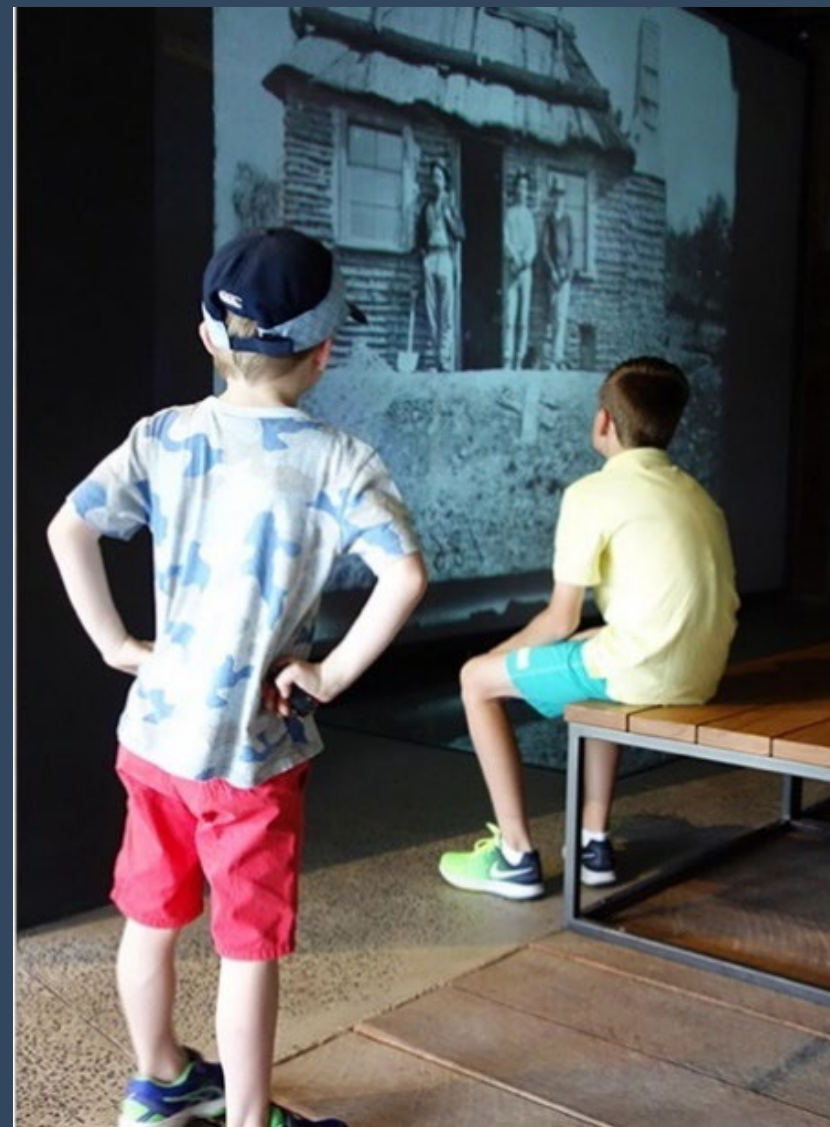
Mood Board



5.2 Digital Projection

Digital projections provide an immersive experience for the visitor. A scripted projection based on the interpretive themes of this site provide opportunities to fill the gaps of the written history in an evocative and interactive way, engrossing the audience in the stories of the place. The projection could include historical images and footage, text or recordings from oral histories as well as contemporary footages. This type of device would complement the artefact displays while incorporating audiovisual elements and other multimedia.

Digital projections could be placed within the building or landscape of Hilltops CCEP.



Mood Board

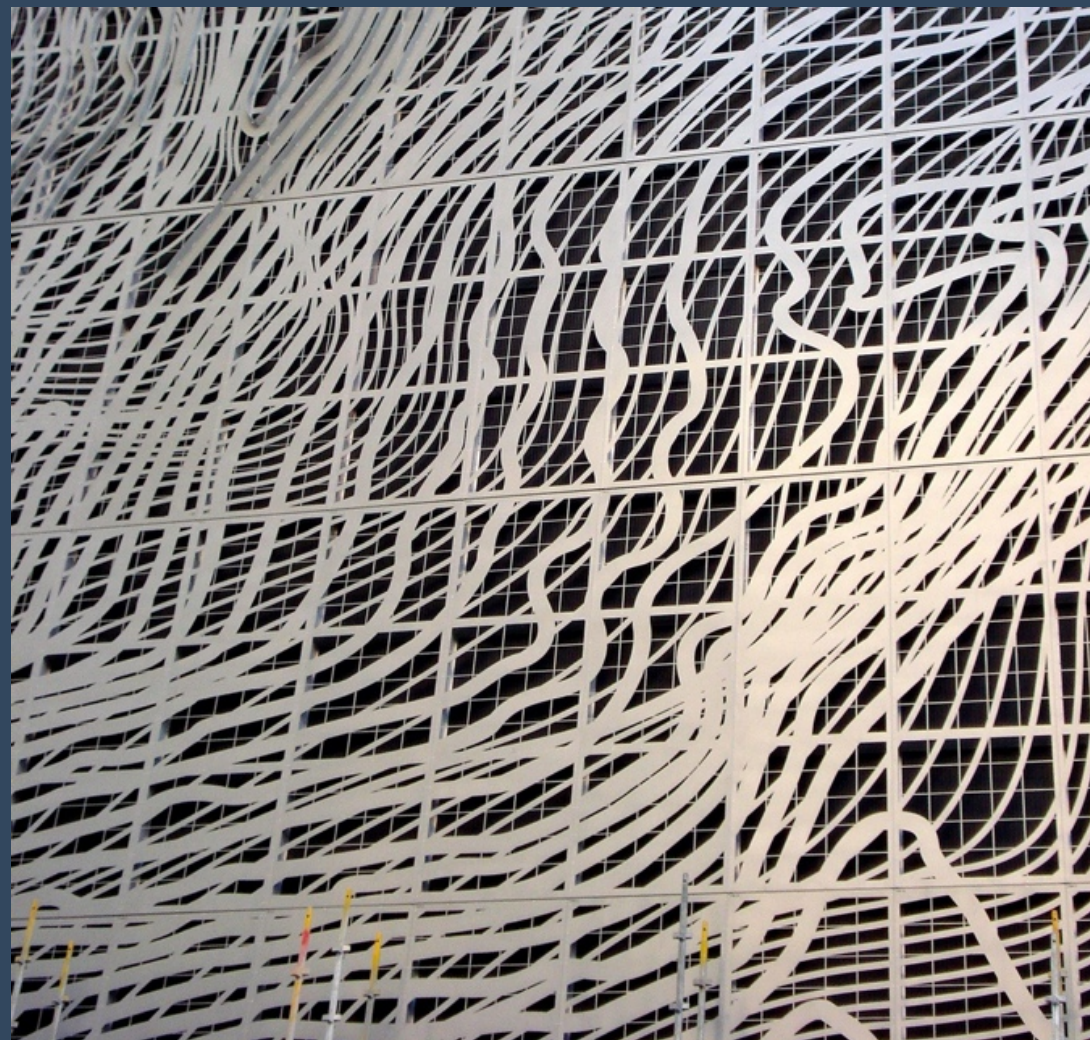


5.3 Public Artwork

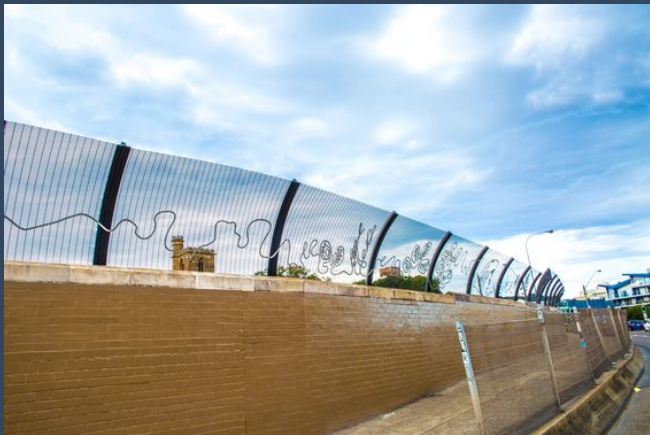
Engaging an artist to respond to the interpretive themes of the site's history within the design of Hilltops CCEP would help increase community involvement and engagement in the space, creating interest and surprise in the public domain.

A potential location for a public artwork would be along the mesh of the staircase within the northern entranceway. Alternatively, Wiradjuri or Chinese words could be inlaid into the staircase. Another potential location for public artwork may be Carrington Park.

As referenced in the archaeological display, the materials and colour palette should be sympathetic to the wider project and landscape.

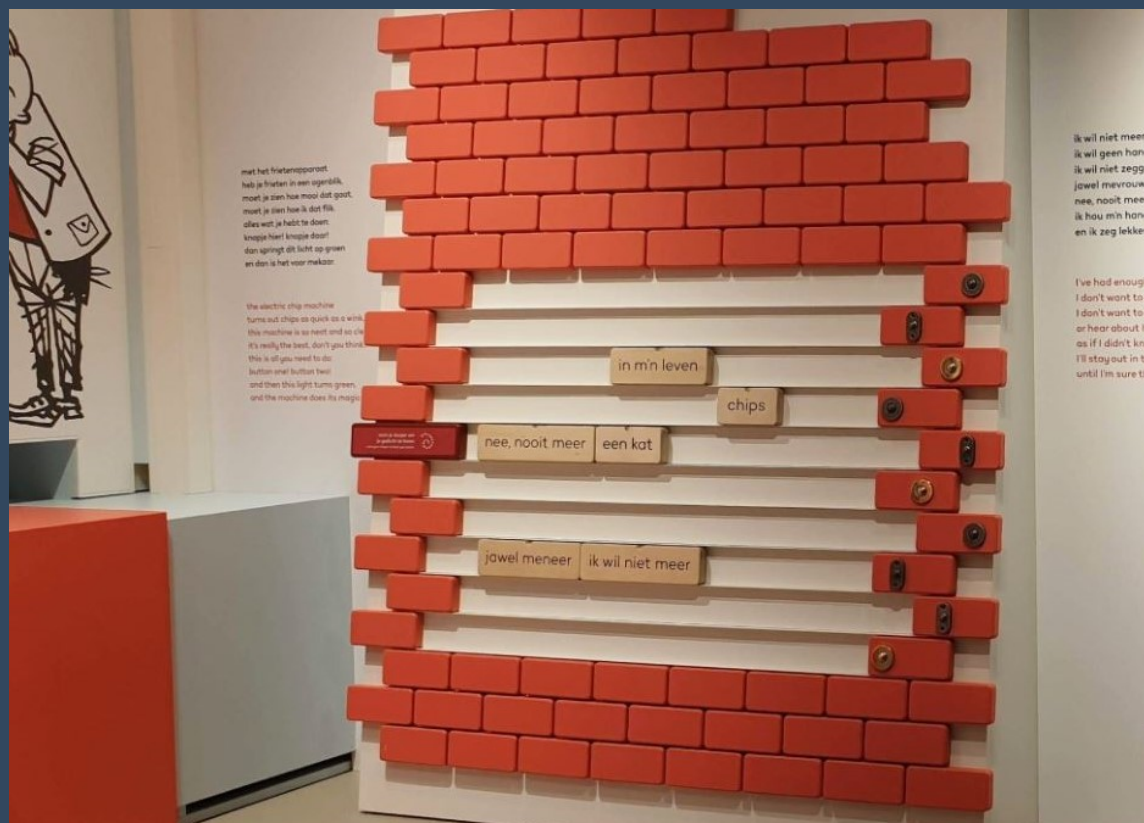


Mood Board



5.4 Interactive Wordplay Display

For children (and curious adults) who visit the Hilltops CCEP, there's an opportunity to provide an interactive wordplay display on one of the walls within the library. A range of words in both English and Wiradjuri would be made available for Hilltops CCEP library users to match and place upon a word board to aid learning Wiradjuri.



5.5 Interpretive Textile Designs

A local artist could be engaged to create designs for uses on a rug or other textiles throughout the library. The artist could also lead workshops with Young High School students to create specific designs to engage students with the local heritage of the school.

Aboriginal artist Chris Edwards, Simon Robinson (Director of The Rug Collection) and Wirrimbi Designs led Indigenous students and their families from Darlington Public School through a hands-on cultural exchange workshop. Artworks were selected and hand-tufted into rugs for a limited edition Jarjums (Kids) Indigenous Youth Collection. These rugs are hung up in the Darlington Public School hall and can also be purchased by members of the public through The Rug Collection.

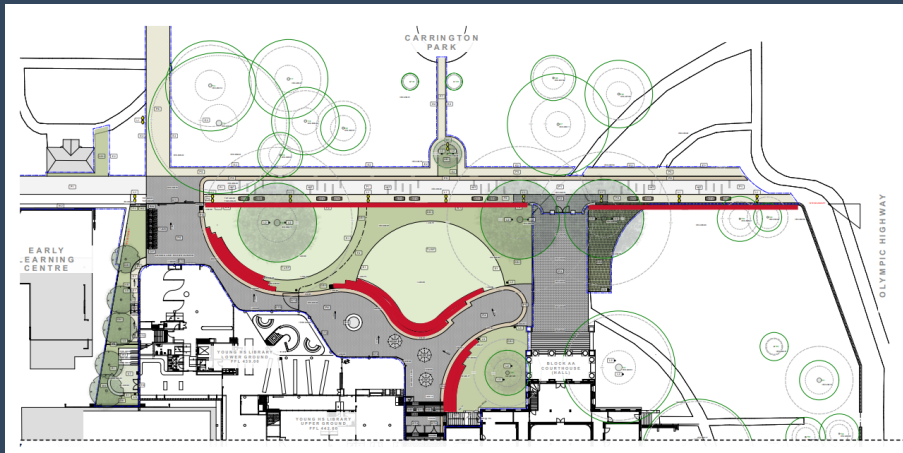


5.6 Landscape Design

The following options for interpretive devices within the landscape of Hilltops CCEP have been taken from 360°. Specific themes, devices and locations for interpretive devices within the landscape would be guided by the outcomes of archaeological investigations and detailed historical research. This work would be undertaken during the next stage of interpretive planning.

Option 1: Integrated into Seating, Terrace and Walls

Interpretive content such as text, images such as historical maps or symbols could be integrated into the seating, terraces and walls of the garden. They could be carved or etched into the surface or attached as a plaque.



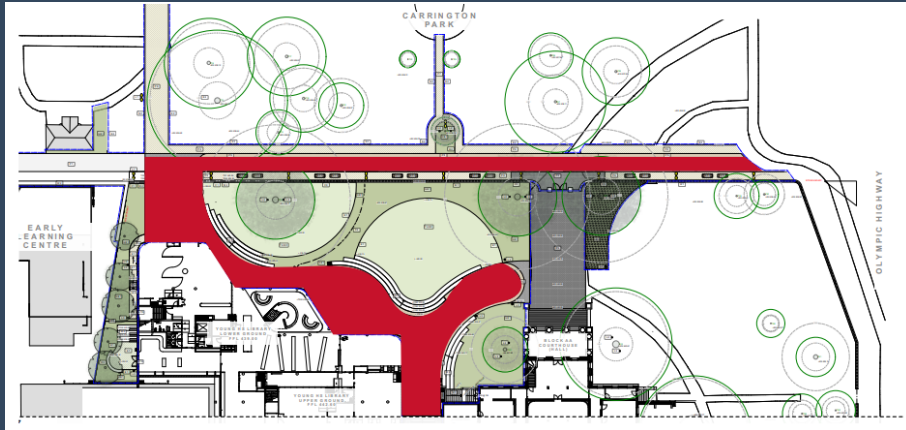
Potential locations for Option 1 (red). (Source: 360°, Young HS—Hilltops Council Library and Community Facility, Landscape Design, 28 May 2019)



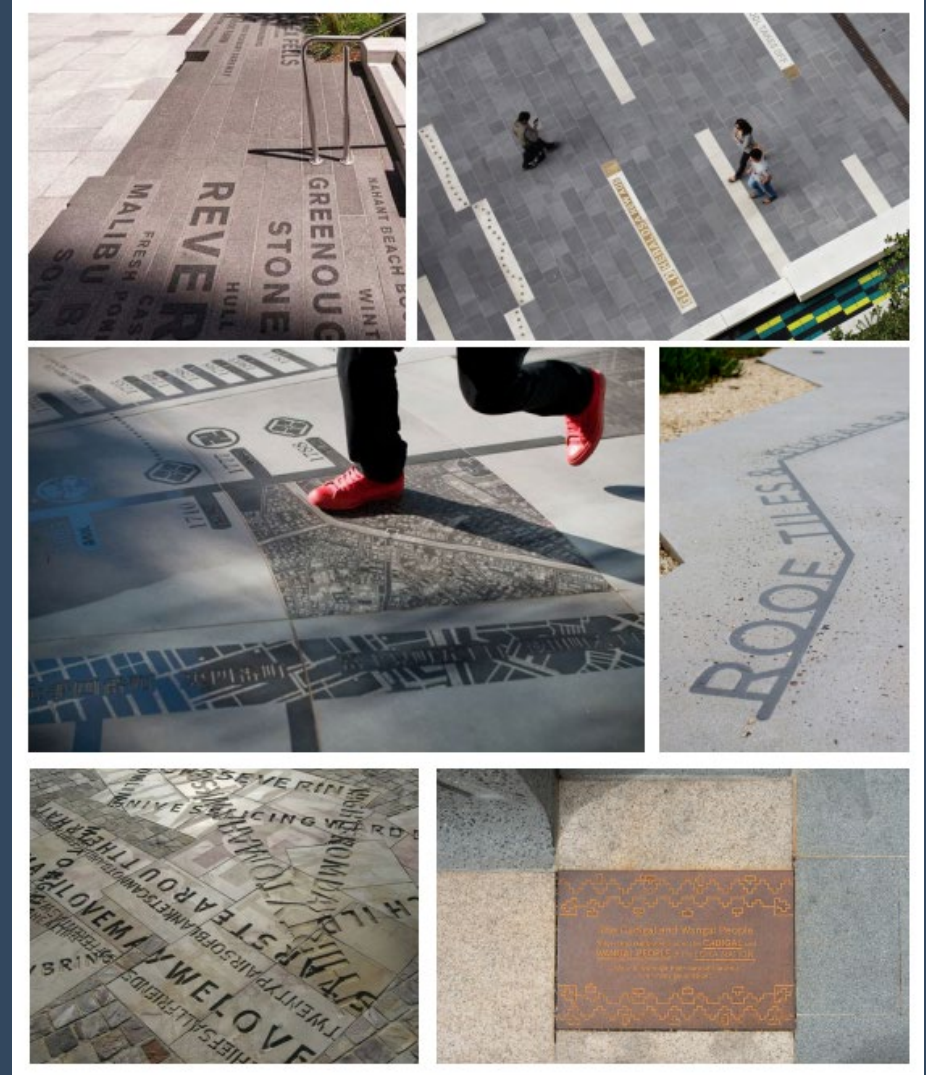
Precedents for Option 1. (Source: 360°, Young HS—Hilltops Council Library and Community Facility, Landscape Design, 28 May 2019)

Option 2: Integrated into Paving

Interpretive content such as text, images such as historical maps, etchings or symbols could be integrated into paving. Images could be carved or etched into the surface or inserted into the ground as a plaque. Words could be carved or inlaid into the surface.



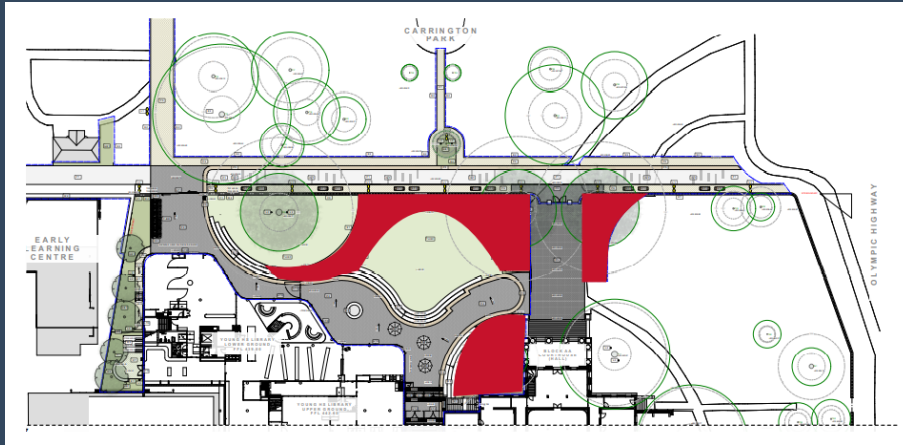
Potential locations for Option 2 (red). (Source: 360°, Young HS—Hilltops Council Library and Community Facility, Landscape Design, 28 May 2019)



Precedents for Option 2. (Source: 360°, Young HS—Hilltops Council Library and Community Facility, Landscape Design, 28 May 2019)

Option 3: Integrated into the Landscape (Garden)

Interpretive devices such as freestanding signage and artefact displays could be integrated into the landscape of Hilltops CCEP. The content of the signage and artefact displays should be based on the interpretive themes of this report.



Potential locations for Option 3 (red). (Source: 360°, Young HS—Hilltops Council Library and Community Facility, Landscape Design, 28 May 2019)



Precedents for Option 2. (Source: 360°, Young HS—Hilltops Council Library and Community Facility, Landscape Design, 28 May 2019)

5.7 Potential Locations

The following plans show where Devices 1–5 could be integrated into the internal spaces of the Hilltops CCEP. Please note it is only intended for one screen in a desk/display and one to two archaeological display cases to be installed—these plans just show the potential locations within the building.

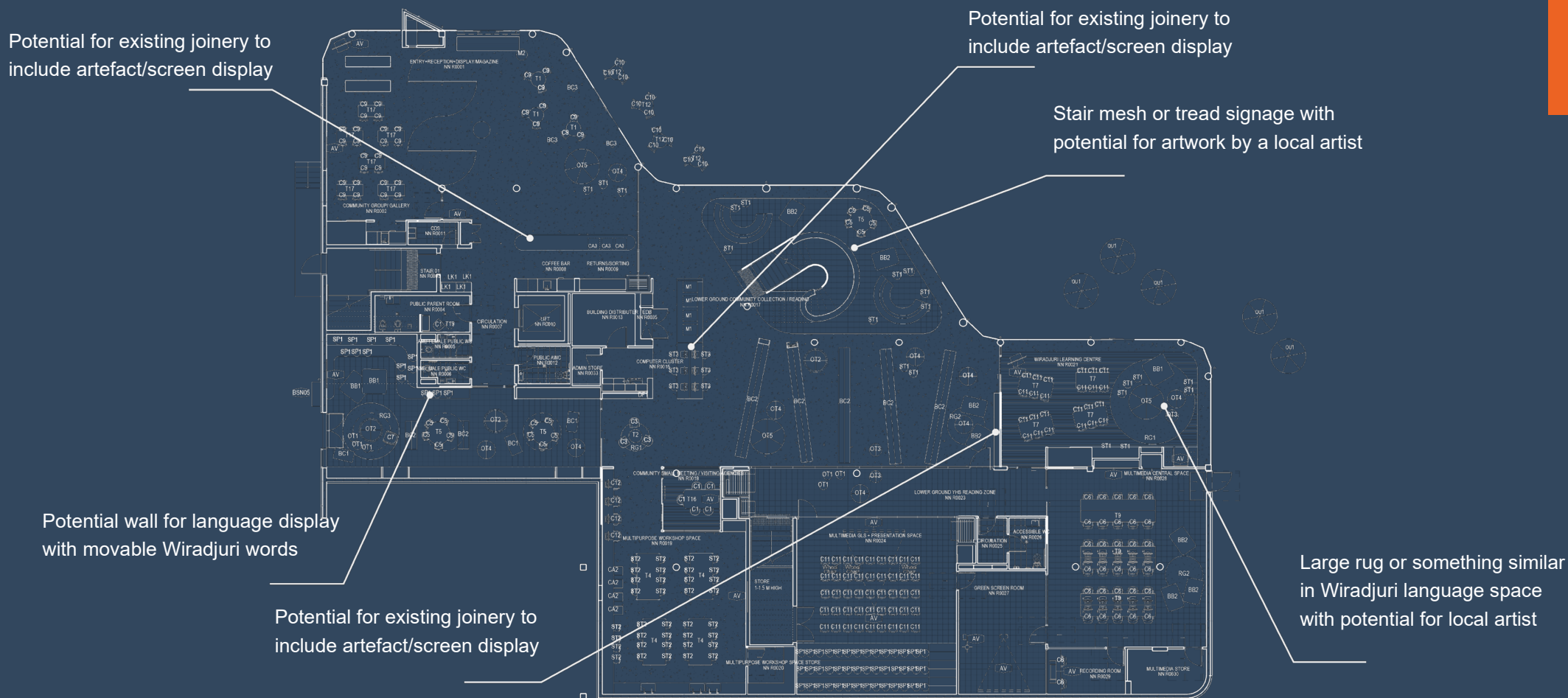


Figure 5.1 Potential locations for interpretive devices on the ground floor of the library. (Source: Hayball, overlay by GML, 2020)

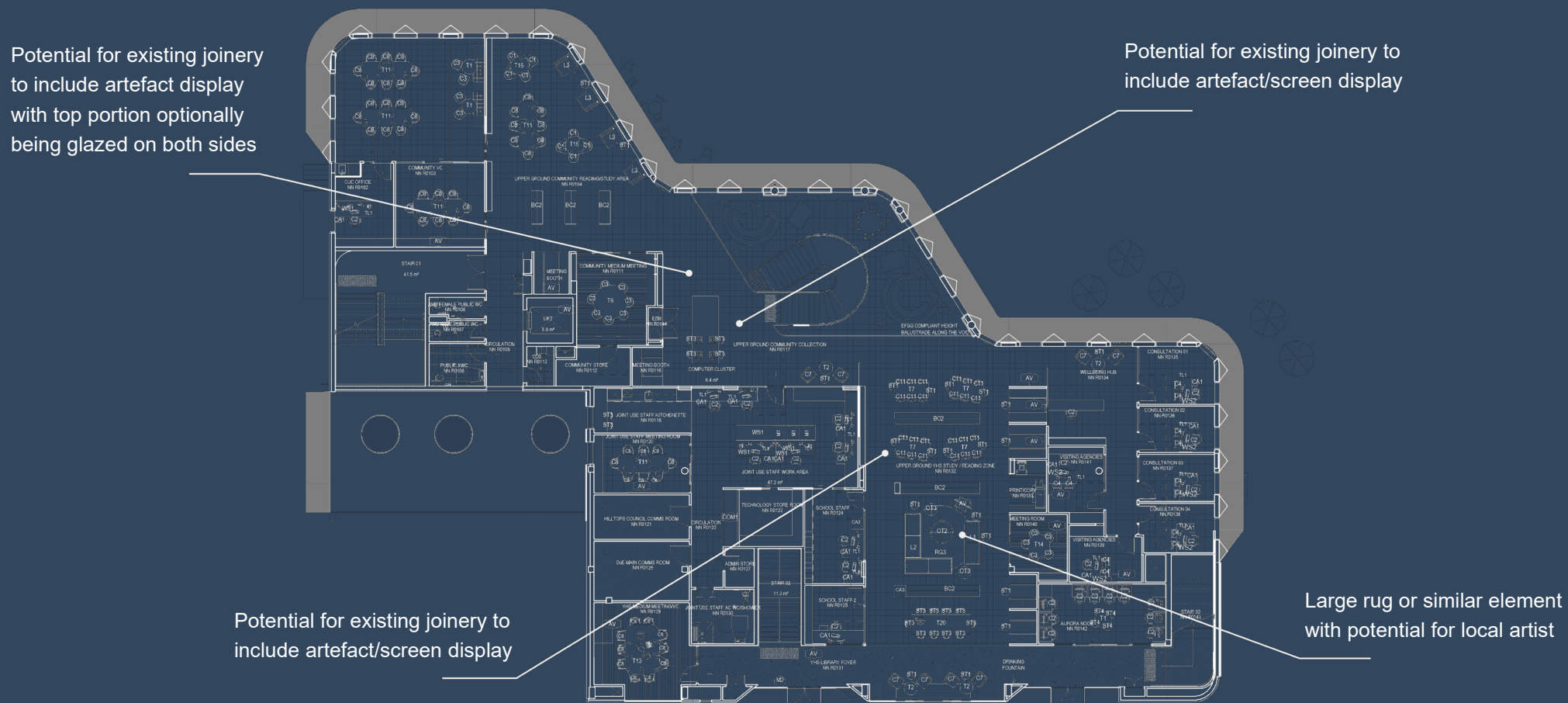


Figure 5.2 Potential locations for interpretive devices on the first floor of the library. (Source: Hayball, overlay by GML, 2020)

Links to the NSW Curriculum



6 Links to the NSW History Syllabus

The interpretive themes of the Hilltops CCEP offer a diverse range of stories and there is potential for this content to be used by school teachers.

Table 6.1 provides suggestions on how the interpretive themes could be used within the educational programs of the K–12 NSW History syllabus.

6.1 Links to the NSW History Syllabus by Stage

6.1.1 Stage 1–3 (K–6)

- Stage 1—The Past in the Present.
- Stage 2—Community and Remembrance.
- Stage 2—First Contacts.
- Stage 3—The Australian Colonies.

6.1.2 Stages 4–5 (Years 7–10)

- Stage 4—The Ancient World to the Modern World.

- Stage 5—The Making of the Modern World

6.1.3 Stage 6 (Years 11–12)

- Ancient History.
- Modern History.
- History Extension.

The interpretive themes could also be used in other subjects such as Aboriginal Studies and English. Integrating the key themes into the NSW Curriculum would require further input and refinement from the NSW Education Standard Authority and school teachers.

Table 6.1 Interpretive Strategy Themes Relevant to the NSW History Curriculum Stages and Content.¹

Stages	Content	Relevant Interpretive Themes
Stage 1 The Past in the Present	<p><i>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> <i>brainstorm what aspects of the past can be seen in the local area.</i> <i>identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important.</i> <i>investigate an aspect of local history.</i> <i>develop a narrative on their chosen aspect of local history which focuses on the remains of the past.</i> <p><i>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> <i>identify a historical site or sites in the local community. Discuss their significance, why these sites have survived and the importance of preserving them.</i> <i>examine local or regional Aboriginal and Torres Strait Islander sites, eg local national parks.</i> 	<ul style="list-style-type: none"> Deep Time and Enduring Presence. A Rich and Prosperous Land. Reading the Riot Act.
Stage 2 Community and Remembrance	<p><i>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied.)</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> <i>identify the original Aboriginal languages spoken in the local or regional area.</i> <i>identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place.</i> <i>respond to Aboriginal stories told about Country presented in texts or by a guest speaker.</i> <p><i>The role that people of diverse backgrounds have played in the development and character of the local community.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> <i>identify the various cultural groups that live and work in the local community.</i> 	<ul style="list-style-type: none"> Deep Time and Enduring Presence. A Rich and Prosperous Land.

Stages	Content	Relevant Interpretive Themes
	<ul style="list-style-type: none"> focusing on ONE group, investigate their diverse backgrounds and outline their contribution to the local community using a range of sources, eg photographs, newspapers, oral histories, diaries and letters. 	
Stage 2 First Contacts	<p><i>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years. investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country. <p><i>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, families and the environment.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance. explain the term terra nullius and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples. use sources to identify different perspectives on the arrival of the British to Australia. outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country. 	<ul style="list-style-type: none"> Deep Time and Enduring Presence.
Stage 3 The Australian Colonies	<p><i>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> outline settlement patterns in the nineteenth century and the factors which influenced them. discuss the impact of settlement on local Aboriginal peoples and the environment. discuss the diverse relationships between Aboriginal peoples and the British. investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of sources and explain their different experiences. 	<ul style="list-style-type: none"> Deep Time and Enduring Presence. A Rich and Prosperous Land. Reading the Riot Act.

Stages	Content	Relevant Interpretive Themes
	<p><i>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> • <i>identify events that have shaped Australia's identity and discuss why they were significant.</i> • <i>use a range of sources to investigate ONE significant development or event and its impact on the chosen colony.</i> <p><i>The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> • <i>identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration.</i> • <i>investigate the experiences of a particular migrant group and the contributions they made to society.</i> <p><i>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> • <i>use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.</i> 	

Stages	Content	Relevant Interpretive Themes
Stage 4 The Ancient World to the Modern World—Depth Study 1: Investigating the Ancient Past	<p><i>How historians and archaeologists investigate history, including excavation and archival research.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> <i>outline the main features of history and archaeology.</i> <i>outline the role of historians and archaeologists.</i> <i>define the terms and concepts relating to historical time, including BC/AD, BCE/CE.</i> <i>describe and explain the different approaches to historical investigation taken by archaeologists and historians.</i> <p><i>The range of sources that can be used in an historical investigation, including archaeological and written sources.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> <i>list a range of sources used by archaeologists and historians in historical investigations.</i> <p><i>The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> <i>locate and describe a variety of sources for ancient Australia, eg animal and human remains, tools, middens, art and stories and sites related to the Dreaming.</i> <i>investigate what these sources reveal about Australia's ancient past.</i> <p><i>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> <i>identify ancient sites that have disappeared, or are threatened or have been protected and preserved, eg Akrotiri, Pompeii, the Pharos Lighthouse, Angkor Wat, Teotihuacan.</i> <i>identify some methods of preserving and conserving archaeological and historical remains.</i> <i>describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander peoples.</i> <i>using a range of sources, including digital sources, eg UNESCO World Heritage criteria for ancient sites, choose ONE site to explain why it is important for a chosen site to be preserved and conserved.</i> 	<p>Opportunity to use the archaeological investigations of Hilltops CCEP for this Depth Study.</p>

Stages	Content	Relevant Interpretive Themes
<p>Stage 4</p> <p>The Ancient World to the Modern World—Depth Study 6: Expanding Contacts (Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History)</p>	<p><i>The nature of British colonisation of Australia</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> recall the nature of early British contact with Aboriginal and Torres Strait Islander peoples in Australia. describe the differences between Aboriginal and non-Aboriginal relationships to Land and Country. using a range of sources, describe some of the differing experiences of contact between Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples. outline the developments in government policies towards Aboriginal and Torres Strait Islander peoples to 1900. describe and assess the life of ONE Aboriginal and Torres Strait Islander individual in contact with the British colonisers. explain the results of colonisation for Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples to 1900. <p><i>A comparison of the colonising movement</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> compare the Aboriginal and Torres Strait Islander peoples' experiences of colonisation with those of [another] Indigenous culture. 	<ul style="list-style-type: none"> Deep Time and Enduring Presence.
<p>Stage 5</p> <p>The Making of the Modern World: Depth Study 1: Making a Better World? (Topic 1b: Movements of Peoples)</p>	<p><i>Students:</i></p> <p><i>Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> use a variety of sources to investigate and report on the changing way of life of ONE of the following: convicts; emancipists; and free settlers. describe the impact of convicts and free settlers on the Indigenous peoples of the regions occupied. 	<ul style="list-style-type: none"> Deep Time and Enduring Presence. A Rich and Prosperous Land.

Stages	Content	Relevant Interpretive Themes
Stage 5 The Making of the Modern World: Depth Study 2: Australia and Asia. (Topic: 2a: Making a Nation)	<p><i>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples.</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> outline the expansion of European settlement on a map of Aboriginal Australia to 1900. describe both the European impact on the landscape and how the landscape affected European settlement. use a range of sources to describe contact experiences between European settlers and Indigenous peoples. <p><i>The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans)</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> explain why ONE of the non-European groups came to Australia. describe how the chosen group lived and worked in Australia. describe the contribution of non-European workers to Australia's development to 1900. <p><i>Legislation 1901–1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act</i></p> <p><i>Students:</i></p> <ul style="list-style-type: none"> identify key features of the Harvester Judgment, pensions legislation and the Immigration Restriction Act and discuss what they reveal about the kind of society the Australian government aimed to create. assess the impact of this legislation on Australian society in this period. 	<ul style="list-style-type: none"> Deep Time and Enduring Presence. Reading the Riot Act.
Stage 6 Ancient History Year 11 Course: Investigation Ancient History— Case Study (Topic B1: Ancient Australia)	<p><i>Students investigate the history of ancient Australia through the study of at least ONE site. Sites to investigate may be selected from the local area and/or from other parts of Australia. The Historical concepts and skills content is to be integrated as appropriate.</i></p> <p><i>Students investigate:</i></p> <ul style="list-style-type: none"> representations of ancient Australia, for example origins and its longevity the geographical and historical context, including: <ul style="list-style-type: none"> the scope and diversity of Aboriginal language groups across Australia; and the geographical context of at least ONE site. the range of sources and their condition, including: 	<ul style="list-style-type: none"> Deep Time and Enduring Presence.

Stages	Content	Relevant Interpretive Themes
	<ul style="list-style-type: none"> – archaeological sources: hunting tools, grinding stones, shell middens, replanting, land farming, scarred trees, carved trees, structures, rock carvings, iconography, human remains; and – oral history and communication: the knowledge of the custodians of the site. • ancient Australia as revealed through the sources, including: <ul style="list-style-type: none"> – the approximate dating of the archaeological sources through the use of scientific analysis; – the significance of the site to Aboriginal communities, eg cultural, spiritual; and – the value to our understanding of Australia's ancient past. • the significance of the site today, including: <ul style="list-style-type: none"> – issues relating to conservation and promotion of the site as Australia's heritage; and – principles of Indigenous cultural and intellectual property relevant to the site. 	
Stage 6 Modern History Year 11 Course: Investigating Modern History— The Nature of Modern History	<p><i>Students develop an understanding of the nature of modern history through an investigation of relevant methods and issues. The Historical concepts and skills content is to be integrated as appropriate.</i></p> <p><i>Students investigate at least ONE of the following options:</i></p> <ol style="list-style-type: none"> 1. <i>The Investigation of Historic Sites and Sources</i> 2. <i>The Contestability of the Past</i> 3. <i>The Construction of Modern Histories</i> 4. <i>History and Memory</i> 5. <i>The Representation and Commemoration of the Past.</i> 	Opportunity to use the cultural heritage, history and archaeology of Hilltops CCEP for this educational program.
Stage 6 History Extension: Constructing History—Case Studies (Option 19: The Frontier in Australia)	<ul style="list-style-type: none"> • <i>Students examine the historians and approaches to history (including recent historiography) that have contributed to historical debate in the areas of:</i> <ul style="list-style-type: none"> – <i>terra nullius and land;</i> – <i>invasion or settlement?; and</i> – <i>the responses of Aboriginal People(s) on the frontier in Australia.</i> 	<ul style="list-style-type: none"> • Deep Time and Enduring Presence.

6.2 Educational Materials for Linking Interpretive Content with the NSW History Syllabus

This section provides further suggestions for potential opportunities to integrate the rich history and archaeology of Hilltops CCEP into the educational material used for teaching the NSW History Syllabus and other subjects. Possible applications of the content include:

- **Educational kits:** Material exploring interpretive themes that highlight the cultural significance of the Hilltops CCEP. Developed in line with the current NSW curriculum, educational kits would be informative, user-friendly and interactive for students. They can be tailored to be flexible for an educational experience that suits the needs or limitations of a student's background knowledge. The kits could be built and adapted according to class needs, with activities to be further refined and developed once teachers trial the kits and determine what is successful. Further work could also be done to have kits translated into other languages as well as accessible formats.
- **On-site and online programs:** Educational kits could be integrated into the schools' or library's online platforms and have links to other extensive resources such as the National Museum of Australia and State Library of New South Wales. On-site excursions could include visiting the riot site and the Lambing Flat Folk Museum as well as visiting other towns that were established during the NSW gold rush, such as Grenfell and Hill End, to compare their historical development during and after the gold rush.
- **Signage and archaeological displays:** On-site material developed for displays or as part of signage could provide key anchor points for activities for the school students. Collection material from on-site archaeological excavations could be curated for hands-on learning programs. The curation of the learning collection should be developed with involvement from the Department of Education, local Aboriginal community, and other stakeholders.

¹ The text from the Context column has been extracted from the following documents: NSW Education Standards Authority 2012, *NSW Syllabus for the Australian Curriculum—History: K–10 Syllabus*, Sydney, NSW Education Standard Authority; NSW Education Standards Authority 2017, *NSW Syllabus for the Australian Curriculum—Ancient History: Stage 6 Syllabus*, Sydney, NSW

Education Standard Authority; NSW Education Standards Authority 2017, *NSW Syllabus for the Australian Curriculum—Modern History: Stage 6 Syllabus*, Sydney, NSW Education Standard Authority; NSW Education Standards Authority 2017, *NSW Syllabus for the Australian Curriculum—History Extension: Stage 6 Syllabus*, Sydney, NSW Education Standard Authority.

Next Steps

Blake
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for 21 years

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7 Next Steps

7.1 Implementation

Following endorsement of this IS by the Heritage Council of NSW, or its delegate, this report should be the first point of reference for future interpretation projects to ensure that consistent messaging is used across the Hilltops CCEP project. Initial discussions between Hilltops Council and SINSW to select interpretive devices and devise an implementation schedule and funding would be required, followed by early consultation with key project stakeholders, such as Young High School, the local Aboriginal community (Young LALC and local Traditional Owners), and members of the Chinese community, to discuss the issues and potential for implementing selected devices.

The implementation of interpretation involves several separate but interrelated tasks. For individual interpretive devices, the main tasks that need to be allowed for in the development of interpretation include:

- development of detailed history using primary and secondary sources;
- preparation of interpretive content (including text and selection of imagery) based on detailed history and outcomes of onsite archaeological investigations;
- selection of artefact to be used for interpretation—a plan needs to be prepared to provide recommendations on suitability for display, rotation (or not) of artefacts, conservation requirements and ongoing maintenance;
- selection of appropriate locations for installing on-site devices such as signage and archaeological display cases—selection of locations

within the landscape may be guided by outcome of archaeological investigations and history;

- concept design of online and on-site interpretive devices;
- consultation with project stakeholders;
- applications for copyright clearances and securing reproduction rights;
- design documentation (preparation of print-ready artwork, shop drawings etc) for on-site devices;
- engineering advice (as necessary); and
- supply, construction and installation of any selected interpretive devices.

Where relevant to each of the interpretive concepts, Table 7.1 provides indicative costs for these implementation tasks.

7.2 Indicative Costings—Key Assumptions

The figures included below are based on the following assumptions.

- Costings are based on estimated charge-out rates and other industry rates where applicable.
- Costs associated with ordering and supply of high-resolution digital imagery vary from one institution to the next and are not included in Table 6.1. Supply times also vary.
- Fees associated with securing reproduction rights/copyright and supply of high-resolution digital images would typically be charged as a disbursement and are not included in the figures quoted below.

- Fees associated with the preparation of interpretive content do not include substantive new research.
- Word lengths for interpretive content on signage are costed on supply of up to approximately 200 words per sign.
- If design, fabrication and supply of interpretive devices is staged and requires the installers to travel to the site on more than one occasion, the costs associated with installation will be higher than estimated.
- Allowance has been made for two revisions of the content (ie the interpretive text and images selected), based on the receipt of two sets of consolidated comments at draft and final stages.
- Allowance has been made for two revisions of the design based on the receipt of two sets of consolidated comments at concept and final design stages.
- Attendance at meetings, site inspections and face-to-face consultation have not been included.
- Unless otherwise specified, allowance for liaison and coordination is built into the prices indicated.
- Provisional allowances have been made for the digital interpretive devices suggested.
- A contingency of 10% has been included for each device.

Table 7.1 Device Types and Indicative Costings.

Device Type	Indicative Tasks	Indicative Costings (excludes GST)
Archaeological Display (mounted and movable display units)	<p>The minimum tasks required for developing and implementing this display are:</p> <ul style="list-style-type: none"> • selection of artefacts; • concept design for display units; • draft text and select images to provide context; • final design; • conservation of chosen artefacts; • finalising text and acquiring high resolution images; • fabrication of display units and object mounts; and • installation of display units and artefacts. 	<p>Content and Design \$25,000–\$35,000</p> <p>Conservation costs (TBC) will depend on the number of artefacts selected for display.</p> <p>Fabrication costs (TBC) for unit and costs will depend on size, material and finishes. Example cost of display: <i>Toughened UV glass and sliding and lockable doors, including shop drawings \$20,000</i></p>
Digital Projection	<p>The minimum tasks required for developing and implementing this device are:</p> <ul style="list-style-type: none"> • developing draft concept for projection; • storyboarding of projection; • developing draft text and selecting images; • developing script for projection; • finalising text and images; • production of projection; and • installation of projection. 	<p>Content and Design \$15,000–\$25,000</p> <p>Additional costs include acquiring high-resolution images, scripting, and production.</p>
Public Artwork	<p>The minimum tasks required for developing and implement this device are:</p> <ul style="list-style-type: none"> • briefing artist with cultural heritage and significance of the site; • background research; • concept artworks/models; • detailed design; • creation and installation of artwork. 	Cost will depend on the artist and materials selected.
Interactive Wordplay Display	<p>The minimum tasks required for developing and implementing this device are:</p> <ul style="list-style-type: none"> • selection of words; 	Fabrication costs (TBC) for unit and costs will depend on size, material and finishes.

Device Type	Indicative Tasks	Indicative Costings (excludes GST)
	<ul style="list-style-type: none"> • concept design for display; • detailed design; and • creation and installation of display and accompanying words. 	
Interpretive Textile Design	<p>The minimum tasks required for developing and implementing this device are:</p> <ul style="list-style-type: none"> • engaging artists for specific designs to be turned into textiles or engaging artists to lead a workshop for school students; • selection of artwork(s); • concept design as textile; • final design; and • creation and installation of textiles. 	Cost will depend on the artist, approach for creating designs and materials selected.

Appendices

Appendix A

Historical Background

Appendix A—Historical Background

Introduction

The following historical background has been taken from Carrington Park and Young High School—Conservation Management Strategies by GML Heritage Pty Ltd (December 2018). This history has been used towards developing an understanding of place, cultural significance, and archaeological potential of the Hilltops CCEP.

History

The following historical analysis provides a background to the former uses and development of the study area. It also forms the basis of the assessment of the site's heritage significance. It has been based on primary research and previous historical research in the following reports:

- Office of Environment and Heritage, 'The South Western Slopes Bioregion', The Bioregions of New South Wales—their biodiversity, conservation and history; and
- Ray Christison, *Thematic History of Young Shire*, NSW Heritage Office, 2008.

Wiradjuri

The South Western Slopes area is the traditional lands of the Wiradjuri, the largest Aboriginal language group in NSW. The word 'Wiradjuri' means 'people of three rivers': the Macquarie (*Wambool*), Lachlan (*Kalari*) and Murrumbidgee (*Murrumbidjeri*).¹

Wiradjuri people tended to move in small groups following the river flats, open lands and waterways according to specific seasonal cycles evidenced by archaeological material accumulated in these types of locations. The river systems provided a diverse array of food, supplemented by land-based mammals, and the region's vegetation supplied diverse fruit and nuts. Carved trees have been documented along the rivers, marking sites of significance, including burials.²

European Contact

During the 1820s, European pastoralists moved into the region, occupying river frontages and spreading north and south along the tributaries. Early contact around Young is documented in encounters between settler James White and a local Aboriginal man who was given the name 'Cobborn Jackie'. White's niece Sarah Musgrave later recorded that Jackie selected the site with James White of what became the Burrangong homestead.³

From 1839 to 1841, violent clashes escalated between European settlers and Aboriginal people resisting the takeover of traditional lands, fishing grounds and culturally important sites but also the murder of their kinsmen. Wiradjuri people removed cattle and speared stockmen in retaliation and the cycle of violence came to be known as the Wiradjuri Wars.⁴

The devastating impact wrought on Aboriginal people in the region was compounded by the influx of gold rush prospectors. However, during this period Aboriginal people also took jobs on pastoral stations undertaking shearing, droving, mustering and domestic labour. In 1909, the NSW *Aborigines Protection Act* took control of Aboriginal reserves and attempted to regulate Aboriginal people's lives, lasting until the 1960s. Families found seasonal work in the stone fruit industries around Young.

Today the Wiradjuri culture and identity remains strong in the region alongside other language groups who were and continue to be part of the Hilltops LGA community and the community of Young.

Closer Settlement and Economic Growth

Development of Young Town

The first European settler in the region was James White, who established Burrangong Station in 1826. At this time the recognised settlement area reached only as far as Yass and Boorowa. With good water from Burrangong Creek, and the sloped valley, the site of present-day Young was ideal for sheep grazing. White built sheep yards and a shepherds' hut in the area that came to be known as Lambing Flat.⁵

The town of Young was officially established in May 1861. Fifty town lots were sold, with the streets of the town resembling nothing 'more than marked lines of road, inches deep in dust or mud'.⁶ From its beginning, Young was divided by the Burrangong Creek and the first footbridge was constructed by the police in 1861 to connect their camp, just south of the current study area, to central areas of Young.

The development of the town was focused on the north side of the creek, propelled by the gold rushes. The dividends of successful claims in the region were reflected in the development of grander architecture along Main and Burrawa Street. The first businesses established in Young were John Allen's Great Eastern Hotel, Robert and John Armstrong's chemist shop, John Hunter's boot and shoe store, John Murphy's general store, and Mrs Reuss' hairdressing saloon (Figure 4

The town became a service centre for the district into the late nineteenth and early twentieth century with new industries such as the J. & J. Hayes flour mill erected on the corner of Boorowa and Lynch Streets quickly taken over by the Watson Brothers. It became one of the largest mills in New South Wales and could store 20,000 bushels of wheat and 100 tons of flour. It was in operation until 1895.⁷

By 1906, Young was estimated to have a population of 2,845, with 673 dwellings and 93 shops (Figure 7). The original bridges over Burrangong Creek were replaced before the turn of the century and plans for a new hospital developed.⁸

Agricultural Development

Agricultural endeavours around Young appeared as early as 1847 when an orchard of cherries was planted on the property of Edward Taylor. Cherry orchards later became an iconic feature of Young, with Nicole Jasprizza believed to have the largest cherry orchard in the world by 1933. Other small-scale farming developed but did not expand until after the 1860s gold rush. The earliest crops of wheat, oats and barley were grown at James White's Burrangong Station. With the Burrangong gold rush, small plots were developed to supply vegetables to miners.

The Robertson Land Act of 1861 encouraged closer settlement and unsuccessful miners to adopt land holdings of 90 acres. By 1867, the land office in Young had registered 4,708 selections. Larger pastoral selections were broken up and the small plot land holders developed cereal crops that supplied their own needs. This changed with the push for closer settlement and with the NSW Government encouraging greater wheat growing and the sale of surplus. The cultivation of wheat around Young was described as 'among the finest wheat lands of NSW... before long [it will] be one of the most prolific agricultural areas in the colony'.⁹

The coming of the railway in 1885, along with the introduction of more efficient harvesting technologies, increased the capacity of the agricultural economy. Soldier settlement schemes after the First World War further accelerated growth, with land around Young acquired for veterans to establish fruit orchards such as prune farms. In 1926, the Young Fruitgrowers' Co-operative was established and shipped 51,216 cases of fruit to Sydney in its first season.¹⁰

Gold Rush, the Police Camp and the Lambing Flat Riots

Police Camp

The discovery of gold on the banks of Burrangong Creek in June 1860 sparked a gold rush to the area known as Lambing Flat. By September 1860, there were a reported 400 miners, including Chinese prospectors, in a makeshift camp of tents looking for gold along the creek and in surrounding tributaries. This rose to 1500 by the end of October and over 3000 by the turn of 1861. A small collection of stores and services also rose up around the miners, setting the foundations for the town of Young.¹¹ A government census conducted in 1861 counted 11,500 people, including 2,500 women (Figure 1). Some years later, miner Mark Hammond described the early town in January 1861:

We camped on the spot where the railway station at Young is now built ... After a day or two we removed to a site in the street now known as Main Street, opposite McGurren's Bathurst Stores ... Main Street was then the business part which consisted of bark-built places on either side of the old Southern Road through Burrangong. Crossing the flat the police station was on a hill on the opposite side of the creek where it is now. The business places in Main Street were not many ...¹²

With increasing competition on the fields, some of the European miners blamed their bad luck on the Chinese and called for their exclusion from the area. With no law enforcement then provided, they attacked and drove Chinese miners from their claims. In the same month, November 1860, the Burrangong field was officially proclaimed a gold field, and with that a gold commissioner was appointed to oversee it. Commissioner David Dickson arrived soon after, accompanied by three mounted troopers to keep order. However, as his camp was at the Currawong Station of James Roberts, some 12 miles (19km) from the diggings, there was little they could do to quell any potential violence.

Attacks on Chinese miners had been occurring not just at Lambing Flat, but at most major gold fields in NSW and Victoria. Growing resentment and racial attacks had led the Victorian colonial government to ban Chinese from landing from ships in Victorian ports, a move that was almost passed in NSW in 1858 as well. By 1860, attacks on Chinese miners had been recorded at Tambaroora, with others narrowly averted at Louisa Creek, Tuena Creek and Adelong, with petitions calling for their removal put forward at Meroo, Turon and Rocky River. Similar tensions were high at the Kiandra fields, particularly as the gold began to decline and snow made work there difficult.¹³

As the mining population increased, rumours spread that the Chinese were planning to take the fields for themselves and were arming to attack the Europeans. These false rumours led to the formation of a 'vigilance committee' in December 1860, which, accompanied by a band, attacked the Chinese settlement again destroying saloons and huts and killing two Chinese miners. In response to the growing violence, more police were sent to the diggings, with an additional five mounted police, taking the total to eight and two detectives now at Lambing Flat. The new force was established on a hill south of Burrangong Creek overlooking the diggings, on what is now the site of the Young High School. The camp was enclosed with a fence line and included police stables, with battered earth floors (replaced in March 1863 with cut log floors).¹⁴ The camp did little to settle the area, with fresh riots on 25 January 1861 when 1500 miners and traders held a rally before a group went rampaging through the Chinese camp. However, the threat to destroy the newly erected barracks if police intervened was a new development.¹⁵

Vastly outnumbered, the police presence was increased again to 30 mounted police with the direct orders from the Government that all miners, Chinese and European, must have the same justice and protection afforded to them, and that the law must be upheld. But despite this, and with police protection to escort Chinese miners back to the diggings, the newly formed Miners' Protective League encouraged European miners to again march on Chinese camps at Spring and Stoney Creek, where up to 200 Chinese miners were set upon, with their tents burnt and possessions scattered.¹⁶ Eleven miners were subsequently arrested, but soon released after the court found insufficient evidence against them.

As tensions simmered, the NSW government dispatched more police and troopers to the area, bringing the numbers up to 130 troops, 20 mounted police and a company of artillery. The Premier Charles Cooper also arrived to speak directly to the miners, with a meeting of 2000 turning out to hear him tentatively agree to their calls for the exclusion of the Chinese but urging them to do it through changes to the law rather than violence, but also insisting that the Chinese miners would be returned to diggings at Blackguard Gully.¹⁷ The increased troop presence required the expansion of the rudimentary camp. By April 1861, trenches had been dug, fortifications in the forms of walls and palisades erected along with buildings for barracks, the gold commissioner's house, including kitchen and outbuildings, the police inspector's house with separate kitchen and cellar, as well as an artillery camp, the court house and lock-up. At least 22 buildings were located within the camp area, across what is now the Young High School, with a large police paddock adjacent. These included the lock-up, although a new one was required as the older building was built of squared logs and considered insecure; a foot police barracks; two cook houses (one for the foot police and one for the mounted police); a forage room for 14 horses made of horizontal slabs and shingle roof; privies; a two roomed, weatherboard cottage, with shingle roof, internal pine lined walls and a verandah for the inspector of police; a sergeants room and two military barracks¹⁸ (Figure 2).

With a large police and military presence at Lambing Flat, an uneasy peace settled. Within a few weeks though, with the gold faltering and a lack of water, large numbers of Chinese left the area and the artillery followed in May. However new discoveries at nearby Tipperary Gully attracted large numbers to return in June, and with rumours of 1500 Chinese landed in Sydney, the European miners once again sought to drive them off. On Sunday 30 June 1861 almost 3000 European miners—armed with pick handles and guns, with English, Irish and American flags flying, and a newly created anti-Chinese banner with the Eureka Cross at its centre—assembled and then attacked the Chinese camps at two diggings. Police were powerless to stop the violence. Once again, the police were reinforced and on 11 July three miners were arrested and put in the lock-up at Camp Hill. The miners in turn assembled up to 1000 men on the flat opposite the police camp, in or near the present-day Carrington Park, demanding to see the arrested men. To calm the crowd, the Captain of the Mounted Police went amongst the crowd telling them the men were in the lock-up and would be afforded a proper trial the following day. However, as he turned back to the police lines, shots were fired at the police, injuring some horses. The Undersecretary for Lands, Mr J.H. Griffiths, read the Riot Act in an attempt to calm the situation, but when the crowd surged forward the police and mounted troopers charged, with many trampled by horses, wounded by firing and at least one killed. As the gold for the escort was also held in the lock-up, some suspected the crowd was more interested in looting than rescuing any prisoners.¹⁹ The event is now commemorated on Olympic Highway outside the gates to the high school with a sign (Figure 3).

Once again, the military was reinforced in the camp and more arrests were made, although few of the charges were ever brought, and those that were gaoled soon released. Tensions continued at Lambing Flat as long as the gold remained, with petitions and opposition to Chinese miners still a feature until 1865, by which time new discoveries at Forbes and elsewhere had drawn many miners away. The military had long gone, leaving the camp in July 1862. By 1865 the population of the area was down to 1000 people and in 1879, in an attempt to keep the area viable, the police paddocks near the camp were opened to miners but with little success. By 1910, mining had all but ceased in the area, now known as Young.²⁰

Although the police and military had steadily declined through the 1870s, parts of the camp survived into the mid-1880s.

The sway of public opinion against the Chinese led to the passing of the *Chinese Immigration Restriction and Regulation Act*. Other Australian colonies also adopted immigration restriction legislation in the second half of the nineteenth century, forming precedents for the *Immigration Restriction Act* of the Commonwealth in 1901.

After these tragic events, Lambing Flat was renamed Young after the NSW Governor Sir John Young.²¹ Nonetheless, after the gold rush, many Chinese immigrants settled in the community and established Chinese market gardens along local water courses. These gardens supplied vegetables to the local area as well as further afield to Yass, Goulburn and Wagga. Young district resident Lyster Holland recalled:

*Every district had a Chinaman garden ... they worked damned hard. They lived there under stressful conditions, living in little huts ... they were our main supplier of vegetables ... they were a great asset to the district.*²²

The Education Precinct

The first schools in Young were all located on the north side of town. The first was established in February 1861 by Mrs Carter for 16 students. A National School was established the same year and a building erected in Lovell Street in 1863. By 1872, there were 182 students and a new brick school building was completed the following year. It wasn't until August 1884 that another public school opened on Campbell Street, to the east of the study area. The building is now the Young Community Arts Centre which includes the Lambing Flat Folk Museum. Across the road the St. Marys Catholic Church Group was established on land granted to the Roman Catholic Church in 1861, with a kindergarten, school, convent and church.²³

Young Court House

The first courthouse was constructed on Camp Hill (Figure 2). This was destroyed in the Lambing Flat riots of 1861 and replaced the following year. Made of timber walls and a shingle roof, it had deteriorated by 1865 and was considered in decay by 1870. The establishment of a new courthouse followed in the centre of town on the corner of Lynch and Cloete Streets, opening in 1878. During this time, the area to the north of Camp Hill (now Carrington Park) was noted 'reserve for the present', with no evidence of any development taking place on this land.

In the 1880s, a new grand courthouse was proposed to be constructed on the government reserve at Camp Hill, symbolically located on the site of the violent riots decades before. The eastern portion of the reserve was formally dedicated for a courthouse on 5 August 1883; the western half of the area had been dedicated for a gaol on 14 November 1881. The two lots were separated by Bruce Street. The northern section was dedicated as a park on 14 December 1886 and proclaimed Young Park on 27 March 1888 (Figure 10).

Despite objections from the community, the Court House was completed by local contractor JG Gough of Gough and Co at a cost of £12,000 and opened in April 1886. It was situated on top of the former camp site, with the remaining buildings being demolished to make way for it. At least 15 buildings remained on site, including houses, kitchens, stables and outbuildings, with enclosed yards and a police dam, situated behind the gaol. Several abandoned shafts were also located behind the gaol site within the police paddock. (See Figure 8.) The Court was described as 'very large and majestic and very inconvenient' and a 'monument to government extravagance'.²⁴ Part of the detailed description of the building printed in the *Sydney Morning Herald* states:

The new Courthouse is situated in the north-east corner of the police paddock, with a frontage to Currawang-street and a recreation reserve facing the north. It commands a full view of the town and country beyond, as also the town and environs to east and west; it is also in close proximity to the gaol and handsome police quarters now in course of erection to displace the tumble-down shell of the early digging days.

*The ground around the courthouse has been enclosed, with a temporary fence, and is now in course of being trenched with a view to planting it with ornamental shrubs and suitable shade trees. A contract is out for a dwarf wall with an iron fence, the design for which, is very chaste.*²⁵

Most court proceedings continued at the older courthouse on Lynch Street, and in 1923 Judge Bevan proposed that all court proceedings be held at the Lynch Street Court House. The Lynch Street building was

subsequently extended and the grand Court House was converted into Young Intermediate High School on 29 April 1925 (Figure 12).

Young Gaol (Former)

Prior to the establishment of a gaol in Young, the *Sydney Morning Herald* reported the desperate measures taken to contain prisoners:

With a large population, and an almost total absence of gaol accommodation, the police authorities were driven to the necessity of chaining their prisoners to a tree. The tree stood within 50 yards of where the new Courthouse (9 Campbell St) now stands, and there are many residents to-day who can well remember to have seen offenders of all grades so chained and guarded, waiting for their cases to be dealt with.²⁶

In 1876, Young Gaol opened on a site adjacent to the former police and military camp. The large brick and stone gaol complex housed an estimated 50 prisoners and 40 wardens, with a capacity to hold 90 inmates. A large library was also included in the facility. The gaol had a hospital wing, and three wells—one of which was 70 feet deep and designed to supply water for washing and maintaining the gaol's vegetable garden. The inmates were taught trades including saddlery, tailoring, bookbinding, brush making, tinware and shoe repairs.

By the turn of the century, the gaol was hosting approximately 30 prisoners, costing £2,259 per year to operate. It was closed in 1914 and both inmates and wardens were offered the option of signing up to the armed forces. At the end of the First World War in 1918, it was re-opened as a branch of Parramatta Gaol for recidivist inmates.

In 1923, the gaol was closed permanently despite community opposition and petitions which called for it to stay open. It too was dedicated for use as a public school from 1932. Subsequently, parts of the gaol building were demolished. However, the main gates, associated residence and hospital were retained and since 1941 have formed part of the TAFE NSW Young campus.

Conversion of Young Gaol and Court House

By the turn of the twentieth century, the growing number of pupils attending Young Public School meant that new spaces for teaching and playgrounds would soon be required. In July 1906, the Young Municipal Council approached the Department of Lands for a site to be granted to the school to teach agriculture. A small parcel of land adjoining the rear of the town gaol was identified as being most suitable; however, the proposal was rejected by the Comptroller of the Gaol who was both concerned about the proximity of children to the gaol population and interested in retaining control over the land for gaol gardens and cultivation. Another piece of land to the north of the school site was chosen instead.²⁷

Ten years later, in 1916, the newly re-formed Parents and Citizens Association (an earlier incarnation of which had dissolved c1909) once again raised the possibility of use of the grounds associated with the gaol for school use. This time, instead of using them for agricultural classes, the P&C suggested the site for extra sport and playing fields. The gaol had itself been recently downgraded to use as a police lock-up, with long-term prisoners having been transferred to other gaols, and only minor offenders and short-term sentences being served at Young. This in turn reduced the perceived risk, and after some negotiation, including the proviso that the site could be reclaimed for gaol purpose if needed, a paddock at the rear of the gaol was handed to the Department of Education for use as the school playfield.²⁸ The school was required to maintain a paling fence across the site, to separate their use from the yard of the lock-up keeper's residence. This site, equalling just over 3¾ acres of a total of 5 acres and bounded by the southern wall of the gaol, Caple, Berthong and Bruce Streets, marked the beginning of the use of the site for education. Although the gaol reopened to take habitual prisoners, as a branch of Parramatta Gaol in 1918, the school continued to use the reserve area.

In 1923, the State Government announced the closure of Young Gaol, while at the same time considering the relocation of the court to the more centrally located police court in Lynch Street. The dual announcement left the former gaol and courthouse site open for redevelopment, and as the school was already using part of the site, the local Council approached the Department of Education to suggest the site be adapted for school use. The site had first been suggested in 1921, when it was thought the court could be moved and the building used as accommodation for students from outside Young, but at the time the Department of Justice rejected the plan, as they were still using the court building for sittings when needed.

In 1924, the Young School was upgraded to be an Intermediate High School, allowing for pupils to continue longer at their studies. The number of high school pupils had risen from 90 the previous year to 120 with this change, and the need for new accommodation was once more an urgent priority. Following the visit of the Minister for Public Instruction, in charge of state schooling in late 1923, the recommendation to convert the court house was finally approved and the site handed to the Department of Education in September 1924.²⁹

Work began immediately on the conversion for school purposes. By January 1925, all the walls of yards and toilets had been removed, any demolition bricks cleaned for re-use, new openings were formed throughout for doors and windows, the building had been painted throughout and general repairs undertaken, and blinds, cupboards and blackboards installed. Outside the building the old court water tanks had been repaired, the roof overhauled and made good, with boys' and girls' toilets under construction, the foundation of two sheds in position and one wall completed. It was expected that the staff rooms and classrooms would be ready by end of vacation, but the main courtroom would not be ready until mid-February 1925.³⁰ The site was enclosed by a low rendered brick masonry and iron palisade fence with sandstone gate piers fronting Currawong, Bruce and Campbell Streets.

Eight classrooms, a library, cloakroom and offices were provided in the first instance, with an assembly hall, four more classrooms, extra library and office spaces provided after the building was remodelled. In 1928, with classes expanding, part of the former gaol was also converted for school use, being formally dedicated for education purposes in April 1932. The hospital wing was altered to serve as a science and manual science block, with some of the gaol walls and the former guard towers being demolished by December 1934. The bricks were cleaned and saved for future building on the site. The use of the hospital site was temporary, as the old buildings were small and in need of repair. In 1935 the Department agreed to the erection of a new Science, Manual Science and Cookery building, the first major construction on the school site. This new wing was erected to the west of and in line with the front of the courthouse, close to the remaining gaol wall. The construction coincided with the Council handing over part of Bruce Street to the Department of Education. This section of Bruce Street, which ran between the courthouse and gaol, was subsequently closed; the new building, completed in 1937, was built across part of it and the rest landscaped as part of the school grounds.³¹ As part of the work, the former sheriff's residence at the rear of the courthouse was also demolished in April 1937 and a former police residence fronting Campbell Street was converted to be the principal's residence.³²

Expansion of Young High School

Major new building works were soon needed on the school site and in 1936 the first new building was erected. A new, single storey brick classroom block, to house home science rooms, was built to the west of the courthouse building with another weatherboard manual arts block to the rear in the 1940s. Both buildings were extended in 1952–1953 to provide additional science, woodwork, metalwork and technical drawing classrooms, with another weatherboard set of classrooms towards the back of the school grounds built around the same time.

In 1963, a modern, brick classroom block was built between the old courthouse and the 1936 home science wing, replacing a collection of temporary timber classrooms put on site in the late 1930s and 1940s. The new two storey wing housed art rooms, additional science labs, toilets and change rooms.

In 1971, the growing student numbers required another new classroom building to be erected on site. The new, three-storey brick composite block was erected in a U shape to the rear of the former court and the 1963 wing, forming a semi-enclosed courtyard space in the centre of the school complex. As part of the construction, the c1952 weatherboard classrooms at the back of the school site and a weatherboard cottage were demolished. This was the last major construction on the school site. Other buildings across the school area, including sheds for agriculture (located around the former reserve at the rear), an agricultural science block and shelter sheds in the grounds were also built in the 1960s and 1970s.

Adjacent to the school, the former gaol, converted to a TAFE in 1941, had had little work done to it, with the former gatekeeper's residence, the gate itself and the hospital wing being used as well as a series of portable classrooms until the mid-1970s. In 1975, the former hospital wing was refurbished into a lecture block, but it was not until 1990, when a major building program was implemented that the site was completed. During this phase, five new blocks were added to the TAFE site, with new indoor basketball courts for the school and new playing fields. Further works and renovation at the TAFE site have been carried out in recent years. This work represented the last major phase of works to the school and TAFE sites. A demountable classroom block has recently been erected to the north of the 1963 classroom block (Block BB).



Figure 1 *Camp Hill at the time of riot* by Pierre Nuyts, c1861. This image shows the permanent police camp on the left, with additional tents for the military on the right. (Source: State Library of NSW)

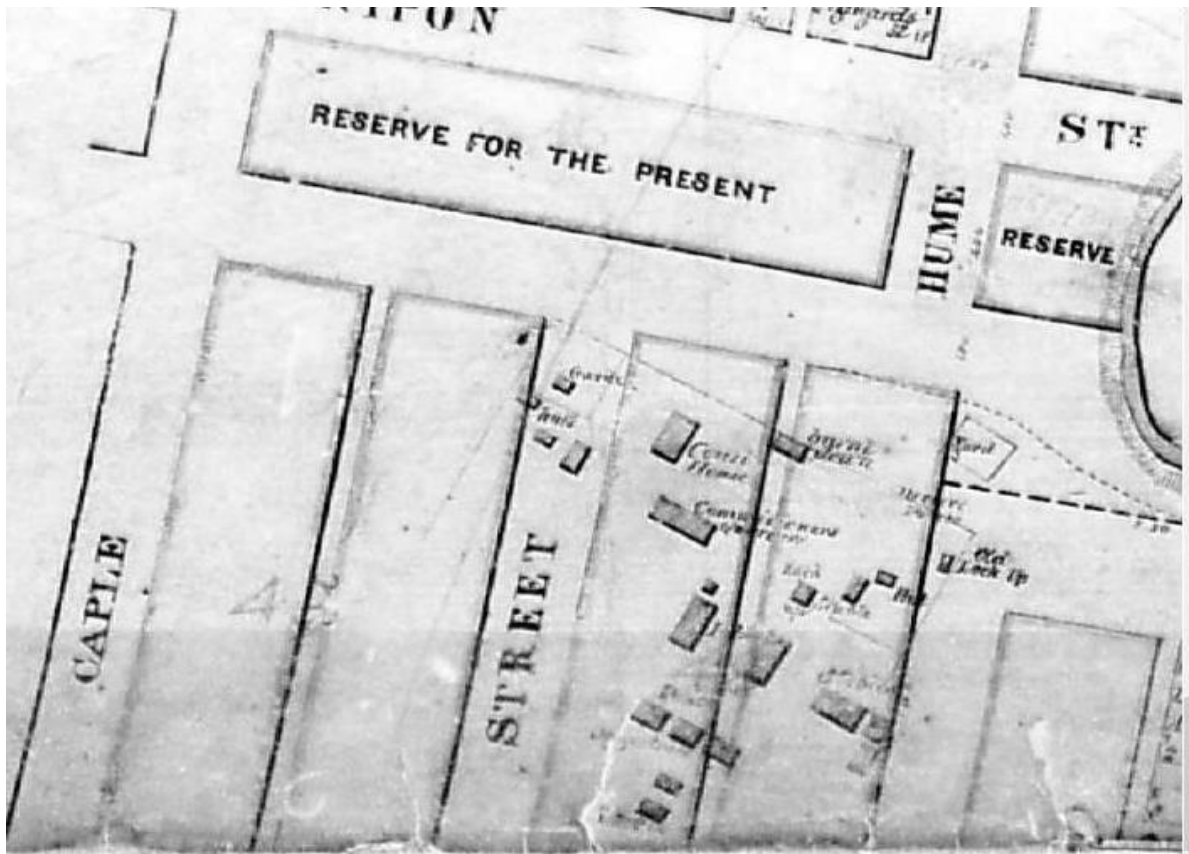


Figure 2 Sketch of the layout of police buildings at Camp Hill in 1862, showing the new streets laid out as part of the township of Young. The plan shows the relationship of the former camp to the streets. Notice the area for Carrington Park has been reserved. It was in this area that the miners formed up to attack the lock-up. (Source: SRNSW AO 6149)



Figure 3 Current sign marking the approximate location where Commissioner Griffin read the *Riot Act* in response to violent miner protests outside the police camp located here in the 1860s. (Source: GML Heritage)



Figure 4 Dr Watson's photos of Young, 1890. (Source: State Library of NSW)



Figure 5 c1890 view across Young to the courthouse and gaol site on Camp Hill. The columns of the courthouse façade are clearly visible in the distance, with two of the police cottages fronting Campbell Street in view. (Source: Maroney, R 1987, *Old Young Vol II Young's Businesses in the 1860s, 1870s and 1880s*, Local History Publications, Young)



Figure 6 Show winning horse with man, dog and buggy outside Young courthouse, undated—probably c1900. (Source: Photograph of a copy held with Antico Café Restaurant in former Young Public School)

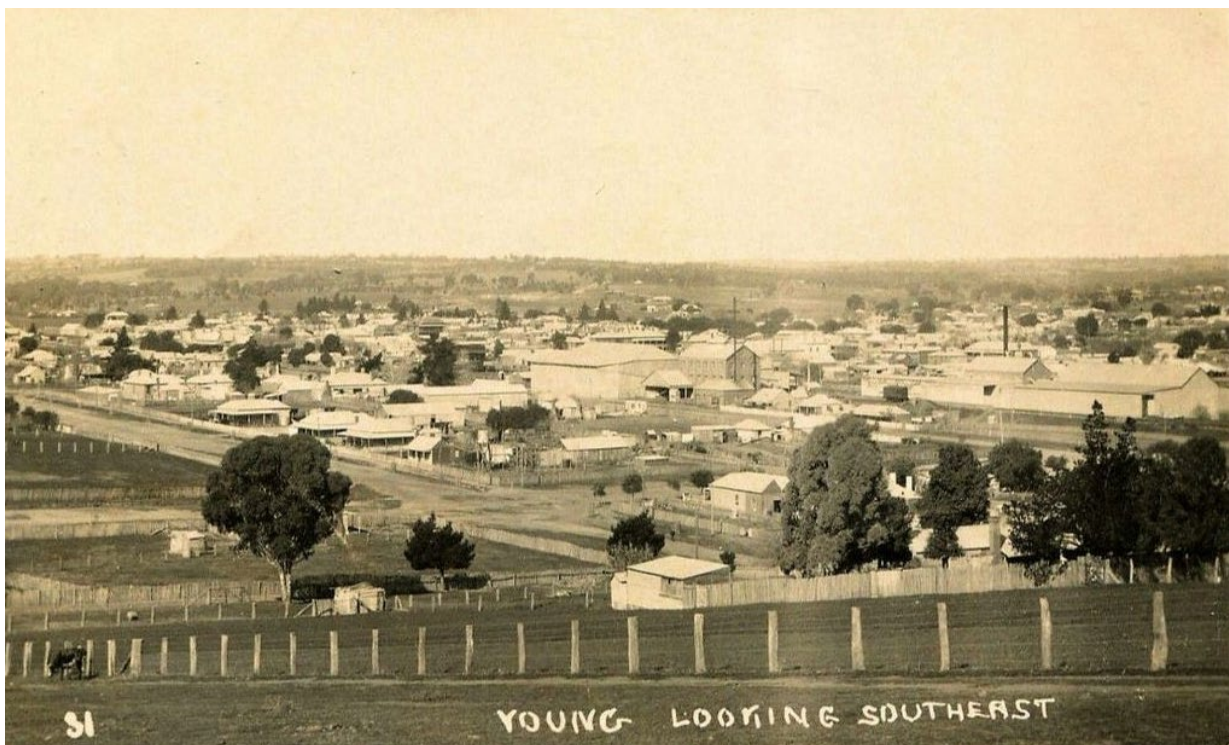


Figure 7 'Town of Young, N.S.W', c1900s. (Source: Aussie-Mobs)



Figure 8 Crown Plan 122-1768 showing the gaol site and police camp in 1880. Note behind the gaol in the paddock the abandoned mine workings and mine shafts dating from the 1870s when the police paddock was opened for mine workings. (Source: Land and Property)



Figure 9 Crown Plan 123-1768, showing the outline of the gaol and the remaining police camp buildings on the site of the future Court House in 1882. Note the collection of buildings across the site, with fences enclosing yards and paddocks. (Source: Land and Property)



Figure 10 1889 Town of Young Parish Map. (Source: Land and Property Information with GML overlay)

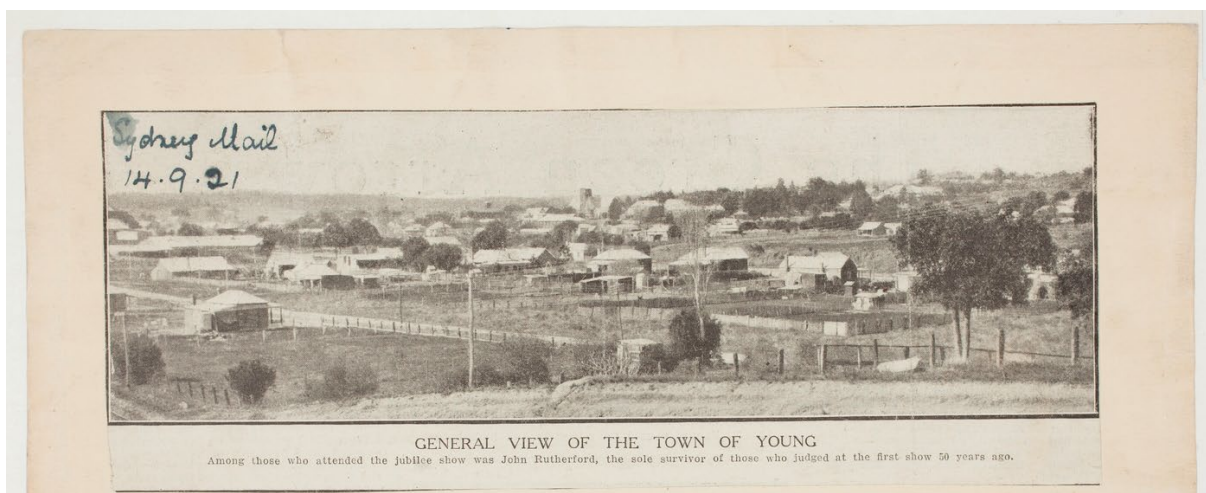


Figure 11 'General View of the Town of Young', 1921. (Source: State Library of NSW)



Figure 12 Town of Young Parish Map, 1923, showing the study area marked in red, and the reclamation of part of the courthouse for the establishment of the school. (Source: Land and Property Information)

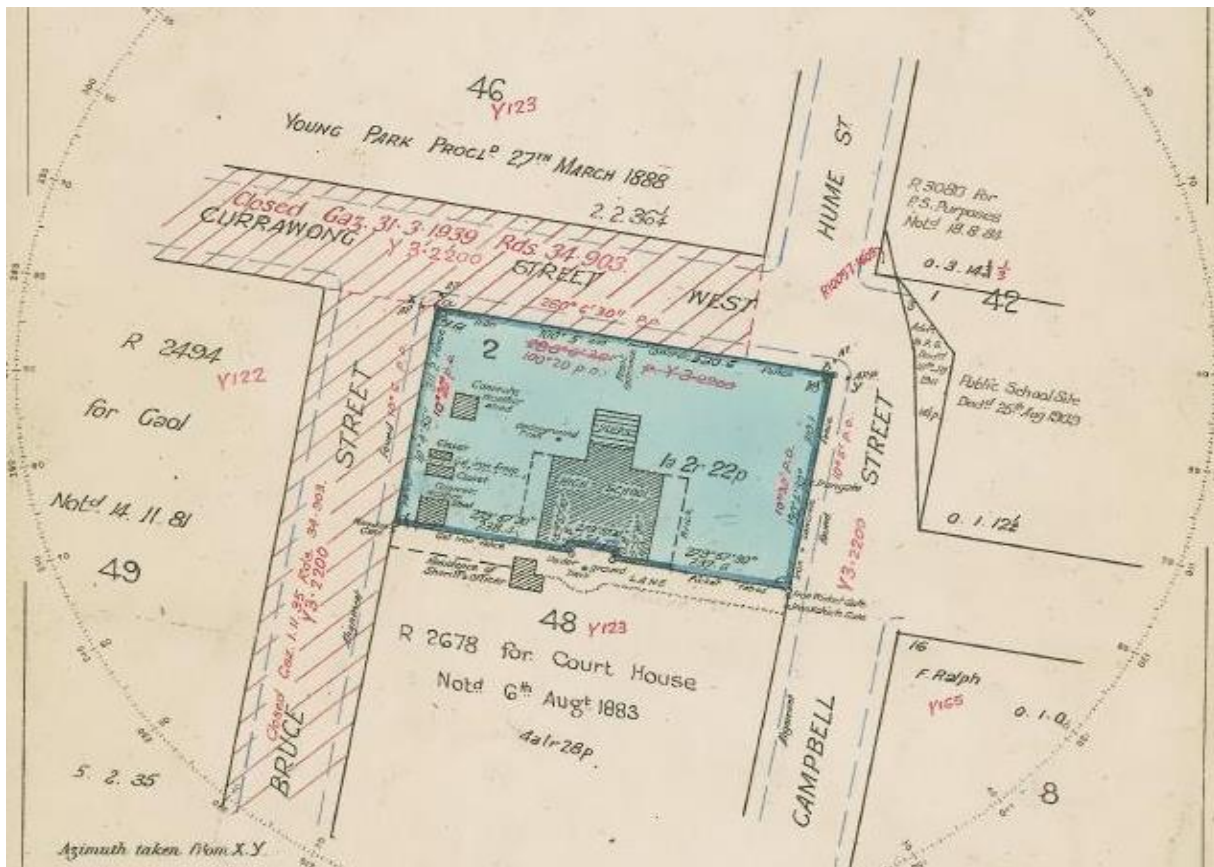


Figure 13 Crown Plan 213-1768 showing the former Court House at the time of its closure and conversion to a school. Note the auxiliary buildings in the yard being used as toilets and the old residence to the rear. (Source: Land and Property)

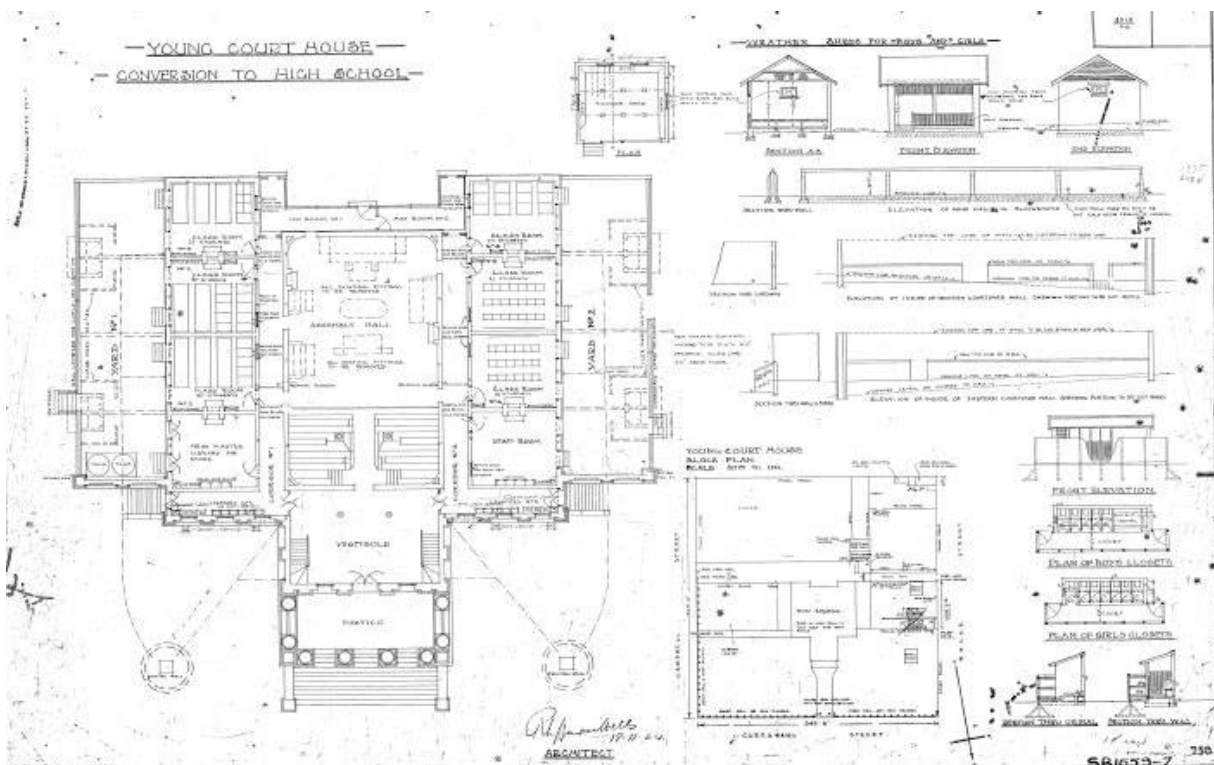


Figure 14 Plan of the courthouse showing the internal changes to convert it into a school building in 1924-1925. (Source: GML Heritage/Department of Finance)

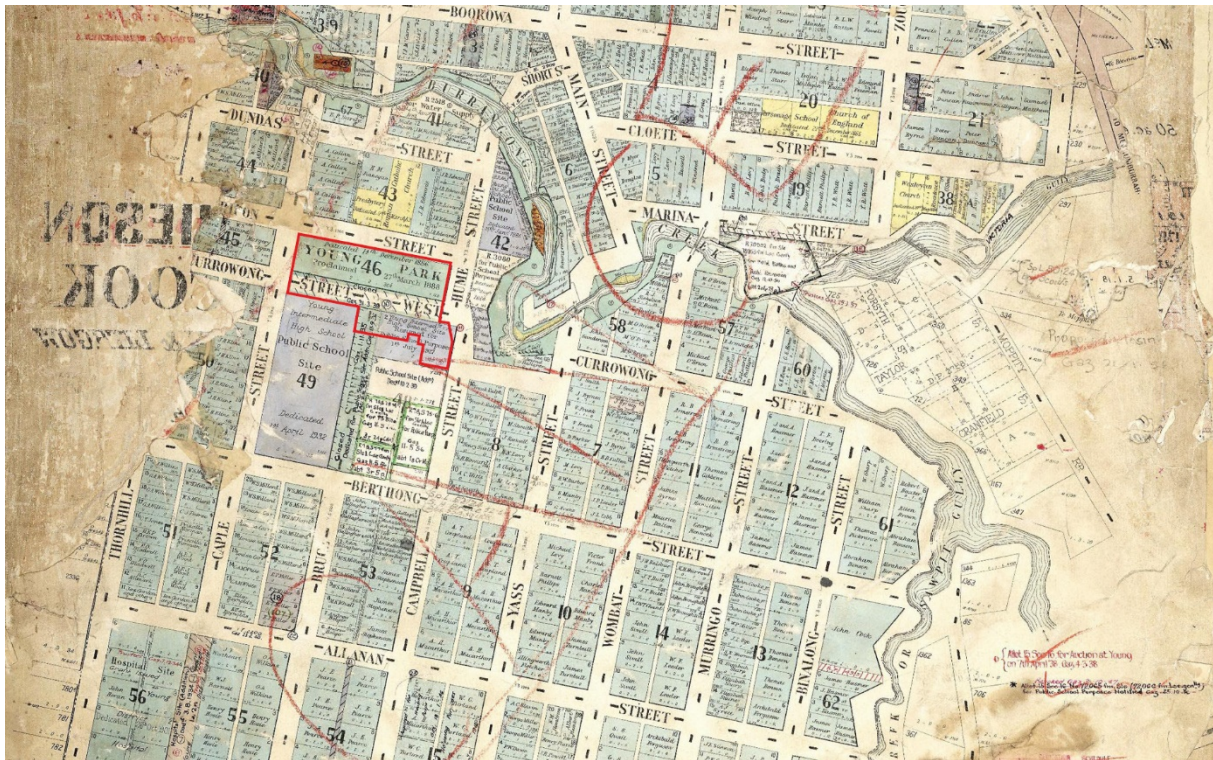


Figure 15 Town of Young Parish Map, 1932, showing the expansion of the school grounds and reclamation of Currawong Street West.
 (Source: Land and Property Information)

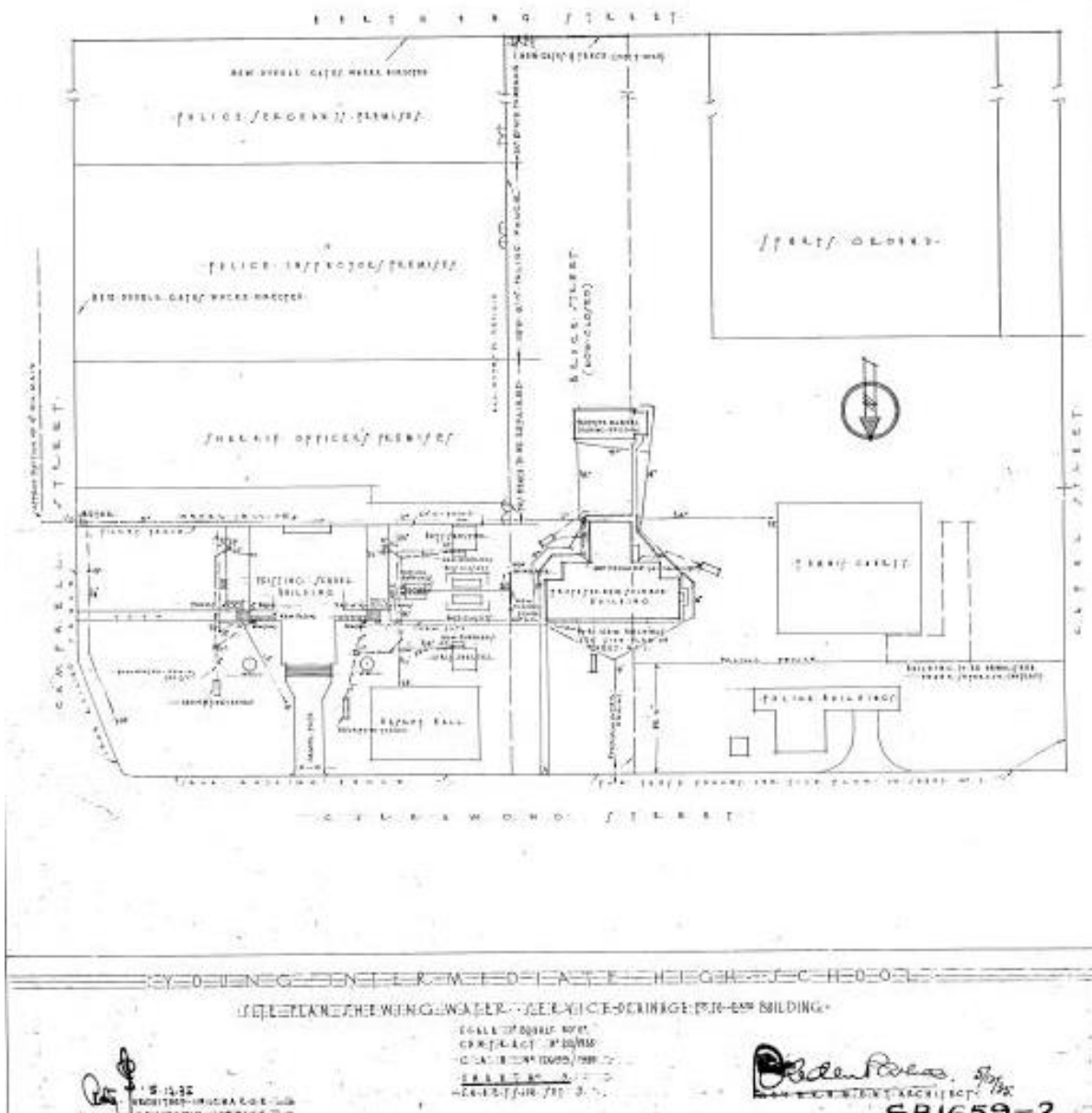


Figure 16 Site layout of the Young High School in 1935 showing the first phase of buildings on the site. The new brick classroom block has been built to the west of the courthouse, with parts of the gaol and police residences still on site. Note the allotments to the rear of the courthouse for police housing, two of which remain. (Source: GML Heritage/Department of Finance)



Figure 17 Town of Young Parish Map, c1960s, showing the extent of the school, before the transfer of the Gaol site to TAFE NSW. (Source: Land and Property Information)

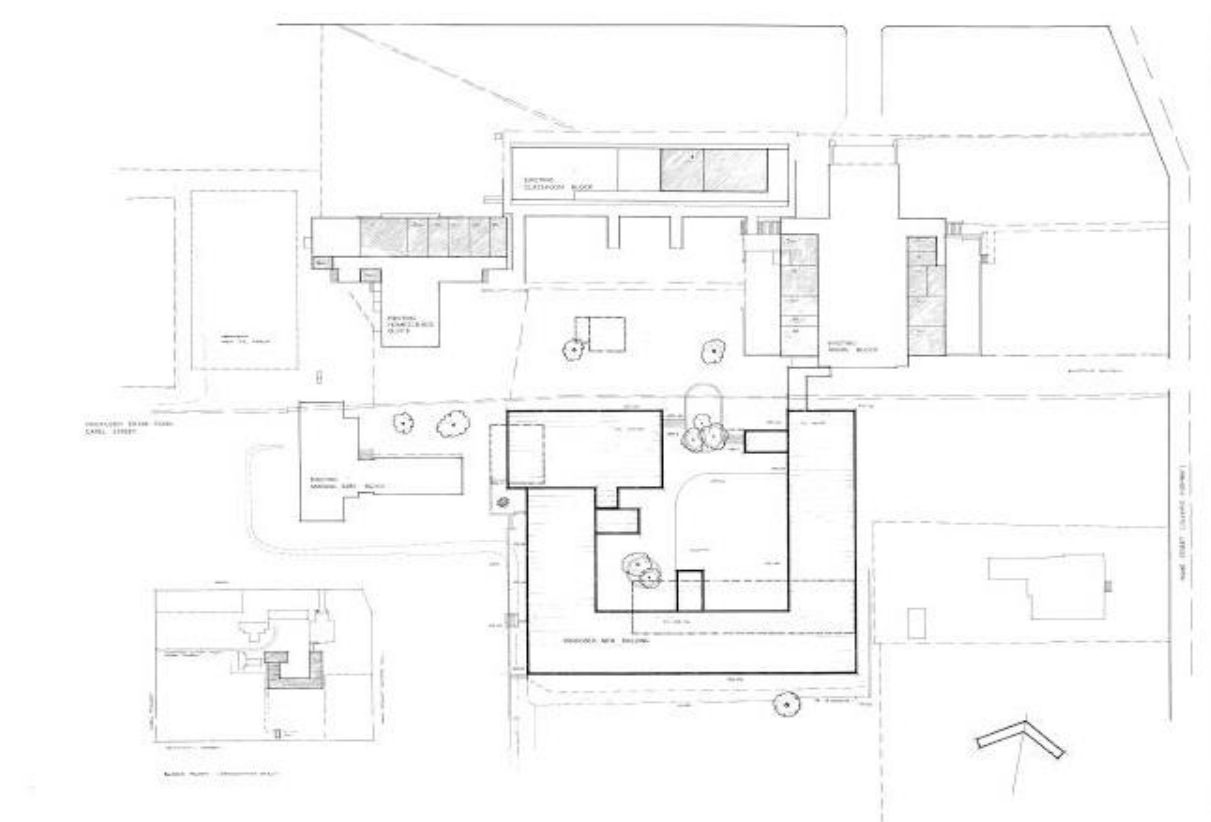


Figure 18 Site plan of the school in 1975 when new classrooms were being built. The new wing went over the top of a former weatherboard cottage and weatherboard classrooms at the back of the school site. (Source: GML Heritage/Department of Finance)

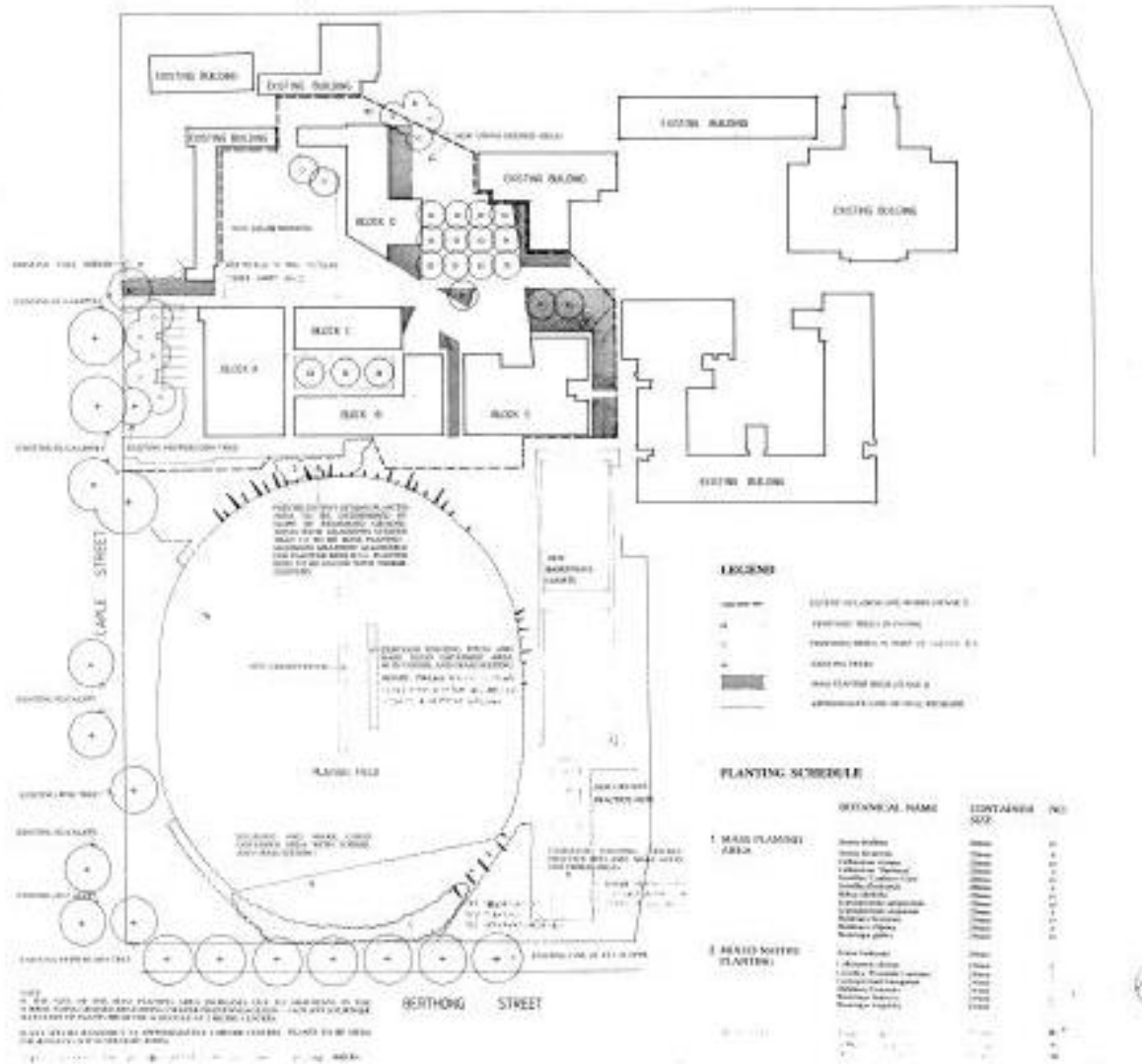


Figure 19 Site plan of the TAFE and high school in 1990 when new TAFE buildings were being built across the site. This is the layout of the school and TAFE site as it was before the TAFE site upgrade. (Source: SINSW)

Endnotes

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- ¹⁸ SRNSW File 2/8151, Young Government Buildings Col Architect Records re court house and watch houses.
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- ²⁰ Bayley, W A 1977, *Rich Earth: History of Young, New South Wales*, Young Municipal Council, Young, p 39.
- ²¹ National Museum of Australia, 'Harvest of Endurance: Lambing Flat Riots', viewed 22 March 2018 <http://www.nma.gov.au/collections/collection_interactives/endurance_scroll/harvest_of_endurance_html_version/explore_the_scroll/lambing_flat_riots>.
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