

THE VILLAGE OF HALL & DISTRICT PROGRESS ASSOCIATION – HALL SCHOOL MUSEUM

Significance Assessment of the Hall School Museum Collection



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PART 1

1.0 Executive Summary

1.1 Introduction

This Significance Assessment of the Hall School Museum Collection (Laurie Copping Heritage Centre) was conducted at the request of the Village of Hall & District Progress Association. Visits to the centre began late in December 2013 and continued for five months so that the extent and depth of the collection – some displayed and some in storage – could be fully explored and its provenance carefully ascertained.

The museum comprises the original school building (constructed December 1910), its 1924 additions, and the 2,200+ items collected and maintained over time. It is impossible, however, to confine the significance of the museum to the single building and the housed collection. Its heritage value and significance clearly include the immediate surrounds of the school, its four-acre site, and an abiding relationship between the residents of the village and their former public school.

Evidence of this relationship is seen in the continuing support of the Village of Hall & District Progress Association over 100 years, a body that has managed the museum since 2006 when the school was closed. The Association has applied for, and been successful in attracting, grants that have enabled the development of plans to preserve and enhance the collection.

This Significance Assessment may be viewed as another step in the Association's commitment to develop sound preservation practices and to obtain financial support and assistance to safeguard the educational, social and cultural heritage of the school and its environs.

1.2 The Collection

After historical research on the Village of Hall and the Hall School Museum, the Assessment concentrated on eight major aspects:

- The site
- The building
- The furniture
- The records
- The teaching aids
- The curriculum/printed resources
- Social/cultural memorabilia
- Community affiliations/recollections

Within these eight categories, all items in the collection were surveyed, a relatively time-consuming exercise entailing three months of scrutiny. Then key items were highlighted and investigated in order to reveal their provenance, use, importance and heritage value. Where possible, previous owners or personal contributors of items were determined.

Part 1 of this report provides an historical background of the school precinct and its collection. Part 2 examines the collection in detail, leading to and concluding with a *statement of significance* and a list of key recommendations. A short Appendix is added as Part 3 – a potentially significant outcome of one of the recommendations.

1.3 Significance

As a result of a protracted investigation, it is concluded that the total museum is of enduring significance, first as an entity in its own right and second as an integral part of the social, cultural and educational heritage of the Village of Hall itself.

The following statement of *significance* constitutes an abridged version of Section 9.1 of this report.

- The four-acre school site is an intrinsic part of the village that, in turn, is heritage listed on the *National Trust Register of Significant Places* and on the *ACT Heritage Register*. The history of the site includes extensive tree plantings and beautification projects by the teacher, former pupils and members of the community, especially at Arbor Day celebrations and following World War I.
- The school building – the first new public school (indeed the first public building of any type) to be opened in the ACT – is now over 100 years old, the only one-teacher classroom opened in the ACT and still operating as a museum. The historic timbered structure and its precinct illustrate the form, style and fenestration of the 1900-1910 period. Significantly, the school is highly valued by the residents and has played an intimate role in village life from the earliest years of its development.
- Set up as a museum, the Laurie Copping Heritage Centre houses an invaluable collection exceeding 2,200 items, one still growing through contributions. Copies of records relating to the commencement and early years of the school are complete; an inventory of every item in the school in 1923/1924 exists; official documents relating to discipline and punishment are preserved; inspectorial reports are comprehensive; the names of past visitors are still available; and the enrolment details of students over a 60-year period are faithfully recorded in their entirety. Photographs of school classes commencing from 1915 are held in the collection, a precious resource as the names of pupils are likewise recorded.
- Furniture, writing materials, teaching aids, and wall charts authentically present the museum's educational history. Blackboard displays and technological aids assist present-day visitors to visualise the gradual transition from chalk-and-talk methods to the employment of the wind-up gramophone, the radio, the slide projector, and other electronic devices. Social trends and educational history are meaningfully encapsulated in one collection.
- A virtual history of curriculum over 50 years is provided through a collection of rare books and magazines held in the collection. Over 700 books from the 19th and 20th centuries illustrate the changing reading primers used, the emphasis on arithmetic, the history of England and the Empire, the stress on civics/morals, the geography of Australia, and the types of reading designed for children and youth. An historic collection of 62 sheet music items adds to the value of the museum. Such a collection *in situ* is rare indeed, is of extreme significance, and needs to be preserved with expert care.
- The collection houses plaques, trophies and shields relating to the history of the village during World War I, the teachers, the associations developed by the school, and the creation of the Laurie Copping Heritage Centre itself. The museum's collection provides an historical environment that would have been irreparably lost but for the foresight and continuing diligence of the local Progress Association.
- While the accumulated significance of the museum and its collection is undisputed, the overarching significance lies in the seemingly unique blend of heritage-listed village, dedicated school site, historic school precinct, invaluable museum collection, and the close and enduring involvement of the residents themselves. Any assessment of significance must consider the collective nature of all these elements together, an interaction that provides the museum with its highly significant character. It is indicative that the museum was commenced in 1971 in a classroom that was still in operation as a school and that teachers, former pupils, and local residents have resolutely sought to preserve and enhance it ever since.

Stemming from this investigation, it is claimed that the *collection in its entirety* has

- Historical significance
- Social significance
- Scientific (research) significance and
- Spiritual significance.

These claims are substantiated in Section 9.1.

2.0 Key Recommendations

The key recommendations are outlined in detail in Section 9.2 of this report and are set out in time-spans of one, three and five years for suggested implementation.

3.0 Present Museum Grants, Policies and Reports

Since 2006 when the Village of Hall & District Progress Association assumed the management of the museum, successful applications for grants to preserve and maintain the collection have been submitted. It is gratifying to know that significant museum policies have been developed as a result of the recommendations made in those grant reports.

Successful grants/reports have included:

- *Hall School Museum – Conservation management plan and volunteer training materials.* ACT Heritage Grants Program. Final Report 29 November 2010.
- *Hall School Museum Conservation.* ACT Heritage Grants Program. Final Report 5 September 2011.
- *Building blocks for the development of the Hall School Museum.* ACT Heritage Grants Program. Final Report 10 November 2012.
- *Present at birth. Schools and teachers of the Capital Territory 1913.* ACT Heritage Grants Program. Final Report 30 October 2013.

Inventories, procedures and policies now include:

- a full *Inventory* of the contents of the museum, prepared for the Property Group, Department of Territory & Municipal Services by the Management Committee of the Australian National Museum of Education in 2007/2008. The Inventory catalogued over 2,200 individual items, including 700 library books, a collection of 62 sheet music items, manuscript material, early twentieth century furniture, and audio-visual equipment of past decades;
- a *Conservation Assessment and Management Plan* for the museum in June 2010 by Kim Morris, Art & Archival, Pty Ltd. This plan focussed primarily on preservation issues surrounding

the displayed and stored items of the collection. It also offered a broader assessment of environmental and display conditions in the exhibition and storage areas;

- the *Hall Primary School Masterplan* prepared by Eric Martin and Associates for the ACT Department of Housing & Community Services in 2011. This plan concerned the four-acre site, the original school building, and additions since 1960;
- an *Acquisition and De-Accessioning Plan* that embraces the acquisition, preservation, research and exhibition of items relating to the school and early education in the district; the need for further research; and dissemination of information about the collection;
- the formation of the *Friends of the Hall School Museum* and a document titled *Purposes, principles & procedures of Friends of the Hall School Museum* in September 2011; and
- *Heritage @ Hall* (Hall District Heritage Centre) – a Vision Statement, February 2014.

Owing to the limited resources available to the Honorary Curator of the museum and the limited ongoing input available from volunteers, the museum is not open on a full-time basis. Opening hours are limited to

- Thursday 9.00am to 1.00pm
- Hall Market Days (1st Sunday of the month) from noon until 3.00pm
- By appointment.
- Group visits are welcomed.

4.0 Methodology

4.1 Consultation with Museum Curator

After being approached by the Director of the Australian National Museum of Education to conduct the assessment, I contacted the Honorary Curator of the Hall School Museum, Mr Phil Robson, and arranged to meet him in December 2013. This allowed me to tour the site, overview the building and contents, and arrange future visits. The curator furnished me with a number of booklets relating to the history of the school and provided an inventory of the contents of the museum. I

was referred also to the museum's current *website*: museum.hall.act.au/

The curator loaned me weighty volumes containing copies of historical documents and photos of the history of the Village of Hall, the extended correspondence concerning the application, approval and construction of the school, and the early organisation of the one-teacher class. Thereafter, he provided a range of hard-back folders containing additional records about specialised aspects of the collection.

During the entire assessment process spanning five months, there was a very close liaison with the curator as I explored the building, its contents, and its records in ever-increasing detail, photographed exhibits, discussed the provenance of individual items, and learned of continuing community inputs. He introduced me to residents with past affiliations to the school, sought out information on points that I raised, and outlined deficiencies in the collection that, in the committee's opinion, needed to be remedied.

4.2 Consultation with Committee Members

The members of the *Friends of the Hall School Museum* meet regularly and I was able to attend a number of their weekly meetings when they discussed and planned museum activities. Over five months, they indicated the depth of their involvement in the venture, their commitment to maintaining the museum and its collection, and their genuine concern for the old school and its evident heritage. Many had attended the school themselves and showed me school records relating to their parents, grandparents and other relatives back to 1911. Some could trace their land occupancy in the Ginninderra-Hall district back to 1840. Heritage to these residents was very personal.

One of the committee members and a former teacher at the school, Rosalie Richards, with expertise in library and curriculum materials, had examined the museum's collection of books and other printed material dating back to the nineteenth century. With her knowledge of curriculum development,



4.2 (1) The *Friends* meet for discussion/morning tea



4.2 (2) Rosalie Richards

she had sorted the 700 books into subject categories and historical periods. This provided an excellent opportunity for me to begin an assessment of the heritage value of the books, first as instructional aids and second as historical indicators of the primary school curriculum over 50 years.

4.3 Consultation with Local Residents

I was referred to a number of old-time residents – former pupils of the school – who revealed in interview the close connection between the village, the school, its activities, and the teaching staff. They recalled teachers who provided transport for pupils in their own horse-drawn vehicles, the picnics on the site, the village Empire Day activities held at the school, and the wartime commemorations in the school grounds. There were get-togethers in the school at election time when the school became a polling booth, while the school provided a meeting place for local organisations. They told with mirth of the village's voluntary fire fighters who met at the school for their meetings, dousing and hiding their cigarette butts in the inkwells, much to the chagrin of the teacher the following day.

Some residents showed me their school workbooks and those of their parents dating back to the first intake in January 1911, all preserved with care and donated to the museum for safe-keeping. These

books provided evidence of mathematics activities, dictation and spelling exercises, geography, history, nature study, and civics/morals education.

The interviews with local residents – most of whom had been former pupils – indicated how the school was an integral part of the village, a focal point for educational and social life. This was reinforced by recent comments in the Visitors' Book – a number of locals had re-visited the museum with their grandchildren and friends.

I attended a public meeting at the school in March 2014 where over 70 people debated the future of the site and of buildings constructed after 1960. While there was discussion over the proposed use of 'temporary buildings', there was complete unanimity on the need to preserve the old museum and its 'invaluable collection'.



4.3 (1) Section of public meeting 2014

4.4 Collection/Inventory Research in Consultation with the Curator

One experiences little difficulty in researching the collection from its very beginning, owing to the preservation of correspondence/applications for a school from 1903 to 1910, its ultimate approval, the building tender process, and extant invoices for its construction.

Important documents simplify and aid research into the collection and its authenticity. The original documents refer to the size of desks and forms, while indicating the initial supply of furniture to the school.

A detailed inventory of every item in the school in 1923/1924 also exists. Compiled by the teacher, Charles Thompson, in the Christmas vacation, the four-page document specified such minute details as '6 foolscap envelopes', '36 inkwells', '12 metal pencil holders', 'one scrubbing brush', the name and number of each book on the premises, every map (including two supplied by the Commonwealth), and every piece of furniture in the school.

As indicated in Part 2 of this report, the original Admissions Registers, Punishment Books, Teachers' Daily Attendance Book, Inspector's Observation Book, and Visitors' Attendance Book (including Visiting Clergy) are preserved.

Of equal, and seemingly unique historical importance, was the creation and existence of the school museum while the school was still in operation, unofficially from 1971 and officially from 1980. In this way, the building, furniture, documents, books, instructional aids, workbooks, and children's output were in daily use while simultaneously forming the basis of the museum's collection/exhibition. The writer is not aware of any other school museum in Australia where this has occurred. It attests to the authenticity of the collection, vouched for by the teachers-in-charge and school principals over time.

As a final test of the collection's veracity, one can speak to former pupils who refer to their own workbooks, photos, reading books, school magazines, and art/craft products that are on display. If one hears a comment, '*Those are the very dumbbells we used in P.E.*', there seems little need for further research into the authenticity of the item.

4.5 Similar/Comparative Collections

The first school in the region was at St John's (now in Reid, Canberra), a Church of England establishment that opened in 1845 and operated until 1907. The building still stands as a museum and contains a limited number of memorabilia, virtually all acquired from other sources.

Commencing from 1849, 31 small schools were opened in the future Canberra region, thirteen of which closed before 1913. None of these 'bush schools' is still operating. Many former school sites are obscure, and forgotten, while a few of them are commemorated with plaques. Six of the buildings remain - one (Gungahleen) in replica.

One of the six, the Tuggeranong school operated from 1880 until 1939. The schoolhouse still remains and operates as a schoolhouse museum, concentrating mainly on the school residence with period furniture and costumes. The last two to close were Tharwa and Hall in 2006. The Tharwa School has not been retained as a museum.

Consequently, the Hall School Museum Collection is unique in the Australian Capital Territory. When the National Trust classified the Village of Hall as being worthy of heritage listing in 1999, it identified the Hall Public School as one of the few one-room schools remaining in South East NSW and 'the only one in the ACT'. Today the Hall School Museum has not only preserved the site and the school, but has also reassembled its records, furniture and other contents, and recorded past and present village affiliations and memories – a collection of vital social, cultural and historical significance.

4.6 Visits to the Village/Site/Museum

Over the course of five months, it was necessary to visit the museum on fifteen occasions. On all visits the honorary curator offered to accompany me and proved unstinting in the time he afforded. On other occasions, members of the *Friends* explained specialised aspects of the collection that they had researched. Other unaccompanied visits were made to the village to explore the neighbourhood and to talk with local residents about the old school and its heritage.

5.0 Hall School Museum/Collection: Summary

The idea of a 'school museum' was born at the Diamond Jubilee of the School in 1971, when the original school building was set up with old furniture and memorabilia. Photo 5.0 (1) shows one of the early visits to the museum/classroom by students from another school. The youngsters dressed in period costumes and learned how former pupils were taught.

By 1988, the year of Australia's Bi-Centenary, over 3,000 students from 40 schools had visited Hall's school-cum-museum and gifts of books, furniture, memorabilia and equipment were being received.



5.0 (1) The Museum in use 1971

In one sense, the museum is unique. It was conceived, commenced and operated while the school was actually in operation. The principal of the school and the curator of the museum were the same person – school and museum were one.

Because many visitors felt the display should be maintained, the use of the building as a museum was officially approved in 1980 and support from the ACT Schools Authority followed in 1984. A considerable amount of material was assembled and preserved by the Honorary Curator, Laurie Copping, who retired in 1981 after twenty years as school principal. The official opening by His Excellency the Governor-General, Sir Ninian Stephen, took place on 19 April 1986 and is marked by a brass plaque on the building. Even after his retirement, Laurie Copping continued to build up the collection.

In 2004 His Excellency the Governor-General Major General Michael Jeffery dedicated the museum to Laurie Copping as the 'Laurie Copping Heritage Centre'.

Following the closure of the school in 2006, the Village of Hall & District Progress Association, in cooperation with Elizabeth Burness, acted to

protect and to promote the museum. As detailed in Section 3.0, the ACT government commissioned the Australian National Museum of Education to undertake a full inventory, and the Progress Association secured a Heritage Grant to fund production of a *Conservation Assessment and*



5.0 (2) Opening of the Museum 19 April 1986

Management Plan. A further grant was used to develop a *Volunteer Guides Handbook*.

In order to enhance the museum's administration, *the Friends of the Hall School Museum* was established and inaugurated and an honorary curator was officially appointed in September 2011. A full meeting of the *Friends* then decided to 'conserve, maintain and display' the collection and, additionally, to present the museum as closely as possible as a small school of the inter-war period – the 1920s and 1930s. This was made possible by gaining additional storage and conservation workshop space in an adjacent school building.

It has now been decided that the Hall School Museum will also be a repository (in an adjoining building) for information about the other 31 one-teacher bush schools of the Hall district.

It should be reiterated that the heritage of the museum also embraces the immediate surrounds of the original school, the larger school site, and an enduring relationship with the history of the village and its residents.

6.0 History of the Hall School Museum/Collection

This section of the report covers the history of the school until 2006, reviews developments since that date, analyses the condition of the collection, and assesses the important significance of the museum's collection.

6.1 Hall Village

Charles Scrivener was on a significant mission in 1909. He had the task of determining a site for the future national capital city of Australia within the Yass-Canberra region. As he and his small party rode across the Limestone Plains exploring the likely locations of Bungendore-Lake George, Canberra, Gundaroo and Yass, he rode into another prospective site, the Village of Hall.

After watering his horses at the local creek, he walked along the dusty road that trailed through the village and noted the 35-40 houses scattered in the vicinity. Near the bottom of the main street, loyally named after Queen Victoria, was Southwell and Brown's general store and post office, one of two shops that serviced the population of almost 170. Straddling the wide water ditch, he crossed over the street to George Kinlyside's blacksmithing business, surrounded by coach parts and half-constructed drays. George's friend, Henry Stear operated a saddle and harness business out of his small home nearby. Further up the road, William Morris had a small building where his multi-skills extended to boot making, boot repairs, mending bicycles, banking and haircutting.

Scrivener referred to the 1881 survey map of Hall and located the relatively large tracts of land that had been set aside for public recreation purposes. Then he was advised by local residents like James Kilby, the butcher, that the four acres of sloping land bounded by Victoria, Loftus, Palmer and Hoskins



6.1 (1) Victoria Street, Hall in 1912



6.1 (2) George Kinlyside's blacksmithing business, Hall



6.1 (3) Hall Stores 1902

Streets had been reserved for public use, probably a school.

It was a typical village in which most of the residents were involved in the surrounding pastoral and agricultural pursuits of rural New South Wales. The population had gradually increased since its foundation in 1882 and had reached 179 at the 1911 census. *The Cricketers Arms Hotel*, situated across the creek, was the centre of social life, entertainment

and recreation and provided also for travellers between Yass and Queanbeyan. Opposite the hotel was the somewhat rough, cricket pitch, the scene of numerous cricket competitions. It was confidently expected that the village would grow.

Growth was not sustained, however, when the village was incorporated into the jurisdiction of the new Federal Capital Territory, when private lands were resumed by the government, and Canberra began

its tortuous evolution. Only fourteen kilometres from the centre of the new capital, Hall became cocooned from some of the major changes wrought by the twentieth century. The hotel was closed in 1918 because of the Federal Territory's prohibition laws, major shopping was available in Canberra from 1925, electricity was not available until 1948, and water was not connected until 1967. When the main road from Yass to Canberra was diverted and by-passed the area in 1980, Hall became unique within the ACT, 'a village within a rural setting' abutting the national capital and retaining the pace and charm of previous years. These qualities were summarised in the citation of *Hall Village* in the National Trust Register.

The Village of Hall is important for its historic and social associations with the early pioneers of the Ginninderra-Hall district. The properties of these pioneer landholders were not of sufficient size to support their descendants, who had to rely on their own industry and resourcefulness to establish businesses in the Village. The significance of Hall lies in its physical representation of this history and its demonstration of an early pattern of settlement in the district. Descendants of the early settlers of the district live in or near the Village and members of the community value the Village highly for its social associations

While there have been many changes in the Village since its establishment in 1882, Hall has retained its village character over time. It has managed to do this in spite of development within the Village and the suburban development which has come close to its perimeters as a result of the growth of the National Capital. This is mainly due to the spacious, semi-rural setting of the Village which accords with its original planned layout, and its surrounding rural landscape which has allowed it to remain visually isolated from any other development. It is the only village in the ACT which has managed to retain its village identity in the face of developmental pressure.

Hall demonstrates a village lifestyle which, with its historic associations, is rare in the ACT.

Hence, time has brought recognition to the village. It has not only been placed on the *National Trust Register of Significant Places* in 1999 but was also

entered on the *Interim Heritage Places Register of the ACT* in 2001 and achieved a secure listing on the *ACT Heritage Register* in 2004.

6.2 School Site

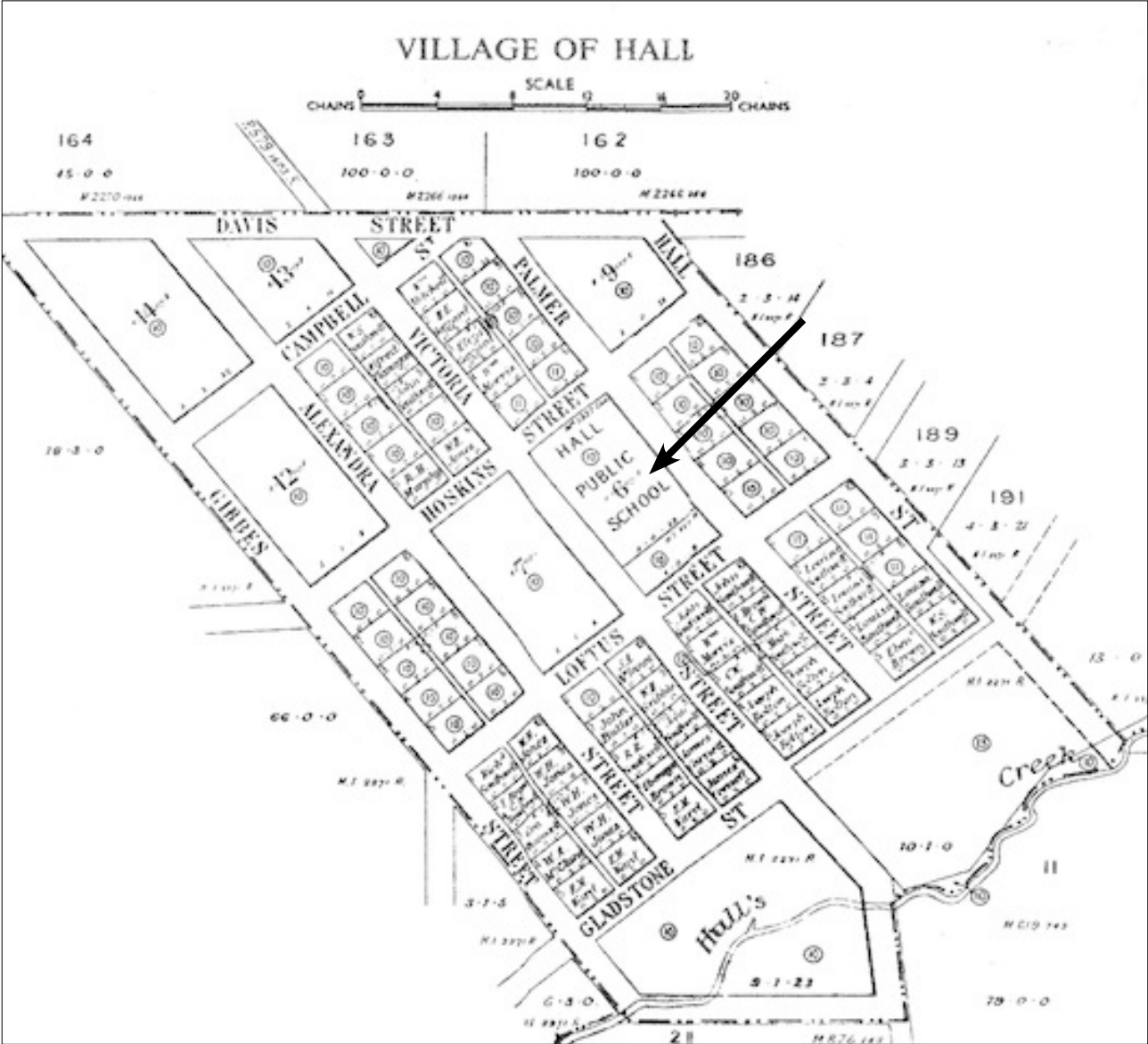
The inhabitants of the village first began agitating for a public school in 1903 and continued to petition for a decade before a school was eventually sanctioned, the erection of a building was agreed to, and tenders were called in 1910. The locals had earlier settled on a preferred site and provided sketches for the local inspector and the Minister for Public Instruction. This site was eventually confirmed – a four-acre sloping lot off Victoria Street – a central part of the village close to homes and covered with vegetation. In 2014, despite the passing of 104 years, the site still retains much of its rustic quality including trees, native grasses and walkways but enhanced by the efforts of former staff and students.

Today, both the site of the school and the village that it has served retain much of their original character, relics of times gone by and significantly cloaked in history and heritage value.

6.3 1903-1910: The Records

Between 1903 and 1910, local inhabitants, led by James Kilby, campaigned strongly for a school at Hall. They were thwarted by the presence of an existing school just over 3.5 kilometres away at Ginninderra, 'a fine stone building' built in 1880 and surrounded by trees and shrubs. The school inspector argued that another school was not required but the people of Hall were insistent and, starting in 1906, launched into a courteous but incessant series of meetings, letters, and petitions that involved the school inspector, the chief inspector in Sydney, two members of the NSW House of Assembly, and the Minister for Public Instruction. The residents offered more than once to construct a schoolhouse at their own expense if the government would provide, and pay the salary of, a teacher.

Persistence was eventually rewarded in 1910 when it was conceded that half the 45 pupils at Ginninderra were drawn from Hall, that the privately owned area of Ginninderra was surrounded by large holdings with a population unlikely to grow, that the Government-owned Village of Hall was developing more quickly, and that the road from



6.2 (1) Undated map of Hall Village showing the school site



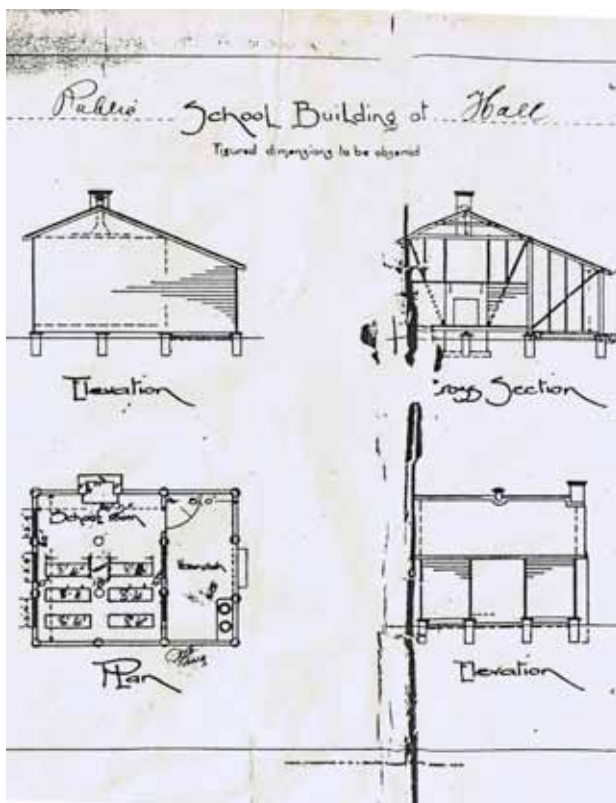
6.2 (2) View down Victoria Street, 1912. The school site and entrance are on the left

Hall to Ginninderra was dangerous to cross in times of flood.

The significance of this 1903-1910 application/refusal/approval process lies in the detailed reports and petitions that have been preserved *in toto*, the information embodied about the inhabitants and children, the attitudes of the parents to public school education at the turn of the century, and the governmental procedures involved. Copies of all documents have been carefully preserved and are available in the museum collection.

6.4 Plans, Tenders, Building

After seven years of constant agitation, the inspector was given approval to call tenders for a school at Hall and the approval was gazetted on 31 January 1910. Difficulties with the first contract and the transfer of the site from the NSW government to the Federal jurisdiction were overcome and a small wooden structure measuring 20 feet by 20 feet (6.1 m x 6.1 m) was constructed in December at a cost of £165. During the Christmas vacation the teacher-in-charge of Ginninderra School, Mr Charles Thompson, was informed of his transfer to Hall where he opened the new school on 30 January 1911.



6.4 (1) Part of the original school plan, Hall, 1910



6.4 (2) Sketch of the original school

As the Federal Capital Territory had been created on 1 January 1911 – 29 days earlier – Hall became the first new public school (and the first public building of any type) to be opened in the ACT.

6.5 1911-1924: Building Extensions

Proximity to Canberra and the Federal Government's buy-back of land restricted the progress of the school but, by the early 1920s, numbers at the school were increasing. In the intervening decade, a small area around the school was fenced off as a play area, the older boys cleared a cricket pitch and lopped some of the trees, and a small garden was commenced, a rather ineffective venture as there was no adequate water supply. Water at the school was restricted to the 800-gallon water tank installed in 1910/1911.

By 1923 it was obvious that the small classroom was inadequate and needed to be extended. The original enrolment of 29 pupils (12 girls; 17 boys) had increased to almost 50 (although attendances may have been fewer) and it was decided to enlarge the building.



6.5 (1) Attempts at gardening



6.5 (2) The extended building with enclosed playground

The additions were completed by 1 March 1924 by the Commonwealth Government, allowing the teacher, Charles Thompson, to report to the Inspector at Yass:

the Commonwealth Government has increased the size of the school by adding 160 sq. feet to the building, also locker 9' x 8'; a weather shed 18' x 12'; also two extra windows 6' x 3'.

The former cleaning space was registered as 753 sq. feet; with the addition added on 1st of March, the space is now 1237 sq. feet.

As a result, the building was lengthened, three windows became five, a storage room ('locker') was accessed through the verandah, and a weather shed was located close by. A buggy shed was erected and a horse-paddock provided (on what is now Palmer Street) for the teacher and pupils who rode horses to school each day. Photo 6.5 (2) clearly shows the extension to the building.

6.6 Consolidation and Change: 1924-1957

During the period 1924-1957, there were three teachers-in-charge who had a significant influence on the school and the community, leaving their mark on the lives of the pupils and their legacy in the records and artefacts retained in the museum collection.

The first of the trio was Charles Thompson who guided the school from its commencement in 1911 to February 1933. His meticulous records over

22 years are preserved in excellent condition (see Section 7.4) while his patriotism and community involvement are preserved in the magnificent trees that adorn the school site and much of the native vegetation (Section 7.1). An honour plaque presented to him on his retirement still hangs on the classroom wall (Section 7.72).

His successor, Ray Harris, was at the school for less than five years but his profound love of music was quickly transferred to his pupils in choir music, competition in eisteddfods, and participation in concerts and plays. The collection of sheet music begun in his time is still preserved in the museum in excellent condition (Section 7.67). Another of his strengths is found in the books that he collected, apparently wrote, and preserved (Section 7.64).

The third teacher was Richard O'Sullivan (1937-1957) who again preserved records in detail, retained and enhanced the school's book/magazine collection, and promoted sport and physical education. Being a tennis player and cricketer himself, he established a tennis court on the school site, and encouraged students to championship and representational level. Some of the sports equipment is still preserved in the museum. It was during O'Sullivan's time that the use of radio became popular for teaching purposes – *School of the Air* during the morning and music and general information during the afternoon. Some of the technology of the 1940s/1950s is preserved in the museum (Section 7.54).

6.7 Larger Premises: 1958-2006

School enrolments between 1911 and 1959 varied from 29 to 45/50 pupils with changes reflecting economic and social conditions such as depression and war. Overall, however, numbers were relatively stable, mirroring the stability of the village itself. After World War II they increased slightly with the arrival of families from Europe, notably the Dutch, but the average remained about 50 as others left the district

During the late 1950s the NSW Department of Education sought to rationalise the number of schools, closing those with small numbers and merging others. Consequently the residents of Hall were informed that their school would be closed and the children bussed to the new Lyneham School at the start of 1959. The reaction was instantaneous and the largest meeting ever held in Hall met to protest the decision. After intense lobbying, the decision was reversed and it was decided to enlarge the school and bus more children to Hall itself. Thereafter, annual enrolments rose as shown in Table 6.7 (1).

1960	50	1991	140
1965	84	1994	157
1967	96	1999	146
1981	189	2000	143
1985	150	2006	123
1986	128	Closed	

Between 1960 and 1968 extra classrooms were constructed and a teacher's residence was erected on the school site. Hence, there were two sections to the school between 1960 and 2006: the original school building which was used for a variety of purposes (including a preschool kindergarten) and a collection of modern buildings (including prefabricated 'demountables') to house regular classrooms, a kindergarten room, library, specialist rooms, storage, staffroom and office.

According to the records of the school principal, 'a suggestion was made that the original building should be demolished ... [but] this was successfully resisted, allowing for the preservation of the building as an Education Museum' (Copping, 1986). As a result,

the Village of Hall now possesses a school museum and a classroom illustrative of the 1920s/1930 and, additionally, the basis of another museum reflecting the 1960s/1970s, all on the original site.

6.8 Since School Closure: 2006+

As detailed in Section 5.0, the Village of Hall & District Progress Association sought to preserve the museum from 2006 and created a sub-committee, *The Hall School Museum*, to assume responsibility for its protection and development. The administrative procedure was further refined in September 2011 when a group, *Friends of the Hall School Museum*, was inaugurated 'to conserve, maintain and display the Hall School Museum and its collection to the benefit of the Canberra community'.

6.9 Condition of the Museum

The *Conservation Assessment and Management Plan* compiled in June 2010 considered the building and its surrounds in detail and examined virtually every item in the museum collection. The 84-page report concluded:

The Hall School Museum collection was found to be in generally poor to fair condition with some material in good condition, depending on prior use, range of materials and current housing and display conditions (p. 9).

The key recommendations of the report covered five areas that are reported in condensed form below.

1. Develop and implement a comprehensive integrated pest management program for the entire museum precinct ... There is a significant long term problem with infestations by clothes moth and carpet beetle ...
2. Implement building works to clean and seal the roof space to reduce ... dust, dead vegetation ... and foreign materials falling through the ceiling boards ... include insulating and lining the store room ... sealing access under the building
3. Develop and implement a museum display maintenance schedule for the displayed collection. Parts of the collection ... require a display strategy that will keep them clean and secure ... more appropriate display cases ...

4. Revise current storage to better house significant collection materials ... Housing ... requires improved preservation shelving, standard pockets, folders, packages and boxes ... commence planning for a ... dedicated storage space ...
5. Training for volunteers to undertake collection maintenance, collection handling, participate in pest management programs ... undertake condition assessment and documentation as necessary ... (p. 4)

Since 2010 there have been determined efforts to rectify as many of these deficiencies as financial- and time-resources have allowed. As indicated in section 3.0 of the present report, applications for grants have been successful, allowing modifications to the management of the collection, while a dedicated committee has been tireless in preserving and enhancing the collection.

These efforts have resulted in a number of significant changes and improvements over the intervening four years.

- The Hall School Building and the collection now have two sub-curators specifically identified to maintain the integrity of the building and the collection. Maintenance and cleaning are carried out on an on-going basis.
- The building has been thoroughly cleaned and all traces of pest infestation have been removed. On-going inspections are carried out for further intrusion by any pests.
- Minor building works have been completed to seal some areas to reduce the dust, pest and vegetation entering the building. However, further work is necessary as indicated below.
- The collection, including all wooden, paper and textile products, has been cleaned and conserved and further damage to these items has been minimised. This conservation has included the appropriate housing of the items in protective packaging to remove any further damage.
- Display cases have been modified to reduce the intrusion of dust and pests.

- Volunteers have undergone training to handle, clean, conserve, store and display the items in the collection appropriately.
- An ACT Heritage Grant will be sought in the 2014-15 program to carry out the major reparation works identified in the Conservation Management Plan and the more recent Building Assessment. The ceiling space needs major work to remove dust, seal the area and install the appropriate insulation. Work is needed also to attend to the gaps between the walls and the floors caused by movement of the building over the years.

The implemented improvements are noticeable and enhance the long-term management and preservation of the collection. Nevertheless, resources are limited and there is still much to be accomplished as outlined in Part 2 and the key recommendations of this report.

6.10 Significance Assessment of the Collection

When the Village of Hall was placed on the *National Trust Register of Significant Places*, the citation referred specifically to the Hall Public School 'as having possible heritage significance on the ACT Heritage List' and requiring 'further assessment ... for possible heritage listing'. That status was readily accorded in 2004.

Now, ten years later, it is appropriate that the significance of the Hall School Museum Collection be rigorously assessed and reported. That assessment is reported in Part 2.

PART 2

7.0 Most Significant Items: Assessment

In order to determine the items of greatest significance in the collection, it was necessary to classify the contents into eight broad categories and then to choose the most relevant items in each category for further scrutiny.

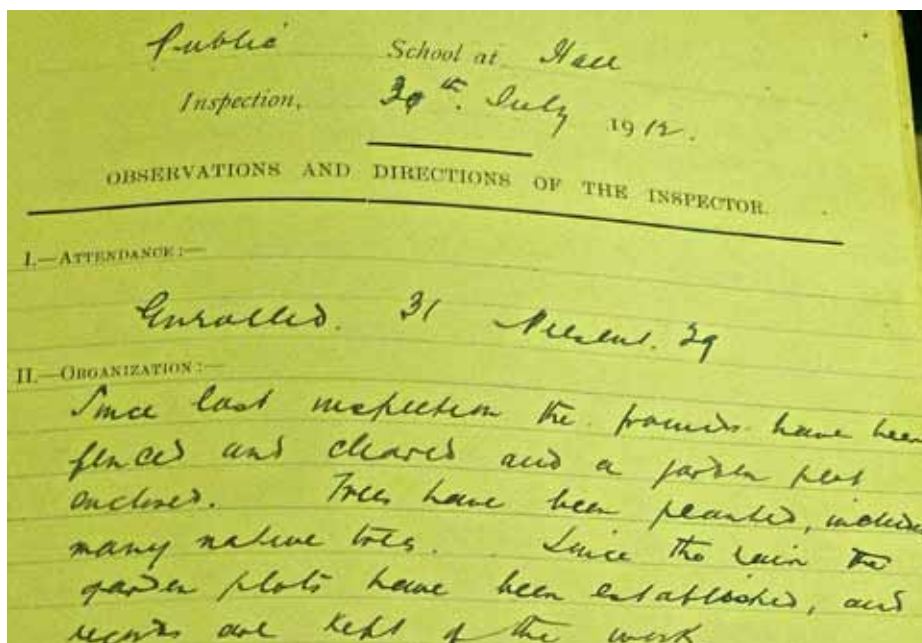
Consequently, this Assessment Report concentrates on the following major groupings or classifications:

- The site
- The building
- The furniture
- The records
- The teaching aids
- The curriculum/resources
- Social/cultural memorabilia
- Community affiliations/involvement

7.1 Site

The school museum is situated on a four-acre site that still retains trees and native vegetation. The first teacher-in-charge, Charles Thompson, was deeply interested in agriculture and land use, being the Honorary Secretary of the Ginninderra Farmers' Union and organising annual show days for the district. He encouraged his pupils to plant trees, to grow their own produce, and to enter agricultural exhibitions and competitions each year.

On his appointment to the school, he immediately developed a plan to enhance the school site. By July 1912 the school inspector could report that 'the premises have been fenced and cleared and a garden plot enclosed. Trees have been planted, including many native trees ... and records are kept of the work' [see photo 7.1 (1)].



7.1 (1) Inspector's report July 1912

Then, approaching the Federal Capital nursery, he obtained ‘over 200 trees’ from the director, Charles Weston, and by 1921 had turned the school site into ‘one of the prettiest’ the inspector had seen ‘owing to its park-like aspect and flowering matter’.

A photo – 7.1 (2) – in the museum collection provides a general view of the open playing area and, importantly, indicates a small pine tree near the boundary gate facing Victoria Street. This is one of the trees planted along the school boundary by the pupils on Arbor Day 1915 and watered by them until the saplings were self-sustaining.

Since 1915 some of the trees have been replaced as part of the village’s continuing heritage awareness policy but the existing avenue of trees bears tribute to the far-sightedness of the teacher and the significance of the site itself. Photo 7.1 (3) pictures some of the mature trees almost a century later in 2014.

Continuing his interest in the environment, Thompson sought to widen the perspective of his students and to strengthen the ties between the



7.1 (2) The site in 1916/1917 with one of the small trees planted in 1915



7.1 (3) Some of the trees planted by pupils in 1915 (photo taken 2014)

school and the Hall community by joining in efforts to celebrate the peace at the end of World War I. In a special mid-week celebration in July 1919, the community gathered at the school as a *Peace Tree* was planted twenty metres from the school building [see photos 7.1 (4) and 7.1 (5)].



7.1 (4) / 7.1 (5) The *Peace Tree* front and rear views



Consequently, the site on which the museum is housed is of historical and personal significance, retaining original trees and native vegetation, the avenue of trees planted by the pupils on Arbor Day a century ago, and the *Peace Tree* commemorating the welcome return to peace after almost five years of war. It was further enhanced by Thompson and the pupils, so that in the words of the inspector in 1927: ‘The grounds are exceedingly creditable; the fine trees constitute a memorial to Mr Thompson’s energy and foresight’. This appealing site served as the playground for up to 50 pupils each year between 1911 and 1960, and for an expanded school population from 1960 to 2006.

In every sense, the four-acre site is an integral part of both the heritage-listed village and the school itself and forms a significant component of the collective heritage of the residents and their descendants.

7.2 The Building

7.21 The Exterior

The present building comprises the original classroom constructed in December 1910 plus the classroom extension and storage room added in 1924. It is a single-storey weatherboard structure with a corrugated gabled roof.

As shown in the following photos (dated 1924-1930) held in the museum collection, the north elevation features a brick chimney (with the words ‘Public School Hall 1911’ having been temporarily covered as the school was repainted) – see 7.21 (1).

The west wall was partly shaded from the afternoon sun by trees and shrubs planted by Thompson and the pupils [see 7.21 (2)]. The south wall – photos 7.21 (3) and 7.21 (4) – reveals an extra window added in 1924 and an 800-gallon water tank, the school’s only water supply.

The present-day photo of the east elevation (which formed the children’s entrance to the building) has tall, double swing doors constructed of vertical



7.21 (1) North wall post-1924



7.21 (2) West wall with shrubs planted by Thompson



7.21 (3) South wall



7.21 (4) Water tank

timber boarding. Above the doors are three highlight windows with security mesh attached to the inside. As photo 7.21 (5) indicates, there is a small window in the storage room, while the 1924 extension to the structure can be clearly discerned by the different levels of the weatherboards. The ground in front of the doorway has been raised over time.

The building is unique and of historical significance within the Australian Capital Territory. It was constructed in New South Wales in December 1910 and opened in the Federal Capital Territory



7.21 (5) South/East elevation (dated 2014)

in January 1911 – the first public school opened in the Territory and a good example of an early 20th century school precinct. It immediately established, and has always maintained, a close link to the district and ‘is highly valued by the community ... contributing to the history of the village’ with ‘long and continual associations’ with the residents. It is a constant reminder of Hall’s heritage from the earliest stages of development over a hundred years ago.

As indicated in Section 6.9, some work has been carried out since 2010 to repair minor defects to the building and to block gaps to reduce dust and water penetration. Nevertheless, more extensive restoration is required in order to preserve the historic classroom. A 2013 expert report itemised the following as being required:

- Repair the iron roof, guttering and downpipes; lift roof iron to gain access to ceiling cavity to remove build-up of debris; install a membrane and appropriate insulation material in the ceiling roof cavity to stop dust, dirt and insects entering the building through the ceiling.
- Carry out electrical inspection and replace old and defective wiring.
- Install wooden skirting around the floor areas to cover gaps to the outside.
- Strengthen the south-eastern facing wall with additional supports;
- Replace water and insect damaged weatherboards where necessary and replace/repair eaves and bargeboards.
- Install sub-floor access door and lower ground levels to reduce termite attack and gain better air circulation under floor.

These renovations would restore and preserve the historic structure and prevent further deterioration to the classroom. The building and its precinct possess unique significance for the ACT – a historical reminder of the type of educational architecture in vogue a century ago; a significant monument to the efforts of early settlers to acquire public schooling for their children; and a conscious memory of an earlier age for its former pupils and their descendants.

[The Hall preschool currently uses the space in front of the old building as a play area for children. Play

equipment, climbing frames and a sandpit (covered by a free-standing mesh covered frame) are accessed by a gate on the south of the building. While these facilities are of high quality, they severely detract from the environs of the old classroom and should be removed as soon as possible to retrieve the authenticity and historic nature of the immediate site.]

7.22 The Interior

The interior of the building comprises three sections.

One enters the double wooden doors into the first area that was originally an enclosed verandah containing removable washbasins (dishes) on a wooden stand and a wall lined with 30 hat/bag pegs. As shown in photos 7.22 (1) and 7.22 (2), this area is now a display area where materials are housed in display cabinets and on the walls. A hat/bag area is shown in 7.22 (3) while a reconstructed washstand with three enamel basins recaptures the hand-washing conditions of former years – see 7.22 (4).



7.22 (1) Enclosed verandah



7.22 (2) Display exhibitions



7.22 (3) Pegs for hats/bags



7.22 (4) Reconstructed wash basins



7.22 (5) Storage Area

The second area – an extension of the verandah – is a small weatherboard room, originally added in 1924 as a storage area [see photos 7.22 (5) and 7.22 (6)]. It contains a glass-fronted display cabinet that houses an historical collection of books that are of particular educational and social significance.

The third area is the original 1911 classroom together with the 1924 extension [see photos 7.22 (7) and 7.22 (8)]. This weatherboard-lined room has been set up as a schoolroom representative of the 1920s-1930s and contains items issued to the school in 1911. The brick fireplace and hearth are original and the fenestration illustrates the Department's 1910-1920 school building style.

The original weatherboard-lined walls and ceiling have been preserved. Photo 7.22 (9) shows the weatherboard lining and indicates where the classroom was extended in 1924. Photos of the five teachers who conducted the school between 1911 and 1959 hang on the back wall [photo 7.22 (10)].

The brick fireplace is an open-hearth design with no metal grill, allowing larger logs to be burnt without



7.22 (6) Historic Book Collection

the constant need for small fuel. The placement of the brick fireplace immediately behind the teacher's desk adds credence to the complaint made by former pupils when interviewed: 'the fire kept the teacher's back warm in winter while we were cold for most



7.22 (7) Section of the original classroom of 1911



7.22 (8) The 1911 classroom with some original furniture



7.22 (9) Original weatherboard lining



7.22 (10) Five teachers 1911-1959



7.22 (11) Original fire-place

of the time'. One student recalled that it was the boys' task to collect firewood for the fire, most of it presumably gathered from the school site or from a neighbouring reserve area.

Overall, therefore, the exterior and interior of the structure provide an excellent example of an original one-teacher school building in the ACT and south-eastern NSW. The structure illustrates the architecture of the period and preserves the very ethos of the room in which the older residents of Hall and their parents grew and were educated. The significance of the structure cannot be overvalued as it incorporates and preserves the history and social fabric of the Village of Hall.

7.3 The Furniture

An original record lists the issue of furniture made to the school at the commencement of 1911:

- Six long cedar desks
- Six forms (without backs)
- Two blackboards and easels
- Two book-presses
- One table (3 feet x 2 feet)
- One Austrian chair
- One 800 gallon water tank
- 30 cast iron hat/bag pegs

Some items still form part of the museum collection today.

7.31 The Desks

The original plan of the classroom [see earlier photo 6.41 (1)] indicated that the NSW Department would supply six long desks 8 feet 4 inches long to the school.

One of these cedar desks has been preserved in the collection and photo 7.31 (1) shows its slightly sloping surface set on cast iron legs that are screwed to the wooden floor for stability. The non-lifting surface was designed to accommodate five senior pupils with their own inkwells and pen/quill racks. (Younger children used pencils rather than pens during the first years at school.) All research indicates that this was one of the original desks: the length 8' 4" was specific to a historical period that included 1910/1911. Later desks varied in length.



7.31 (1) The original long cedar desk issued to the school in 1911



7.31 (2) A second desk and form of different length

One of these variations is shown in photo 7.31 (2) where the pink-coloured desk is a few inches shorter.

Later styles of desks are also found in the collection ranging from the three-pupil desk with individual lift tops, pen grooves and inkwells in 7.31 (3) to the double box type in 7.31 (4).



7.31 (3) Three seater desk



7.31 (4) Double box-type desk



7.31 (5) Later 2-seater desks – one inkwell



7.31 (6) Various types of desks

While it is not maintained that all desks were original to the school, the museum affords a significant collection of desks and seats representative of the school's furniture between 1911 and 1959 – a type of repository almost unique in the ACT.

7.32 The Book-presses

There were two book presses included in the first issue of furniture to the school in 1911. Both housed children's workbooks, reading primers, and writing implements as well as the teacher's belongings. These cedar cases form part of the present collection and are in good condition, despite the aftermath of an art lesson on one – 7.32 (1) and 7.32 (2). They now house some of the valuable teaching books used in the class 80-90 years ago.

The teacher mentioned these 'two pine presses' when he made an inventory of school items in 1923/1924 and former pupils attest to their continuing use to the present.



7.32 (1) Original book press



7.32 (2) One of the two book presses

7.33 Teacher's Desk and Chair

The initial issue of furniture in 1911 included a teacher's table and chair. When the school closed in 2006, the chair was found in a storeroom and identified by Macks Southwell as the one in use

when he attended the school in the 1920s. The 1923/1924 inventory also specifically refers to the chair. The two photos, 7.33 (3) and 7.33 (4) show the chair before and after restoration.



7.33 (3) 1911 Chair before restoration



7.33 (4) Chair after restoration 2014

In the present display, the items on the table [photo 7.33 (5)] include boxes of chalk, blotters, ink bottles, slates, ink stamps, blackboard erasers, and a bottle of marbles (perhaps taken from pupils who played with them at inappropriate times). A cane rests on the table, an ominous warning to recalcitrant pupils. While this is not the table issued in 1911 and referred to by Thompson in 1923 as 'one Pine Table 36 inches x 22 inches', it was later acquired by one of the teachers and is remembered by former students as 'the teacher's desk'.



7.33 (5) 'The teacher's table'

The preservation of furniture issued at the commencement of the school in 1911, further acquisitions by later teachers, and the timely and painstaking renovation of the teacher's chair, provide a high degree of significance to the collection. Desks and forms for five pupils, cedar book presses from the Department's workshops, and the original cane-webbed chair are period-specific and enhance the heritage value of the collection. Their sustenance and continued use are fully authenticated.

7.4 The Records

The museum collection includes comprehensive records relating to the commencement of the school, its maintenance, day-to-day administration, accounts, teacher correspondence and residents' concerns. Many of these records are official and concern the NSW Department of Education and/or the Department of the Interior.

7.41 Commencement of the School

Between 1903 and 1910 the residents constantly sought the commencement of a public school in Hall, writing to the local school inspector, the chief-inspector in Sydney, two members of parliament, and the Minister for Public Instruction. Their letters and petitions (or copies) are preserved in the museum, indicating the pertinacity of the group and the leading role of James Kilby in the struggle. Copies of the equally dogged refusals of the Department to commence a school are likewise preserved, annotated by departmental officials who gave reasons for each rejection.

After an about-face in January 1910, the Department sanctioned the construction of the school, whereupon James Kilby wrote to Peter Board, the Department's Under-Secretary, and thanked him 'sincerely for the very wise decision in establishing a school at Hall'. Photo 7.41 (1) is representative of the many letters seeking the establishment of a school and 7.41 (2) is Kilby's letter of appreciation to the Under-Secretary in January 1910.



7.41 (1) Letter seeking a school at Hall



7.41 (2) Kilby's letter of thanks 1910

Other records relate to:

- the relationship between the NSW Department of Public Instruction and the Federal Department of the Interior as they clarified their respective bounds of influence;
- reports on the state of the school building, requests for school maintenance, and contracts for repairs;
- inspectorial assessments of the teacher's performance; and
- personal requests from teachers.

When the teacher was asked to furnish particulars about the school in 1913, he penned a reply that is reproduced in photo 7.41 (3) – an historic document that indicates specific dates, site preparation details, builder, cost of construction, and initial pupil enrolments. As was common at the time, the school attendance varied from time to time as some of the youngsters were needed to assist at harvest time or at other peak periods.



7.43 (2) Library box

Pupils of the school in the 1920s recalled that the Department sent a box of books to the school on a regular basis – a type of short-term library – and that Thompson had misbehaving pupils bend over the box and receive a few blows to the buttocks with the cane. At other times, the child was caned on the hand, a punishment recorded as ‘one palm’, ‘2 palms’, ‘6 palms’ etc.

An entry for 11 May 1911 [see 7.43 (3)] records:

[Two boys] Fighting in school while the teacher was at the door answering a knock [1 palm each]. On going to his seat [one of the two boys] poked out his tongue at the teacher and was called out & given 2 palms. On returning to his seat, he repeated the same act, & was given six palms.

Disobedience and disrespect for girls were common reasons for punishment [see photo 7.43 (3)] but there was only one instance of ‘discharging a firearm in the playground’ before school commenced.

The Punishment Book is now a significant document as it reveals the form of punishment administered in the school, the type of discipline enforced by the teacher, and the ages and gender of the pupils concerned. It reveals that boys up to 13 years 6 months old were still enrolled in the primary school and that girls were not entirely exempt from physical punishment.

One must understand, however, that the above punishments related to extreme cases of misbehaviour: Thompson was not a harsh disciplinarian and inspectors generally commented on his kind and humane approach.

7.44 Enrolment Registers

The Enrolment Registers, spanning the entire period 1911 to 2006, are highly significant records that detail the date of entry and departure of each pupil, the age on enrolment day, the name of the parent or guardian, and the religious affiliation of each family. Each pupil’s progress through the school was recorded including the date of promotion to a higher grade. Of the original enrolments in 1911/1912, most were Methodists, with smaller numbers of Roman Catholics and Presbyterians and a few EC (Church of England). This reflected the composition of the Village of Hall itself where

1934.					
Wilfred Butt	13 ⁶ / ₁₂	Disobedience	2 cuts	Cane	7. 2:34
Robert Gudgeon	13 ⁴ / ₁₂	Disobedience	2 cuts	'	"
Max Boreham	10 ³ / ₁₂	Hitting girls age unsuitably behaviour.	2 cuts	'	
Jack Morris	10 ⁴ / ₁₂		1 cut	'	
Geoff Southwell	9 ⁶ / ₁₂		1 cut.	-	14. 3:34
Colin Boreham	12 ⁵ / ₁₂	Addressing one of the girls in unsuitably manner, using expressions such as 'slut'.	6 cuts	'	26. 7:34

A.P.
6/10/34

7.43 (3) Extract from the Punishment Book 1934

a Methodist Church had been constructed as early as 1882 and a Catholic Church in 1910. A small Church of England congregation met but there was no dedicated church until 1941.

The Registers [see 7.44 (1)] provide valuable information on the occupations of the families, the majority of whom were connected with the land ('graziers' and 'farmers') while storekeepers,

7.44 (1) The first pages of the Enrolment Register 1911

Date of Admission.	Pupil's Name.	Pupil's Age.	Religious Denomination.	Date of leaving last school.	Parent or Guardian.			Date of Admission to each Class.							Date leaving school.		
					Name.	Residence.	Occupation.	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.			
30.1.11	Roy Shumack	6 1/2	Method	1/11	George Shumack	Hall	Labourer	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	2.6.11
2.1.11	Edna Brown	5 1/2	Method	1/11	Edmunda Brown	Hall	Store-keeper	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	2.12.17
6.11	Charles Southcott	6 1/2	Method	1/11	Charles Southcott	Hall	Store-keeper	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1.12.17
1.11	Selby Kebley	7 1/2	Method	1/11	James Kebley	Hall	Butcher	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1.2.16
2.1.11	Charles Blakitt	7 1/2	R.C.	1/11	Palmer Blakitt	Gumstead	Labourer	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1.12.15
20.1.11	Edna Brown	12 1/2	Method	1/11	Edmunda Brown	Hall	Store-keeper	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1.12.17
10.1.11	Mabel Kebley	11 1/2	Method	1/11	James Kebley	Hall	Butcher	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	1/11	6.12.14

7.44 (2) Detail: Girls' Enrolments 1911

butchers, labourers, blacksmiths, teachers, publicans and clergymen were also represented. Most of the pupils lived in the Village of Hall but small numbers came from Ginninderra, Spring Range, Cow Hollow and Brooklands [see detail in 7.44 (2)]. Those from Ginninderra were conveyed to and from school each day in the teacher's horse and sulky without any 'conveyance subsidy' being paid by the Department.

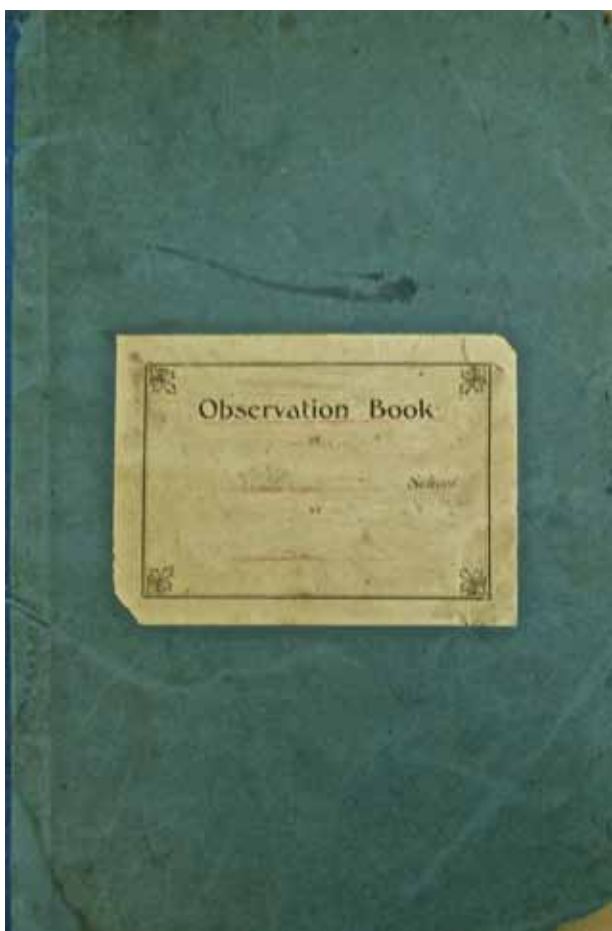
A written record of every child enrolled in the school over 96 years provides a wealth of detail and the Enrolment Books are most valuable items in the museum collection.

7.45 Observation Book

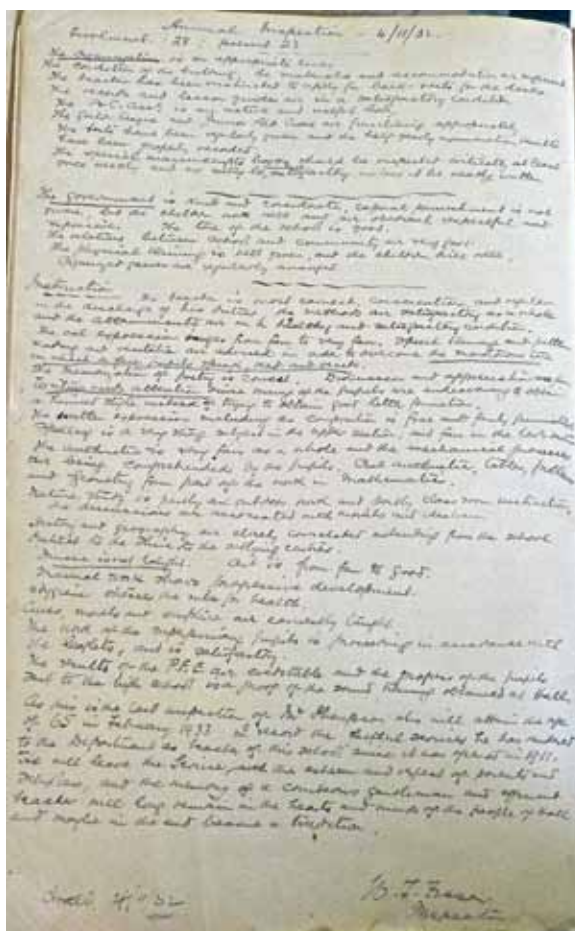
The local inspector, usually based in Yass, visited the school each year, scrutinising the school's condition, examining the progress of the pupils, and reporting on the ability and performance of the teacher. The *Observation Book* in which he recorded his

comments has been preserved in the collection and covers all of Charles Thompson's inspections at Hall School from 1911 to 1932 – see photos 7.45 (1) and 7.45 (2). It is a highly significant document as it provides an annual report on pupil attendance, the organisation of the school, the teacher's approach and rapport with the class (discipline), the quality of the instruction in each subject taught, and any comments designed to improve the running of the school. Observation Books for later years are also housed in the collection.

While the accolades to Thompson [photo 7.45 (3)] were warranted and enhance the records, the Observation Books are of even greater historical/social value for the continuing in-depth educational history they afford of a one-teacher school in the ACT, an invaluable item in the collection. Much of their value lies in the specificity of the detail provided.



7.45 (1) The Observation Book



7.45 (2) Observation Book report 1932

As this is the last inspection of Mr Thompson who will attain the age of 65 in February 1933 I record the faithful services he has rendered to the Department as teacher of this school since it was opened in 1911. He will leave the Service with the esteem and respect of parents and scholars, and the memory of a courteous gentleman and efficient teacher will long remain in the hearts and minds of the people of Hall and maybe in the end become a tradition.

Hall, 4/11/32

W. J. Fraser
Inspector

7.45 (3) Observation Book detail 1932

As this is the last inspection of Mr Thompson ... I record the faithful services he has rendered to the Department as teacher of this school since it has opened in 1911. He will leave the Service with the esteem and respect of parents and scholars, and the memory of a courteous gentleman and efficient teacher will long remain in the hearts and minds of the people of Hall and maybe in the end become a tradition

local residents who attended the school on special occasions such as Empire Day Celebrations each year, Armistice Day assemblies, and Hospital Day activities. These records indicate the sustained interest of the local residents in education and the numbers consistently involved in the functions of the school (see also Section 8.0). The close relationship between the community and its school has been deep and on-going.

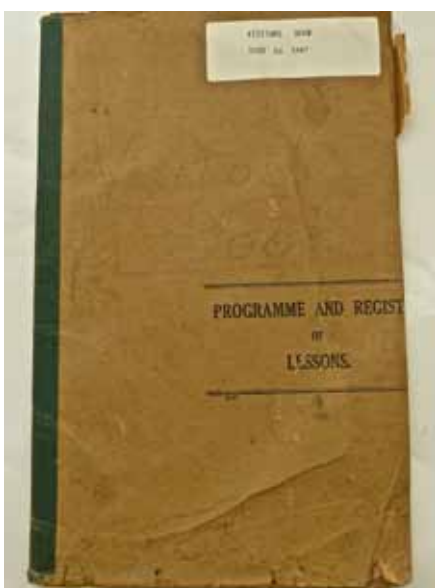
7.46 Visitors' Book

Copies of Visitors' Books are retained in the collection, preserving a record of all clergymen who attended for religious instruction, the dates and frequency of inspectorial visits, and the names of other visitors together with the nature of their visits.

Of equal significance, they record the names of

7.47 Photographic Records

The museum collection contains numerous photographs of the class, often with the teacher included. On some occasions, the boys and girls were photographed separately but in most instances the entire class was pictured as shown in the 1915 and 1918 photos in 7.47 (1) and 7.47 (2).



7.46 (1) One of the Visitors' Books (1920-1947)

VISITORS' BOOK			VISITORS' BOOK		
DATE	NAME	REMARKS	DATE	NAME	REMARKS
1911	W. J. Fraser	Inspector	1911	W. J. Fraser	Inspector
1912	W. J. Fraser	Inspector	1912	W. J. Fraser	Inspector
1913	W. J. Fraser	Inspector	1913	W. J. Fraser	Inspector
1914	W. J. Fraser	Inspector	1914	W. J. Fraser	Inspector
1915	W. J. Fraser	Inspector	1915	W. J. Fraser	Inspector
1916	W. J. Fraser	Inspector	1916	W. J. Fraser	Inspector
1917	W. J. Fraser	Inspector	1917	W. J. Fraser	Inspector
1918	W. J. Fraser	Inspector	1918	W. J. Fraser	Inspector
1919	W. J. Fraser	Inspector	1919	W. J. Fraser	Inspector
1920	W. J. Fraser	Inspector	1920	W. J. Fraser	Inspector
1921	W. J. Fraser	Inspector	1921	W. J. Fraser	Inspector
1922	W. J. Fraser	Inspector	1922	W. J. Fraser	Inspector
1923	W. J. Fraser	Inspector	1923	W. J. Fraser	Inspector
1924	W. J. Fraser	Inspector	1924	W. J. Fraser	Inspector
1925	W. J. Fraser	Inspector	1925	W. J. Fraser	Inspector
1926	W. J. Fraser	Inspector	1926	W. J. Fraser	Inspector
1927	W. J. Fraser	Inspector	1927	W. J. Fraser	Inspector
1928	W. J. Fraser	Inspector	1928	W. J. Fraser	Inspector
1929	W. J. Fraser	Inspector	1929	W. J. Fraser	Inspector
1930	W. J. Fraser	Inspector	1930	W. J. Fraser	Inspector
1931	W. J. Fraser	Inspector	1931	W. J. Fraser	Inspector
1932	W. J. Fraser	Inspector	1932	W. J. Fraser	Inspector
1933	W. J. Fraser	Inspector	1933	W. J. Fraser	Inspector
1934	W. J. Fraser	Inspector	1934	W. J. Fraser	Inspector
1935	W. J. Fraser	Inspector	1935	W. J. Fraser	Inspector
1936	W. J. Fraser	Inspector	1936	W. J. Fraser	Inspector
1937	W. J. Fraser	Inspector	1937	W. J. Fraser	Inspector
1938	W. J. Fraser	Inspector	1938	W. J. Fraser	Inspector
1939	W. J. Fraser	Inspector	1939	W. J. Fraser	Inspector
1940	W. J. Fraser	Inspector	1940	W. J. Fraser	Inspector
1941	W. J. Fraser	Inspector	1941	W. J. Fraser	Inspector
1942	W. J. Fraser	Inspector	1942	W. J. Fraser	Inspector
1943	W. J. Fraser	Inspector	1943	W. J. Fraser	Inspector
1944	W. J. Fraser	Inspector	1944	W. J. Fraser	Inspector
1945	W. J. Fraser	Inspector	1945	W. J. Fraser	Inspector
1946	W. J. Fraser	Inspector	1946	W. J. Fraser	Inspector
1947	W. J. Fraser	Inspector	1947	W. J. Fraser	Inspector



7.47 (1) The 1915 Class

Back Row: Bruce Kilby, Alan Southwell, Jack Lazarus, Kevin Thompson, Bryce Shumack, Os Southwell, Fred Hall

Third Row: Silas Shumack, Jack Hall, Clyde Kilby, Roy Shumack, Selby Kilby, (Oliver John?), Jack Morris, Ida Southwell, Claude Brown, Charles Thompson (Teacher)

Second Row: Ernie Southwell, Milford Southwell, Edie (Edith) Shumack, Leslie (Elsie?) Buckmaster, Clara Lodge, Beryl Kilby, Molly Buckmaster

Front Row: Wilbur Shumack, Grace Kilby, Jack Evans, Dot (Dorothy) Brown, Kathleen Morris, Florrie Gribble, Connie Bradley, Thelma Thornton, Thelma Southwell

The 1918 photo [7.47 (2)] was evidently a commercial production and the names of all pupils have again been preserved.

A post-1924 photograph [7.47 (3)] was taken in front of the extended building after February 1924. The adult is unknown

Both the 1915, 1918 and post-1924 photographs were evidently posed on special occasions as the children were well dressed, the girls wearing smart frocks, and many of the older boys wearing suits and ties. Some of the students later recalled that many did not wear shoes to school on regular days.

Photographs 7.47 (4) and 7.47 (5) – taken in 1920 – include 21 boys and 22 girls, all of whom had been forewarned that photographs would be taken and told to wear their best clothes, including hats. The lass in the front row (3rd from the right – probably Thelma Thornton) decided that she should bring her doll as well. The photos add to the significance of the museum collection as they depict the style of dress at the time (there was no school uniform), the hats worn, and the marked difference in ages between the youngest and oldest pupils in the one class.

Other photographs in the collection reveal the significant interaction between the school and the



7.47 (2) The Class of 1918

Front Row: Elvin Hall, Jackie Dolan, Walter Murty, Jack Hall, Avrill Gozzard, Noel Burton, Tom Gribble, Jack Kevans

Second Row: Zita Gozzard, Kathleen Thompson, Nina Southwell, Zena Hall, Dulcie Southwell, Vera Burton, Ivy Robertson

Third Row: Kevin Thompson, Bruce Kilby, Fred Hall, Allan Southwell, Grace Kilby, Merlie Gribble

Back Row: Thelma Southwell, Mollie Buckmaster, Beryl Kilby, Ida Southwell, Jack Hall, Os Southwell, Zita Gribble



7.47 (3) Post-1924 Class

community on Empire Day when parents and friends gathered at the school to join the children in celebration of the Empire. The gathering in front of the school in photo 7.47 (6) pre-dates 1924 and shows the children and the villagers awaiting the commencement of speeches. In the evening, bonfires were lit on the school site just near the horse paddock and the stables (now Palmer Street).

This community relationship was clearly evident in 1920 when 'fully 300 were present' at the 'picturesque school ground' to unveil an Honour Board 'containing the names of the brave lads from the district' who had fought for the Empire. The residents decided that the Honour Roll 'should grace the walls of the school' and that children should be involved in the ceremony. As the correspondent



7.47 (4) Boys 1920



7.47 (5) Girls 1920

for the *Queanbeyan Age and Queanbeyan Observer* reported: 'Hall was out to honor the day on the 24th and right royally did they succeed'. At the conclusion of the ceremony, the children 'from all

the combined schools' were entertained at a huge picnic on the school site. Some of the well-dressed children are captured in photo 7.47 (7), a snapshot again preserved in the museum collection.



7.47 (6) Empire Day at Hall Public School



7.47 (7) The 1920 picnic

7.5 Teaching Aids

While the teaching aids are a reminder of a previous age, they are even more significant as they reveal the changes, step-by-step, that have taken place over time.

7.51 Writing implements

Slates were originally used in class as children learned to write, read and spell – copying letters as they learned the alphabet and numbers for their ‘sums’. When these had been mastered, they progressed to pen, ink and exercise books. The museum contains numerous slates and slate pencils as displayed in 7.51 (1), together with ink-bottles and pens. The Department supplied the ink-powder that was mixed with water to fill the ink-wells in the desks. Heavy ink stains on the teacher’s desk attest to periodic accidents when the jars were bumped or mishandled.

One of the children who attended on the first day of the school’s operation in 1911, brought her own slate (with slate pencil) to school and used it until she graduated to pen and paper. Years later she presented the well-worn slate to the school and it is now displayed in the museum collection [photo 7.51 (2)].



7.51 (1) Slates, slate-pencils, and refillable ink containers



7.52 Blackboards

Blackboards were the chief teaching aids of earlier years and were essential for good classroom management. The outlines on the museum's two blackboards [photo 7.52 (1)] indicate the approach in one-teacher classrooms over many decades and reveal much about the teaching methods employed.



7.51 (2) Original slate board 1911



7.51 (1) Blackboards outlined learning tasks and times



7.52 (2) A Day's Program displayed on the Blackboard

It was impossible to teach the class as a single group for most of the day as the pupils were at different levels of attainment. Some of the older ones were proficient readers while others were still struggling to learn the alphabet. Consequently the plan for the day was written up on one of the boards and divided into the Upper Division and the Lower Division. These plans were then broken into time segments with details of work to be done in each time period, with older students explaining them to those who could not read.

7.53 Maps and Charts

The Department of Public Instruction (and the Federal Department of the Interior) issued maps of the world and the British Empire to the Hall School to assist the teaching of Geography – see photo 7.53 (1). Charles Thompson followed up these class lessons by forming 'mud maps' in the soft earth of the playground and requiring pupils to locate where rivers and towns were situated.



7.53 (1) Maps issued to the School

Music lessons (or singing sessions) used the Sol-Fa method of instruction where the notes of an octave were chalked onto a small blackboard and pointed to as the children sang. Some of the charts issued to the school included a Sol-fa Chart and a blackboard for musical notation, both preserved in the museum collection [see 7.53 (2) and 7.53 (3)].



7.53 (2) Sol-fa chart



7.54 (1) Rixonola Gramophone 1920s



7.53 (3) Board for Music Instruction

in 2014 recalled meetings of sporting and service organisations at the school on a regular basis.

Of equal importance was the change in teaching styles afforded when radio receptions were possible and receivers were installed. The original radio and receiver set [7.54 (2)] have been preserved in the museum, together with a copy of *The Installation of Equipment for School Broadcast Reception*, issued by the Australian Broadcasting Commission in 1942.

According to former pupils, the radio was used somewhat excessively in the late 1940s and early 1950s: *School of the Air* was listened to each morning,

7.54 Technological Aids

A new world of learning was available when the gramophone made its appearance as a wind-up table-top model, allowing children to hear recorded music and voice for the first time. The museum's Rixonola gramophone pictured in 7.54 (1) was a 1920 model that brought a new dimension to classroom learning.

Electricity was connected to the village of Hall in 1948 and its effects were immediate and profound. Not only was the school well lit on overcast days but the classroom was also increasingly used at night by community groups. Some of the residents



7.54 (2) Early Radio and Receiver Set

and afternoon broadcasts also became increasingly popular.

Electricity allowed the teachers to use a small projector designed for black and white film-strips. These were issued by the NSW Department of Education and covered a wide array of subjects. Significantly the museum collection preserves a Waterworth 35mm film-strip projector (c. 1940) [photo 7.54 (3)] and an extensive store of film-strips in their original storage box.

It is quite significant that the collection includes these historic items as they indicate a marked progression in teaching methods from the days of 'chalk and talk', through an era of non-electric gramophone use, to the days of electric powered radio and projection in the school. In this way, the museum collection records the growth of technology (ie. audio-visual aids) in the school.

Another significant change in teaching methods occurred when various forms of printing were introduced in the classroom, resulting in less reliance on blackboard presentation of information. While carbon copies and 'jelly pad' productions were widely used, it was the 'electric duplicator that revolutionised instructional practices. The duplicator depicted in 7.54 (4) is a Remington stencil model from the 1930s but it could not be used at Hall until electricity was connected to the school.



7.54 (3) Waterworth film-strip projector



7.54 (4) Remington duplicator

7.6 Curriculum/Printed Resources

Many items in the collection clearly reveal the curriculum that was implemented at different times and permit a knowledge of day-to-day teaching and activities. Of particular relevance is the range of printed materials that was available to the students. The museum's resources – the school's annual inspectorial reports, Departmental publications, and over 700 books – provide a rich trove of information that is analysed in Sections 7.61 to 7.68.

This material was examined in order to determine:

- the significance of items to NSW/ACT educational history
- the development of the curriculum over 50 years and what was specifically taught at the Hall School
- the change from books published in England to those locally produced (with increasing Australian content)
- the significance of items relating to social/moral/spiritual trends
- the provenance of items relating to the Hall Public School and to individual former students
- the ownership and/or use of items by former teachers, and
- the significance of items to the Hall community itself.

7.61 The Curriculum

Hall was a one-teacher school and all pupils were taught in the one class. Then according to the progress achieved by pupils (and not their ages), they were placed in Grades 1 to 7 (Grade 7 was Super-Primary), each grade sitting in a selected part of the room. A Departmental syllabus specified what was to be taught at each grade level.

The Observation Book in the museum records indicates that the actual subjects did not change significantly between 1911 and the 1930s and that inspectors reported on the following subjects:

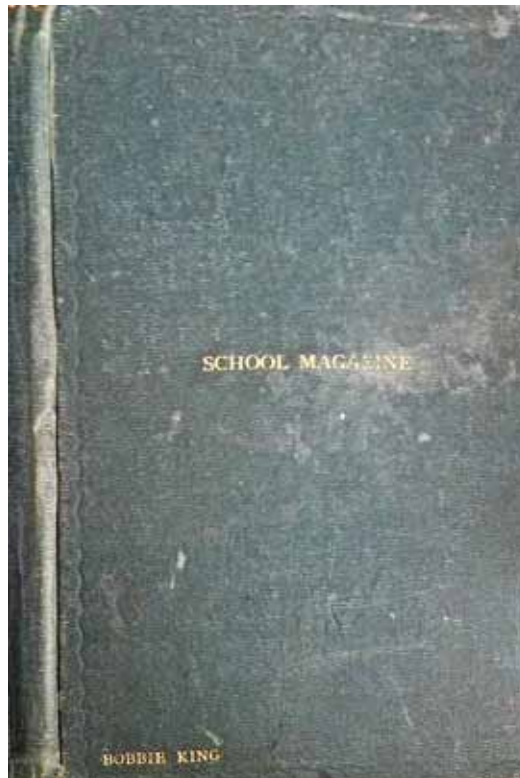
- English (reading, spelling, writing on tablets and in books, punctuation, speech, poetry and poetry recitation)
- Arithmetic (addition, subtraction, multiplication, division), tables, problems, mental arithmetic
- Nature Knowledge, observation, geography
- Civics/Morals, Australian history, English history
- Sewing (taught by the teacher's wife)
- Manual training
- Singing

Of equal significance, the school records indicate the teacher's changing approach as new methods were introduced. By the 1920s, for example, Thompson was praised because 'some modern ideas, eg, individual teaching, progress at own rate, self-direction and lecturettes are woven into the school routine'. Few one-teacher schools have preserved such a detailed record of the curriculum followed, the success and weaknesses of the teacher's efforts, the results of the pupils, and the reading material used in the classroom.

7.62 The School Magazine

In its desire to overcome the lack of printed material in many schools and to ensure the quality of reading material available, the NSW Department issued *The School Magazine* free each month to public schools from 1916. This publication, different for each grade level, included story narratives, historical segments, poems, and other items on which individual reading,

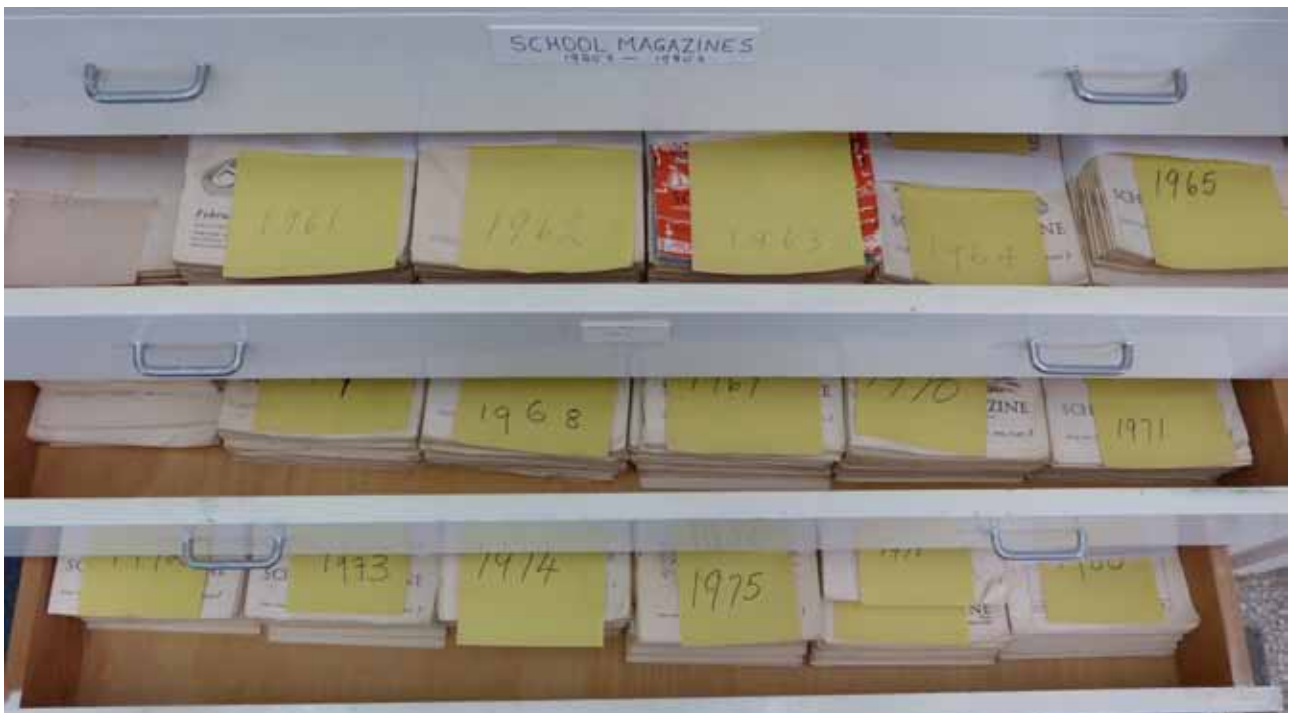
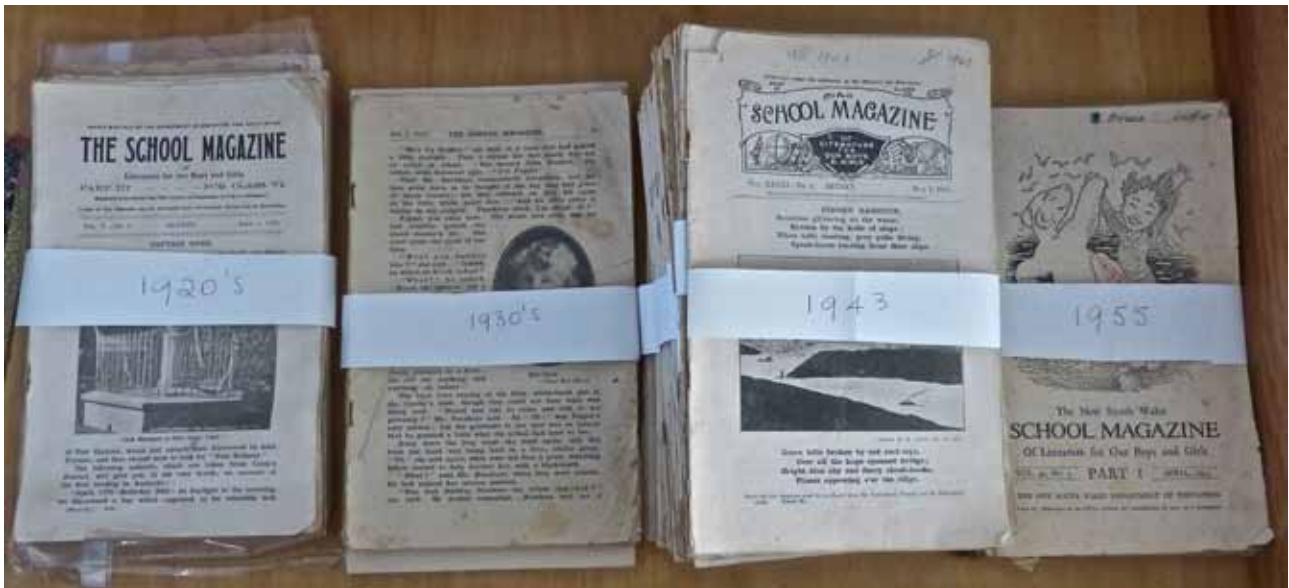
group reading, spelling, and other facets of English teaching could be based. The museum's collection contains hundreds of issues, some of which are shown in photos 7.62 (1) to 7.62 (3).



7.62 (1) Magazine cover



7.62 (2) NSW School Magazine



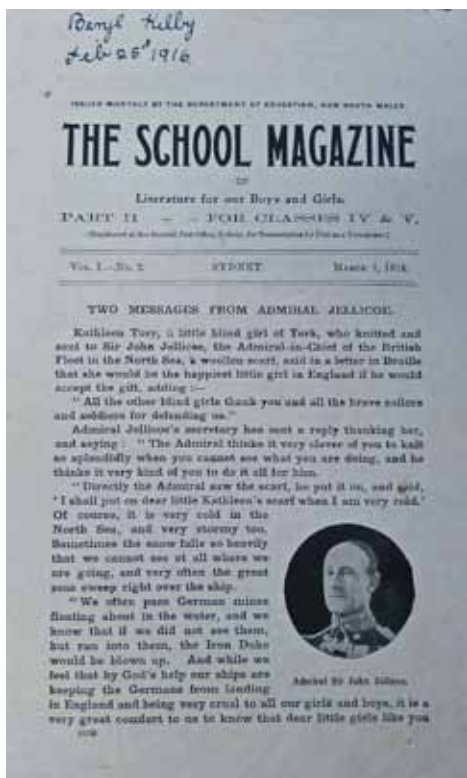
7.62 (3) A small section of the *School Magazine* Archives

Of considerable significance are copies of Volume 1 held in the museum collection. Beryl Kilby was in Fourth Class when she received the second issue ever produced and promptly wrote her name in it and dated it 25th February 1916 – photo 7.62 (4). All copies distributed throughout 1916 included feature stories about the war, its causes, and the heroic feats of the Imperial Forces.

The *School Magazine* replaced its forerunner, the *Commonwealth School Paper*, which had also been distributed to the children at the Hall School.

Fifteen year old Clyde Kilby, Beryl's older brother, had written his name on the February 1915 copy as he read the first page: *Lord Roberts to the Children – The Cause of the War* [photo 7.62 (5)].

These magazines provide evidence of the content and level of everyday instruction in the school and the basis of much of the regular teaching in English, history, geography and nature study. They constitute an invaluable museum collection for the period 1915 to 1980.



7.62 (4) Vol 1 No 2 Feb 19



7.62 (5) Commonwealth School Paper 1915

7.63 English

One of the *Friends of the Hall School Museum* – Rosalie Richards – has closely examined the 700 books in the museum’s collection, divided them into categories approximating the subjects taught, and determined the most significant for historical/social/heritage purposes. While many of the books have been used and kept at the school, significant numbers were collected by Laurie Copping over

many years or donated by former pupils and their families.

While all 700 books are of particular interest, 66 of them (8.5%) have been cited in this report because they meet the criteria specified in Section 7.6 above. They are listed in the Tables for each teaching subject. Then, for a close analysis, 23 titles (3.2% of the total collection) have been selected for detailed examination in the following Sections.

Table 7.63 (1) English

1900-1919	1920s	1930s	1940s	1950s
Reading				
Reading Primer II 1917	Syllabus Poetry Book 1922	Infant Reader Part I 1932	Reading Primer Part II 1940	Sixth Progressive Primer
New Australian School Series: First Reader 189?	The Caldwell Simplicity Readers 1926	Infant Reader Part 2 1930	Infant Reader Part II 1941	A Book to Read (1946-1959)
On the Spanish Main 1907	Billy Bubbles: Child Songs 1920-1929	Tom Fee 1933	In Trafalgar’s Bay / Strang (Herbert Strang Readers) 1946	Bouncy Bus and Jack-in-the-Box / Edwards 1954
Spelling				
		Dictation and Spelling for Super-primary Schools 1930	Essentials in Teaching and Testing Spelling / Schonell 1949	The ‘Cotton’ Primary Speller / Cotton 1955



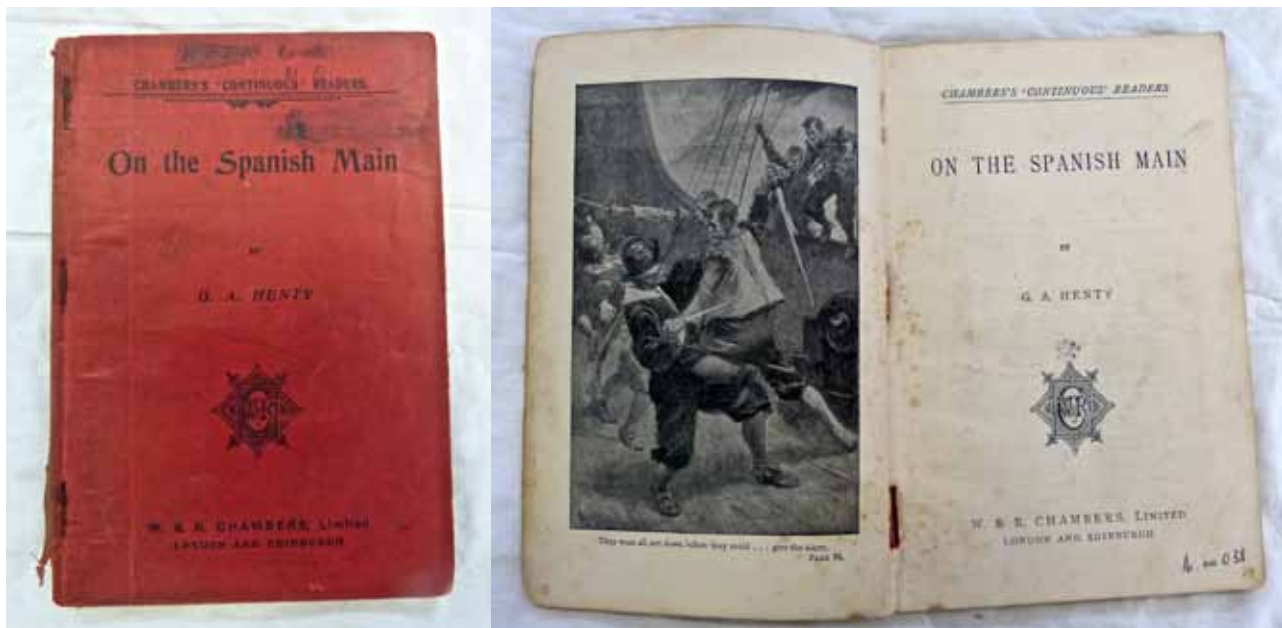
7.63 (1) Four photos of important museum texts / reference books

Almost 200 titles relate to the various aspects of primary school English (reading, writing, dictation, spelling, grammar, speech) up to the late 1950s. While all are important for curricular and instructional purposes, the eighteen titles in Table 7.63 (1) have been highlighted because of their unquestioned provenance to pupils at Hall School and/or because they illustrate changes in content, style and format of primary school textbooks during the first half of the 20th century.

Of the above eighteen books, five have been selected to illustrate different forms of significance. A small but highly valued collection pre-date 1911 and were used in former one-teacher schools in the region before they closed and the books were later transferred to the Hall School. *On the Spanish Main* (Chambers'

Continuous Readers 1907), for example, is stamped 'Ginninderra School' where it was used for up to three years before the school closed in 1910, whence Charles Thompson transferred the book and other items to his new school [see photo 7.63 (2)]. The print is quite small and the book was written in England for English children.

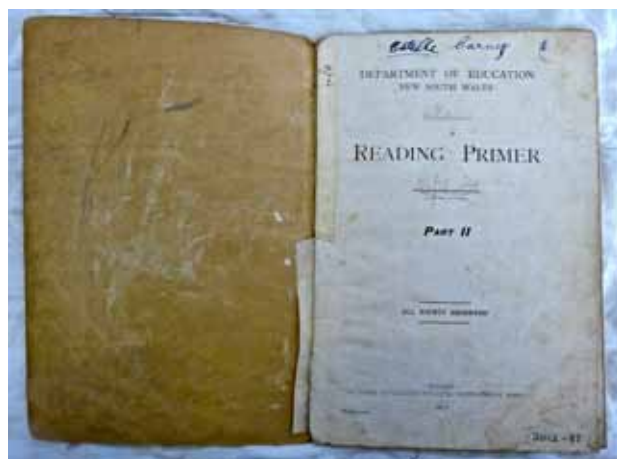
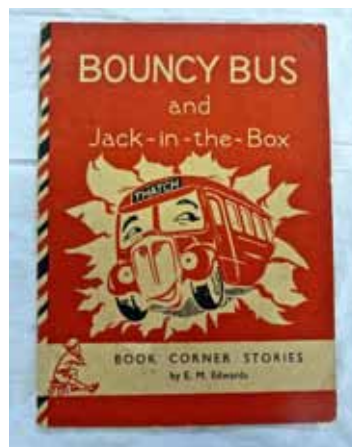
The NSW Department of Education's *Reading Primer II* from 1917 was used in the school over a number of years. It appears on the 1923 Inventory prepared by Charles Thompson (see Section 7.42) and is inscribed 'Estelle Carney' [photo 7.63 (3)]. Estelle's father was a grazier on the outskirts of Hall and she and her two older sisters enrolled at the school during the 1920s and 1930s. It is quite possible that the primer was used by her sisters some



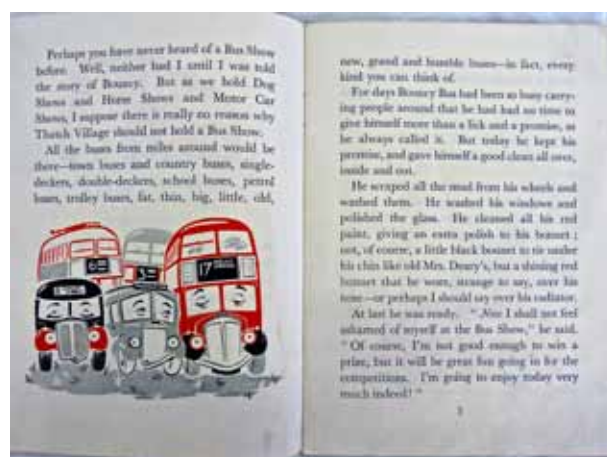
7.63 (2) Cover and detail On the Spanish Main

years before Estelle enrolled at the school a month before her 7th birthday in 1938.

Other books reveal that those of English origin continued to be used at the Hall School for some decades. *Bouncy Bus and Jack-in-the-Box* (Book Corner Stories 1954) – stamped ‘Hall Public School’ – was a well-used reader at Hall in the 1950s [photo 7.63 (4)]. The name of the bus, Thatch, and other words in the text clearly show its English origin.



7.63 (3) Reading Primer 1917

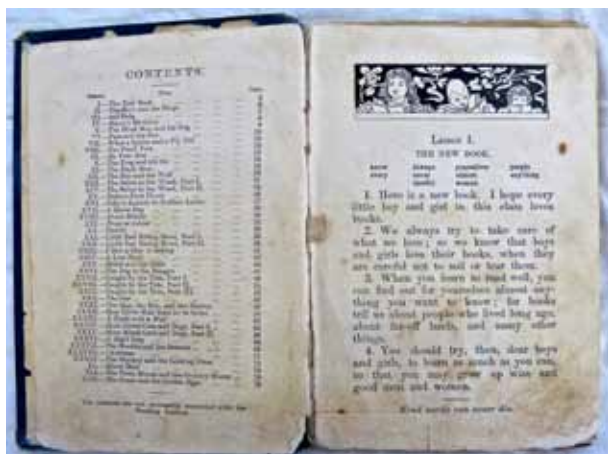


7.63 (4) Cover/Detail of Bouncy Bus

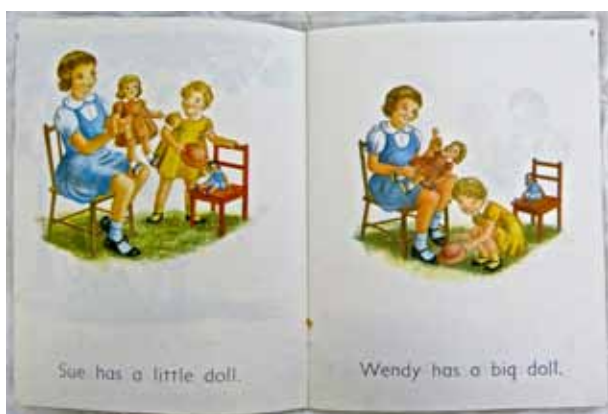
William Brooks & Co.'s *New Australian School Series: First Reader* from the 1890s [photo 7.63 (5)] and the NSW Department of Education's reader *A Book to Read*, published from 1946 to 1959 [photo 7.63 (6)], together illustrate clearly some of the changes

that took place in texts for primary schools.

First Reader is rather severe in appearance. The text is dense and more suited to oral reading by an



7.63 (5) New Australian ... First Reader



7.63 (6) A Book to Read (1946+)

adult rather than by a child. While the content is still basically British, it illustrates the move towards Australian publication with material more relevant to the Australian child. *A Book to Read* on the other hand has a soft cover, is more colourful and has larger, more child-friendly print.

The museum's collection indicates that books published in England continued in use well into the mid-1950s. It has been suggested that the NSW Department of Education promoted its own printed

material – particularly 'The School Magazine' – at the expense of other local productions. Whatever the reason, many of the books in the Hall collection up to the 1950s are of overseas publication.

7.64 Mathematics

Of the 40 mathematics books in the museum, the nine detailed in Table 7.64 have been selected because of their special significance.

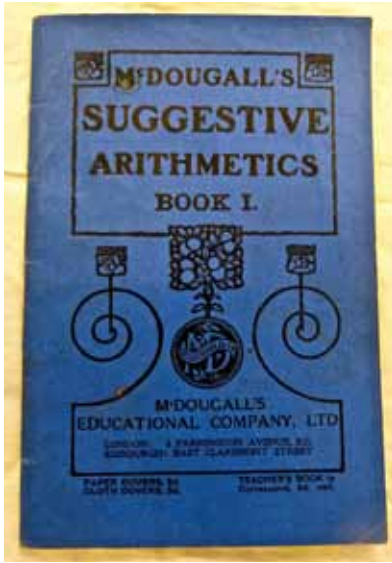
Three illustrate both provenance in relation to Hall and changes over time in content, format and style. *McDougall's Suggestive Arithmetics: Book 1* – photo 7.64 (1) – is inscribed 'Rose Morris 13.9.1916'. Her father, William Morris, was a well-known identity in the Hall Village where he was officially the 'bootmaker' but also served as a bicycle repairer, banker and haircutter. As he had a large family, four of whom enrolled at the school during 1911, it is possible that the mathematics book was used by more than one of his children.

Suggestive Arithmetics: Book 1 was written to support the New Syllabus of 1904-05 with its emphasis on 'learning by doing'. An innovative suggestion was included in the exercises: 'Measure the length of your desk in inches and tenths ... Measure the width of the desk – its height from the floor. Measure other things in the room'. The exercises involved a new emphasis on active participation.

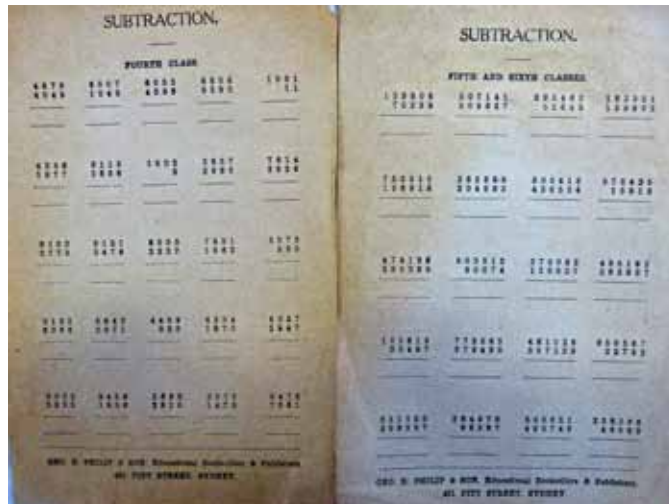
The Correspondence School at Blackfriars, Sydney, issued arithmetic work sheets and these were also used in the Hall School for regular lessons. One packet of identical papers in the museum's collection titled *Subtraction* [photo 7.64 (2)] is inscribed 'Nina Southwell 26.6.26'. Nina lived in the Village where her father, Lyndsay, was a farmer/grazier, one of at least five Southwell families in the region. The

Table 7.64 Mathematics Texts

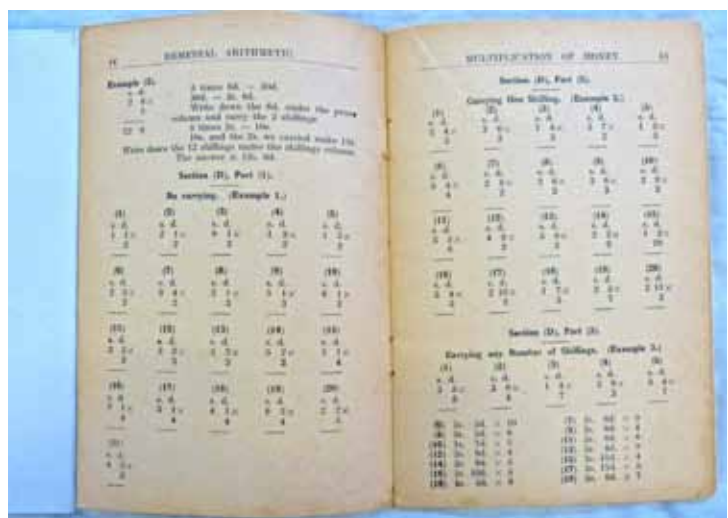
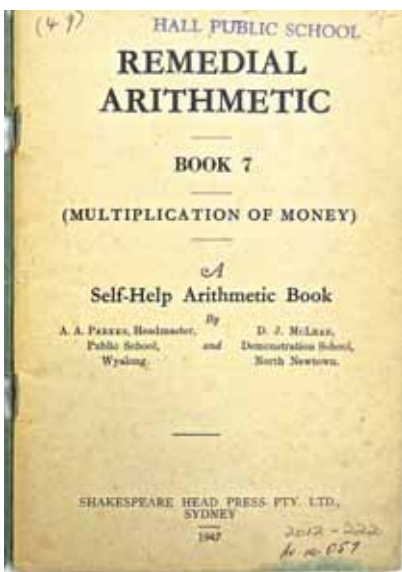
1900-1919	1920s	1930s	1940s	1950s
Arithmetic, C. Pendlebury 1900	A New 'Shilling' Arithmetic 1924	Answers to New Syllabus Mid primary Arithmetic/ Reay 1930	Modern Mathematics for Sixth Class/ Williams & Arthur 1940	Test Cards: Mathematics to suit 1952 NSW Syllabus [195-]
McDougall's Suggestive Arithmetics: Book 1 [190-]	Subtraction: Correspondence School Work Sheets [192-]	Answers to P.F. Arithmetic 1933	Remedial Arithmetic/ Parkes & McLean 1947	



7.64 (1) Suggestive Mathematics [190?]



7.64 (2) Correspondence School Subtraction Sheets



7.64 (3) Remedial Arithmetic (1947)

Subtraction Sheets are important for two reasons: first, they illustrate the type of material used in the 1920s for individual work; and second the multiple copies of a sheet under her name suggest that Nina, who had left school in 1923 at the age of twelve, may have helped as a monitor who distributed sheets and aided younger pupils in 1926. Two of her younger brothers were at the school that year and she possibly assisted them with their arithmetic.

Remedial Arithmetic by Parkes & McLean 1947 – photo 7.64 (3) – is stamped ‘Hall Public School’ and reflects increasing awareness of the need to target students with learning problems. The authors even detail ways in which parents might aid their children’s learning.

The books cited above in English and Mathematics were all used in the school – their provenance is undoubted – and were often inscribed by pupils and clearly dated. Former students indicate that some books were owned by pupils and later donated to the museum. Other books, however, never left the school and were stamped with the school stamp. Perhaps a few inscriptions were the result of illegal penmanship, an exploit not unknown in schools in every age.

While the provenance of the various titles is important, the books also indicate a progression

in textbook format and content, together with an increasing concern for children’s individual learning styles. In this way the collection is of extreme historical and educational value.

7.65 History/Geography/Civics/ Social Studies

The museum’s collection of 70 books in the areas of History, Geography and Civics is particularly significant as it represents and highlights the changes that occurred in curriculum development over a 60-year period. The texts mentioned in Table 7.65 are indicative of this progression while the eight chosen for discussion provide specific detail with evidence of authenticity.

Three history texts illustrate both provenance and changing content. The first, *Stories from Australian History* from 1908, is inscribed ‘Hall Public School, Federal Territory ...’ and appears on the school’s 1923/1924 Inventory. The text is dense, the illustrations are black and white, and the book is designed to encourage admiration and gratitude to Australia’s pioneers - see photos in 7.65 (1).

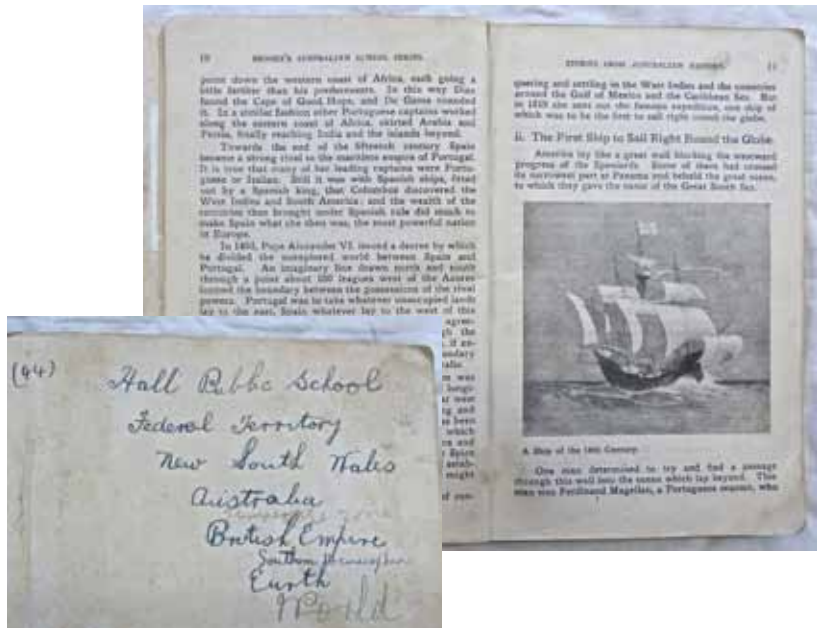
Hunt’s *History for Sixth Class*, written to support the 1941 syllabus, was inscribed by 11-year old Merrilee Southwell in 1952 during her last year at Hall School. Merrilee attended the one-teacher school from 1947 until December 1952, a rather austere

Table 7.65 History/Geography/ Civics/Soc. Stud.

1900-1919	1920s	1930s	1940s	1950s
Macmillan’s History Readers 1904	New Syllabus English History for Sixth Classes / Spaul 1924	Exercises in English History for Sixth Class 1930	Social Studies / Donovan 1941	The Modern Age / McLean 1952
Stories from Australian History / Watts 1908	Angus & Robertson’s History of Australia & New Zealand 1927	New Syllabus English and Australian History for Sixth Class with Civics and Moral Stories/ Spaul 1937	History for Sixth Class / Hunt 1946	
English History Stories for Young Australians / S H Smith 1913	History of Australia for Commonwealth Schools / Chard 1928		Australia since 1606 / Portus 1948	A Junior History of Australia / Meston 1950
A First Geography for Young Australians / S H Smith [190?]	Australasian School Atlas 1924	Traders and Carriers / Rayner 1938		
Civics and Morals / Cole 1905				
Civics Series for Schools/ Parkinson 1916				



7.65 (1) Stories from Australian History

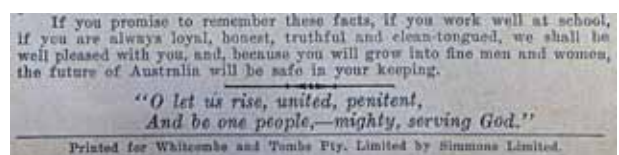
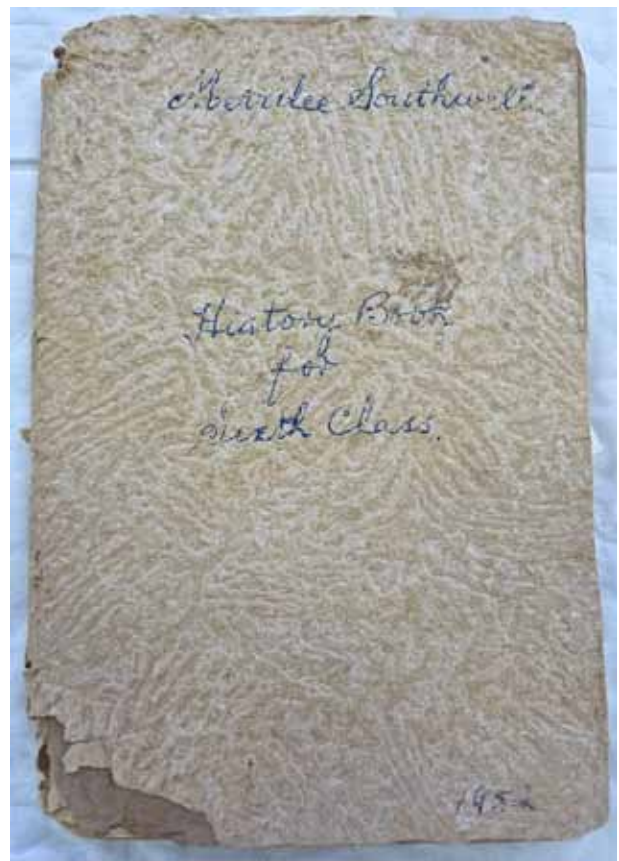


time as the ACT was recovering from the effects of a wartime economy.

She covered her history book with wallpaper [photo 7.65 (2)], a fairly usual practice in the period of post-war severity. Moreover, the book itself reflects the same economic restraint: the quality of the paper is poor [photo 7.65 (3)], the illustrations are black and white (except for four colour plates) and the moralistic teaching is specific – students are exhorted to be ‘loyal, honest and truthful and clean-tongued’.

Changes soon occurred in content, however, as reflected in *The Modern Age: Social Studies for Sixth Grade* by McLean (1952) [see photo 7.65 (4)]. It reflects a significant shift away from the study of history, geography and civics as separate units. Peter Hardy who lived in Victoria Street wrote his name and address in the book and Richard Sullivan, the teacher, stamped it ‘Hall Public School, ACT’. While more activity-based than the previous books, it is not particularly attractive, with black and white illustrations.

A First Geography for Young Australians was printed shortly before the Hall School opened in 1911 and was included in the 1923/1924 Inventory. Reflecting the increasing number of geography books being published in Australia, it continued in use for some decades at the school. The copy depicted in photos 7.65 (5-6) has an interesting history as it



7.65 (2) Wallpaper covered text

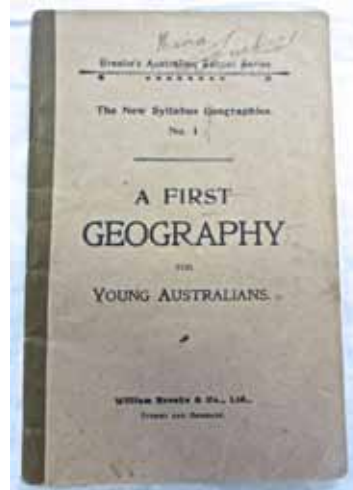
was inscribed 'Nina Southwell 1926' when she was fifteen years of age. Nina was the same person who appeared to act as a monitor in arithmetic and donated her books to the school.



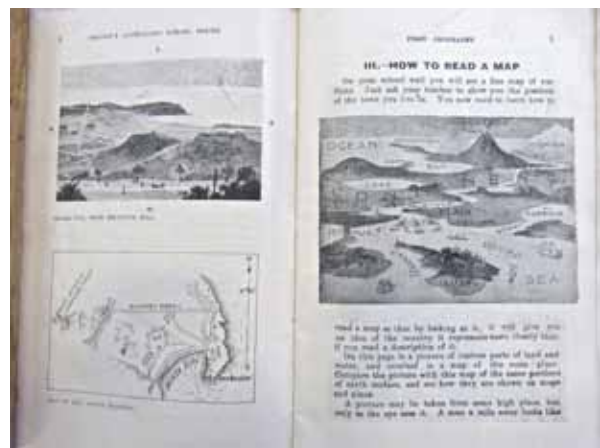
7.65 (3) History for Sixth Class



7.65 (4) This Modern Age (1952)



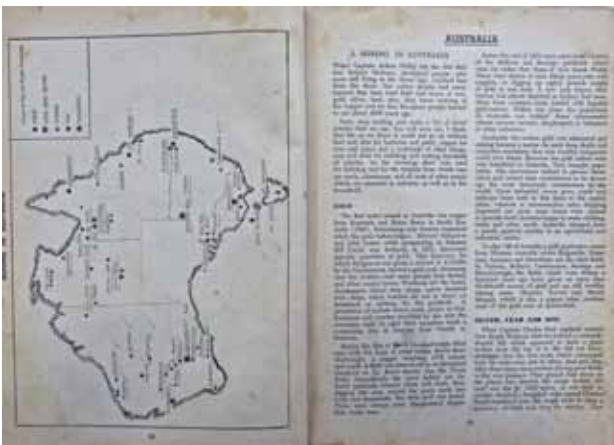
7.65 (5) A First Geography

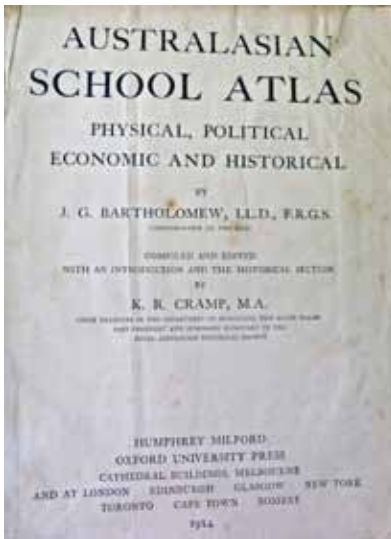


7.65 (6) The First Geography

A further indicator of the move towards Australian material is Bartholomew and Cramp's *Australasian School Atlas* of 1924, the first of its kind. Naturally the countries of the British Empire still figured heavily in its maps [photo 7.65 (7)].

Finally, Parkinson's *Civics Series for Schools* (1916) was written to support the New Syllabus of 1904-5 [photo 7.65 (8)] in which Civics & Morals became a separate subject and was continually modified over the next 50+ years, eventually emerging as Social Studies.

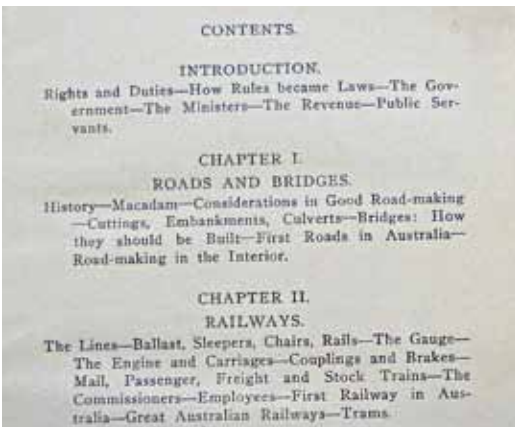
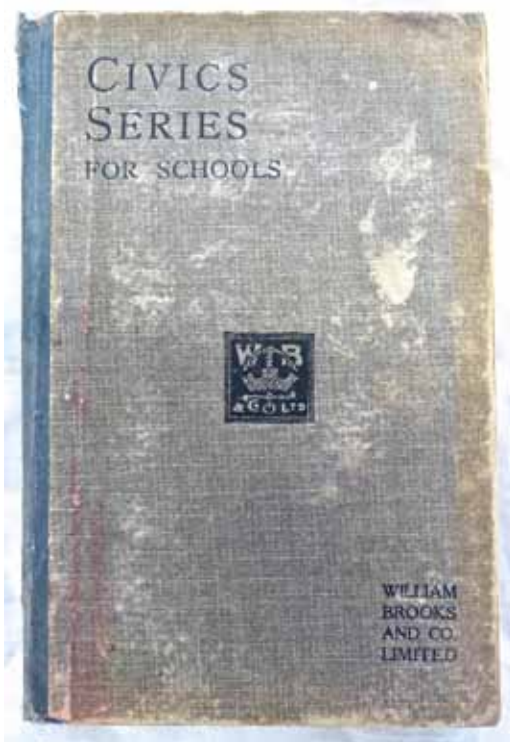




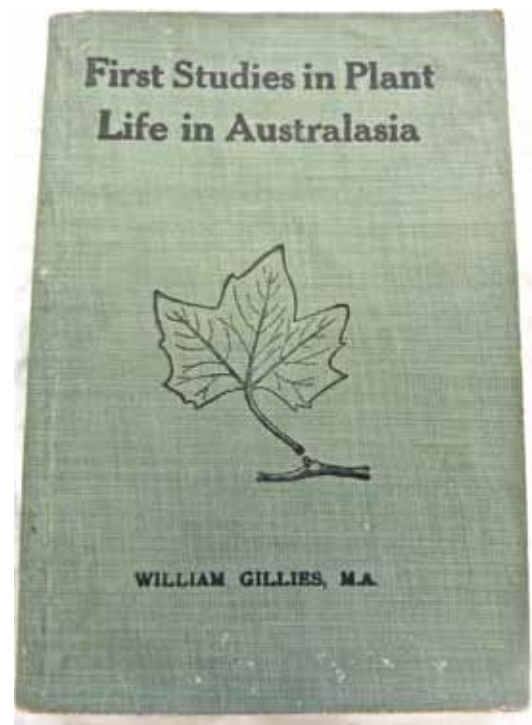
7.65 (7) Australasian School Atlas 1924

7.66 Nature Study: Texts and Certificates

While the various aspects of English, Mathematics, History and Geography (with variations) formed the basis of the curriculum in the period 1911-1959, other subjects were taught, their importance varying from time to time. Examples of significant books in the museum collection relating to Nature Study are noted in Table 7.66, following which three are illustrated and briefly analysed.



7.65 (8) Civics Series for Schools

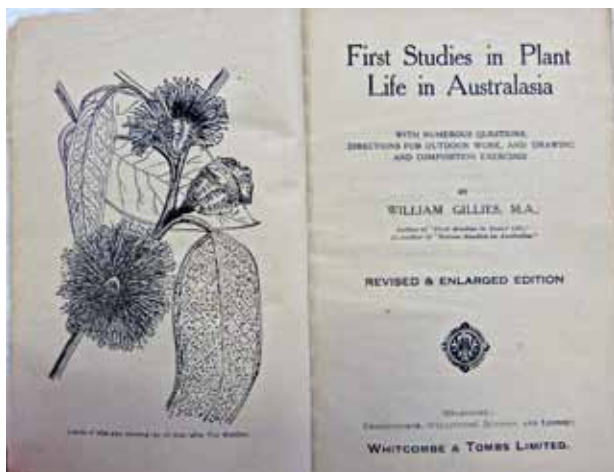


7.66 (1) First Studies of Plant Life ...

Table 7.66 Nature Study

1900-1919	1920s	1930s	1940s	1950s
Nature Study				
First Studies in Plant Life in Australasia/ Gilles 1900-1910	Whitcombe's Progressive Nature-study Work-book & Observation Calendar / Leach 1920s?	Gould League Songs & Poems 1934		Why ... and Because / Windoss 1951
	Native Flora of New South Wales/ Maiden 1922			

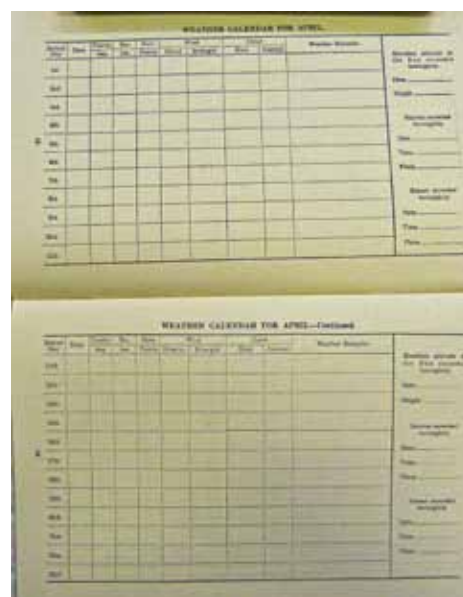
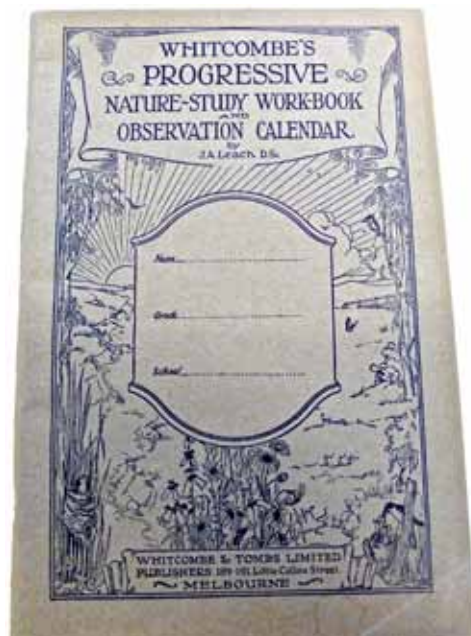
Charles Thompson, the first teacher, had a deep love of nature as evidenced earlier in Section 7.1. This carried over into his teaching and to the books he collected on Nature Study for the school. One particular book, Gillies *First Studies of Plant Life in Australasia* [1900-1910] – see photos 7.66 (1) and 7.66 (2) – was rather blandly inscribed 'O J Morris' but research reveals history and provenance at their best: young Oliver John Morris was enrolled at the school a month after its commencement in 1911 when he was six years of age, just when the teacher was planting trees and shrubs in front of the school, and involving Oliver and the rest of the class in beautifying the school site. With others he watered and cared for the plants as they grew: nature study was a very practical subject.



7.66 (2) First Studies of Plant Life ...

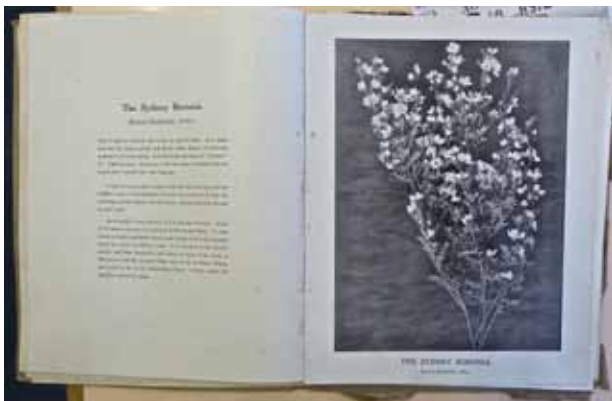
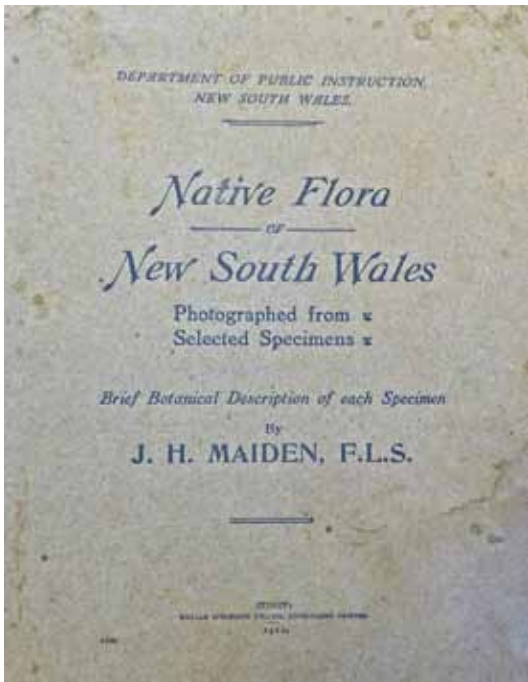
A few years later, *Whitcombe's Progressive Nature-study Work-book and Observation Calendar* (Leach, 1920s) reflected the ideas behind the New Syllabus of 1904-5, which encouraged direct observation of nature [see 7.66 (3)]. The ideas of such a book resonated with the young pupils at Hall who planted

trees along Victoria Street, watered the *Peace Tree* until it was self-sustaining, and recorded rainfalls that topped up the water tank to water the school garden.



7.66 (3) Nature Study Work Book

The third book – a beautiful large publication published in 1911 by the Department of Public Instruction in New South Wales – presented the Native Flora of the state and was delightfully illustrated [see photos 7.66 (4)].



7.66 (4) Maiden's Native Flora of New South Wales 1911

The vegetation on the school site attracted many birds, and teachers over a 50-year period encouraged membership of the Gould League of Bird Lovers. Oral and written records tell of 'bird walks' with teachers from 1911. Badges and certificates were presented to pupils each year: larger certificates were framed and displayed [photo 7.66 (5)] while smaller ones were pasted into scrap books. Two pages of certificates from these books are reproduced in photo 7.66 (6).



7.66 (5) Certificate: Beryl Kilby 1914



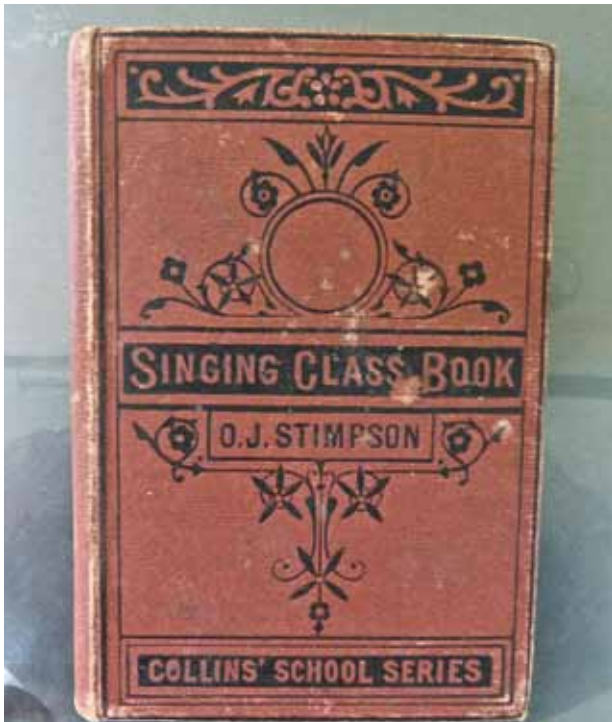
7.66 (6) Pages from the scrap-books

The interest in an inquiry-based approach to nature study and bird life continued into the 1950s as evidenced by *Why... and Because* by Windoss (1951) and the pleasant recollections of pupils. Moreover, as indicated in Section 7.67, the teaching of nature study was combined with music instruction.

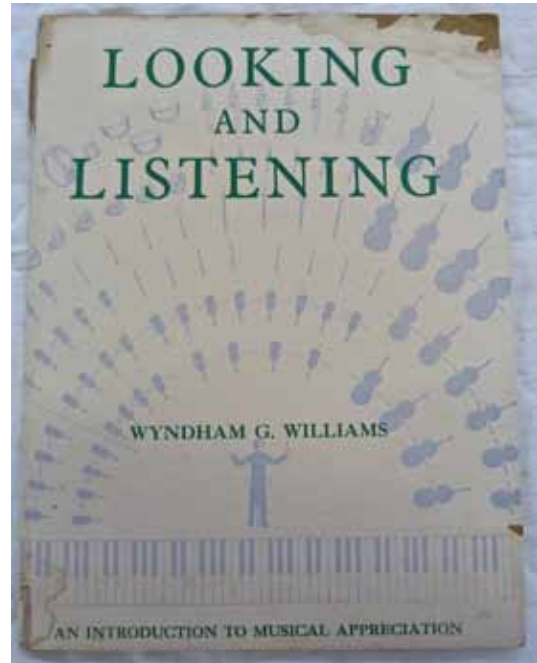
7.67 Music/Sheet Music

Charles Thompson did not place much emphasis on music during his first years at the school but he gradually introduced singing in the 1920s. His successor, Ray Harris was a music lover, and highlighted music in his curriculum in the mid-1930s. Table 7.67 highlights six publications of significance in the museum collection.

There is an evident progression in the aims of music instruction over 70 years, beginning with Stimpson's *The Singing Class* in the 1890s [photo 7.67 (1)].



7.67 (1) Stimpson 1890s



7.67 (2) *Looking and Listening*

Thompson indicated that the book was in the school in 1923 and, had he heeded the prescriptive exhortation in the Preface to 'instill' essentials in pupils and to beware of 'drones' in the class, his early unwillingness to teach music might be understood.

When Williams wrote *Looking and Listening* in 1949, however, music aimed to be more inclusive, assuming that all children were musical and had the ability to understand and enjoy it. The pages reproduced in photo 7.67 (3) are 'Notes for the Teacher'.

Billy Bubbles: Child Songs [1920-1929] also appears on the 1923 Inventory but the book was later lost. The present copy was found by Laurie Copping after 1960 in his search for books used earlier in the School. It contains Australian songs such as 'Golden Lady Wattle' and 'Wally Wombat' – see photos 7.67 (4).

Table 7.67 Music/Singing

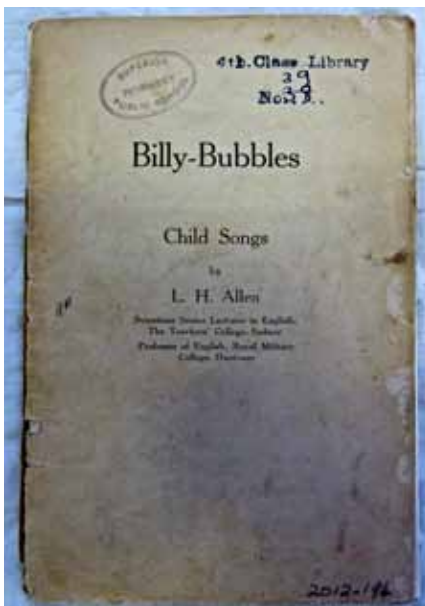
1900-1919	1920s	1930s	1940s	1950s
McDougall's British Songster / Mason 1910	Billy Bubbles: Child Songs 1920-1929	Gould League Songs & Poems 1934	Introduction to playing drums 1942	See-saws & Swings / Alexander 1948
The Singing Class Book / Stimpson 189?				



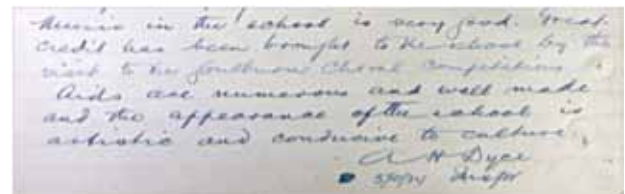
7.67 (3) Teacher's Notes *Looking and Listening*



7.67 (5) The Gould League Song Book



7.67 (4) *Billy Bubbles: Child Songs*

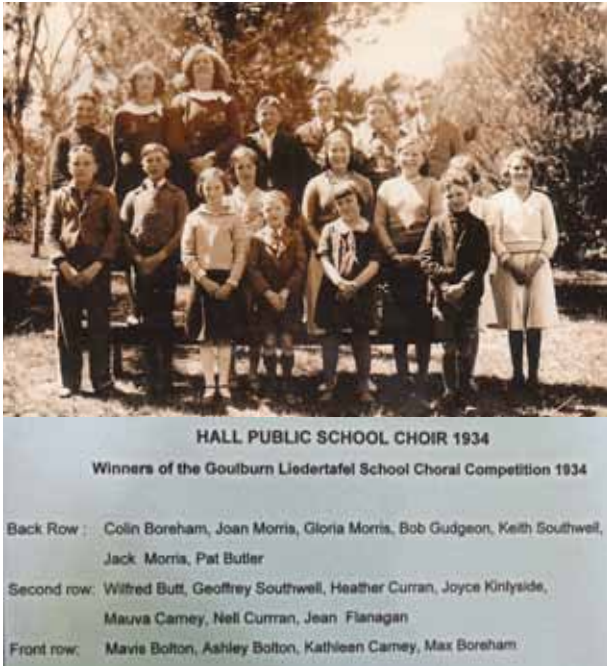


7.67 (6) Inspector's report on music 1934

The interest in music was not confined to the 1930s, however, as classical music and popular songs of the 1940-1960 era are reflected in a highly significant collection of 62 sheet music items. A sample is shown in photo 7.67 (8).

Finally, a 78 rpm record, played for marching and on special occasions at the school, has been preserved in the museum – photo 7.67 (9).

While the inspectors commented that Charles Thompson did not always include Singing in his teaching, his successor, Ray Harris, was a lover of music and used such publications as *Gould League Songs & Poems 1934* as part of regular instruction – see photo 7.67 (5).



7.67 (7) School Choir 1934



7.67 (8) Nine of the 62 sheet music items



7.67 (9) Marches for official occasions

7.68 Other Subjects

Two other subjects provide evidence of changing social attitudes during the first half of the twentieth century. Ten significant books from the museum's collection are listed and four are discussed.

In the Arts & Crafts area, Sewing was always taught by the teacher's wife. Mrs Thompson travelled from Ginninderra by horse and sulky each week for 22 years, even being paid a forage allowance for her visits. When Mrs Irene Copping, (the principal's wife and a trained teacher herself) taught the subject after 1960, she used Hart's *Junior Needlecraft* (1955) as her textbook and inscribed it, 'I Copping'. She identified and vouched for the museum's copy in April 2014 [photo 7.68 (1)].

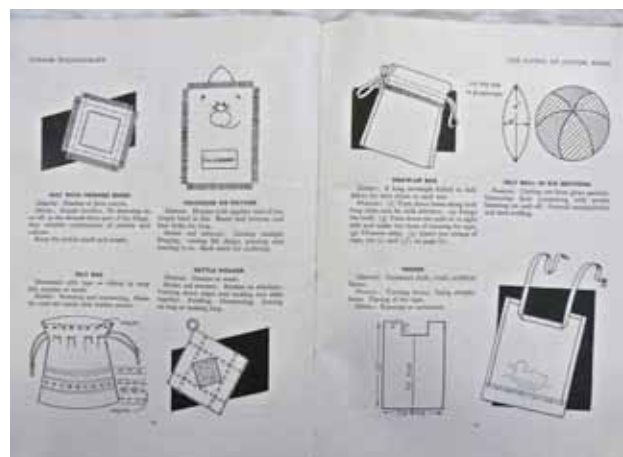
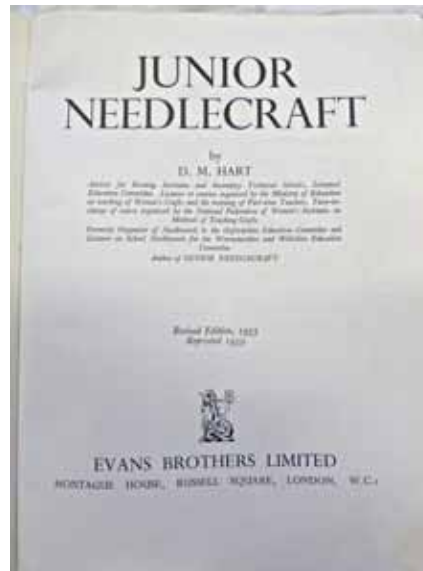
7.68 (1) Mrs Copping's *Junior Needlecraft*

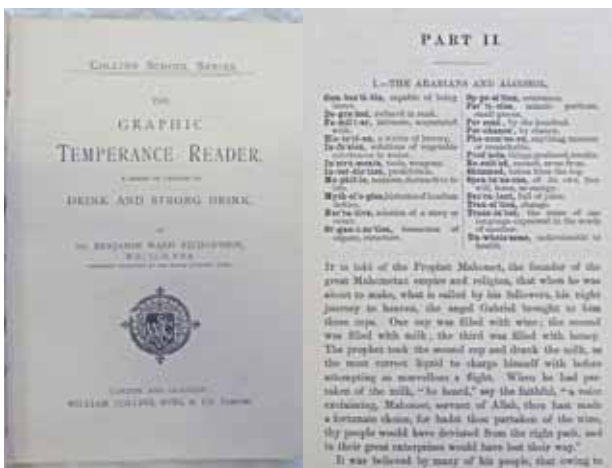
Table 7.68 Art & Craft/Sport & Health

Art & Craft				
Educational Handwork 1912			Toy-Making in Wood / Deverell 1945	Junior Needlework / Hart 1955
Paper Folding / Ford 1899			The Second Book of Hundreds of Things a Girl Can Make [194-]	Handcrafts for Primary School 1953
Sport & Health				
The Graphic Temperance/ Richardson [188?]		Syllabus for Physical Training for Schools UK 1933	Suggested Informal Games for Schools 1943	Health and Temperance Manual 1957
				Games Book 1959

Other books in the museum reinforce the clear division of classroom activities by gender: *The Second Book of Hundreds of Things a Girl Can Make (1940s)* was well used, while virtually the entire range of craft books were devoted to boys’ activities. One example was Deverell’s, *Toy-making in Wood (1945)*.

In Health, the two books chosen, Richardson’s *The Graphic Temperance* [188?], which appeared in the 1923 Inventory and *Health and Temperance Manual (1957)*, illustrate a significant difference in approach.

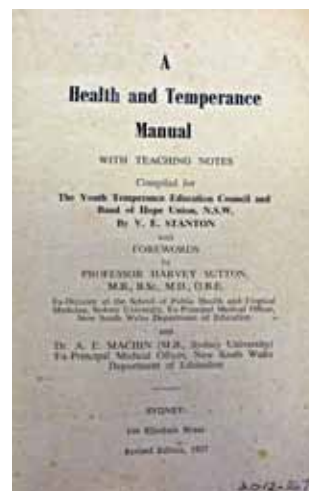
years later, however, considers drinking habits in the context of other factors affecting health and is intended to be read by children themselves. The stress on moral teaching has been replaced by healthy living habits. As shown in photo 7.68 (3), one of the books has plain paper interleaves – perhaps added by the teacher – on which one could sketch something pertinent to the exercise (in this case a ‘disease germ’).



7.68 (2) The Graphic Temperance Reader (1880s)

The first [7.68 (2)] deals exclusively with alcohol and presents a series of scholarly lectures on the evils of ‘strong drink’. In one treatise on ‘The Arabians and Alcohol’, readers are told how the Prophet Mahomet chose milk rather than wine and was told by a heavenly messenger that he had made ‘a fortunate choice’ and chosen the ‘right path’. The book is not a self-reader; it is designed to be read to children.

The *Health and Temperance Manual* written 70



7.68 (3) A Health and Temperance Manual 1945

7.69 Prizes/Award Books

Finally, the museum houses a collection of thirteen valuable books in the form of prizes or awards that were presented to individual students by the teacher-in-charge between 1911 and 1932 – photo 7.69 (1). Each was dated and inscribed with the name of the recipient, together with the reason for the award, and signed ‘Chas Wm Thompson’. It is a reflection of the honour and esteem felt by the pupils that the prizes were retained and presented – many years later – to the museum for display.

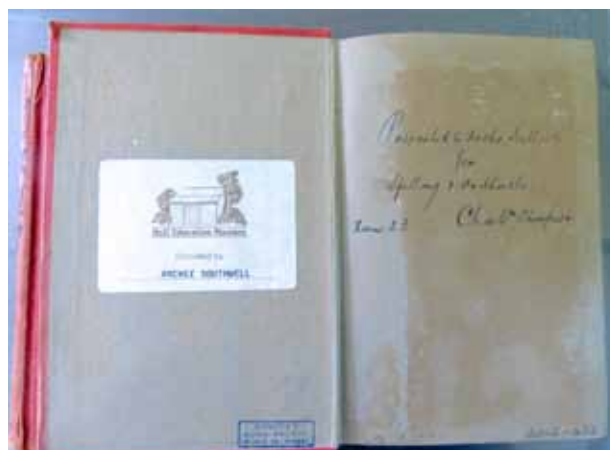
Photos 7.69 (2) and 7.69 (3) show two of the books presented at the end of 1923 while Thompson was at the Hall School. That in 7.69 (4), however, pre-dates them by 21 years and is inscribed by Thompson when he was the teacher of the Half-Time School at Ginninderra in 1902. He implemented a policy of recognising pupil effort throughout his career.



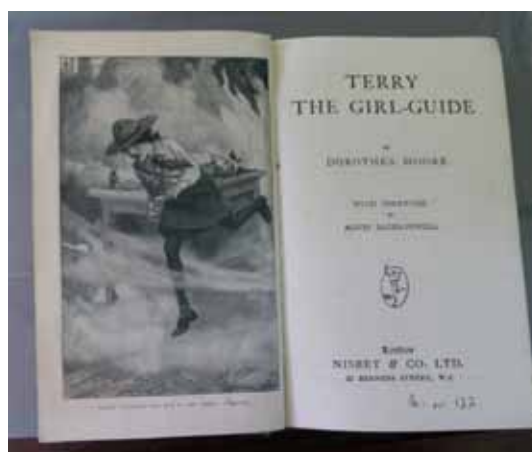
7.69 (1) Some of the prizes and awards

In summary, one may conclude that the collection of books held by the museum is highly significant. It is not maintained that all books are in good condition for this is not true. No one would expect them to be so for they were in daily use by children in their everyday studies – dusty hands, ink blots, crumpled pages, tattered edges, and all forms of misadventure were endured by some. Their condition proves their authenticity, however, and provides proof of normal daily use by the children of Hall Village.

Nor is it alleged that all 700 books have significant value. Selections of those with such a claim have been listed in Tables 7.63 to 7.68 while specific titles have been discussed in terms of their provenance and use.



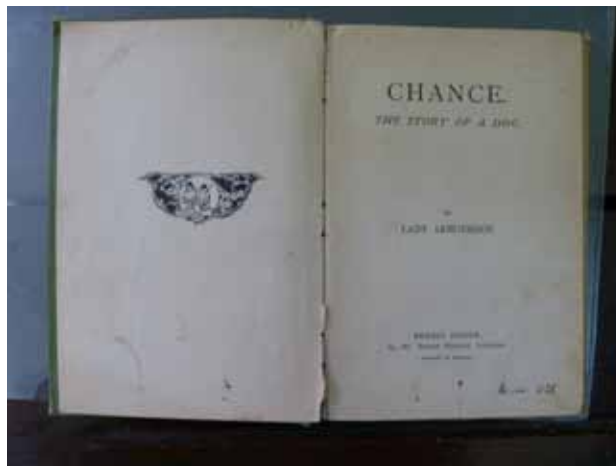
7.69 (2) Presented to Archie Southwell for Spelling & Arithmetic: Chas Thompson Xmas '23



7.69 (3) Nina Southwell for Writing & Mapping: Chas Thompson Xmas '23



7.69 (4) Ginninderra Half-Time School: Zillah Morris for Arithmetic. Xmas 1902 Chas W Thompson



As a result of the analyses, it has been demonstrated that the collection:

- contains significant items relating to NSW/ACT educational history
- demonstrates the development of the curriculum over 50 years and reveals what was specifically taught at the Hall School
- reveals the changes that occurred as books were increasingly published in Australia with increasing Australian content
- indicates changing social/moral trends
- contains a wealth of items relating to the Hall Public School and to individual former students (provenance is undoubted)
- contains many items that were owned and/or used by former teachers, and
- provides undisputed evidence that the entire collection has significance to the Hall community itself.

7.7 Social/Cultural Memorabilia

7.71 War Memorabilia

Two wall records are highly significant and illustrate the close and abiding relationship between the community and its school, as well as the deep-seated pride and nationalism of the residents. Section 7.47 has already discussed the assemblage of the population at the school and the erection of an Honour Board in 1920 in memory of the locals who fought in World War I. The Board has been

faithfully hung on the walls of the school/museum for almost 100 years and been preserved in pristine condition as shown in photo 7.71 (1).



7.71 (1) Honour Board

Hanging nearby [7.71 (2)] is another framed expression of appreciation to the 'Australian Imperial Forces' with examples of Military Awards won, military signs and flags, photos of army commanders, and battle statistics.



7.71 (2) War Certificate



7.71 (3) Letter re Bridges' Funeral

Sir

I have the honour to make application for permission to close the above School on 3rd Sept next, the date fixed for the burial of the late General Bridges at Duntroon.

The school is within the Federal Territory and most of the Children will be absent at the Ceremony, as the Church is only six miles from the school.

General Bridges was known by most of the Children and the Civic Lessons in the School have centred around his life's work for the benefit of their native Land.

I had the honour of knowing this Great Soldier, and would deem it a privilege to be permitted to attend this last sad ceremony.

Annotated: Sanctioned 27-8-15

An official letter in the museum's records provides a very touching reminder of the same nationalistic pride felt by the teacher, the pupils and the Hall community. General Bridges, late of Duntroon, had been killed at Gallipoli and his body returned for burial. The funeral service was to be held at St John's Church at Reid in September 1915 and Charles Thompson wrote to the Chief Inspector seeking permission to close the school on the occasion. His application and a copy of the text are shown in photo 7.71 (3).

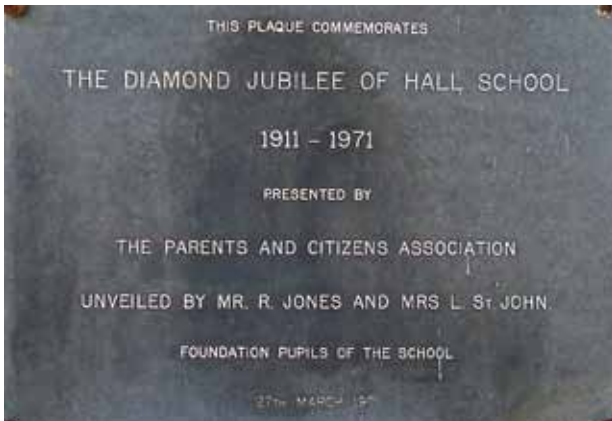
7.72 School Plaques and Tablets

A number of plaques mark significant events in the history of the school and museum. The first – shown in 7.72 (1) – recognises the contribution of the first teacher, Charles Thompson, who retired in February 1933 after 38 years teaching service at two local schools, Ginninderra and Hall. The wooden plaque was a tribute to his career and reflected the appreciation of the local residents.



7.72 (1) Tribute to Charles Thompson

Three other plaques relate to the museum and its creation. The first commemorates the Diamond Jubilee of the school in 1971, the year in which the principal, Laurie Copping, set up the room in its historical form [see photo 7.72 (2)].



7.72 (2) Diamond Jubilee of the School

The second – 7.72 (3) – was unveiled at a ceremony on 19 April 1986 when the Governor-General, His Excellency Sir Ninian Stephens, officially opened the Hall Education Museum on the 75th anniversary of the school. It was significant that Mr Copping was himself present on this occasion.



7.72 (3) Opening of Hall Education Museum

The third of the plaques attached to the outside of the building commemorates a wider vision when the building was dedicated to the memory of ‘Lawrence Henry Copping OAM’ and officially named the

Laurie Copping Heritage Centre by His Excellency Major-General Michael Jeffery, the Governor-General on 28 November 2004 – see 7.72 (4).



7.72 (4) Naming the Laurie Copping Heritage Centre, 2004 (Gov.-Gen. Jeffery – photo Wikipedia)

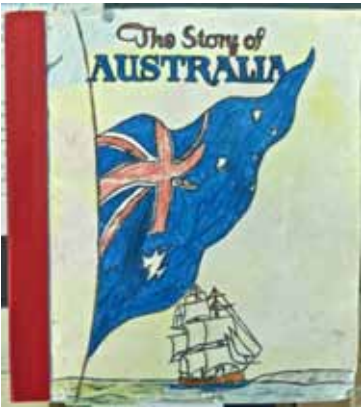
During May 1997 a cairn was constructed outside the old classroom and a time capsule was enclosed, to be opened in 2097 – photo 7.72 (5). Containing reports, newspapers, and other items from the last years of the twentieth century, it will serve as a reminder of the school’s heritage to future generations.



7.72 (5) Cairn/time capsule

7.73 Pupils' Work Books

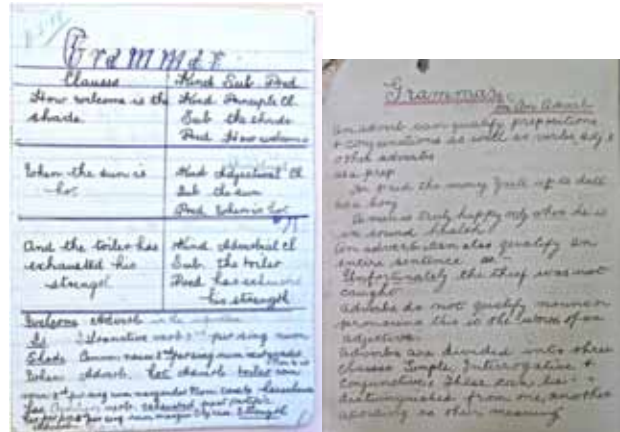
Teachers, urged by inspectors, placed considerable emphasis on penmanship and workbook neatness. Pupils often adorned the pages of their work and copied pictures from published books for their assignments. Gloria Morris, the bootmaker's thirteen year-old daughter, decorated the cover of her geography workbook, framed the pages, and pasted in pictures from other sources – see photo 7.73 (1). Her 1935 book reveals the emphasis placed on Australian studies at Hall School.



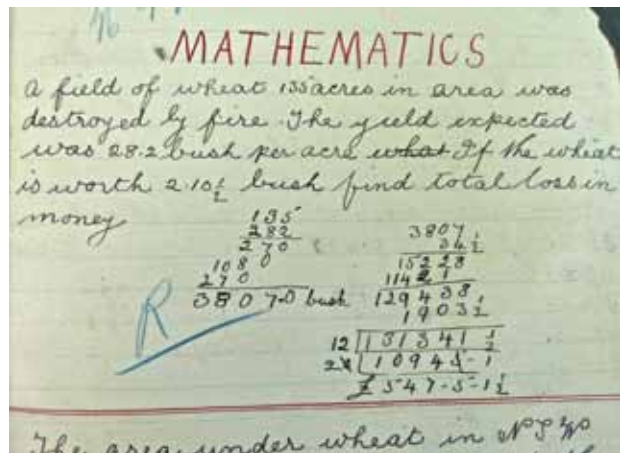
7.73 (1) Gloria Morris' geography book 1935

Many former students remember the stress placed on grammar and parsing of sentences, while others recall the exercises involved in area (acres), amounts (bushels) and mathematical calculations using £.s.d (pounds, shillings and pence). The workbooks of students reinforce the importance placed on the 'correct setting out' of work and the constant classroom drill involved – photos in 7.73 (2) and 7.73 (3).

Beryl Kirby left her father's butcher shop on 30 January 1911 and set off for the school a little way up the rise. She was six years of age and it was her first



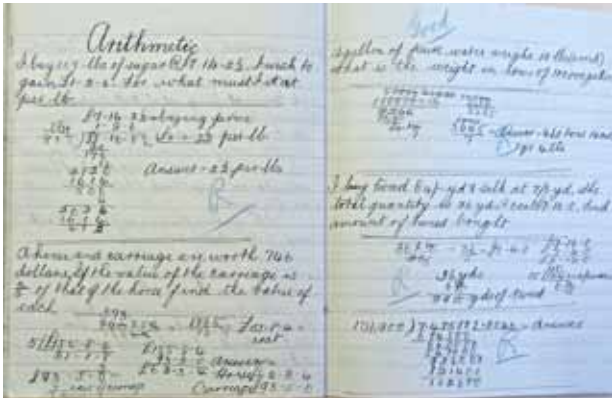
7.73 (2) The exactness of formal grammar



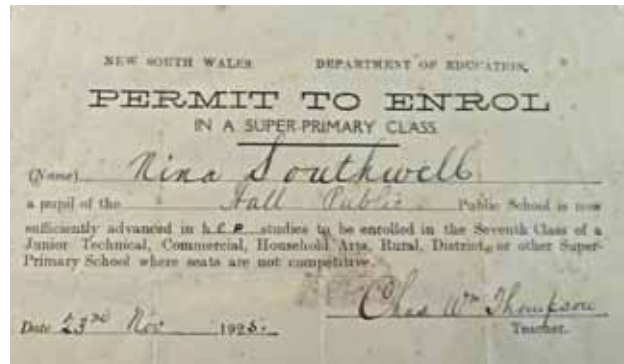
7.73 (3) Athol Kirby's homework book 1913

day at the new school – its first day of operation. Her new exercise book was safe inside the bag strapped to her back when she met Mr Thompson who took her inside the classroom and entered her name in the Enrolment Book. Seven years later her studies had progressed, and Mr Thompson recognised that her work was 'good' – (photo 7.73 (4)). Her workbooks are now on loan to the museum collection, a perpetual reminder of Hall's former days. Her son, Kingsley, is a member of the *Friends* of the museum and is proud of the close association between the community and its school. He has donated his old schoolbag to the museum.

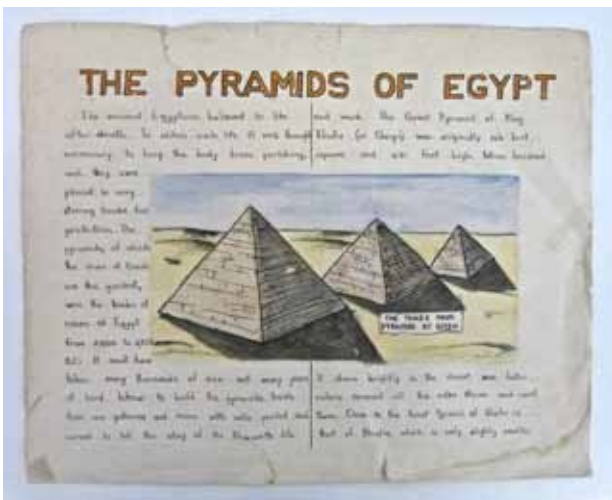
Finally, there are numerous reminders in the museum collection of the project work done by pupils. These often centred on geography, nature study or history and the results were presented in workbooks or on paper/cardboard as evidenced in photo 7.73 (5). The projects attest to the relatively wide scope of the teaching some decades before the advent of television and other sources of information.



7.73 (4) Beryl Kirby's 1918 Workbook



7.73 (6) Nina Southwell's Permit to Enrol



7.73 (5) A project on the pyramids



7.73 (7) Cedric Southwell's Qualifying Certificate

Moore represented the ACT in tennis, cricket or hockey.

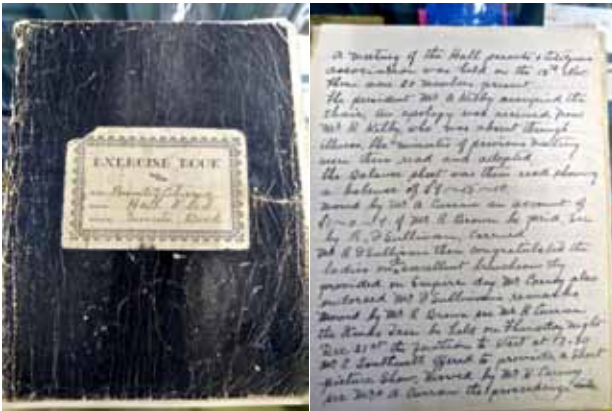
The quality displayed in the workbooks and projects of some of the students foreshadowed their success in post-primary education. While the majority of the early students did not progress beyond their sixth grade, some achieved their *Permit to Enrol Certificate*, allowing them to proceed to grade 7, and others passed the *Qualifying Certificate* to proceed to Goulburn High School – see photos 7.73 (6) and 7.73 (7).

8.0 Community Affiliations/ Involvement

According to the memories of Elizabeth Kilby and Laurie Copping, Claude Brown was the first to transfer to Goulburn High School, Selby Kilby was the first to win a State Bursary and Oliver Morris was the first to sit for the Leaving Certificate. All three went on to occupy senior teaching positions in the New South Wales teaching service. Marion Simms was the first Hall student to win a Commonwealth Scholarship and to receive a Doctorate of Law. In sport, Margaret Sullivan, Betty Lee, Nina Southwell, Gwen and Elva Southwell and Marge and Helen

As indicated throughout this entire *Assessment Report*, the sustained and deep-felt relationship between the Hall community and its school forms part of the significance itself.

The prolonged application process between 1903 and 1910 and the agitation to commence a school; the support and involvement of local residents in school activities such as Empire Day and Armistice Day Anniversaries every year; and the documented minutes of P & C meetings [photo 8.0 (1)] throughout four decades (and beyond) – all bear witness to the special affinity that existed between the community, the schoolroom and the teachers. The school was the centre of village activities where residents gathered, associations met, special occasions were commemorated, picnics were organised, and protest meetings were held.

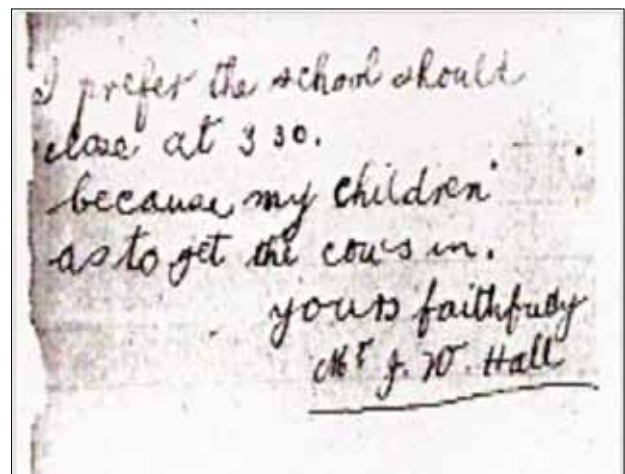
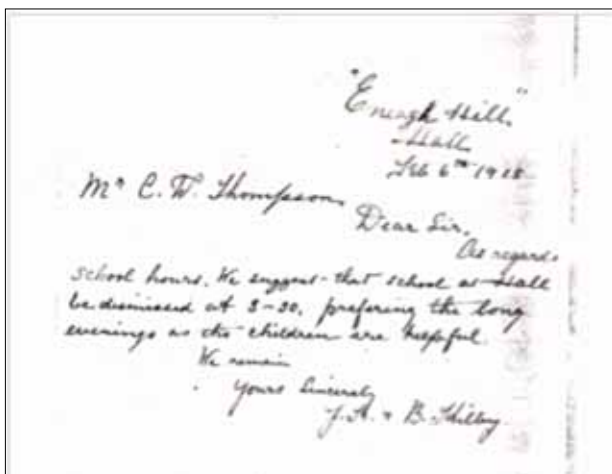


8.0 (1) P & C Records mid-1930s: R. Sullivan (teacher) in attendance

On one occasion, there was a move to close the school at 3.30pm each day rather than at 4.00pm and the Inspector at Yass quickly learned how passionate the residents were about their school and its activities. Numerous letters [see photo 8.0 (2)] from parents and friends were received – from educated and rustic folk alike. Their requests are still preserved in the museum collection.

When it became known that the authorities planned to close the school in 1959, the largest gathering ever witnessed in Hall was held at the school to protest the decision. The same close relationship continued between 1960 and 2006 as students and former pupils returned to the school for commemorative events, supported the development of a school museum, and donated books, certificates, photographs, and other items associated with their school years.

The efforts of the *Village of Hall & District Progress Association*, the *Hall School Museum* sub-committee, and the *Friends of the Hall School Museum* continue to attest to this abiding relationship. As late as April 2014, a well-attended meeting was convened to discuss and plan the future of the museum site; and another was held to stage an historical exhibition to highlight the pioneers of the village, their descendants, and the development of the village. The school and its site have been an integral part of Hall's educational and social, and cultural history for 100 years and continue to be so. This special bond – an enduring relationship – forms the core of *significance* itself.



8.0 (2) Two of numerous letters from parents re 3.30pm school closing

9.0 Significance and Recommendations

9.1 Significance Assessment

In view of the evidence presented and attested, it is concluded that the museum collection is of enduring significance, first as an entity in its own right and second as an integral part of the social, cultural and educational heritage of the Village of Hall itself. This claim of *significance* extends to the historic school site, the original building and its immediate precinct, and the invaluable accumulation of 2,200+ records, teaching materials and artefacts preserved since the beginning of the nineteenth century.

- The four-acre school site, originally designated as a public reserve, is an integral part of the village that, in turn, is heritage listed on the *National Trust Register of Significant Places* and on the *ACT Heritage Register*. The school site was ‘chained’ with care in 1910/1911 to preserve the natural vegetation and then developed by extensive tree plantings and beautification projects initiated by the teacher, former pupils and members of the community. Of special significance were plantings on Arbor Days, at thanksgiving services following World War I, and through the Nature Study projects of the pupils themselves.
- The school building – the first new public school (and the first public building of any type) to be opened in the ACT following proclamation – is now over 100 years old, the only one-teacher classroom opened in the ACT and still operating as a museum. The historic timbered structure and its precinct illustrate the form, style and fenestration of the 1900-1910 period. The building was (and continues to be) highly valued by the residents and has played an intimate role in village life from the earliest years of its development. The building was unofficially used as a museum in 1971, officially recognised in 1984, and named the ‘Laurie Copping Centre’ in 2004.
- The Centre houses an invaluable collection of more than 2,200 items, one still growing through contributions. Copies of records relating to the commencement and early years of the school are complete; an inventory of every item in the school in 1923 exists; official documents relating to discipline and punishment are preserved; inspectorial reports are comprehensive; the names of past visitors – including all clergymen – are still available; and the enrolment details of students over a 90-year period are faithfully recorded in their entirety. Photographs of school classes commencing from 1915 are held in the collection, a precious resource as the names of pupils are likewise recorded.
- Furniture, writing materials, teaching aids, and wall charts authentically present the museum’s educational history. Blackboard displays and technological aids assist present-day visitors to visualise the gradual transition from chalk-and-talk methods to the employment of the wind-up gramophone, the radio, the slide/film-strip projector, and other electronic devices. Different forms of writing/printing are exhibited through slates, exercise books, and printers (through to the latest copiers). Social trends and educational history are meaningfully encapsulated in one collection.
- A history of curriculum over 50 years is provided through a collection of rare books and magazines held in the collection. Over 700 books from the 19th and 20th centuries illustrate the changing reading primers used, the emphasis on arithmetic, the history of England and the Empire, the stress on civics/morals, the importance of nature study and Australian geography, and the types of reading designed for children and youth – a history of educational and cultural development. A collection of 62 sheet music items and records adds to the value of the museum. Such a collection *in situ* is rare indeed, is of extreme significance, and needs to be preserved with expert care.
- The collection houses plaques, trophies and shields relating to the history of the village during World War I, the teachers, the associations developed by the school, and the creation of the Laurie Copping Heritage Centre itself. The museum and its collection provide an historical environment that would

have been irreparably lost but for the foresight and continuing diligence of the local Progress Association.

- While the accumulated significance of the museum and its collection is undisputed, the overarching significance lies in the seemingly unique blend of heritage-listed village, dedicated school site, historic school precinct, invaluable museum collection, and the close and enduring involvement of the residents themselves. Any assessment of significance must consider the *collective* nature of all these elements together, an interaction that provides the museum with its highly significant character. It is indicative that the museum was commenced in 1971 in a classroom that was still in operation as a school and that teachers, former pupils, and local residents have resolutely sought to preserve and enhance it ever since.

As a result, the *collection in its entirety* meets a number of criteria.

The **Historic Significance** is shown in the original site and its subsequent development; the construction of the first ACT school building, together with its extension and careful preservation; the assembled collection of furniture, artefacts and books over a sixty-year period; and the historic and abiding association of the school with the village itself. The school is highly valued by the community and has played an important and meaningful role in the life of the village from its earliest stages of development.

The **Social Significance** is exemplified through the very strong association between the school and the residents when the school was used for annual celebrations and commemorations; social gatherings and picnics; a meeting place for clubs, associations, and emergency services; a polling centre at election time; and a meeting place where the villagers debated issues of local importance. The collection of books illustrates changing social and attitudinal values with reference to Empire ties, civics, morals, dress, and reading habits.

The **Scientific Value** resides in the potential of the collection to yield information for research purposes. Future investigators will be able to explore cultural trends, trace family ancestries, understand changing

instructional methods over extended periods of time, analyse changing attitudes to discipline and adult-child relationships, and the evolution of educational curricula in NSW and the ACT. In 2014, for example, the RSL referred to the school's Honour Board as it sought information on former service personnel.

The **Spiritual Significance** is embodied in the community's *peace tree* – a symbol of thanksgiving in 1919; and the Roll of Honour placed on the school wall in 1920 – the site of Annual Empire Day celebrations and remembrances thereafter. At a personal level, the old classroom has the ability to evoke strong memories among those who were former pupils or whose forebears spent formative years in the long-remembered class.

9.2 Key Recommendations

The following recommendations are made in order to enhance further the museum collection, its management and its operations. They stem from:

- the background information presented in Part 1
- the collection analysis in Part 2
- the *significance assessment* in section 9.1 and
- the *Vision/Mission* Statement issued by the Centre in 2014.

Because some of these recommendations might be implemented relatively quickly while others might require a longer time period, they are set out in suggested time-spans of one, three and five years.

9.21 Recommendations: One Year

The Village

The museum and its operation are not well advertised in the Village of Hall and casual visitors are not always apprised of its location.

- Advertise the museum and its collection more effectively in the village.
- Provide conspicuous/attractive signage to the site of the museum.

The Museum Site

The museum site is cluttered with buildings, making it difficult to locate the old museum with ease. The museum building is set among peripheral structures

that will probably be moved or demolished in time, including a preschool centre and playground that currently surround the museum.

- Improve signage to the museum building and the office of the curator.
- Commence long-term planning for the re-development of the site as soon as possible.
- Consider the re-location of the preschool centre and playground as a matter of priority.

The Museum Building

A superficial glance suggests that the museum building is in a presentable state but its long-term preservation requires continuing maintenance, immediate improvement, and effective security. Required renovations have been outlined in the 2010 Conservation Assessment and Management Plan.

- Seal roof and floor spaces.
- Seal around the main entry door.
- Seal access under the building.
- Institute a dust reduction program.
- Insulate and line the store room containing valuable books.
- Repair and support the south wall and repair weatherboards.
- Install an effective security system.

The Collection

The collection itself presents the most pressing need. As it is impossible to house all items in the old school building, a decision was made to concentrate a display on the 1920s and 1930s in the original classroom. As a result, many other items are scattered in adjoining buildings, the curator's office, temporary cupboards and draws, and a workshop area. Only with difficulty can some items be located when required. Much tighter control is essential.

- Collect all overflow item into a designated area (albeit temporary) to ascertain their extent and safe storage needs.
- Preserve all items in this overflow collection appropriately in acid-free packaging to exclude dust and excessive light.

- Label each item or bundle of items clearly for quick identification and retrieval.
- Photocopy and digitally photograph items in poor or fragile condition.
- Catalogue all items in the overflow collection.
- Develop and implement an integrated pest management program to protect all items (in both the overflow collection and the permanent collection) from pests that destroy paper, textiles and wood.
- Acquire additional display cases/units to enhance the collection and its preservation.
- Improve and extend wall-mounted displays.
- Extend the interpretation of items for visitors.

Management

Much has been accomplished in developing effective management policies but more will be required as the museum collection expands and as new initiatives (outlined in the *Vision/Mission Statement*) are undertaken.

- Develop further the training of *Friends of the Museum* and other volunteers in the use of programs/equipment for the handling, preservation and labelling of all museum items.
- Conduct a risk assessment of the buildings and their collections.
- Implement disaster training for staff/volunteers.
- Liaise with local emergency services such as the fire department.

9.22 Recommendations: Three Year Buildings

An overarching need is to find a secure and permanent building for a large workshop space, the curator's office, and the overflow collection that is still growing through an active acquisition policy. At present, valuable space is available and utilised in the adjoining school building constructed in 1960. It is understood, however, that the continuing use (even the continued existence) of this valuable asset has not been guaranteed. Unless this adjoining building or a similar structure is guaranteed and continuously available, it would be difficult to

envisage the continued existence of the museum and its collection in its present form.

- Commence immediate negotiations to acquire guaranteed and continuing possession of the 1960 structure or its equivalent as a matter of priority to ensure the continued existence of the museum.
- Continue on-going maintenance of the 1910/1911 building.
- Remove built-up soil and asphalt near the main entry to the old building and install replacement drainage.

The Collection

In addition to preserving and enhancing the collection, it is hoped to extend its scope and availability.

- Rotate displays of important items if the permanent collection cannot be displayed in its entirety.
- Establish an on-line database of the collection and make it progressively available to the public.
- Obtain expert advice/assistance about the digital photography required to establish the database.
- Continue to catalogue, label, and preserve new acquisitions for in-house and on-line use.

Management

The management of the collection, already under some stress, will be accentuated as the museum develops further and expands its proposed operations. It is noted that the museum's *Vision/Mission Statement* foresees the Centre conducting research and developing

a Conservation Laboratory as an essential adjunct to its collection management and conservation task, ... [providing] opportunities for participants to build their skills in conservation work and collection management.

- Seek additional volunteers to assist/replace existing volunteers.
- Develop further the training of voluntary personnel to preserve the existing collection and new acquisitions.

- Train a small group of volunteers to act as guides.
- Develop a disaster plan relating to disaster incidents in the museum.
- Provide disaster training for staff/volunteers.
- Plan the possible out-sourcing of disaster plan development.
- Plan and develop a small research area with table, chair, and computer facilities for research/investigation close to the collection itself.

9.23 Recommendations: Five Years

The long-term recommendations relate mainly to the continuation and further development of the plans/recommendations outlined above but some new initiatives should be considered.

- Consider the part-time appointment of a salaried curator.
- Review existing policies and develop new policies as the museum develops.
- Continue to train personnel/volunteers in the preservation and gallery maintenance of the museum collection.
- Continue the maintenance of the old building (and any other building acquired for museum purposes).
- Maintain integrated pest management programs.
- Consider with some urgency the suggestions outlined in the *Appendix* (Part 3) to this report.

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PART 3

11.0 Appendix

The present *Significance Assessment* concerns the Hall School Museum Collection centred on the Laurie Copping Centre housed in the original one-teacher classroom constructed in December 1910 and opened in January 1911.

Since 2006 when the Hall Public School closed, the *Village of Hall & District Progress Association* has assumed responsibility for the Centre, enhanced its public presentation, and continued to collect and preserve its resources.

The collection has become so extensive and broad that the Association (working through the

Friends) determined to concentrate exhibits on the 1920s/1930s in the old building in order to provide a focus for the museum without neglecting the period 1940-1959.

Parallel to these developments, another scenario has gradually emerged and must increasingly influence the museum's operations. The size of the original classroom is confined and cannot house the entire collection, much of which is scattered and stored in the adjoining primary/secondary school building erected in 1960.

When the school was closed in 2006 and the 1960 building was vacated, internal fittings and services



11.0 (1) The building erected in 1960 and extended in 1967 (photo 2014)

were retained, floor coverings were maintained, and specialist rooms were preserved in excellent condition. The building is, therefore, an excellent example of a school constructed in the 1960s/1970s – see photo 11.0 (1) – when public school numbers were burgeoning and new buildings were being erected. It stands next to the 1910 structure.



11.0 (2) Minister Simon Corbell addresses a gathering at an historical exhibition. The proximity of the 1910 and 1960 buildings is evident

It would be quite feasible for this 1960 building to form the basis of a second, complementary museum, concentrating on the 1960/1970 era and coordinating its activities with the original school museum (1910-1959).

There are at least six cogent reasons to undergird such a potential development.

- First, the 1960 structure shares the same site and precinct as the 1910 building, forming part of the same history and heritage. The 1960-2006 pupils enjoyed the same playing area, tennis court, shrub gardens, commemorative trees and native vegetation as the pupils before 1960. Some even experienced both buildings: approximately 40 pupils moved from the old building to the new in 1960 and were aware of the continuity involved.
- Second, as seen in photo 11.0 (1), the 1960 building is in very good condition but quite dissimilar from the one-teacher classroom ten metres away. It provides a stark and architecturally significant contrast between the building styles of two different eras in size, design, construction materials, access,

ventilation and fenestration. A larger museum with two separate but interrelated sections would provide an evident comparison of the Hall School at different stages of its historical development.

- Third, the 1960 building is admirably suited to the display of materials in a clean and secure environment. One of the problems with the old 1910 building is its lack of space to house its valuable collection, requiring much to be placed in storage with little chance of rotation. The 1960 building has a long corridor and rooms in which more of the 1910-1959 collection might be exhibited and more easily preserved.



11.0 (3) Display corridor in the 1960 building



11.0 (4) One of the flexible rooms in 1960 building



- Fourth, the building enjoys many of the flexible features of schools built in the 1960s. A very large room has a sliding concertina door that divides an area into smaller spaces, while glass-panelled observation offices in the specialist rooms lend themselves to adaptable museum use. The building currently houses the honorary curator's office and serves as an extensive work area for the *Friends* of the museum. These functions might continue in one of the rooms, enhancing the work of the *Friends* to care for an expanded museum. Photos in 11.0 (4) show that writing boards, blinds, ceiling fans, glass panelling, floor coverings, and items of furniture have been well preserved and retained for future use.
- Fifth – and most importantly – the existing museum collection already contains a significant and growing number of items from the 1960-1970 period, either retained after the school closed in 2006 or donated by Hall residents who wished to preserve the school and its history. Items such as individual tables and chairs, maps, educational publications, and instructional aids, together with technological items (printing appliances, projectors, listening posts) and examples of students' work are housed awaiting exhibition. Some items need to be refurbished or restored and the majority require more adequate filing and preservation. It is essential for such work to be accomplished before this embryonic collection is scattered or lost.
- The sixth point replicates much of what has already been written in the *Significance Assessment* Report (Parts 1 and 2). There is a close and abiding relationship between the school and the Hall community, a bond that did not diminish when the 1960 building was erected and the school extended. The Progress Association is interested in both the 1910 educational facility and the post-1960 school. In the same way, the *Friends* who work at the museum in a voluntary capacity each week include ex-pupils from the old classroom together with others who attended the 1960 extended school. The Village of Hall is closely associated with both parts of the former Public School.

In view of these factors, it would seem highly desirable for the *Village of Hall & District Progress Association*, together with the *Friends of the Hall School Museum*, to consider the historical and heritage benefits of a second, complementary museum concentrating on the 1960s and 1970s.

Much of the discussion in this Appendix does not pertain directly to the *Significance Assessment* itself and, therefore, any points raised must remain as suggestions to the appropriate bodies.
