TEACHER SUPPORT PACK

A resource pack, based upon the artefacts and information at the Maritime Museum of Townsville which can be used in correlation with your visit. The pack is designed for Kindergarten - Grade 6, aligned with the Australian Curriculum and Queensland Kindergarten Learning Guideline.

Maritime Museum of Townsville

42-68 Palmer St

South Townsville QLD 4810

T: 07 4721 5251
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INTRODUCTION

This package can be used in several ways depending on your purpose. For instance, you could select one activity for the whole class to use and combine it with a general tour of the museum. Alternatively, students could be divided into groups, with each group completing a different activity and reporting back to the others. The aim of offering a range of activities is to provide flexibility for the needs of your classroom program and the needs of your learners.

This resource provides key information from each topic covered within the Maritime Museum of Townsville along with key focus questions and suggested activities. This resource makes use of the current Humanities and Social Sciences [HASS] syllabus as well as the Queensland Kindergarten Learning Guideline [QKLG] to suggest a range of learning experiences in balance with the impetus of outcomes-based education. However, while the overall aim of this package is to assist teachers with implementing outcomes learning in regard to the Maritime Museum, in no way is this package definitive, nor prescriptive. Additionally, students' achievement of particular outcomes is regarded by the current HASS syllabus as long-term achievement, so although this package tailors' outcomes and activities, we are keen to acknowledge that this has been done to focus learning experiences, rather than provide definitive pieces of work as assessment.

Instead, teachers are encouraged to select and spiral activities according to the needs and demands of their professional environment, as well as the needs of the learners in their classes, to create tailored learning outcomes. Thus, the learning outcomes provided in this package should be considered as suggestions and may be adapted or even omitted accordingly.

Therefore, take what you need and use it to inspire learning.

maritime museum of Townsville

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This resource book was created by pre-service teachers Katelyn Clegg and Arabella Campbell, as part of service learning for sustainable futures studies at James Cook University Australia.

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Contents

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Contents [cont.]

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Alignment with the Australian Curriculum

Foundation

Inquiry and Skills	Knowledge and Understanding	
	History	Geography
• Pose questions about past and present objects, people, places and events (ACHASSI001) • Collect data and information from observations and identify information and data from sources provided (ACHASSI002) • Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003) • Sequence familiar objects and events (ACHASSI004) • Explore a point of view (ACHASSI005) • Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006) • Interpret data and information displayed in pictures and texts and on maps (ACHASSI007) • Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008) • Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009) • Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)	• How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)	• The representation of the location of places and their features on simple maps and models (ACHASSK014) • The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) • The reasons why some places are special to people, and how they can be looked after (ACHASSK017)

Grade 1

Inquiry and Skills	Knowledge and Understanding	
	History	Geography
• Pose questions about past and present objects, people, places and events (ACHASSI018) Collect data and information from observations and identify information and data from sources provided (ACHASSI019) • Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020) • Sequence familiar objects and events (ACHASSI021) • Explore a point of view (ACHASSI022) • Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023) • Interpret data and information displayed in pictures and texts and on maps (ACHASSI024) • Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025) • Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026) • Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027)	• Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028) • Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)	• The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

Grade 2

Inquiry and Skills	Knowledge and Understanding	
	History	Geography
• Pose questions about past and present objects, people, places and events (ACHASSI034) Collect data and information from observations and identify information and data from sources provided (ACHASSI035) • Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI036) • Sequence familiar objects and events (ACHASSI037) • Explore a point of view (ACHASSI038) • Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039) • Interpret data and information displayed in pictures and texts and on maps (ACHASSI040) • Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041) • Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042) • Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI043)	• The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044) • The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045) • How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)	• The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048) • The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050) • The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)

Grade 3

Inquiry and Skills	Knowledge and Understanding	
	History	Geography
• Pose questions to investigate people, events, places and issues (ACHASSI052) • Locate and collect information and data from different sources, including observations (ACHASSI053) • Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054) • Sequence information about people's lives and events (ACHASSI055) • Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056) • Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057) • Draw simple conclusions based on analysis of information and data (ACHASSI058) • Interact with others with respect to share points of view (ACHASSI059) • Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060) • Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)	• How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063) • Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)	• The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)

Grade 4

Inquiry and Skills	Knowledge and Understanding History
• Pose questions to investigate people, events, places and issues (ACHASSI073) • Locate and collect information and data from different sources, including observations (ACHASSI074) • Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075) • Sequence information about people's lives and events (ACHASSI076) • Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077) • Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078) • Draw simple conclusions based on analysis of information and data (ACHASSI079) • Interact with others with respect to share points of view (ACHASSI080) • Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) • Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)	• The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083) • The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHASSK084) • Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085) The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)

Grade 5

Inquiry and Skills	Knowledge and Understanding History
• Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) • Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095) • Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096) • Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097) • Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098) • Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI09) • Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) • Evaluate evidence to draw conclusions (ACHASSI101) • Work in groups to generate responses to issues and challenges (ACHASSI102) • Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) • Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) • Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)	• Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106) • The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107) • The impact of a significant development or event on an Australian colony (ACHASSK108) • The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109) • The role that a significant individual or group played in shaping a colony (ACHASSK110)

Grade 6

Inquiry and Skills	Knowledge and Understanding	
	History	Geography
• Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) • Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123) • Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124) • Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125) • Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126) • Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) • Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) • Evaluate evidence to draw conclusions (ACHASSI129) • Work in groups to generate responses to issues and challenges (ACHASSI130) • Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) • Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) • Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and	• The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)	• Australia's connections with other countries and how these change people and places (ACHASSK141)

Links for Additional Information

Some useful links to help in preparation for your visit, or post-visit to review and reflect on themes discussed during your time here.

ehive https://ehive.com/collections/7508/townsville-maritime-museum-ltd

View the Museum's collection online

My Place https://www.myplace.edu.au/

Australia's History through the centuries

Sydney Living Museums https://sydneylivingmuseums.com.au/stories/first-fleet-ships

Interactive page on the Journey of the First fleet, and the ships that were in it.

Australian National Maritime Museum https://www.sea.museum/discover/apps-and-games/voyage-game

Interactive game to explore the journey of the first fleet

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The diverse cultures of Aboriginal and Torres Strait Islander Peoples are explored through their:

- Experiences before, during and after European colonisation including the nature of contact with other peoples, and their progress towards recognition and equality. In particular, students investigate the status and rights of Aboriginal and Torres Strait Islander Peoples, past and present, including civic movements for change, the contribution of Aboriginal and Torres Strait Islander Peoples to Australian society, and contemporary issues.

The use of primary and secondary sources, including oral histories, gives students opportunities to see events through multiple perspectives, and to empathise and ethically consider the investigation, preservation and conservation of sites of significance to Aboriginal and Torres Strait Islander Peoples.

(Australian Curriculum, Assessment and Reporting Authority, 2019)

The Maritime Museum of Townsville displays models of traditional Indigenous Watercraft from waters surrounding Australasia and Papua New Guinea, and a map that indicates where each originated. Additionally, the museum has a model of the HMB Endeavour and artefacts that relate to James Cook's first voyage of discovery.

Asia and Australia's Engagement with Asia

In the Humanities and Social Sciences, students can investigate the diversity of cultures, values, beliefs, histories and environments that exists between and within the countries of the Asia region, and how this diversity influences the way people interact with each other, the places where they live and the social, economic, political and cultural systems of the region as a whole. Students can learn about the shared history and the environmental, social and economic interdependence of Australia and the Asia region. In a changing globalised world, the nature of interdependence between Asian regions and Australia continues to change. By exploring the way transnational and intercultural collaboration supports the notion of shared and sustainable futures, students can reflect on how Australians can participate in the Asia region as active and informed citizens.

(Australian Curriculum, Assessment and Reporting Authority, 2019)

Although the Maritime Museum of Townsville is largely based on maritime history that is directly linked to the area occupied by Townsville and it's surrounds, there are artefacts that demonstrate how people from other cultures and areas have been involved with the region, such as the World War II Battle of the Coral Sea and the involvement of Japan.

Sustainability

Students respond to the challenges of sustainability requiring an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The learning area provides content that supports the development of students' world views, particularly in relation to judgements about past social and economic systems, and access to and use of Earth's resources. It gives students opportunities to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment.

(Australian Curriculum, Assessment and Reporting Authority, 2019)

The Maritime Museum of Townsville provides a number of opportunities through which students are able to consider the impacts that maritime industries have had on past communities, the impact that it has now, and the learning and development that humans engaged in to maximise its potential.

Queensland Kindergarten Learning Guideline

Outcomes

1.3

Building a confident self-identity

- Developing pride and confidence in who they are, family and culture, including where they live and come from

4.1

Building positive dispositions and approaches toward learning

- Enthusiasm for curiosity and learning
- Problem solving and investigating
- Applying and reflecting on learning

4. 2

Shows increasing confidence and involvement in learning

- Confidence, interest and involvement in learning
- Making choices and organising resources for learning
- Contributing to learning conversations

4.4

Explores tools, technologies and information and communication technologies (ICTs)

- Using tools and technologies in play and active learning
- Using information and communication technologies for a range of purposes

5.1

Explores and expands ways to use language

- Using spoken and non-verbal communication methods
- Developing and practicing skills for listening and taking turns in conversation

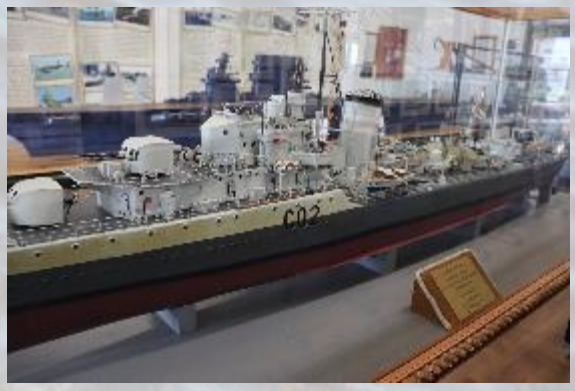
Although predominantly designed for school-aged children, this guide can be used to provide kindergarten teachers with information to assist children in understanding what they are viewing and experiencing at the museum, as well as some activity suggestions for post-visit.

WORLD WAR 2

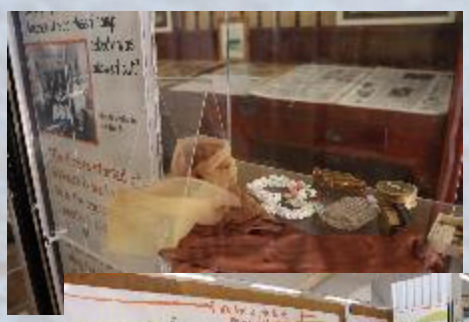
Townsville at war [The Port]

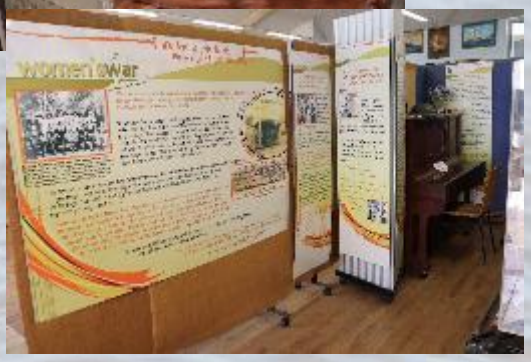
- On several occasions during 1940-1942, Townsville was directly confronted by the harsh realities of the war at sea and in the air. The *Manoora* passenger liner arrived in Townsville on the 17 June after sinking the Italian enemy ship *Romolo.*
- The Townsville Port was a significant location in managing the transit of war materials, equipment and bulk fuel supplies for the use of the Allied forces.
- More than 1 million tonnes of war supplies and 300,000 tonnes of fuel passed through the port until 1943
- The Port accommodated all classes of vessel including naval and army vessels, landing ship craft, lighters, troop carriers, hospital ships and varied types of cargo vessels, with Liberty Ships predominant.
- The port had 7 working berths which were fully occupied with a never ending queue of ships anchored in Cleveland Bay.
- The Port handled Royal Australian Air Force [RAAF] flying boats, RAAF crash boats and RAN Air Sea Rescue boats.
- With the tide of the Pacific War turning in favour of the Allies, shipping at the port gradually started decreasing from 1944, and by 1945 some semblance of pre-war normality had been achieved.

Numerous defence facilities were constructed at Townsville:



- Port War Signal Station (Magnetic Island)
- Harbour Signal station
- Naval Workshops
- Naval radio station on Stanton Hill
- Naval shore depot known as HMAS Magnetic on the Strand
- Oil fuel tanks
- Naval victualling
- Armament stores on Ross Creek
- Facilities for the US Navy
- RAAF workshops
- Facilities to service rescue boats
- Flying boats
- RAN headquarters building
- The **‘Platypus Channel’** was an artificial shipping channel connecting the Port of Townsville with the main shipping channel north of Magnetic Island. It was armed with ground mines to destroy any enemies that approached the port.
- Townsville was bombed by a long-range Japanese Kawanishi H8K “Emily” flying boats in July 1942. The only damaged caused was bomb craters and the destruction of a coconut tree in the suburb of Oonoonba.





Women in wartime

- Woman had a major role in wartime. They were drivers, searchlights, stenographers, radar operators, wireless operators, telegraphist, clerical as well as duties around the barracks.
- Wartime creates shortages of many products. Woman had to become creative, adaptive and manage with what they had.
- Woman dealt with the consequences of war – managing children and family responsibilities on their own, shortages of resources, grief and trauma of losing loved ones as well as fear for the future. Woman were also involved as nurses and active service duties. Within World War 2, woman were recruited into jobs that were the preserve of males such as factory workers, shipyards as well as members of the Women's Land Army and Official War Artists.

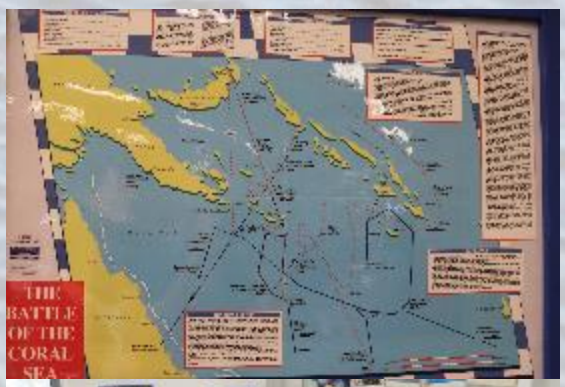
Battle of the Coral Sea (4-8th May 1942)

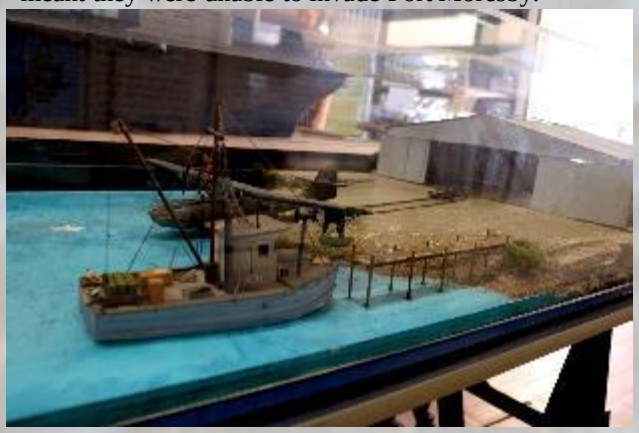
The **Battle of the Coral Sea** was a battle fought during 4–8 May 1942. It was a major naval battle in the Pacific Ocean during World War II, between the Japanese Navy and Allied naval and air forces from the United States and Australia. Japanese forces planned to invade and occupy Port Moresby in New Guinea and Tulagi in the Solomon Islands. When the U.S. discovered this plan, it sent two Navy aircraft carrier groups and a combined Australian–American cruiser force.

3-4 May: The Japanese forces invaded Tulagi as well as their aircraft carriers entered the Coral Sea in an attempt to destroy Allied naval forces.

7 May: Carrier forces of both sides sent planes to attack the ships of the opposite side. The US sunk Japanese carrier *Shoho*, and the Japanese sunk a US destroyer.

8 May: Japanese carrier *Shokaku* and US carriers *Lexington* and *Yorktown* were damaged. Due to the heavy losses in carrier and aircrafts on both sides, the two fleets stopped the battle. The battle was considered a victory for the Allies as the Japanese carriers were unable to fight in the Battle of Midway as well as the loss of carriers meant they were unable to invade Port Moresby.





Flying boats/Bowen flying boat base

The Bowen flying Boat base was initially based at Port Moresby, Papua New Guinea. When Port Moresby went under attack from the Japanese, they moved the boat to the safety of Bowen on 7th May 1942. It was flown during the Battle of the Coral Sea for reconnaissance patrols, searching for the Japanese invasion fleet streaming towards Port Moresby. The base was disbanded in 1947, however the concrete slipway and maintenance apron have remained intact as evidence of the important wartime role played by Bowen.

WORLD WAR 2

Key Discussion Questions:

- What was the Battle of the Coral Sea?
- When did it occur and end?
- In what ways did Townsville support the war?
- How was the Townsville Port significant in the war effort?
- Why did the Battle of the Coral Sea end?
- How did women play a part in the War?
- What was the purpose of the Bowen Flying Base?
- What is something interesting you learned from this exhibit?
- What impacts did the war have on daily life in Townsville?

Suggested Activities

Draw a labelled picture and a sentence about Woman in War time/Battle of Coral Sea

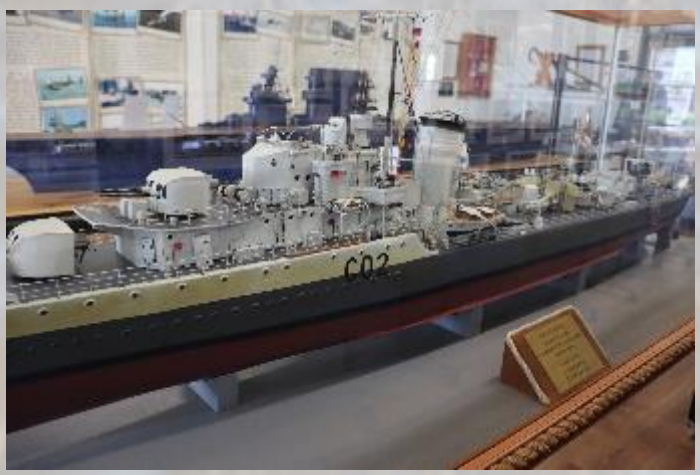
Design something to wear out of something that would be available during the wartime (such as using mosquito nets to make dresses).

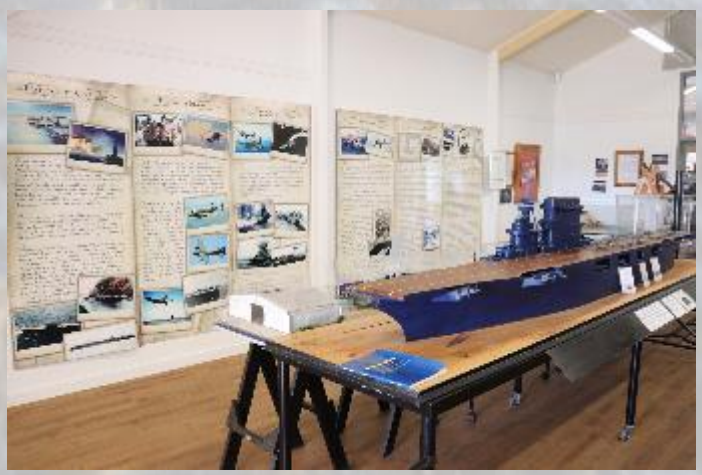
Make a dress out of mosquito net.

Write a short story from the perspective of someone in the war/ battle of the coral sea. Either Women, children, someone from Townsville ….

Write a news article about the day peace was declared in Townsville.

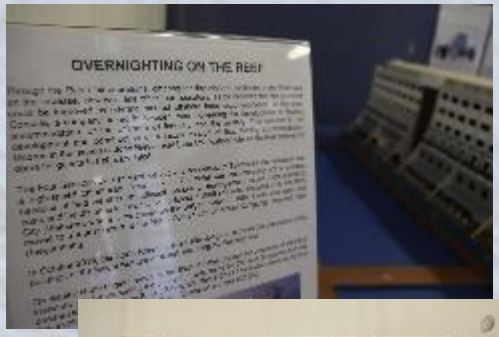
Write an advertisement to attract women to what would have typically been a ‘man’s job’ during wartime.



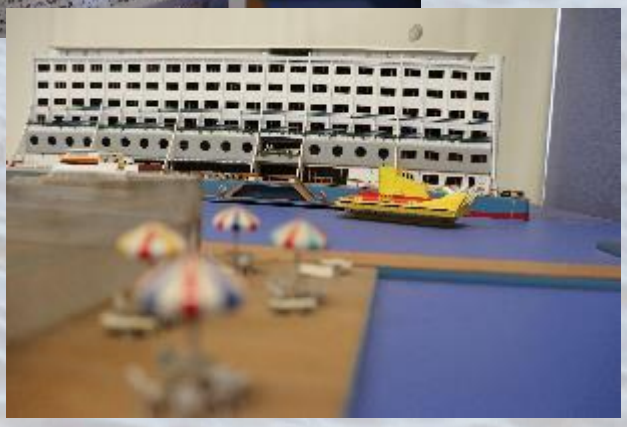


Doug Tarca's Tourism

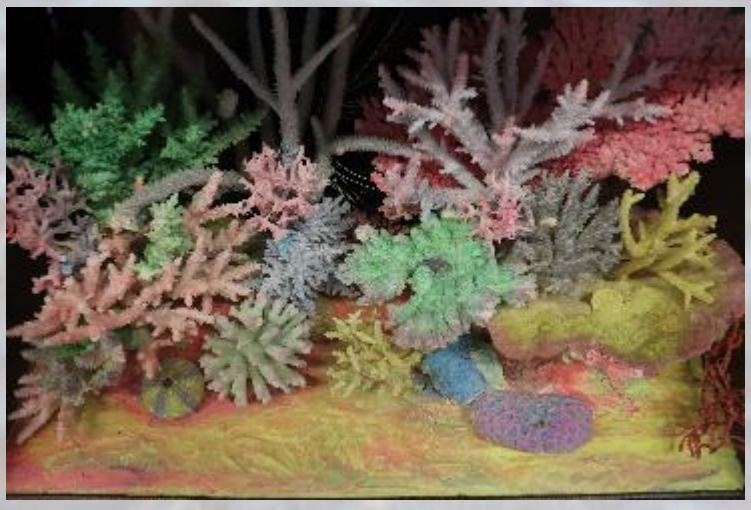
The Four-Season Barrier Reef Resort



In order to increase Tourism towards the reef, Doug Tarca (1929- 1993), a creative pioneer, believed that to increase numbers an offshore hotel accommodation could be created. Therefore, the Four-Season Barrier Reef resort was created in 1988 and was connected to Townsville via Helicopter and a high speed catamaran, *Reef Link II*. The hotel included tennis courts, swimming pools, discos, weight lifting room, library and 2 excellent restaurants with an average 3 night stay.



The hotel however was not a success due to bad weather, insufficient marketing, management issues, high operating costs and the distance to Townsville. It was closed in 1989 and moved to Ho Chi Minh City in Vietnam, reopening as the Saigon Hotel.

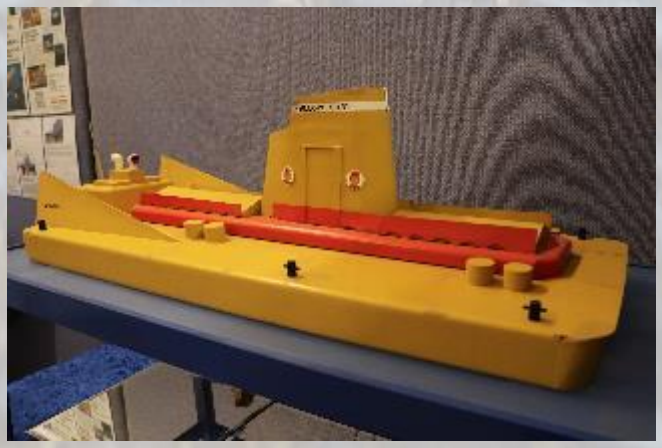


"Tarca's Coral Gardens"

The "Coral Gardens" was opened in 1967 by Doug Tarca, located in Tomlins street in South Townsville (the current site of the Telstra building). It featured displays of artificially coloured corals to demonstrate the complexity of the real life reef. Doug Tarca himself was a passionate conservationist, and believed that in order for people to care about and value the reef and therefore work to preserve it, they needed to see it. hence his efforts to build the coral gardens, and later "The Yellow Sub."

"The Yellow Sub"

The yellow sub was conceptualised and constructed by Tarca in the 1980s where people were able to experience the real reef inside the comfort of a semi-submersible known as the Yellow Sub. The original Yellow sub was broken up in 2000, however many companies have copied Tarca's concept of a floating based for day-trippers through a semi-submersible for Reef viewing.



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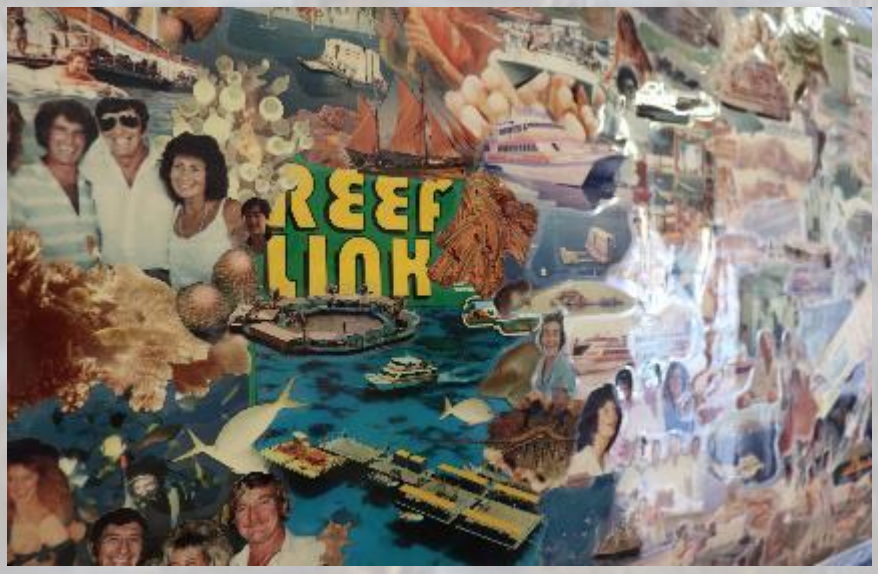
Doug Tarca's Tourism

Key Discussion Questions

- Who could go on the yellow sub?
- What activities could you do on the 'Hotel on Water'?
- When was it built?
- What was it made out of?
- What were some of the reasons why the Four Seasons Barrier Reef Resort no longer exists off Townsville?
- What kinds of things would an architect need to consider when building a hotel that was floating on water?
- How does the design of this hotel differ from one that might be on land?
- Why was Doug Tarca so passionate about showing people the reef?

Suggested activities

- Work as architects to design a modern-day floating hotel on water, or 'yellow sub' or Reef viewing vessel. Work through the design process, and then students can construct their floating hotels or Reef viewers using available materials.
- Discussion on what marine life you would see from the view of a submarine. Research these.
- Make a diorama of a 'coral garden.' Research the kinds of coral that exist on the Great Barrier Reef to inform your diorama.
- Make an advertisement for either the coral gardens, yellow sub, or floating hotel to attract visitors to these sites. Consider what kinds of things would make people want to visit these things.



Shipping

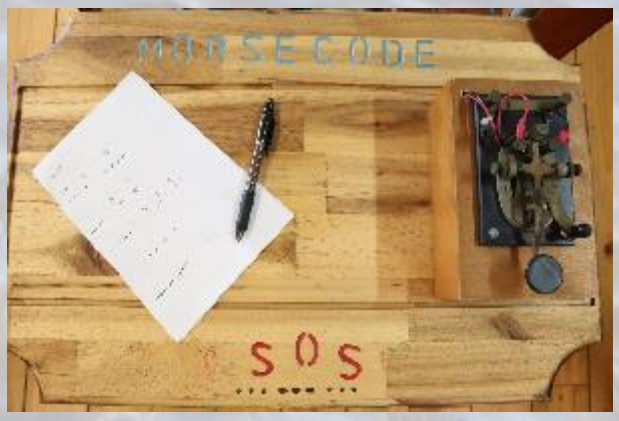
Types of ships

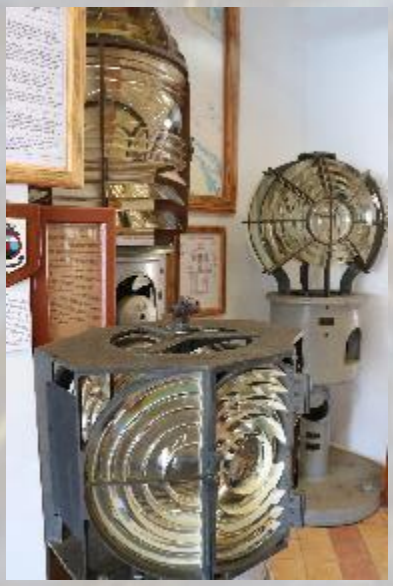
There are many different types of ships with different and varying purposes. These include warships, passenger ships, pilot boats, tugs, dredges, ferries, recreational vessels and many types of cargo ships, such as oil tankers, vehicle carriers, general cargo vessels and vessels transporting refrigerated goods. The Museum has a large collection of models of most of these types.

Anchors are used to hold a ship in place. Types of anchors include:

- Rock anchor
- Wooden cross anchor
- Roman anchor
- Stock anchor
- Stockless anchor
- Reef anchor
- Danforth anchor
- Sea anchor

Traditional ship building tools





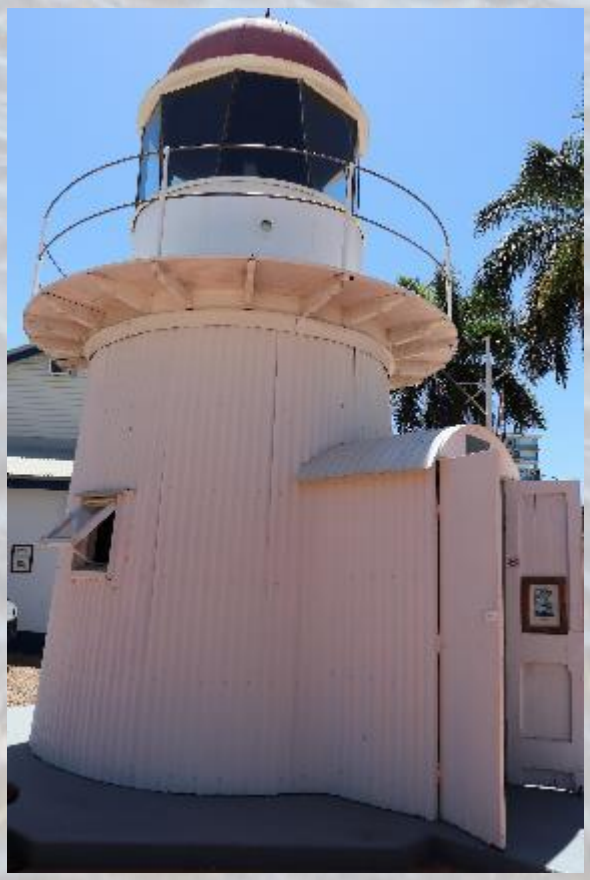
Navigation

- There were several different ways that people communicate whilst navigating, these include a **foghorn, Morse code, and lighthouses.**
- A **foghorn** is a device that uses sound to warn vehicles of hazards such as rocky coastlines, or boats that are present within foggy conditions.
- **Morse code** was invented by Samuel Finley Breese Morse and is an early communication system using dots and dashes or long and short sounds that correlate to each letter of the alphabet. It is used to send messages over long distances, typical used upon ships and was pivotal during World War II as it allowed for Naval war ships to communicate critical information to their bases
- **Lighthouses** are designed as a navigational aid for ships and maritime pilots at sea by emitting light from a system of lamps and lenses mounted on top.

Navigation

BAY ROCK LIGHTHOUSE: One of the first lighthouses to be built in Queensland is known as Bay Rock and is a granite outcrop, situated between Magnetic Island and Cape Pallarenda. The whole of Bay Rock was owned by the Australian Government and was used solely for lighthouse purposes. The Bay Rock Lighthouse was completed in 1886. It was one of the first four or five lighthouses to be built in Queensland and was initially used very extensively by vessels making for the quarantine station anchorage on West Point, Magnetic Island. The lighthouse was a white sound timber-framed, zincalume – cladded tower with standard lighthouse equipment comprising a lantern and beam projection apparatus. The light source was an open flame acetylene gas burner. When in its original location, the light was 29 meters above the ground. It had a small adjacent house for lighthouse keepers and their families, who would have to row for provisions and/or help when it was required. There is a sad story about John Albert Edward Lawson, who in 1920 was the last lighthouse keeper to live on Bay Rock. Ten years later, in 1930, the lighthouse was converted to automatic operation. In 1992, the lighthouse was transported by helicopter in sections to the museum where it remains.

Key Discussion Questions



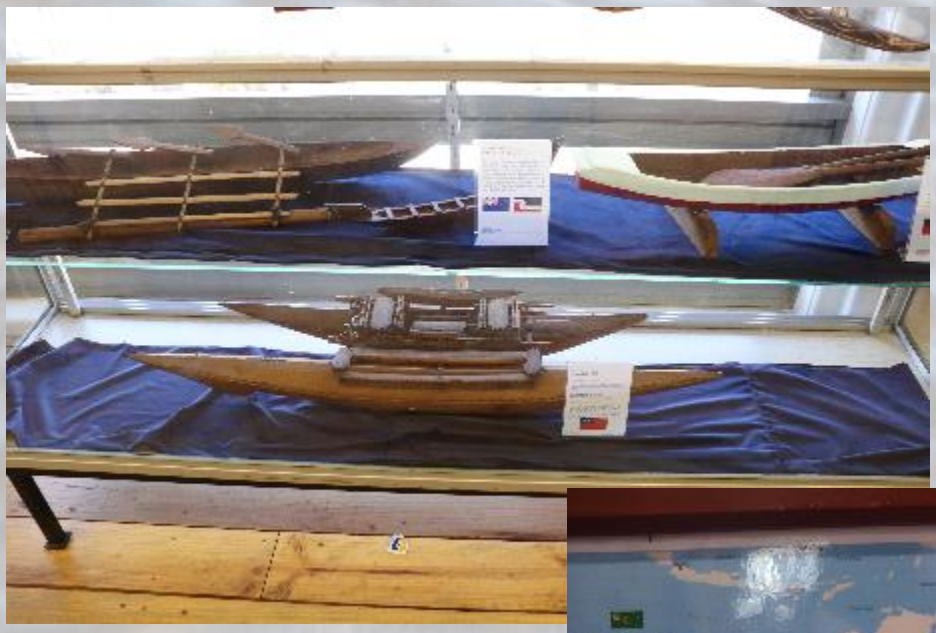
- List the different types of communications and their uses.
- What is your name in Morse code?
- What is the use of a lighthouse?
- How many different types of ships can you count in the museum?
- How has navigation changed over time?
- How has communication changed over time?
- What would you do if you were stuck at sea without your phone, how would you contact someone for help?

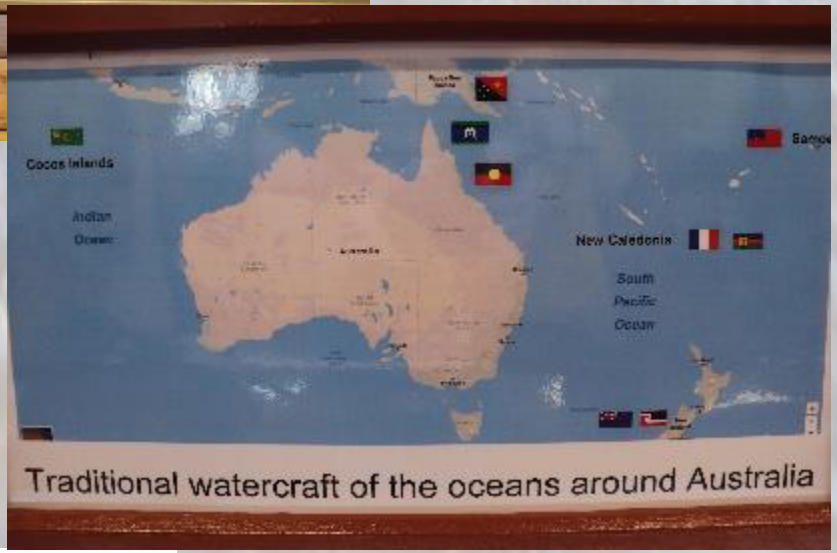
Suggested Activities

- Make own ship out of paper and other materials and test.
- Make some models of the tools and try to use them to build something. How difficult/easy is it?
- Come up with an example of somewhere on the ship each of the tools could be used for. (Where on the ship would a hole punch be needed?)
- Research, then compare and contrast modern day maritime communication techniques with some historic examples that are on display in the museum (Lighthouse, telegraph, lights on ships, etc.) Which is more effective? What are the benefits of some of the old technology versus the new technology? What are some of the pitfalls?
- Come up with a way to send messages to your friends over a long distance, NOT using a phone or digital technology.

Traditional Watercraft in Waters Surrounding Australia

- There are several different types of traditional watercraft that were used around Australia for different purposes.
- *Jukong* (1820s) was distributed in the Cocos Islands and was used as a workhorse of the Islands' coconut industry.
- *Outrigger dugout* was distributed in New Caledonia and played a vital part of life in New Caledonia, propelled by paddles and sails. Not only in New Caledonia but also the Torres Strait and Papua New Guinea – have a look at a full-size real outrigger dugout in the Reception area
- *Maori War canoe* was distributed in New Zealand cut from a single tree trunk or sewn together in composite parts of timber.
- *Dugout canoe* was used for fishing and transporting goods and people from the Gulf of Carpentaria across the Northern Territory to the Kimberley region of Western Australia and along the Queensland Coast
- *Soatau* was distributed in Samoa and is a medium sized dugout with an outrigger, propelled by paddling. It was used for transporting goods and people.





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Traditional Watercraft in Waters Surrounding Australia

Key Discussion Questions

How did the Indigenous people create their watercraft? How long did it take them?

What kinds of things do you think the watercraft were used for? Why do you think that?

Which watercraft do you think might be used for fishing/transport/fighting etc.? Why do you think that?

What materials did they use?

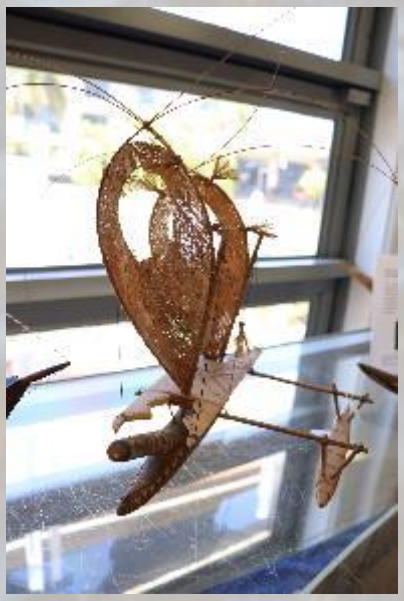
What are the watercrafts called?

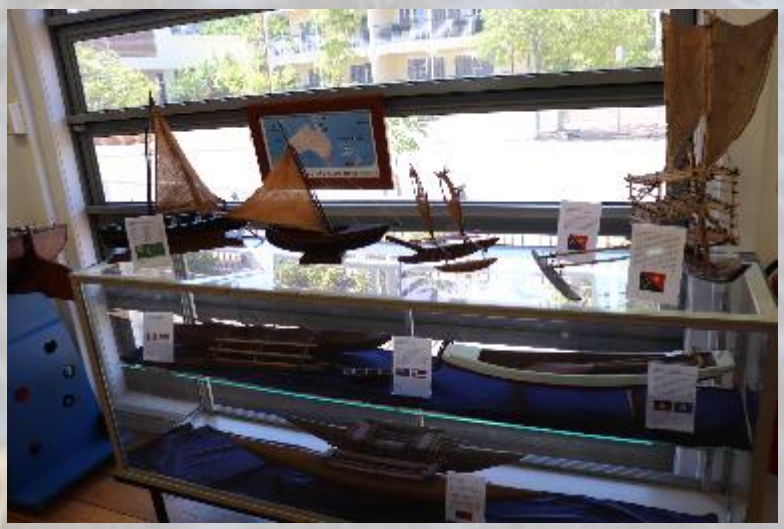
How are they different from the European ships that were sailed by James Cook, and those in the First Fleet?

Why do you think they are so different?

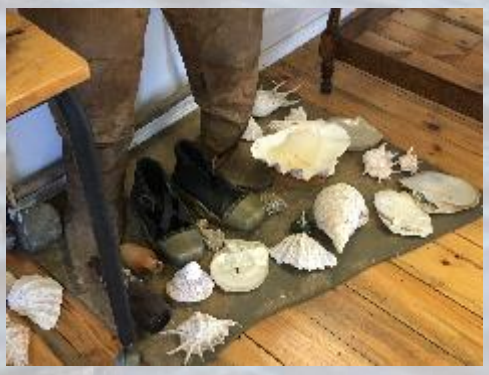
Suggested Activities

- Build a watercraft model with the same materials that Indigenous people would have had available to them. Test to see of they float/how long they float for/how many things (toys) you could put on it before it sank.
- Design a watercraft that could be used for fighting/fishing/travelling etc. Consider the things that each different watercraft would need to fulfil the purpose it was built for.
- Research the kinds of natural materials that were available to build with in each location on the map. How does the type of material available affect the kind of watercraft that can be built?
- Look at the different models of watercraft on display at the museum. What do you think that each one is used for? How can you tell?





Diving



Pearling industry had become the largest industry in Far North Queensland in the 1890s. It employed many Aboriginal, Torres Strait and South Sea Islanders, which developed their region and its people considerably. The industry began in 1869, however local Islander and Aboriginal people had already been pearl collecting for thousands of years.

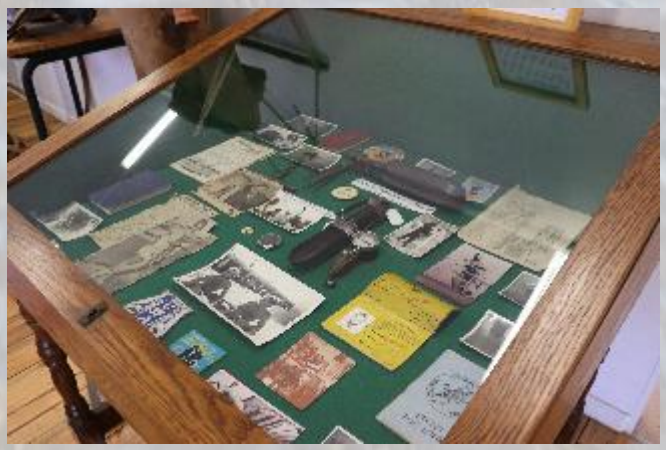
To begin, pearl shells were harvested in shallow waters by divers holding their breath and using goggles. Once this became exhausted, deep water diving began with Siebe Gorman and Heinke diving gear being introduced in 1871. Divers could descend up to 27 meters from pump boats. Therefore there was a need for more experienced and well trained divers, where by the 1890s, Japanese divers were in the majority.

The pearl shell fishing industry expanded in 1908 when the harvesting of the trochus shell began. However in the 1960s the international market for pearl shell crashed when new, cheaper and more durable plastic material replaced mother-of-pearl buttons. The pearling industry was replaced by farms that produced artificially cultured pearls, involving little diving.

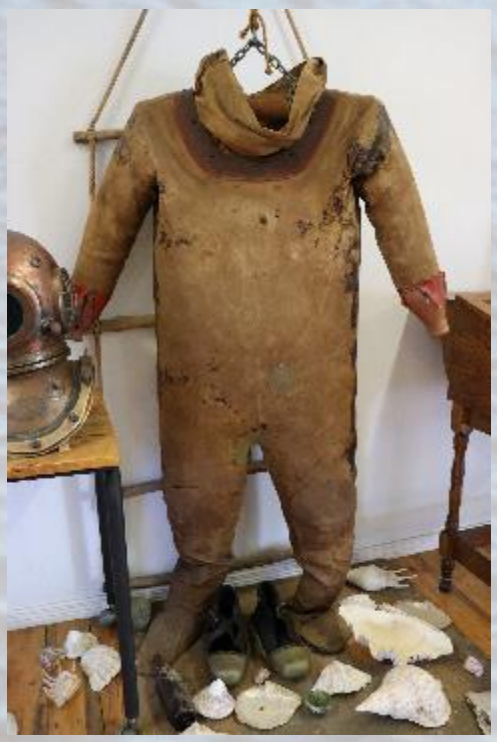
Interesting facts: Total recorded production of pearl shell from the Torres Straits between 1874 and 1940 was 45,223 metric tonnes with the market value of $15-20 per kg which represent about $904,460,000 at today's monetary value.

Barry Goldsworthy (diver for the Port of Townsville)

Barry Goldsworthy was pivotal in the Port of Townsville diving industry. He employed as a maintenance diver during the 1960s and 1970s. During his time at "the Port", Eddie Mabo (the well-known Indigenous rights campaigner) was one of his dive assistants. Barry transported film icons James Mason and young actress Helen Mirren to their Magnetic Island film location in 1968. Barry was the president of the "Dolphin Club" which was formed for skin divers. He was also the skipper of a large charter vessel called the *Southern Maid*. The "well liked" member of the Townsville community passed away tragically in 1987.



Diving

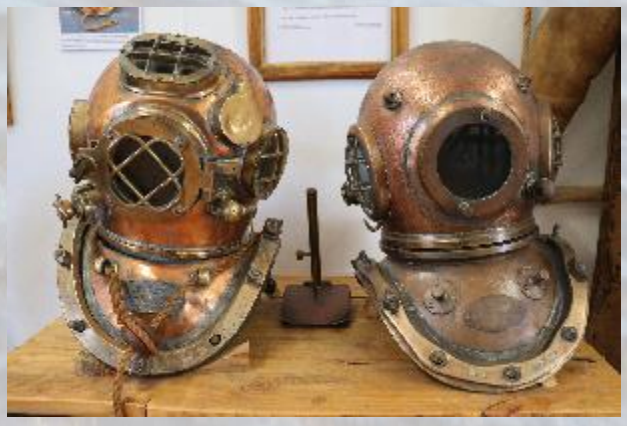


Diving dress

- The standard diving dress, of the 19th and 20th centuries, was used for underwater work such as pearl shell diving, marine engineering, marine salvage and naval activities such as mine clearing and underwater demolition of live ordinance and sabotage. The diver breathes through a hose connected to a pump on a ship or on shore.

The attire worn by divers was comprised of the following:

- Suit made from thick vulcanised rubber, waterproof
- A helmet, consisting of the bonnet that covers the diver's head, and the corselet that supports the weights of the bonnet on the shoulders and is attached to the suit.
- A belt with weights to keep the diver to the bottom
- Weighted shoes to steady the diver on the bottom, with brass toe caps to show the diver where he was putting his feet
- A knife used as a tool for cutting and hammering.



KEY DISCUSSION QUESTIONS

- What is the purpose of the pearling industry?
- How has the pearling industry changed over time?
- Who was Barry Goldsworthy and why is he of significance to Townsville?
- Name the types of diving gear and their uses
- Which part of the diving gear is your favourite and why?
- Compare and contrast the diving gear of today in the 21st Century to that of the 19th and 20th century and how it has changed.
- How would you feel if you had to dive wearing all of that equipment? Do you think that divers in the 19th and 20th Century felt the same?
- What kinds of affects do you think that the pearling industry is/was having on the environment?
- Why do you think pearls are worth so much money?
- What other kinds of industries would you need to dive for?

Suggested Activities

- Draw and label a diver of the 19th and 20th Century
- Write a story or news article about Barry Goldsworthy's diving activities.
- Design a diving suit that could be used by pearl divers. What kinds of things would you need to consider?

James Cook's voyage to New Zealand and Australia 1768-1771

James Cook (1728-1779) was a British explorer, navigator, map-maker and officer in the Royal Navy. His first voyage was an expedition to the South Pacific Ocean. Its objectives were:

To observe the transit of the planet Venus across the Sun on 3 June 1769, an international research project aimed at calculating the distance between the Earth and the Sun

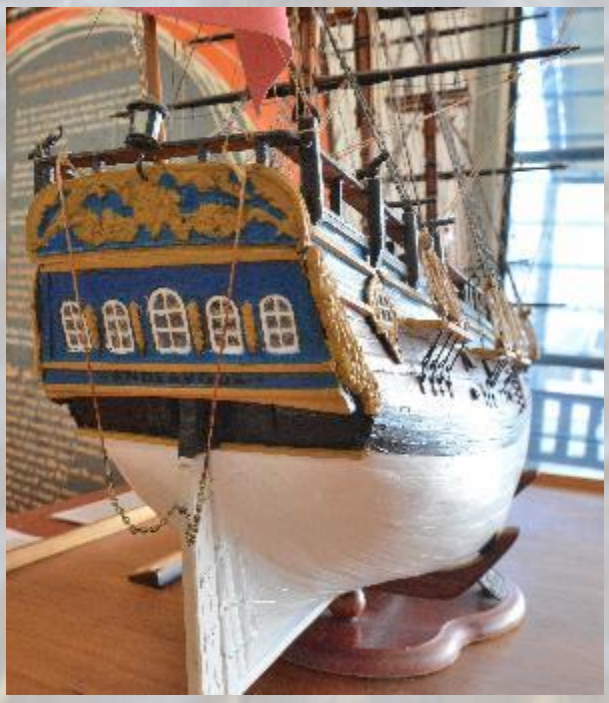
To determine how far the landmass of Australia extended to the south by exploring the South Pacific

To explore the plants and animals of Australia by collecting samples

As part of the preparations for James Cook's first voyage, the British Admiralty purchased a coal cargo ship, the *Earl of Pembroke* in 1768. Sturdily-built with a large carrying capacity, her flat-bottomed design enabled her to sail in shallow waters. Before he joined the Royal Navy, Cook had sailed in such ships, knew their capabilities and how to handle them. She was therefore considered to be well-suited for a long voyage of exploration. She was renamed *Endeavour*.

After arriving at Tahiti on 13 April 1769 for the observations of the Venus Transit, he sailed south to New Zealand (discovered by Abel Tasman in 1642) and mapped the complete coastline. Reaching the south-eastern coast of Australia in April 1770 he sailed north along the coast to the Torres Strait. During this voyage he mapped the coastline of north-eastern Australia and named several places, including Cleveland Bay (on the shores of which Townsville was established in the 1860s) and Magnetic Island. He returned to England via Java and the Cape of Good Hope after a voyage that lasted three years.

The end result of Cook's voyage of discovery of 1768-1771 was that it confirmed the existence of New Zealand as an island country and of Australia as a separate continent not connected to Antarctica or any other landmass.



Model of *Endeavour* at the Museum

Encounters 2020

2020 marks 250 years since James Cook and the HMB *Endeavour* charted the East Coast of Australia.

Encounters 2020 is a national program designed to recognise both the achievements of Cook's 1768-1771 scientific voyage, its lasting impact on Australia's First Peoples, and the nation as a whole.

For the First Peoples of Australia, custodians of the continent for over 60,000 years, Cook's voyage was the most consequential encounter by early Western explorers as it heralded the beginning of a fundamental change to their way of life.

This anniversary offers a unique opportunity for all Australians to reflect on, discuss and re-evaluate the lasting impact this pivotal event has had on us all and, in particular, the repercussions on Aboriginal and Torres Strait Islander communities.

Encounters 2020 will utilise this historic event to examine both its significance in Australian history and its enduring legacy - from the dual perspectives of **from the ship** and **from the shore** and will encourage community engagement, discussion and debate about our past and our future.

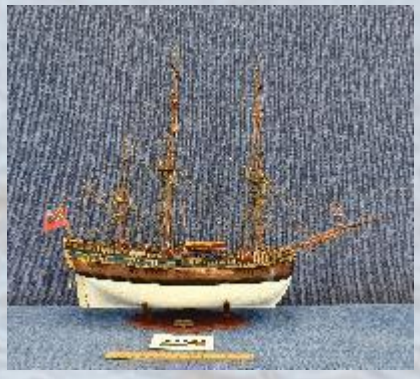
The Maritime Museum of Townsville has its own James Cook workbook for Year 4-6 students, teaching students how to select a crew, food and navigation instruments.

The Museum has its own display about James Cook's first voyage of discovery, with navigation instruments of Cook's era as main theme. Also on show are three documentary videos, courtesy of the Australian National Maritime Museum.

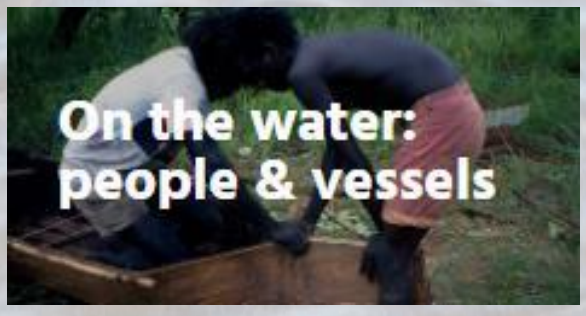
Other education materials will be sourced from the website of the Australian National Maritime Museum, which manages Encounters 2020
https://www.sea.museum/whats-on/encounters-2020

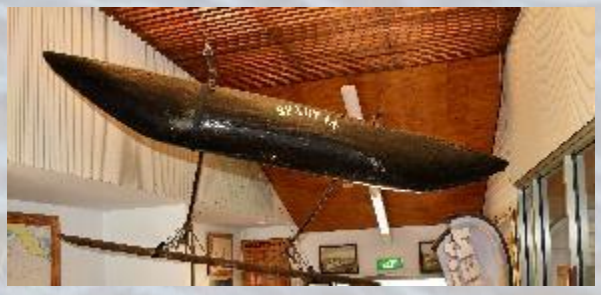
Encounters 2020

FOUNDATION – YR 3

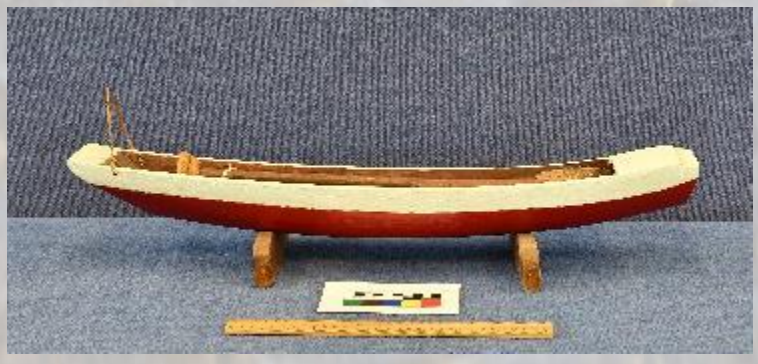


This module encourages students to explore the *Endeavour*. The Museum has a scale model of this vessel to assist.





Students will explore some of the boats and ships that we have used to spend time on the sea. How do boats float and how do they move? Students engage in the technologies of Australia's first watercraft and the sailing ships that travelled the oceans. The Museum has a real Torres Strait single outrigger canoe and models of indigenous watercraft.



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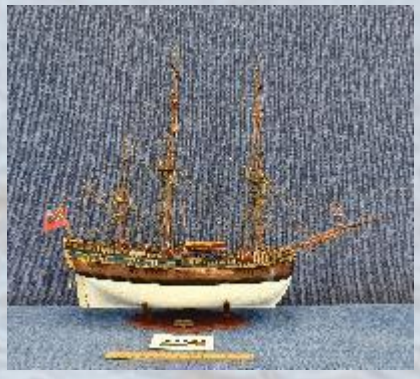
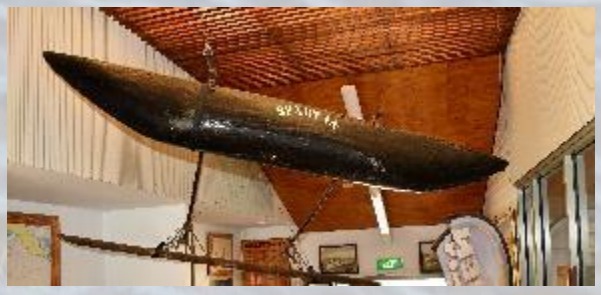
Encounters 2020

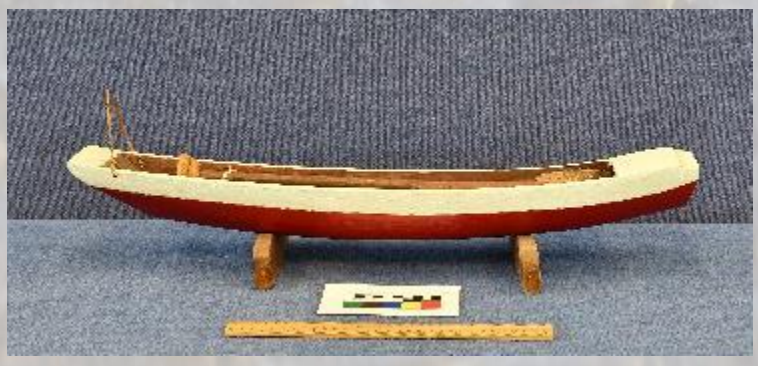
YR 4 – YR 6



Like in Foundation-Yr 3, this module encourages students to explore the *Endeavour* but in more details. The Museum has a scale model of this vessel to assist.



Like in Foundation-Yr 3, students undertake inquiry into indigenous watercraft. The Museum has a real Torres Strait single outrigger canoe and models of indigenous watercraft.



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Encounters 2020

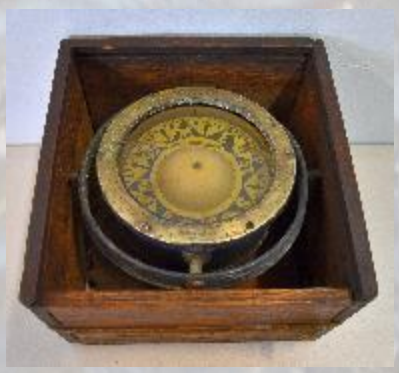
YR 4 – YR 6

This module explains how Indigenous peoples and Europeans found their way at sea.

Indigenous peoples found their way using the stars and constellations of the night skies. For more information use the Encounters 2020 Teacher Resources https://www.sea.museum/learn/teacher-resources/encounters-2020/teacher-resources-primary-3---6/learning-materials---finding-our-way

The Maritime Museum concentrates on European ways of navigation and what instruments Cook used during his first voyage of discovery:

- Octant
- Sextant
- Charts
- Log
- Sounding lead
- Telescope
- Compass



These instruments are on display and students are encouraged to study them – and even handle them.

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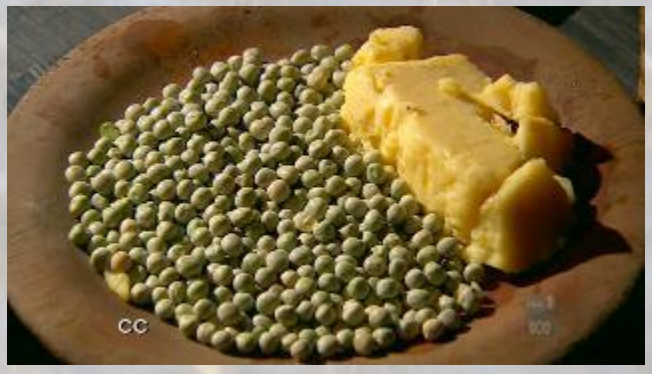
The First Fleet of 1788

During Cook's discovery of a land mass in the southern Pacific Ocean known as 'New Holland,' Great Britain's jails were overflowing with convicts, and the American Revolution between 1765 and 1783 meant that they could no longer send their excess convicts to America. They needed an alternative in order to relieve the pressure on their overcrowded jails, so decided that transporting convicts to Australia would not only solve their overcrowding problem, but also create a population with which to start a new colony on this land mass that supposedly belonged to no-one, despite the fact that the Aboriginal and Torres Strait Islander people of Australia had been living on the continent for upward of 60,000 years prior.

Still, the First Fleet consisting of convict ships and escorts, led by Captain Arthur Phillip, claimed the land as the property of Great Britain on 26th January 1788 at Sydney Cove.

At the Museum, students can learn more about the First Fleet:

- A short presentation about the First Fleet including conditions for convicts and crews on board the ships
- A picture gallery of the ships that formed part of the First Fleet
- An introduction to an on-line computer game that teaches students how to prepare for the long voyage to Australia
- Information and objects about the ships that participated in the bicentenary of the First Fleet, 1988



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The Royal Australian Navy

From settlement in 1788 to 1859, Australia depended on units detached from the Royal Navy based in Sydney to provide Naval defence. In 1859, Australia was established as a separate British Naval Station and until 1913, a squadron of the Royal Navy was maintained in Australian waters. This Australian unit was to be paid for and controlled by the Australian Commonwealth and was to be eventually manned by Australian personnel.

At an Imperial Conference held in 1909, it was decided to deploy to Australian waters, a naval unit consisting of at least a battle cruiser, three second class cruisers, six destroyers, three submarines and a number of auxiliaries. Detailed discussions were held on 19 August 1909 between representatives of the British Admiralty and the Australian Government that resulted in a decision to proceed with the establishment of an Australian Fleet Unit. The first units of this Navy, the destroyers, HMA Ships Yarra and Parramatta, reached Australian waters in November 1910 and in the following year on 10 July 1911, His Majesty King George V granted the title of 'Royal Australian Navy' to the Commonwealth Naval Forces.

- Australian Federal Government: The Royal Australian Navy History and Facts.

<u>Models of Naval vessels on Display at the Museum:</u>

- HMAS Townsville (1981-2007)

The *HMAS Townsville* was decommissioned and gifted to the Maritime Museum of Townsville in 2007 by the Department of Defence. Over her years of service, the *HMAS Townsville* patrolled Australia's northern waters, with its main priorities being national security, including protecting against unauthorised entry, breaches of customs including drug trafficking and other illegal activity. In doing so in support of law enforcement efforts, *Townsville* maintained the integrity of Australia's natural marine resources.

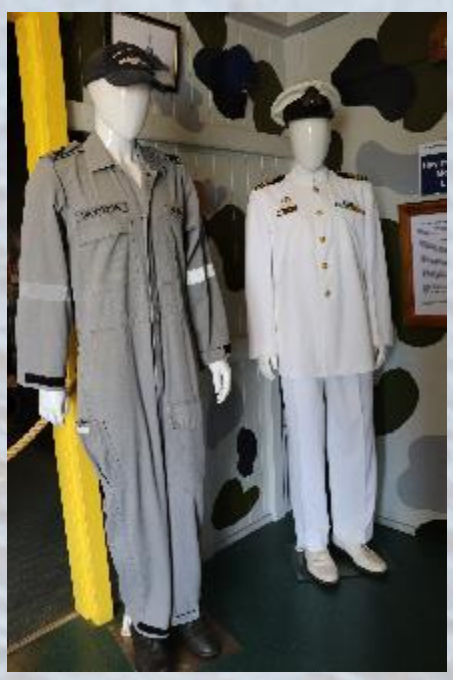
- HMAS Sydney (1934-1941)

The HMAS Sydney was a naval tragedy unlike any ever seen in Australia. it is the only Australian Unit to have been completely destroyed, and with no trace until 67 years later in 2008 when it was discovered 250km west off the coast of Shark bay, at a depth of almost 2468m.

- HMAS ANZAC II (1948-1974)

Anzac was a battle class destroyer, and participated in a number of operations during its 26 years of service, and it was predominantly operated as a battleship until 1963 when it was refitted and converted to a training ship. Following this, it was used for surveying work of north west Australia, before it was refitted once more where a classroom was installed to replace the second turret. It also acted as a royal escort in February of 1954 as well as march of 1963, and escorted the Aircraft Carrier HMAS Sydney to Vietnam in 1968. It was decommissioned in 1974.

The Royal Australian Navy



The Naval Ode

They have no grave but the cruel sea

No flowers lay at their head

A rusting hulk is their tombstone

A'fast on the ocean bed.

They shall grow not old, as we that are left grow old:

Age shall not weary them, nor the years condemn.

At the going down of the sun and in the morning

We will remember them.

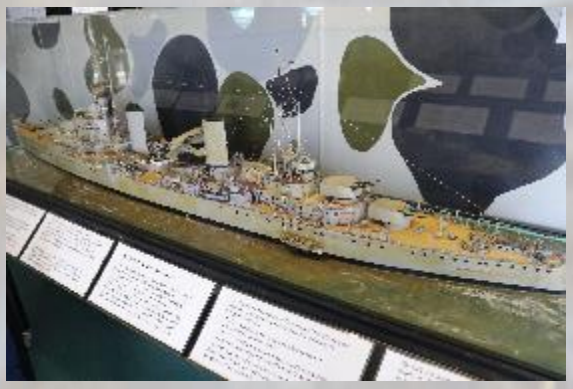
LEST WE FORGET

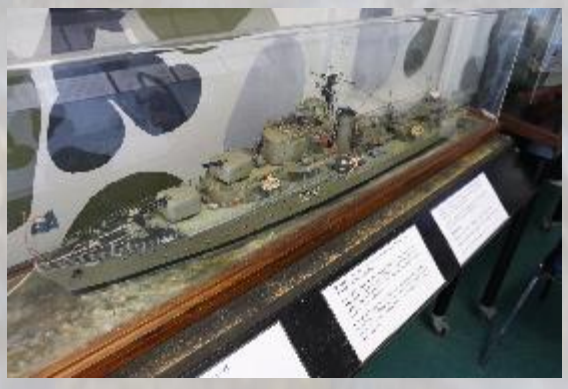
Key Discussion Questions

- What do you know about the Royal Australian Navy?
- Why do you think the Royal Australian Navy Uniforms are designed the way they are?
- What historical facts have been used to provide information about the past efforts of the Royal Australian Navy?
- What are the names of the vehicles currently in the Royal Australian Navy Fleet?
- Draw the Royal Australian Navy Uniform and label the different parts.

Suggested Activity ideas

- Draw the Australian Navy Uniform. Explain the purpose.
- There is a lot of thought that goes into the naming of a navy ship, and they are often representative of something very significant. If you were in charge of naming a Navy ship, what would you call it and why?





maritime museum of Townsville
Maritime Museum of Townsville
42-68 Palmer St
South Townsville QLD 4810
T: 07 4721 5251
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Museum History

The building that is currently serving as the Maritime Museum of Townsville, was originally **constructed in the 1930s** as part of a much larger wooden structure and served as the Pier Master's Office. From the office, the Pier Master controlled all vessel movements in the Port, a function now carried out by Port Control. The years were not kind to the building, suffering damage during Cyclone *Althea* in **December 1970.**

Early in **1986, the Townsville Harbour Board refurbished** the Pier Master's Office building, located between berths 4 & 6 at the port, with a Commonwealth Employment Programme Grant. The Chairman of the Board invited the Seafarers' Association of Townsville to establish a Maritime Museum on the upper floor of this building. The **official opening was on 15th July 1986,** by the then Mayor of Townsville, Alderman Mike Reynolds.

By the **1990s, the Museum's collection had outgrown the space** that it was occupying, and in **1992, the Port building** (which is listed on the local heritage register due to its' association with the port of Townsville) and the **defunct bay rock lighthouse was relocated** to the current site on Palmer street. It was **reopened at this location in April of 1992.**

In **1994** the Seafarer's gallery was purpose-built on the current site of the museum.

By **1997, the Museum had expanded** and required a different organizational approach. The 'Townsville Maritime Historical Society Incorporated' was formed to replace the seafarers association, and the services of a part-time Curator were employed. At the same time, funded by a federal grant for Capital works, the entire site of the museum was architecturally re-designed to resemble a ship, complete with a viewing deck, a new gallery adjacent to the Seafarer's gallery (the Federation Gallery), an annex to the port building to house the *Hayles Maritime Memorial library*, a memorial garden, BBQ area, model ship gallery, boat shed and workshop. This extensive **redevelopment was completed in 2001**, where the services of a full-time curator were employed thus far.

In **2007**, the Fremantle class patrol patrol boat, *HMAS Townsville*, was gifted to the museum by the Commonwealth Department of Defence after she was decommissioned for service.

In 2015, the Townsville Maritime Museum Limited with a board of directors was established to ensure the ongoing viability and financial stability of the Museum, and took over management of the museum from the Townsville Maritime Historical Society, on **July 1st of 2015.**

Timeline

1930s Port building constructed

1970 Suffered damage due to cyclone Althea

1986 Building was refurbished, and opened for the first time as the Maritime Museum of Townsville.

1990s The museum's collection began to outgrow its location

1992 The Port Building and defunct Bay Rock Lighthouse were relocated to the current site on Palmer street. it was officially reopened in April of 1992

1994 Seafarer's gallery was purpose-built

1997 A part-time curator was employed to run the museum, and work began for the redesigning of the museum layout.

2001 Redevelopment of the museum completed, and a full-time curator was employed from that point onwards

2007 *HMAS Townsville* was gifted to the museum

2015 Townsville Maritime Museum Limited took over the management of the Museum, on 1st July 2015

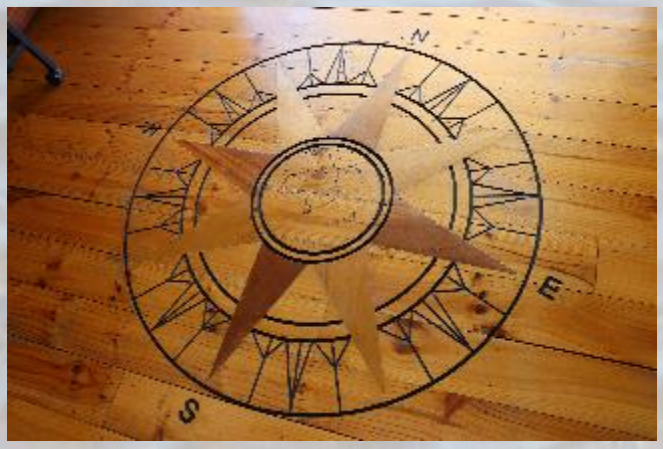
Museum History

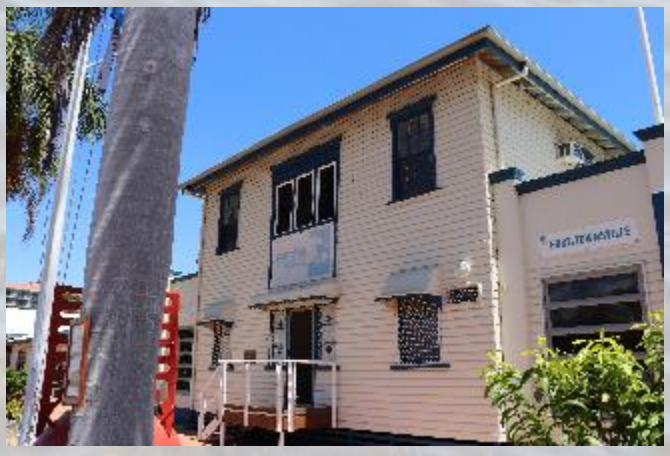
Key Discussion Questions

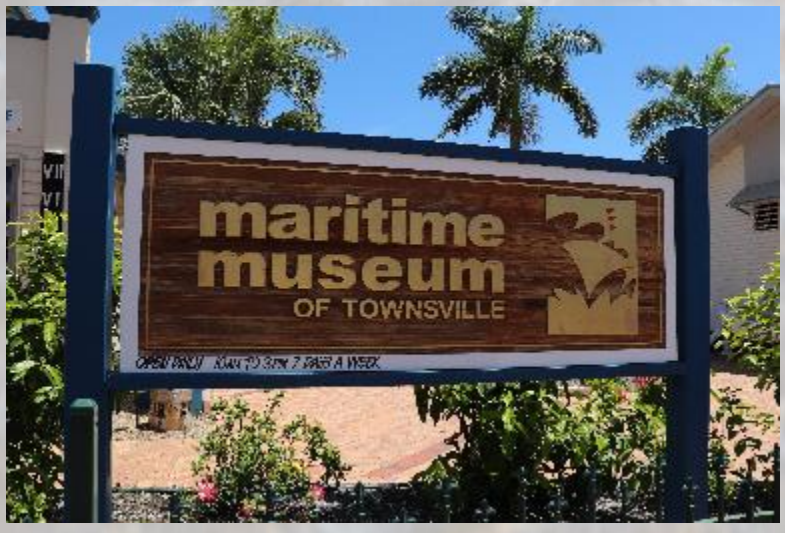
- How did the Maritime Museum of Townsville come to be?
- How has the Museum developed over time?
- What kinds of things could be added to the museum?
- Why is the port building of the museum so special? Why do you think that this building was used for a museum?
- What do you think the museum will look like in 10 years time? 20 years time?

Suggested activities

- Sketch the main building and its surrounds. Look at your sketch and then imagine you are looking at this site in ten years time. What do you see? Has the site been improved? How? Is the site sustainable? Why? What is the same, what is different? Describe the features that your vision has for the museum.
- If you were to design a museum, what would it be about? What would you include and why? What would it look like?
- Design a new exhibit for the Maritime Museum. What will you include and why?







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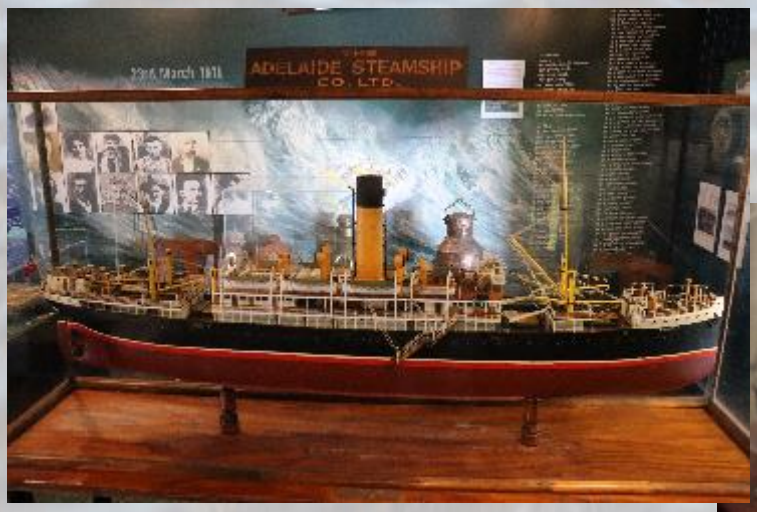
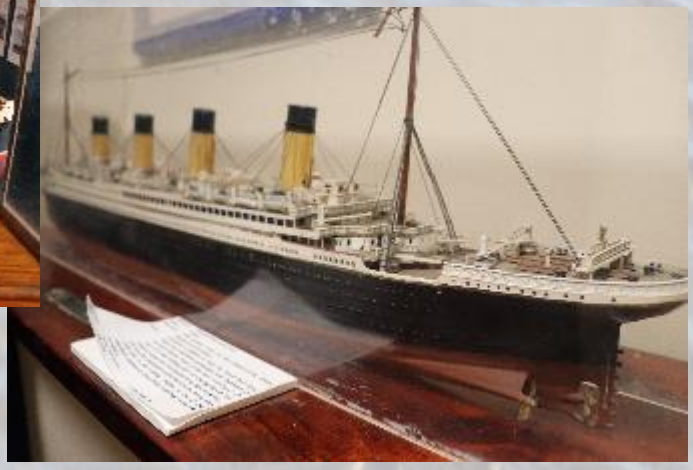
Significant shipwrecks

The SS Yongala

The vessel was named after a small town in South Australia. In the local Aboriginal language, 'Yongala' (originally pronounced Yonggluh) meant 'broad water', or 'broad wide watering place'. It was launched on the 29 April 1903, and left Southampton on 9th October. Carrying passengers bound for Australia, it arrived in Sydney on 6 December 1903. In January 1906 *Yongala* was transferred to the Brisbane - Fremantle (Western Australia) run. The wane in gold production and subsequent drop in passenger numbers, made the Adelaide - Fremantle trip too expensive. In January 1906, *Yongala* made its first visit to Brisbane. *Yongala* was the first vessel to complete a direct trip of 5000km between Fremantle and Brisbane, the longest interstate trip at that time. In June 1907 it raced Howard Smith's *Bombala* from Sydney to Brisbane, beating the rival by 17 minutes over a period of 29 hours. Competition between rival shipping companies, especially the Australasian Steam Navigation Co. and the Howard Smith Co. was seen as essential by the Queensland government, believing it was the means to end their isolation from the southern ports. During the winter months from 1907 to early 1911, *Yongala* serviced the east coast run from Melbourne to Cairns, as the Fremantle - Brisbane route became quieter at this time of year. The Yongala shipwreck is Australia's largest and most intact shipwreck with an extensive array of marine life.



Model of the SS Yongala at the Townsville Maritime Museum



Model of the RMS Titanic at the Townsville Maritime Museum

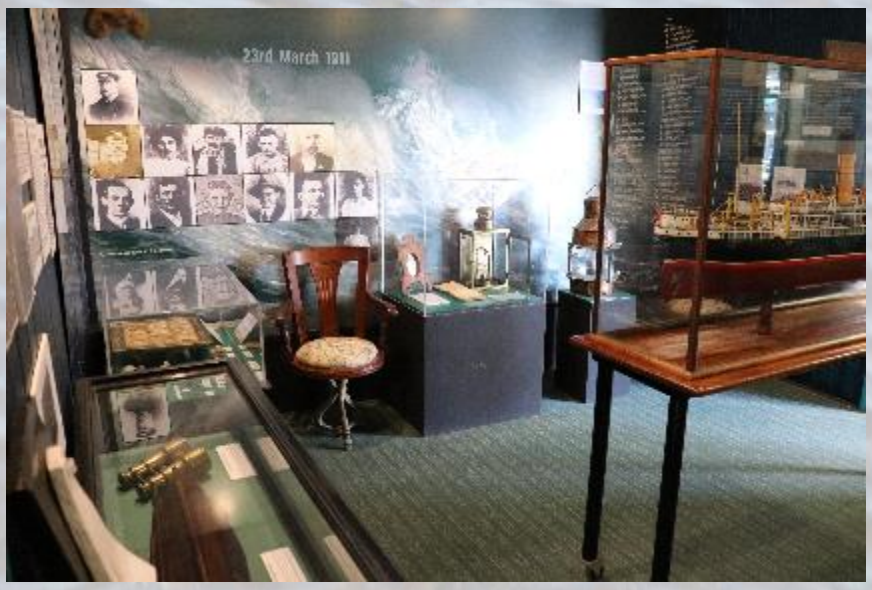
The RMS Titanic

RMS Titanic, also deemed as ‘practically unsinkable’ ship, departed from Southampton, England on April 10, 1912. It then sunk off the coast of Newfoundland in the early hours of April 15 1912 after it hit an iceberg on its maiden voyage. More than 1500 passengers and crew lost their lives in the disaster out of the 2,240 passengers on board. Lifeboats were used to save first the woman and children of higher class, then working its way down. Cunard’s Carpathia received the Titanic’s distress call at midnight and rounded up all the lifeboats which contained only 705 survivors.

Significant Shipwrecks

Key Discussion questions

- How is the SS Yongala thought to have sunk?
- What happened to the Yongala shipwreck? What is it used for now?
- What kinds of marine life are living on the Yongala shipwreck?
- What did impact did the sinking of the Yongala have on the Townsville community at the time? Why?
- How did the RMS Titanic sink?
- How could the dramatic loss of life on the Titanic sinking have been minimalized?
- What kinds of impacts did the sinking of the RMS Titanic have? Why do you think this was the case?



Suggested Activities

- Working in pairs, ask children to select a name of a passenger who was on board the ship. Use the research undertaken in the theme to create a profile of their Yongala/Titanic passenger. Use the Hot Seat activity so that children can take on the role of their chosen passenger, outlining their experiences on board the Yongala/ Titanic.
- Use the internet to access the passenger lists from the Yongala/ Titanic. Invite children to research a variety of people's experiences on board the Yongala, for example, examining the differences between the accommodation and food on board and the cost of passage. Encourage groups of pupils to devise a list of questions for interviewing passengers. Hot Seating could then be used with the questions and to reflect on passenger experiences.
- Write a newspaper article describing the sinking of either the Yongala or the Titanic
- Comparison of what it looked like originally to what it looks like now - Science: what the ocean does to ship wrecks?

Museum Library

The Museum Library is an unsurpassed treasure trove of information about North Queensland's maritime heritage and history, collected since the Museum was established in 1986.

Its collection includes:

- Photos of lighthouses, cargo loading at the port, people, Ross Creek, the Port and many other themes
- Ships A-Z document files
- Shipwrecks A-Z document files
- The Yongala shipwreck archive
- Document files with themes such as shipping companies, cyclones, diving, Hayles ferries, Magnetic Island, South Sea Islanders and many more
- Document files about specific ships such as the harbour tugs Alert and Lalor, dredges, hospital ship Centaur, Paluma, Endeavour and others
- Special collections files such as Goldsworthy, Breuer, Hall, Moore, Thacker, Doug Tarca and others
- Periodicals and other magazines
- Pamphlets
- Books
- Postcards

Feel free to make an appointment to visit the library in preparation for a school visit.

Please note that the library is a reference library and does not loan out any of its materials. The Museum has photocopying and scanning facilities.