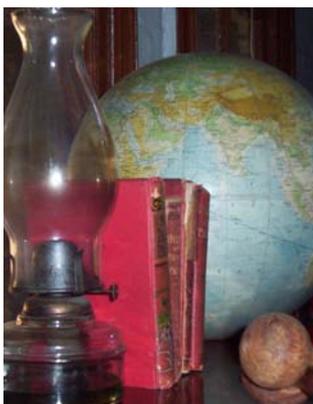


# ABOUT THE NSW SCHOOLHOUSE MUSEUM

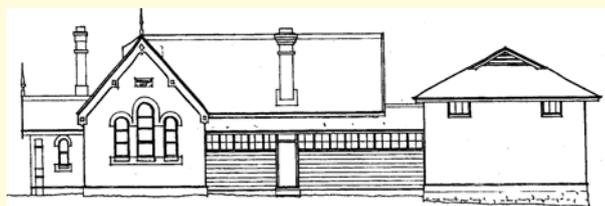


## ORIGINAL SCHOOLROOMS

The NSW Schoolhouse Museum was the first school building of North Ryde Public School, and dates back to 1877. The school started as a single schoolroom **with separate teacher's residence built on one acre of land** donated by Richard Wicks in 1877. The school, named City View Public School, opened on the 25th January 1878 to 45 pupils. Its name changed to North Ryde Public School in 1879.

By the early 1890s, 76 pupils were crowded into the single schoolroom so a second room was added in 1893. Two more rooms were added in 1910 as the school population reached 133.

Over the years the 1877 and 1893 rooms had uses **such as library, staffroom and headmaster's office** while the 1910 rooms were used as classrooms until **1985. The teacher's residence was demolished in the 1960s.**



*Original room, 1877      1893 Addition      1910 Addition*

## RESTORATION

In 1986 the rooms were converted to district offices and when they were vacated, school and community members lobbied to preserve the buildings and establish a museum. They were restored by a group of volunteers during 1992 using the original plans.

The building is furnished with original Department of Education school furniture acquired from the **Department's former furniture storage facility.** The timber weatherboard demountable building was relocated to the site and is located on the site of the **original schoolmaster's residence.**

## COLLECTION

The NSW Schoolhouse Museum collects and preserves objects and items relating to the history of public **education in NSW. On display are early texts, pupils' work, teaching resources and items from children's daily lives.** Objects have been acquired from schools that have closed, the Department of Education and personal donations. The museum is managed by a voluntary committee which meets quarterly.

## SCHOOL EXCURSIONS

The museum is open for pre-booked school excursions on Mondays, Wednesdays and Thursdays. Students experience early school lessons, examine a range of objects and artefacts and do outdoor activities such as games, drill and maypole dancing.



*2<sup>nd</sup> & 3<sup>rd</sup> class, North Ryde PS, 1923*

**NSW SCHOOLHOUSE MUSEUM  
OF PUBLIC EDUCATION**  
Cox's Road, North Ryde, 2113  
Phone/Fax 9805 1186  
info@schoolhousemuseum.org.au  
www.schoolhousemuseum.org.au

# PRE- AND POST-VISIT SUGGESTIONS

Updated April 2012



## ANALYSE EARLY PHOTOGRAPHS

Show the students photographs and pictures of daily life from the 1880s to 1950s. Links to galleries of early photographs are on NSW Schoolhouse Museum website.

Ask the students questions such as:

- What is the photograph about?
- Where was the photograph taken?
- If you were in the photo what would you hear, smell and feel?

Use this [Analyzing Photographs Teacher's Guide](#)

## STORIES FROM OBJECTS

Ask the students to bring in interesting old objects. Guide the students to observe details, hypothesise uses and question observations and thoughts.

Use this [Analyzing Primary Sources Teacher's Guide](#)

Encourage the students to share family stories associated with the object.

## CLASSROOM MUSEUM

Using objects brought in by the students, and those found in the school, set up a museum display in an area of the classroom. Discuss the reasons for keeping old and precious objects and also their care.

## STEP INTO THE PHOTO

Working in groups, give the students an early photo of a group of children. In costume, the students take on the pose of the students in the photo as a tableau.

On a signal the students add movement and dialogue as they imagine would have occurred just before or after the photograph was taken.

## ORAL HISTORIES

Invite grandparents to share oral history relating to early life and early school days. Encourage visitors to bring objects to show the students.

## AERIAL PHOTOS

Use SIX viewer to show a 1943 aerial photo of your school location and local area. Use the transparency lever to compare now to then. SIX Lite runs on PCs.

## CHANGING TECHNOLOGIES ANIMATION

In groups, students create a Slowmation animation showing how a technology has changed school or daily life, eg, writing tools, duplicating, travelling to school. Students create a storyboard, gather objects needed, take their photos and create their animation.

Instructions are on the Slowmation website and a Writing Tools animation example is at (created in iStopMotion on an iPad - a very easy animation tool.)

## DIGITAL STORY

Students create a digital story of childhood and schooling in the past using a combination of historic images from the Internet and photographs taken on the Schoolhouse Museum visit.

## LETTER TO A FRIEND

Students write an imaginary letter recounting a typical day at school in the 1880s. The letter could include travelling to school, the lessons of the day, punishments and playground activities. It could be written with pen and ink.

## LOCAL SCHOOL HISTORY

Search the school for plaques, honour boards, photographs and other evidence of your own school history. Take photographs and create a timeline of **key events in your school's history.**

## PAST, PRESENT & FUTURE GRID

For early technologies observed at the Schoolhouse Museum and develop a grid of changes over time and predictions for the future.

**NSW SCHOOLHOUSE MUSEUM  
OF PUBLIC EDUCATION**  
Cox's Road, North Ryde, 2113  
Phone/Fax 9805 1186  
info@schoolhousemuseum.org.au  
www.schoolhousemuseum.org.au

# EARLY SCHOOL DAYS

## 1870s to 1920s



### TRAVELLING TO SCHOOL

Most children walked to school, usually along unsealed roads that were dusty in dry weather and muddy in wet. Some children travelled by horse and cart and others rode a pony that would have grazed in the schoolyard or neighbouring paddock during the school day. Children who lived close enough travelled home for lunch.

Attendance at school wasn't always regular as children often had to help on the family farm. Between 1868 and 1879 the average daily attendance of enrolled students was 66%.

### WHAT DID CHILDREN TAKE TO SCHOOL?

Children carried a bag, usually made from canvas or hessian, often a cut-down sack, containing their books, slates, drinking pannikin (cup) and lunch. Some children had a leather satchel. Their lunch was usually homemade bread or damper with dripping (animal fat from roasted meat), jam or treacle (known often as "Cocky's Joy"). They may also have taken other items such as boiled eggs, cheese, meat and fruit if available. Lunch was wrapped in a piece of fabric and in later years, newspaper. Often the tank water at the school was undrinkable, in which case the children would also have to bring a bottle of water to school.

### HOW DID THE SCHOOL DAY BEGIN?

At the sound of the bell, triangle or whistle, the children lined up outside their classroom or an outdoor assembly area, in two separate lines: girls and boys. The children would say an oath and salute the flag. Some schools started the day with the national anthem, *God Save the King/Queen*. Before entering the classroom, the teacher would inspect the **palms of the children's hands for cleanliness**. The children would then march silently into the classroom, girls first, and remain standing until the teacher gave them permission to sit.

### WHAT DID CLASSROOMS LOOK LIKE?

There was great variety in early school buildings - from large elaborate Gothic-style stone buildings to tiny slab huts. In the many one-teacher schools, the **teacher's residence, providing the bare minimum of accommodation**, was a small dwelling attached to or adjacent to the school.

Classrooms were built as galleries with stepped floors designed for collective teaching of large numbers of pupils. Windows were high to minimise pupil distraction and the glass was often coloured or frosted to reduce the glare. An open fire provided heating and the windows and oil lamps provided lighting.

Children sat on backless wooden benches (long toms) at long desks attached to the floor. Each desk sat at least five or six children. In schoolrooms that accommodated several classes, the infants children sat on rows of long toms on one side of the room. Fixed dual desks were introduced in the late 1890s but in some schools long desks continued to be used up to the 1940s.

### LESSONS

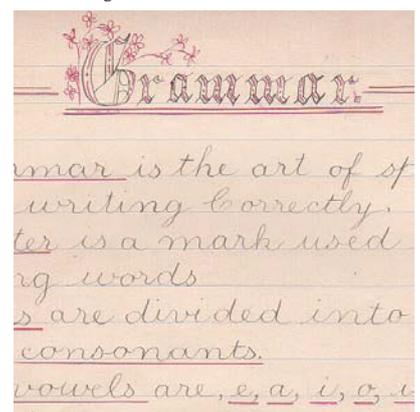
Most of the school day revolved around learning the "three R's" - reading, writing and arithmetic. The children learnt by rote and were expected to memorise many facts. There were five classes: First to Fifth Class. Progression of children through the classes was based on assessment and therefore classes often contained mixed ages.

**In addition to the "three R's", subjects included** grammar, geography, object lessons, history, singing, drawing, scripture and Euclid. In Fifth Class, algebra, natural science, Latin (for boys) and French (for girls), were also taught. Infants children wrote with a thin slate pencil on slates which they rested on their knees. The older children also undertook a large amount of their work on slates, often practising their work before writing it into their workbook.

Dumb bell drill



Page from 4th Class Exercise Book



# EARLY SCHOOL DAYS CONT.

## 1870s to 1920s



Maypole dancing

*Morning.*

At 8:45. Pupils to assemble in the playground. All school materials to be prepared for lessons.  
At 8:55. Pupils to be arranged in ranks, inspected as to cleanliness, and marched into school.  
At 9. Lessons (or Special Religious Instruction) to commence; as noted in the Time-table prescribed by Rule 131.  
At 10:30. Recess for ten minutes, to be spent in the playground by pupils and teachers.  
At 10:45. Lessons to be resumed according to the Time-table.  
At 11:55. Class-roll to be called and marked.  
At 12. The school to be dismissed for mid-day recess.

*Afternoon.*

From 12 to 1:20. Recess for dinner and recreation, under the superintendence of the teachers.  
At 1:20. Pupils to re-assemble in the playground. School materials to be prepared for lessons.  
At 1:25. Pupils to be arranged, inspected, and march into school.  
At 1:30. Lessons to re-commence as noted in the Time-table.  
At 3:25. The Roll to be called and marked.  
At 3:30. The school to be dismissed.

Regulation 128, NSW Public Instruction Act of 1880

Much time was spent copying work from the blackboard. School children often had one workbook for all their subjects and great emphasis was placed on neatness. Headings using fancy lettering featured at the top of each page, together with ornate borders and other decorations.

Copybooks were used in teaching writing. For the lower grades these consisted of pages of strokes, ovals, letters and words and increased in difficulty to sentences and ornate lettering styles. Each line was printed with spaces for repeated copying. Morals were often written for the children to copy, for example, *It is easier to mend our faults than to hide them*. Children were not permitted to write with their **left hand and some "left-handers" had their left arm tied behind their back**. Others were hit with the cane on their left hand. The style of writing taught was Copperplate, also known as Round Hand, an ornate style with loops and curves that could be written with speed.

### DISCIPLINE

Discipline was strict. Full attention was expected at all times. Children had to be silent and speak only when asked to. The Council of Education approved **punishment for "persistent inattention and moral offences"**. Corporal punishment, commonly using a cane, was permitted. The right to cane was officially **limited to the Principal Teacher, or "his" approved Assistant**, and was supposed to be imposed after a lapse of time. Objects such as quince rods, broad slappers and ¼ inch canes were used as **"instruments of punishment" and classroom offences** included talking, playing, inattention, idleness, carelessness, impudence, impertinence and disorder. Children were hit on the hand, buttocks, and even occasionally on the head and shoulders. Other forms of punishment included being detained at playtimes, writing lines and sitting on a stool in the corner of the classroom.

### PLAYGROUND GAMES

Girls' games in the playground included hopscotch, **skipping, hoops and cat's cradle** whilst the boys played marbles, jacks, tug-o-war and "fly" (played with sticks). Some games were played together such as rounders and hide 'n seek. Children were very good at improvising. They made bats out of fence palings and sticks and balls out of various materials such as roots, rags and tins.

### TEACHERS AND INSPECTORS

Both men and women taught - although many women resigned once they got married. Just over half of the teachers were male. Inspectors travelled from school to school carrying out inspections of the operation of the school and testing student progress using oral and written tests. The aim was twice-yearly inspections. Between 1905 and 1910 headmasters took over the responsibility of examining students, although the inspection system continued.

### SCHOOL LEAVING AGE

Most children went to school until they were twelve or thirteen. There were very few secondary schools and the vast majority of children went off to work. In the towns children over thirteen worked in factories, as office workers, shop assistants, and in trades. Country children usually worked on farms or in rural industries such as mining.

**NSW SCHOOLHOUSE MUSEUM  
OF PUBLIC EDUCATION**

Cox's Road, North Ryde, 2113

Phone/Fax 9805 1186

info@schoolhousemuseum.org.au

www.schoolhousemuseum.org.au

# CLOTHING

## 1880 TO 1915



### GIRLS

Girls often wore a shorter version of their mother's dress. Their skirts were worn longer as they grew older.

**Dresses** were quite full up to the neck and had gathered sleeves. They were either gathered into a waistband or bow or let to fall in a smock style. Often detachable lace collars were also worn, particularly on special occasions.

**Pinafores or aprons** were often worn over dresses to protect them from dirt and grime. These were of a lighter cotton fabric so they could easily be washed. They were sometimes embroidered or trimmed with lace.

**Petticoats, pantaloons or bloomers** were worn underneath dresses. These were made of cotton, and sometimes old flour bags, and were trimmed with deep ruffles and lace.

**Stockings or long socks** were worn. These were usually hand-knitted in darker colours.

**Boots** were made of leather, and were often mended and handed on from child to child. They were expensive and many children went without and had bare feet. In some instances, canvas or sacking may have been tied around their ankles.

**Shawls or capes** were often draped over the shoulders for warmth, sometimes tied at the back.

**Bonnets** were wide brimmed and tied under the chin.

**Straw sailor hats** and boaters were also worn, usually with a decorative band.

### FEMALE TEACHERS

**Long skirts or dresses** were worn over many petticoats. The ankle was not to be seen. By the late 1880s the fullness of the skirt had moved to the back. This was called a bustle and was often decorated with bows, frills and lace.

**Blouses** were worn with full gathered sleeves and a long fitted cuff. They were made of cotton or linen and trimmed with lace, pin-tucks and embroidery and were buttoned to the neck.

**Corsets** were worn underneath to give shape to the dress. The corset consisted of a linen bodice, stiffened with bone and laced at the back.

**Petticoats** were also worn underneath to give fullness to the skirt.

**Ankle boots** were made of leather and were buttoned up or laced.

**Bonnets** made of fabric and **straw hats** were worn. The straw hats had a large brim and were often decorated with ribbons, flowers and feathers.



# CLOTHING CONT.

## 1880 TO 1915



### BOYS

Young boys wore short pants called breeches whilst older boys (from teenage years) wore long trousers.

**Breeches** were pants gathered into a tight band below the knee and made of heavy woollen fabric.

**Tunic tops** were worn over waistcoats and styled very like their fathers'. These were short or thigh-length fitted jackets made of heavy woollen fabric or corduroy. These were often cut-down jackets from older brothers.

**Shirts** were made of cotton or linen and sometimes patterned. They were buttoned to the neck and the sleeves were gathered.

**Ties** were fairly broad and tied in a flat bow. Cravats or neck scarves in soft fabrics were also used. Influenced by the book, *Little Lord Fauntleroy*, in 1886, boys were dressed in suits of velvet breeches and matching jackets, trimmed with a large lace collar that was usually detachable for easy washing.

**Vests or waistcoats** were sleeveless and worn over the shirt. They were often made with decorative fabrics at the front with the plainer fabric for the back. They were single or double-breasted.

**Sailor suits** became popular after the young Prince of Wales was painted in a sailor outfit in 1846. They were easy to make, cheap to buy and comfortable to wear. By the 1880s even girls started copying the style for their blouses.

**Stockings or socks** were worn. These were usually hand-knitted in dark colours or stripes to conceal mending or grime.

**Boots** were the most expensive item of clothing. They were made of leather and mended to last as long as possible. Many children did not have shoes and so came to school barefoot in all weathers.

**Hats** were always worn outdoors and made of light straw or felt, usually with a large brim. Caps with a peak were also worn.

### MALE TEACHERS

**Trousers** were worn longer after the 1800s and made of heavy woollen fabric serge or corduroy.

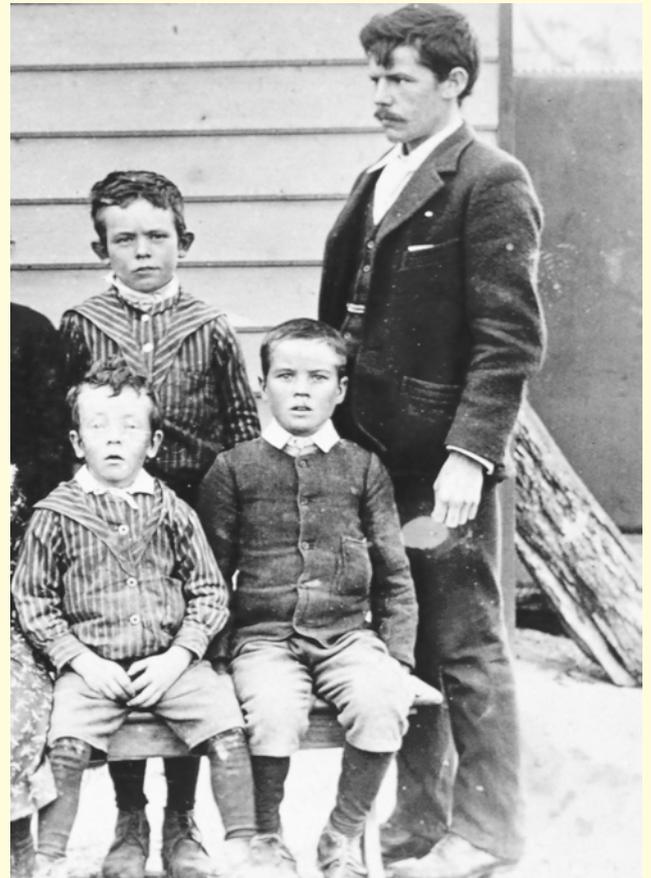
**Shirts** were made of cotton or linen with stiff starched detachable collars with a broad tie or cravat.

**Waistcoats** were worn under all styles of jackets. They were sleeveless and some were decorative.

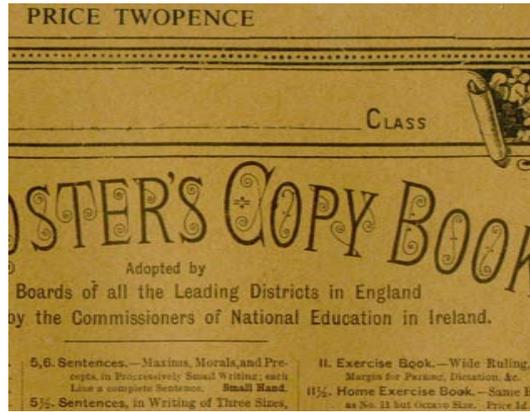
**Jackets** were usually fitted and made of woollen fabric to match the trousers or breeches. The more formal frock coat was snug-fitting and longer than the normal jacket.

**Boots** were made of leather. Leather gaiters were also worn with breeches to protect the leg.

**Hats** were always worn. The styles were beaver, felt or bowl-shaped. Men would briefly touch or raise their hats to show respect.



# COPPERPLATE LETTERING



## WHEN DID COPPERPLATE ORIGINATE?

European penmen and engravers perfected Copperplate lettering, also known as Round Hand, during the 17<sup>th</sup> and 18<sup>th</sup> Centuries. It differs from other types of calligraphic lettering in that it is produced with a flexible nib.

To form Copperplate letters, pressure is applied on the downward stroke of a letter to spread the point of the pen. On the upward stroke the pressure is released to create a hairline effect. The letters are slanted at 45<sup>o</sup> to 55<sup>o</sup> to the base line.

## PENS AND QUILLS

The early flexible nibs were made of flight feathers of swans and geese and were called quills. The natural curve of the feather must sit neatly in the hand – therefore right-handers used a feather from the left wing. Quills must be cured and cut to shape before use and need frequent re-trimming to maintain a fine line.

Pens with metal nibs were developed in the 18<sup>th</sup> Century. A wide variety of nib sizes were available.



Reproduction using Kustler Script 40pt

**NSW SCHOOLHOUSE MUSEUM  
OF PUBLIC EDUCATION**  
Cox's Road, North Ryde, 2113  
Phone/Fax 9805 1186  
info@schoolhousemuseum.org.au  
www.schoolhousemuseum.org.au

# JELLY PAD RECIPE

Updated Feb 2013



## WHAT IS A JELLY PAD?

A jelly pad (gelatine hectograph) is an early duplicating technology. It was used for printing images directly **into students' exercise books**. Today photocopiers are used to copy stencils which are often pasted into exercise books. Jelly pads saved paper, were portable and relatively chemical free.

## HOW DOES IT WORK?

An image drawn using hectograph carbon paper is placed onto the surface of the jelly. The jelly absorbs the image which can then be transferred to paper when a blank piece of paper or page of a book is placed onto it.

## INSTRUCTIONS

1. You need a sheet of hectograph carbon paper and a sheet of white shiny paper. (NSW schools used to use purple Fordigraph spirit duplicator carbon paper.)
2. Place the white paper on the desk shiny side up and place the carbon paper on top, carbon side down.
3. Draw or trace an image onto the back of the carbon paper (the reverse of how carbon paper is usually used).
4. Lightly moisten the surface of the jelly pad. Place the white paper with the carbon image face down onto the jelly and gently smooth it over with your hand. Carefully peel it off. (It can be reused over and over again.)
5. Press a blank sheet of paper onto the image, smooth it over and carefully peel it off the jelly.
6. About 40 copies of the one image can be reproduced this way before it gets too pale.
7. Over time the image sinks to the bottom of the jelly, eventually discolouring the jelly. The jelly pad continues to work even when completely discoloured.

## JELLY PAD RECIPE

375ml glycerine (glycerol)

250ml water

60g gelatine

Melt all ingredients together in a saucepan over low heat, stirring gently.

Pour into a rust-proof, shallow, rectangular dish and allow to set hard on a flat surface.

The jelly pad can be re-melted in its tray in the oven if it gets damaged or has bubbles on the surface.

### ***Note to teachers visiting the Schoolhouse Museum on school excursions***

*Shhhhhh.....*

*The students will use a jelly pad on their visit and it is one of the magical moments for them so please don't show them one or tell them about it until after your visit.*

*Thanks for keeping it a secret!*

**NSW SCHOOLHOUSE MUSEUM  
OF PUBLIC EDUCATION**  
Cox's Road, North Ryde, 2113  
Phone/Fax 9805 1186  
info@schoolhousemuseum.org.au  
www.schoolhousemuseum.org.au

# CHANTS AND RHYMES



## SKIPPING CHANTS

### Down the Murray-Darling...

*Down the Murray-Darling if you miss a beat you're out!*

### Cinderella dressed in pink...

*Cinderella dressed in pink,  
Went downstairs to the kitchen sink,  
The kitchen sink was full of ink,  
How many mouthfuls did she drink?  
1, 2, 3, 4,...* (Count the number of skips in the rope)

### Hoky, Poky, penny a lump...

*Hoky, Poky, penny a lump,  
The more you eat, the more you jump  
1, 2, 3, 4,...* (Count the number of skips in the rope)

### Tell me the name of your sweetheart

*Black-currant--red-currant--raspberry tart:  
Tell me the name of your sweetheart,  
A, B, C, D, E, F...* (Continue the alphabet for each skip until the person skipping stops. Think of a name starting with the letter that was stopped a, eg, "P": "Peter" is the sweetheart.)

### Penny on the water ...

*Penny on the water, tuppence on the sea,  
Threepence on the railway - out goes she.*  
(Person skipping runs out of rope and new person runs in and starts skipping. Repeat rhyme.)

### Granny in the Kitchen

*Granny in the kitchen  
Doing a bit of stitchin'  
Along comes a bogeyman  
And kicks her out!*

### Twenty four robbers

*Not last night but the night before  
Twenty four robbers came knocking at the door  
As I ran out .. (person skipping runs out of rope).. they ran in .. (New person runs in and starts skipping then repeat rhyme, each time counting down)*

## HAND CLAPPING RHYMES

### Bread and Jam

*Mary had bread and jam,  
Marmalade and treacle,  
A bit for me and a bit for you,  
And a bit for all the people.*

### Pounds, Shillings and Pence

*Pounds, shillings and pence  
The monkey jumped over the fence.  
The fence gave way, and the man had to pay  
Pounds, shillings and pence.*

## RING (CIRCLE) GAMES

### Drop the Hanky

*I wrote a letter to my mother  
On the way I dropped it  
Someone must have picked it up  
And put it in their pocket.*  
(Children sit in a circle. One person skips around outside of circle with a handkerchief and secretly drops it behind a person. When that person realized they pick it up and try to tag the person who dropped it before they get back to their spot.)

### King of York

*There was once a King of York (Hands joined, walk around circle to the right)  
Who had ten thousand men,  
He led them up to the top of a hill (Hands joined, walk around circle to the left, and raise hands up for "up" and then down for "down")  
And led them down again,  
And when they were up they were up (Hands joined, standing, raise arms up)  
And when they were down they were down, (Hands joined, standing, lower arms down to the ground)  
And when they were only half way up (Hands to waist-height)  
They were neither up nor down. (Hands rapidly up then down to the ground)*

# HOW TO PLAY "FLY"



## FLY – A GAME USING STICKS

"Fly" was a game that could easily be played anywhere. As with all games of this nature, there were variations to the rules and in the true spirit of improvisation were modified to suit the players and the location.

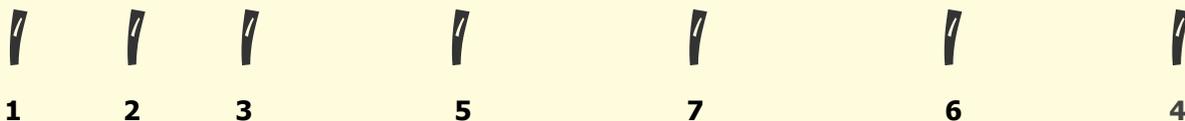
1. The children form a small team and collect 7 sticks approximately 30 cms long.
2. The sticks are arranged flat on the ground about 30 cm apart.



3. The children line up behind the first stick. The last in line is "Fly".
4. Each child in line runs through the sticks placing one foot between each stick, being careful not to touch any stick. "Fly" (the last child) runs through the sticks then leaps over the last stick as far as s/he can go.
5. "Fly" then takes one of the sticks and places it where s/he has landed.



6. Each child runs through the sticks again and the process is repeated.



7. A child is out if s/he touches a stick, misses a space or puts more than one foot in a space. The spaces between the sticks get progressively larger and the game becomes progressively more difficult to play. If "Fly" gets out the next in line becomes "Fly".