



# WOODFORD ACADEMY

Formerly known as 'The Woodman'

A National Trust Property



## 'Time Travellers' TEACHERS KIT

Prepared for the Friends of Woodford Academy by  
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## **Woodford Academy Conservation Heritage Award from the Royal Australian Institute of Architects**

Woodford Academy has had a checkered history in the past having been a wayside inn for travellers going over the mountains, a gentleman's residence, mountains guesthouse, school and private residence.

In 2001 conservation architects Design 5 carried out conservation and repair work at Woodford Academy for the National Trust. The jury for the conservation architecture award praised the excellent standard of the work.

*"The buildings that comprise the Woodford Academy may be understood today as a series of historical reference documents. They now communicate the story of a nineteenth century travellers' stop and its subsequent uses over the years, to a twenty-first century society audience. This is a well-researched piece of work that demonstrates the skill and care of the architects in telling such a story. There was a strong determination to preserve the building as much as possible and to retain for visitors a glimpse of how things used to be. The architects have adopted an active interpretive role rather than trying to freeze the buildings' history to a particular point in time.*

*This is neither restoration nor recreation. Instead it represents a concerted, informed approach to preservation. Care, love and great effort have gone into preserving the "gentle decay" into which the building had fallen over the generations. In taking this care the architects have made the social and architectural history of this complex, from the 1840s until today, legible and vital."*



# **TIME TRAVELLERS - WOODFORD ACADEMY TEACHERS KIT**

## **Woodford Conservation Heritage Award**

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# SECTION 1 - PROGRAM BRIEFING

## Curriculum Links

### Human Society and Its Environment (HSIE Stage 2 )

The following extracts from the HSIE syllabus, indicate under this program students will have the opportunity to :

- \* investigate and describe, natural, heritage and built features in their community using direct experiences such as excursions and indirect experiences.
- \* give their opinion of how and why they value features in their community, through spoken and written discussion.
- \* compare the features of their own community with those of other communities by using source material such as written and visual texts and bookmarked sites on the internet.
- \* locate and map their local area with reference to New South Wales, Australia and the world, using maps and globes.
- \* provide opportunities for students to discuss a variety of perspectives on early British occupation.
- \* interpret and organise information chronologically, eg read and construct timelines, literary accounts.
- \* provide various sources to investigate local history, eg interviews with long term residents, maps, photographs, oral accounts, letters and other historical documents.
- \* provide opportunities for students to investigate work traditionally done by men and women and changes in these traditions.

## Program Aims

This program aims to have students learn about living conditions in colonial times and how attendance at school during the early twentieth century differs from today's school.

Students will:

- \* Analyse objects, images and documents to construct the story of the property.
- \* Make connections between the building and the history of the Blue Mountains.
- \* Observe changes/additions to the building for various usage over time.
- \* Role play a visit to the property in order to learn about life as it was lived when the property was an inn and role play a day in the life of the building when it was a school.
- \* Role play the work involved in working/cooking in a colonial kitchen, noting the differences in today's technology compared to colonial times.

# Program Description

**Time: 90 minutes**

## **Introduction: 10 minutes**

Students divide into 3 groups which rotate during 90 minutes ie.

Group 1 - Schoolroom

Group 2 - Buss's Inn - (a) Life in colonial times in an inn  
(b) Cooking in colonial times

Group 3 - Students to look at and discuss memorabilia from the past and decide what may have been its use .

### **1. Schoolroom (25 mins)**

Students to participate in raising the flag ceremony and march into schoolroom. Students to experience lessons such as writing (cursive) with slopecard, times table learning (by rote) with today's lessons.

Teacher to discuss with students what sports were played in the early 20th century and compare today's school uniforms, etc. with yesterdays.

### **2. Buss's Inn (25mins)**

Student volunteers to dress up as characters from the period (with apron, mob cap, waistcoat, etc) and discuss with either Mr or Mrs Buss (innkeepers) what life was like in the days when travellers arrived at the inn in coaches and bullock drays whilst travelling over the mountains to the western plains and the gold fields.

- a: Life in Colonial times in an inn
- i. The men would need to feed and care for animals before going into the tap room or ladies parlour to arrange for dinner.
  - ii. Women and children would look at the type of menus available in those days and select their choice of food from a typical menu.
  - iii. Students and Mr/Mrs Buss would discuss cost of meals, drinks, accommodation in colonial times compared to today. Could the ordinary traveller afford all these things?

- b: Cooking/Food Preparation, Technology available in colonial times  
Students to visit the colonial kitchen and discuss meal and food preparation in colonial times.

How did they bring in ingredients when they were so far away from shops?

How did they manage to keep food fresh?

Was there any refrigeration?

What sort of meals were cooked then?

What was their source of water for cooking, washing clothes, etc.

How did they wash dishes?

How did they wash clothes?

Students to compare the methods of the past with today's kitchen

Students to have hands on experience of preparing damper for cooking in an oven fire and later to taste damper.

### **3. Memorabilia from the past (25 mins)**

Students in this group will open a box containing artifacts, objects, images and documents. The contents of the box relate to a pre-European occupation, the history of Woodford Academy and the people who frequented the building during the 19th and 20th century, as well as those who travelled over the Blue Mountains to the gold diggings of the west. The students who have analysed the contents present their findings to the rest of the group.

## Classroom Preparation and Pre Visit and Post Visit Activities

### Time 90 minutes

The Time Travellers program makes use of primary sources in order to communicate concepts and ideas about changes in community life and the various usage of one group of buildings over a 170 years period.

This program makes use of:

- \* map reading, looking at the differences in today's road over the Blue Mountains compared with Cox's Road.
- \* images of people who have lived in the property now known as Woodford Academy and documents from the 1800s.
- \* pictures of clothing, menus and recipes from the 1800s and photographs of activities at the property including the observation of The Transit of Venus.
- \* role play of a typical day in the life of a colonial inn and also a student at Woodford Academy.

In preparation, ask the students to think about what sort of information these things are able to tell us about the past. Choose historic objects, documents and images and prepare questions for a class exercise. These can also be completed after the visit.

- \* to find out more about travel and accommodation in the 1800s use Travelling and Transport in section 3 as a document.
- \* to find out more about the multi-layered use and structure of the "Woodman Inn" later to become Woodford Academy use Section 2 The History of Woodford Academy
- \* use the maps, documents and photographs in section 3 to assist with the following class exercise in combination with the following. e.g. goldmining pan or an old candle holder.

Sources	Questions
<b>Pictures</b> (including maps, photos, drawings, advertisements)	<p>What is in the picture?</p> <p>How are things in this picture different to how they are today?</p> <p>Look at clothing, transport, buildings, advertising, technology</p> <p>Why was this image drawn/painted printed, photographed?</p> <p>What does it tell you about the past?</p>
<b>Objects</b>	<p>What is the object made of?</p> <p>What does the object do?</p> <p>How old do you think this object is?</p> <p>When was it made?</p> <p>What does the object tell us about the past?</p>
<b>Documents</b> (including newspaper articles, written advertisements, official papers, letters)	<p>What is the document about?</p> <p>What is the purpose of the document?</p> <p>What is it for?</p> <p>Who would have owned/used this and why?</p> <p>What does this document tell us about the past?</p>

## Other Activities in Blue Mountains and surrounding areas

The Blue Mountains and west to Lithgow and Bathurst are rich in heritage and history and in relatively close proximity to Sydney making the location ideal for practical study from the HSIE syllabus and some secondary school subjects.

The Blue Mountains World Heritage area has breathtaking views, rugged tablelands, sheer cliffs, deep inaccessible valleys and swamps teeming with life. The unique plants and animals that live in this outstanding natural place relate an extraordinary story of Australian antiquity, its diversity of life and superlative beauty. This is the story of the evolution of Australia's unique eucalypt vegetation and its associated communities, plants and animals.

The Blue Mountains World Heritage area is home to the recently discovered Wollemi pine a living fossil dating back to the age of the dinosaurs.

Website:  
[www.deh.gov.au/heritage/world heritage/sites/blue/](http://www.deh.gov.au/heritage/world%20heritage/sites/blue/)

### Norman Lindsay Gallery - Springwood

Springwood is located about 15 kms east of Woodford. Norman Lindsay Gallery offers education programs in visual arts for children Years 5-6 and Years 10-12.

Norman Lindsay's home in Springwood became an artistic centre for the creation of an arcadian vision.

Lindsay was renowned for his virtuosity, he was an expert draughtsman, etcher, water colourist, painter and model ship builder and his classical inspired cement sculptures and fountains fill the landscape with his fantastic vision.

Website:  
[www.nsw.nationaltrust.org.au/properties/nlg](http://www.nsw.nationaltrust.org.au/properties/nlg)

### Miss Traill's House - Bathurst

Miss Traill's house offers education programs for Years 3-6 HSIE,

Miss Traill's House was built by the Reverend Thomas Sharpe in 1845 and is one of the oldest houses in Bathurst.

Ida Traill and her mother Gertrude came to live in this house in 1932. Ida Traill was strongly connected to two of the first settlers of Bathurst, convict Thomas Kite and the son of a convict William Lee who were her great grandfathers. Over the years her home became filled with her family's treasures that reflect Bathurst's pastoral heritage. Using family treasures as a theme, the program involves an interactive opportunity for

students to explore ideas about family and community heritage.

Website:  
[www.nsw.nationaltrust.org.au/idasquest.html](http://www.nsw.nationaltrust.org.au/idasquest.html).

### National Parks and Wildlife Service - Blackheath Heritage Centre

Situated in Govetts Leap Road, Blackheath, the NSW National Parks and Wildlife Service has educational displays on the wildlife, geology, Aboriginal culture and European history of the Blue Mountains.

The centre's staff have extensive knowledge and by arrangement will provide lectures and videos in a theatre.

Website Education program website.:  
[www.nationalparks.nsw.gov.au/](http://www.nationalparks.nsw.gov.au/)

### Hartley Historic Village

At the foot of Victoria Pass, 140 km west of Sydney, Hartley Village is a fine example of a small 19th century settlement.

When Blaxland, Wentworth and Lawson crossed the Blue Mountains in 1813, they found the grazing land, the colony sought desperately in what is known as Hartley Valley.

After the Surveyor-General, Thomas Mitchell finished Victoria Pass in 1832, the way was made easier for travellers to the west. Roads were developed and farms established. The need for a police centre led to the building of the Hartley Court in 1837.

Over the next 50 years a bustling village grew around the court house - a judicial and administrative centre with churches and accommodation, a post office and staging facilities.

Website:  
[www.lithgow-nsw.com/hartleyhistoricvillage](http://www.lithgow-nsw.com/hartleyhistoricvillage)  
[www.nationalparks.nsw.gov.au/](http://www.nationalparks.nsw.gov.au/)

### Jenolan Caves

The best known limestone caves in Australia are the Jenolan Caves, a series of spectacular underground grottos with icy rivers and exotic rock formations. The first recorded inhabitant was ex-convict James McKeon who used the caves as a hideout, but the natural phenomena were known to Aboriginals long before the arrival of European settlers. Open to the public since 1867, tours are conducted in nine of the caves.

Website: [www.jenolancaves.org.au](http://www.jenolancaves.org.au)

## Getting there

**Location:** Woodford Academy 91-93 Great Western Highway, Woodford.

The Great Western Highway is the main arterial road across the Blue Mountains.

Travelling from Sydney, visitors when they arrive in the village of Woodford will find that Woodford Academy is on the right hand side or northern side of the highway.

For safety reasons vehicles after passing the post office and general store should turn right into Woodford Road, then left into Werona Road and left into Woodbury Road which bring them to the northern side of the Great Western Highway along which the vehicle should travel in an easterly direction for about 150 metres before entering the property for off street parking.

## Facilities and refreshments

Toilet facilities are available on the premises.

Soft drinks, tea and coffee are available.

Morning and afternoon teas as well as light lunches including sandwiches are also available at an additional charge subject to orders being placed 48 hours before hand.

Limited souvenirs are available for sale.



*(Refer Map No 452 Sydway - Sydney Blue Mountains directory and instructions above.)*

# THE HISTORY OF WOODFORD ACADEMY



## **The Building**

Now known as Woodford Academy, this historic property has had a multi-layered use with parts of the building dating back to circa 1830. It is the oldest collection of buildings on the Blue Mountains, the basic structure being of sandstone.

Among its many uses, it has been The Woodman Inn, The King's Arms, Buss's Inn, a gentleman's residence, school for young gentlemen, day school for local children, guest house, boarding house and private residence.

During Alfred Fairfax's time a second storey was added to the kitchen wing and upstairs was used as a place for guests and their servants to stay.

When John McManamey conducted Woodford Academy the large room downstairs was used both as a chapel and dining room for the students. Upstairs were the dormitories where the boys slept.

In 1979 it was gifted to the National Trust of Australia (NSW) which has renovated and maintained this heritage property. In 2001 the Trust obtained an Australian Government grant of \$1 million from the Centenary of Federation fund. The Friends of Woodford Academy now assist with the management of the property and raise funds for further restoration.

Woodford Academy stands close to the place where William and Mary James ran a "sly grog" shop for people travelling through the mountains on their way to Bathurst and further inland to settle on the land. In the 1850s it became a stopover for people on their way to the goldfields in search of their fortunes.

## **The early buildings**

Thomas Pembroke, some years after release from his sentence completed the first buildings on the site circa 1834 after he was granted two acres and later a further 48 acres. He used stone masons

and timber splitters to construct a building which may have later become the schoolroom, Fairfax sitting room and the three small adjoining rooms.

It is believed the kitchen may date from the time of Pembroke circa. 1835. Thomas Pembroke owned the inn from 1834 to 1839.

While Pembroke was the licensee, on October 12, 1835, Mary James was discovered hanging and her husband was charged with her murder. The case against him was subsequently dismissed and after a second trial he was freed.

In 1839, Thomas Pembroke sold the heavily mortgaged inn to Michael Hogan of Penrith. The name of the inn was then changed to The King's Arms.

The licencees who ran the inn between 1839 and 1855 were Josiah Workman, James Nairn, William Barton, John Cobcroft and Thomas James (no relation to William James). It is believed that further rooms were added on upstairs during their time and used as accommodation for passing travellers.

From 1855-1867 William Buss ran the inn which was popularly known as Buss's Inn.

It was a hard life for the early pioneers as they crossed over the mountains and the inn became a welcome stopping off point for weary travellers whether or not they could afford to actually stay at the inn. Because of its isolation at Twenty Mile Hollow life was also hard for the owners of the inn. The licencees and their families had to rely on passing travellers for news and as many were not very literate this was often passed on by word of mouth.

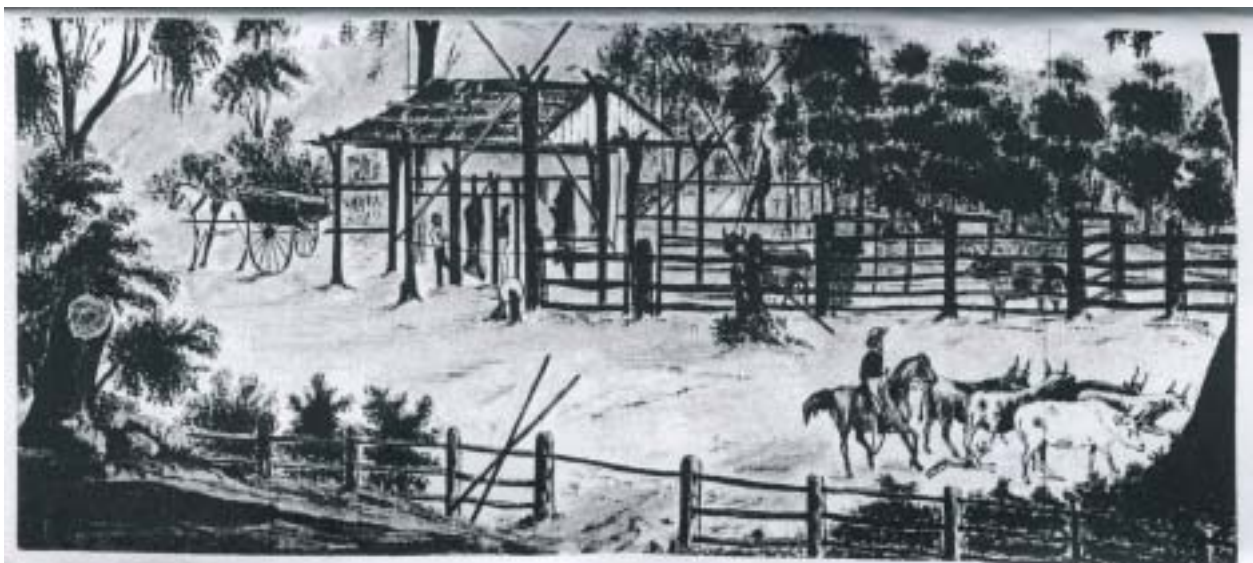
In 1868 Buss's widow sold the inn to Alfred Fairfax and he in turn built further rooms onto the building and turned it into a gentleman's residence. He added a two story building for housing gentlemen's servants, a ballroom and altered the taproom by building an entrance hall between it and the sitting room.

### **Inkeepers' Quarters**

The three rooms entered from the end of the covered verandah seem to have been used by Buss and his family as their living quarters. The entrance room has beautifully carved cedar doors and fireplace surrounds.

### **Ladies Parlour**

The ladies parlour was where travelling ladies could relax without being troubled by the gentlemen in the bar.



*Living almost exclusively on meat, many early settlers built their own killing and dressing yards. Watercolour by an unknown artist.*

During the time of Alfred Fairfax, the room behind the ladies parlour had a door leading out into the courtyard. The staircase was turned around into that room so that servants could go in and out to the upstairs rooms without disturbing the rest of the household.

### **Taproom**

Evidence of the use of the taproom can be seen by the markings of the shelves on the northern wall of the room as well as a distinctive cartouche which dates from that time. In the cartouche are painted grapes, peaches and corn the fruits of fermentation which were used in the making of spirits. The taproom would be the equivalent of today's hotel bar and the busiest part of the building. In John McManamy's time the tap room became his library.

*Pictured is the cartouche discovered during restoration  
Also discovered were the markings of liquor shelves shown to the right of the picture.*



### **The Bedrooms**

When the buildings were used as an inn and guest house the rooms at the top of the stairs leading from the ladies parlour were used for travellers accommodation. The room numbers can still be seen on the doors.

In the nineteenth century bedrooms were not public rooms and were designed for the comfort of the females of the house, as they spent more time there as a private area in which to relax and rest.

Colours were light in tone and furniture included a matching suite of wardrobe, dressing table, chest of drawers and washstand.

Beds in the main bedroom were often brass four poster with a "tester" railing on the top which supported hangings around the bed. An easy chair and couch were also considered essentials.

For gentlemen, there would be a swing shaving-glass mounted on a separate pedestal stand.

Each bedroom was equipped with a washstand and a porcelain toilet set consisting of jug, bowl, chamber-pot and soap dishes. Waste was taken outdoors and emptied into outside receptacles, drains or cess-pits.

### **The Drawing Room (or Fairfax Room)**

The drawing room or as it is now known the 'Fairfax' room offered a pleasant atmosphere for activities as well as for games such as backgammon, chess, cribbage or cards.

Drawing rooms were where the ladies "withdrew" from the dining room after dinner while the men smoked or drank their port.

During the late 19th century, work filled a large part of people's daily lives.



*The drawing room or Fairfax Room which provided the ladies a pleasant atmosphere away from the dining room where the men smoked and drank their port.*

Nevertheless, the Victorian age offered many ways for people to enjoy themselves in the home and families entertained themselves.

Reading was a popular recreation and nights were spent writing letters, reading newspapers or in conversation. Wives and daughters preserved flowers, sewed, embroidered or sketched .

Rooms were divided into formal, private and public space

### **The Schoolrooms**

During John McManamey's time the rooms on the eastern end of the building were used as schoolrooms and a locker room for the students. John McManamey encouraged his 'young gentlemen' to carve their names in both their desks and the wooden window frames because he believed they would make their 'mark' in the world.

Several of these young gentlemen did in

fact make their 'mark' in the world when they were awarded the Military Cross and other awards for bravery during World War 1.



*The Academy's crest embossed on school books*

### **Boys' Washroom or Food Storeroom**

In colonial times a small room next to the kitchen (or bakehouse) was used as a storeroom for non perishable foods such as flour, sugar, groceries, etc.

However, when it became Woodford Academy during John McManamey's time, this room was used as a washroom. The bench where the boys were able to place their jugs and basins of water for washing can still be seen today. The paving stones at the entrance to the kitchen and the food storeroom are well worn, indicating the usage link between these two areas.

## The Kitchen

The kitchen at Woodford is an excellent example of a colonial kitchen. The large fireplace and oven are among the finest surviving in NSW, the segmental stone arch over the fireplace being quite rare. The lath and plaster ceiling is a typical example of colonial architecture.

There is also a carved stone sink with a large plug which when removed allowed the water that had to be carried in from the well outside to be drained out through a hole in the wall. Above the sink is a large plate drying rack.

It would appear that it has been built following the typical plan of an English kitchen circa 1850's. According to *The illustrated history of the housewife, 1650-1950, Robertson, Una A., New York, St Martin's Press 1997, pp 93-94.* "Well-to-do households would possess a separately fired bread oven in which all the household's baking of breads, pies, cakes and other items would be done on a set day.

Most were constructed of brick or stone but some were made in cast iron before the introduction of the kitchen range with its integral oven. The oven was roughly circular or oval in shape, lined with brick or stone, and the entrance was closed with a tight-fitting door of some hardened wood, replaced latterly by one of iron.

When baking day came round, once a week or once a fortnight, a fire was lit inside the oven itself and allowed to burn until all the surfaces were hot.

The embers were then raked out, the oven floor swabbed with a damp mop and the door closed until the heat evened itself out, after which the first items were inserted with an oven-peel and the door fitted into place.

As the day progressed, so cooked items were taken out and other items requiring diminishing amounts of heat were put in: "I have known a very large brick oven, heated in the middle of the day with a load of wood, still warm enough at eight or nine



o'clock in the evening to bake various delicate small cakes such as macaroons and meringues, and also custards."

Although in later days this kitchen became part of the extensions known as the east wing it would originally have been a separate building.

The kitchen in which the cook worked was not part of the social function of the house and was built well away from the public area as well as being there for safety. Kitchens often caught fire in colonial days.

The stove was the dominant feature and was the heart and soul of the kitchen. By the 1870s cast-iron stoves replaced the suspended pots which hung above a grate over coals in many kitchens.

The kitchen became the engine room of the house where water was heated, simple and sophisticated meals prepared.

### **The butler's pantry or china pantry or food storeroom**

Adjacent and connecting to the kitchen is a small room used as a larder for storing food in the early days and in Fairfax's day as a butler's pantry.

A pantry was the domain and responsibility of the butler. In this room the best ceramic dinner plates and tea service as well as the silverware was kept. Lamps for the house were also stored here. The butler was responsible for the sharpening of serving knives and polishing of silver.

The pantry was important for the service of dinner as it was a place to keep the cold dishes for second and third courses as well as the pastry, fruit and sweets.

### **The Dining Room**

The dining room, the largest area downstairs in the east wing was built during the time of Fairfax and later used

as a chapel and dining room for students when McManamey conducted Woodford Academy.

During World War II this large room was partitioned into smaller rooms to be used by evacuees from Sydney, reverting to its original design during the 1990s.

Dining rooms in the nineteenth century were designed to display grandeur, power and style and were very much masculine rooms. The furniture such as the sideboard was usually made of cedar, and richly carved and presented a solid powerful display of wealth.

The dining room was designed for the man of the house to entertain his friends - it was meant to display the respectable values of the household. The walls were decorated by the best and largest pictures such as landscapes and portraits.

The grand dining room was situated next to the kitchen.

### **The Dairy Wing**

Probably built during the mid 1800s the dairy wing contained a meat room, (used for storing and curing meat with salt which caused much of the stone walls to corrode); a servants room; a dairy where milk, cream and other perishables would have been kept as well as a loft for storing animal fodder.

### **The Servants**

During Victorian times most houses in NSW employed domestic staff and in the case of an inn or a 'gentleman's' residence there would be many more needed. Servants worked 15 hours a day six or seven days a week.

Work in the house was physically demanding such as lifting buckets of water, beating carpets, washing clothes over steaming cauldrons of water and preparing meals in hot kitchens.

Rooms, filled with ornaments and furniture required constant dusting and cleaning. Carpets were cleaned without vacuum cleaners and heavy curtains and table covers all added to the effort of keeping rooms clean. The polishing of all of the brass, copper and silver would have occupied many hours.

### **Courtyard**

The courtyard surface is stone flagging, in the centre of which is a fine convict-built, barrel-vaulted underground water tank large enough to provide a plentiful water supply for the inn.

From the courtyard can be seen the Moorewood and Rogers pattern galvanised iron tiles on the main building.

Across the end of the courtyard was a large concert/ballroom built of wood and suitable for wedding receptions and other celebrations. It blew down in 1910.

Scattered around the main house were wooden sheds for milking cows, stabling horses and for storage.

*Pictured below is a view of the rear of Woodford Academy showing the courtyard and dairy wing.*



## Timeline for site of Woodford Academy formerly the Woodman Inn and surrounding area

- 1770** Captain Cook discovered the great South Land after viewing the transit of Venus in O’Tahiti.
- Pre - post 1788** Dharug and Gundungurra tribes had been crossing the Blue Mountains for thousands of years.
- 1788-1813** Many early explorers tried unsuccessfully to find a way over the Blue Mountains.
- 1813** Blaxland, Wentworth and Lawson found a way over the Blue Mountains.
- 1815** William Cox built the first road over the Blue Mountains using convict labour. He planted a twenty mile peg near where Woodford railway stands today and called the place Twenty Mile Hollow.
- 1831** A sly grog shop run by William and Mary James operated beside the western road at Twenty Mile Hollow
- 1831** Thomas Pembroke was granted 2 acres of land near William and Mary James and with the aid of stone masons and timber splitters began building an inn, which he called The Woodman.
- 1834 (circa)** Pembroke lived there with his wife and six children after being granted a publican’s licence. The Woodman provided food and lodging for travellers from Sydney on their way to Bathurst and the western plains. Soldiers and colonial officials were some of their guests.
- 1835** Thomas Pembroke was granted an additional 48 more acres at Twenty Mile Hollow
- 1835** On October 12th, Mary James was discovered hanging in her hut which was about 30 metres from the inn. There had been much aggravation between Pembroke and William and Mary James who ran a sly grog shop and cheap beds in opposition to Pembroke. William James was tried for her murder in Sydney. His first trial was aborted. He was retried and acquitted at a second court case.
- 1836** Surveyor Mitchell made improvements to the western road.
- 1837** Thomas Pembroke convicted of theft and sentenced to two years on a road gang for stealing slabs of wood at Springwood.
- 1838** Thomas Pembroke’s sentence reduced to one year .
- 1839** Thomas Pembroke sold the heavily mortgaged property to Michael Hogan.

- 1839-1855** While Michael Hogan owned the inn other licencees during this time were Josiah Workman, James Nairn, William Barton, John Cobcroft Thomas and Anne James (no relation to William James) and William Langford. The name of the inn was changed to The King's Arms.
- 1840** End of convict transportation.
- 1851** Gold officially discovered west of Bathurst.
- 1855** William Buss bought the inn, which was licensed as The Kings Arms but popularly known as Buss's Inn.
- 1863** A large camp of railway builders were based at Bull's Camp.
- 1868** Buss's widow sold the property to Alfred Fairfax who developed it as a gentleman's residence. He renamed his home Woodford House. It became an exclusive retreat for Fairfax and his friends. During that time he bought more land and then owned a 90 acre property.
- 1869** Railway platform known as Buss's Platform built.
- 1871** Railway platform renamed Woodford after Fairfax's property.
- 1874** Members of the scientific community came to visit the property of Alfred Fairfax to watch the transit of Venus in the colony of New South Wales. There were other places in New South Wales where the viewing took place.
- (circa) 1880's** Woodford House converted to a mountains guest house.
- 1897** Losing money in his financial dealings in mining ventures, Alfred Fairfax sold the house to David Flannery. It continued as a guest house with various tenants. Flannery subdivided the property and sold some land to Mary Jane Waterhouse.
- 1907-1925** John McManamey rented and in 1914 purchased Woodford House from David Flannery. He set up a young gentleman's school which he named Woodford Academy.
- 1925-1930** John McManamey's private residence.
- 1930-1936** John McManamey reopened the school as a day school for local children (both girls and boys).
- 1940's** Some evacuees from Sydney lived at the Academy during World War II.
- 1946** John McManamey passed away.
- (circa 1960s)** His daughters sold off some of the surrounding land donating a portion to the Presbyterian Church for a house of worship. Gertrude McManamey occasionally rented apartments to single ladies.

- 1979** The house was donated to the National Trust by Gertrude McManamey, John McManamey's sole surviving daughter with the agreement that she be allowed to continue living there until her death. She died in 1988 having left the house 2 years before to be cared for at the Queen Victoria Homes, Wentworth Falls.
- 1996-date** Woodford Academy opened by the National Trust to the public.
- 2001** Woodford Academy received \$1 million Centenary of Federation grant from the Federal Government to help restore the house.
- June 2004** Week long celebrations held to mark the transit of Venus.
- October 2004** Play written by local, Tim Sanford, celebrating 170th anniversary of the death of Mary James and trial of her husband, held at Academy.



*A convict chain gang being marched out to build the colony's roads. Note the manner in which they were forced to hold up the chains with one hand in order to move along (reproduced from *Historic Blue Mountains 1813-1938* by Blue Mountains Shire Council.)*

## Section 3 - Resources

### Aboriginal People



**Pictured above** is an example of an Aboriginal mia mia and encampment by an unknown artist.

**Pictured below** is a painting of Aboriginal warriors returning to camp.

*(Pictures courtesy Historic Blue Mountains 1813-1938 published by the Blue Mountains Shire Council)*



### The Original Inhabitants

The Dharug and Gundungurra tribes had been crossing the Blue Mountains for thousands of years before the explorers Blaxland, Lawson and Wentworth found a way over the mountains.

# Aboriginal site near Woodford Academy

Recent investigations by archaeologists, Eugene Stockton and Wayne Brennan of the land just to the north of Woodford Academy have revealed some interesting stone markings indicating aboriginal occupation.

This land was once part of the 50 acres granted to former convict Thomas Pembroke in the 1830's, but since 1976 has belonged to the Blue Mountains City Council.

The stone marking is a long thin engraved groove that is at least 10m in length. It is not known if there are more marks/rubbings on the sandstone platform which is of considerable size.

Most of the platform is covered with exotic grasses and vegetation including moss and lichen and other rubbings and engravings may be hidden.

Not far from the Woodford Academy along the Woodford and Linden ridges there exist several rock art sites and engravings that are of regional significance.

It is likely that the stone arrangements and engravings played an important role in helping people find their way through parts of the mountains.

They may have worked like signposts for travelling aborigines, helping them get to special places but also telling stories about country in a physical and spiritual sense and sometimes giving vital information about survival (e.g. water hole or shelter, etc.)

Some of the engravings may have been linked with others throughout the regional landscape forming Dreaming tracks or songlines.

Both the Dharug and Gudungurra groups travelled through the central Blue Mountains for the purposes of hunting and gathering as well as ceremony or travelling to the west for family business and to reinforce alliances.

*Resourced from an article written by Neryl Medcalf with assistance by Wayne Brennan NPWS, 11 February 2004.*

***This site has since been listed as a site of Aboriginal significance and listed on the Register of Significant Aboriginal sites.***



**Pictured above** is a photograph of Aboriginal wells and sharpening stones, found in Hazelbrook.

*Picture courtesy Historic Blue Mountains 1813-1938 published by the Blue Mountains Shire Council.*

## Section 3 – Resources

### Travelling and Transport



*The Cobb and Co Coach shown above was able to traverse long distances. (A drawing by an unknown artist reproduced from Historic Blue Mountains 1813-1938 produced by the then Blue Mountains Shire Council)*

**In the Sydney Gazette of July 15, 1832** appeared an advertisement in which Joseph Cox, a carrier on the Western Road for nine years agreed to carry parcels or packages to Bathurst. Leaving the “Angel Inn”, Brickfield Hill, Sydney, during the first week in each month, and Bathurst about the fifteenth of each month, Cox charged eight shillings for the carriage of one hundred pounds, tenpence per gallon of spirits or beer on the forward journey, and seven shillings for one hundred pounds. and three shillings per bushel of wheat on the return journey.”

“In 1836 mention is made of two companies plying between Sydney and Bathurst - the Ireland-Reilly Coach Service and the Bathurst Conveyancing Company. The passenger coaches of the first

mentioned company left Sydney every Tuesday and Friday morning at six o'clock, arriving in Parramatta at eight o'clock. After partaking of breakfast, the coach then travelled to Penrith, which was reached at half-past eleven a.m. The passengers were allowed half-an-hour's stay in the township. The Weatherboard (Wentworth Falls) was reached at seven o'clock on the first night. Early on the following morning (six o'clock) the journey was recommenced, and after staying at Andrew Gardiner's for breakfast, Bathurst was reached at seven o'clock on the second night. It will be seen that the entire journey was covered in twenty-four hours, an average of six miles per hour”...*(There may well have been stops at “The Woodman” or “Kings Arms” at Woodford too.)*

“The Bathurst Conveyance Company carried passengers at the rate of three pounds five shillings each, while a charge of seven shillings per hundredweight was made for luggage carried by the bullock teams. The bullock drivers received one pound per week, the coach drivers nineteen shillings and three pence per week, together with the following fortnightly rations: - 24 lbs. flour at 54d per lb, 20 lbs beef at 4d per lb, 4 lbs sugar at 7d per lb, 1/2 lb tea at two shillings and sixpence per lb, and tobacco tenpence.

“Many landowners from the Western districts who desired to travel to Sydney undertook the journey in their private gigs, or on horseback, and, since the company usually numbered several friends, an enjoyable time was spent by stopping at the well-known inns along the route, namely Mrs Dillon’s “Golden Fleece” (Kelso) or Kit’s “Dun Cow” (Kelso), “Mutton’s Inn” (Tarana), Rotton’s “Victoria Inn” (Solitary Creek), Collits’ “Golden Fleece” (Hartley Vale) or the many taverns on the Mitchell Road, “Perry’s Inn” (Mount Victoria),

“The Pilgrim” (Blaxland) and “The Red Cow” (Penrith)” (*possibly “The King’s Arms” at Twenty Mile Hollow.*)

*Extract from Royal Australian Historical Society article about “Hartley - The Gateway to the West”.*

\*\*\*\*\*

21 April Friday (spent in Blackheath)

22 April Saturday up at 4 am got under way again at 5. The roads frightfully boggy - also very misty and cold. The horses pulled away bravely. We got to Busses’ about 10.30 all looking very seedy and feeling faint and miserable. A good breakfast had a wonderful effect in restoring us. We started again exactly at 12. The weather had cleared up into a lovely day and the road better every mile. [Had Clara with her maybe also Lottie and Aunt Charlotte. Travelled by road to Penrith where they caught the train to Sydney]

*Extract from a Journal of a Colonial Lady 1865, by Jessie Augusta Francis, p102, Journeys File 2, Local Studies BMCC Library, Springwood. This extract is about a journey from Bathurst to Sydney.*



*Pictured are gold diggers, their wives and sweethearts travelling to the goldfields in 1851 (Reproduced from Historic Blue Mountains 1813-1938 by Blue Mountains Shire Council)*



Bathurst 15 July 1841

“The most speedy mode of travelling over the mountains is by the mail cart, which leaves Sydney for Bathurst on certain days, but this is too expensive to be generally adopted as the lowest fare is 90 shillings for each person. All, therefore who cannot afford this, and have no conveyance of their own are under the necessity of travelling by some of the drays, numbers of which are constantly on the road to and from Sydney:

Drays are precisely the same as those used in England.”

Four pounds was the cheapest accommodation. They were ferried across the Nepean in a punt. Filled their bottles with river water. Her husband carried loaded pistols and the men kept sentinel all night in watches. Their personal possessions were loaded on dray(s) pulled by horses.

But at Springwood they transferred everything to a bullock wagon, and were accompanied by five bullock teams.

Road conditions became worse.

“I brought up the rear and blocked the wheels at every stoppage, sometimes left half a mile behind, and then having to run as fast as possible to perform this new but somewhat irksome duty.”

Somewhere after leaving Springwood, camped and a spark from their fire began a blaze even though it was June.

*Extract from Journeys over the Blue Mountains - research at Local Studies, Springwood Library*

*Letter of Sophie Stanger nee Pollard to her mother ex Allan Searles' scrapbook, published in Sunday Sun File: Journeys 2*

*Sophie Pollard was born c1813 at Epping Essex, daughter of a miller, George Pollard and wife Sophie. In 1836 she married Joseph Stanger in London. Joseph was born in London 1811, died Newcastle 6 July, 1892. He was variously described as a gentleman, blacksmith, whitesmith, storekeeper. He arrived in NSW c 1840.*

*Sophie travelled with her husband and five young children, Willie 5 years, Lucy 3 years and triplets, Sarah, Mary and Eliza. She went on to have four more children. Two of the girls died. Sophie died in Bathurst 19 July 1881.*



*Immigrants crossing the Blue Mountains by ox cart. (Reproduced from Historic Blue Mountains 1813-1938 by Blue Mountains Shire Council)*

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**YORKE BROTHERS,**  
*Merchants,*

and  
**Forwarding Agents,**  
519, GEORGE STREET,  
**SYDNEY.**

and  
184, Elizabeth Street, Melbourne.

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**COBB and CO.'s**  
**TELEGRAPH LINE**

of  
**ROYAL MAIL COACHES**

Running in connection with

*The Government Railways*

from

**PENRITH AND CAMPBELLTOWN**

Passengers and Parcels booked for Bathurst, Orange, Lachlan, Mudgee, Berrima, Goulburn, Yass, Lambing Flat, and intermediate places, *Daily*, Sundays excepted.

For further particulars as to rates of Fares and time of starting, apply to the Company's Office, Royal Hotel, George-street.

**W. R. HALL, Agent**

(Source Royal Australian Historical Society Journal & Proceedings - 1932 - Hartley Gateway to the West- William Foster)



# WOODFORD HOUSE

WOODFORD,

→ **BLUE MOUNTAINS.** ←

CHANGE OF AIR & MOUNTAIN SCENERY.

SUPERIOR ACCOMMODATION FOR VISITORS.

A FIRST-CLASS TABLE KEPT.

**SAFE BATHING PLACE FOR LADIES AND CHILDREN AT  
THE FALLS ON THE ESTATE.**

☞ CHOICE FRUIT FROM THE ORCHARD AT TABLE.

**TERMS STRICTLY MODERATE.**

SPECIAL ARRANGEMENTS FOR FAMILIES.

APPLY

**NEW ZEALAND INSURANCE COMPANY,**

81 PITT ST., SYDNEY;

OR,

**JOHN R. PLACE**

☞ **WOODFORD, BLUE MOUNTAINS.** ☞

A CAPITAL TENNIS COURT ON THE GROUNDS.

Extensive additions have been made. Woodford House is now one of the most complete Establishments on the Mountains. It is replete with every convenience, and has a Balcony of upwards of 100 feet in length, by a width of 8 feet.

*An advertisement which appeared in a Sydney newspaper in 1897 advertising Woodford house as a guest house (information obtained from State Library NSW)*



WAITING FOR THE TRANSIT, AT WOODFORD.

(Photo courtesy Woodford Academy archives)

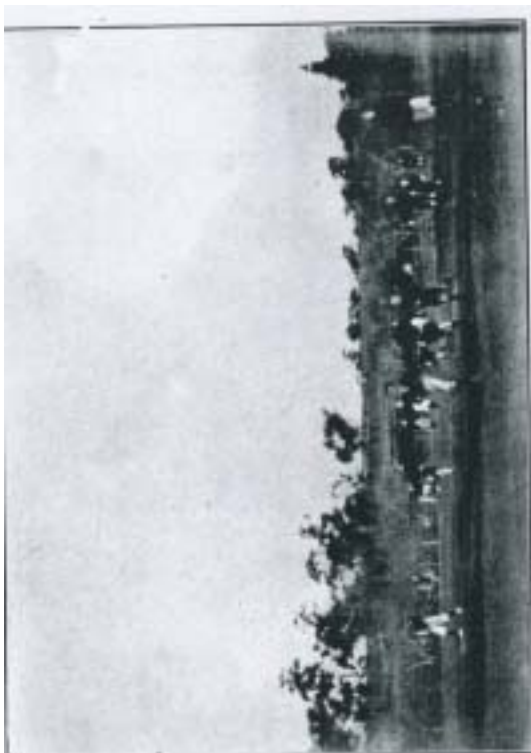


**1912 School photo** with Jessie McManamey, Mr J. McManamey, Mrs McManamey, Gertrude McManamey in the second row.(note other girls besides the McManameys attending classes).(Photo courtesy Woodford Academy archives)

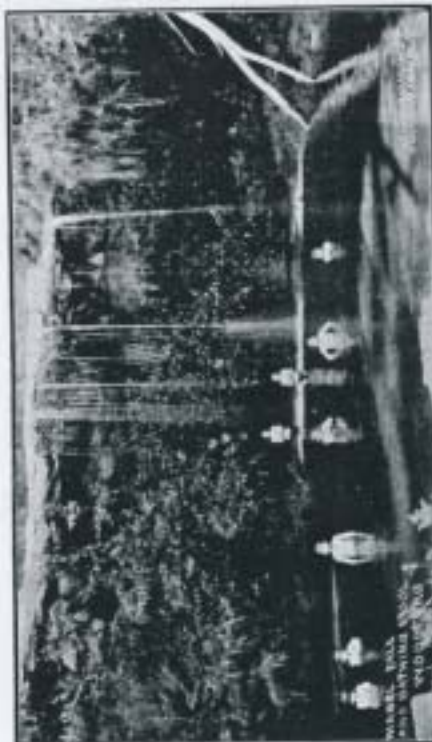


**1911 School photo** - 2nd row Mr Ward, J. McManamey , Mrs McManamey Mr J. McManamey (principal), Mrs Ward, Gertrude McManamey. (photo reproduced from photos held in Woodford Academy archives)

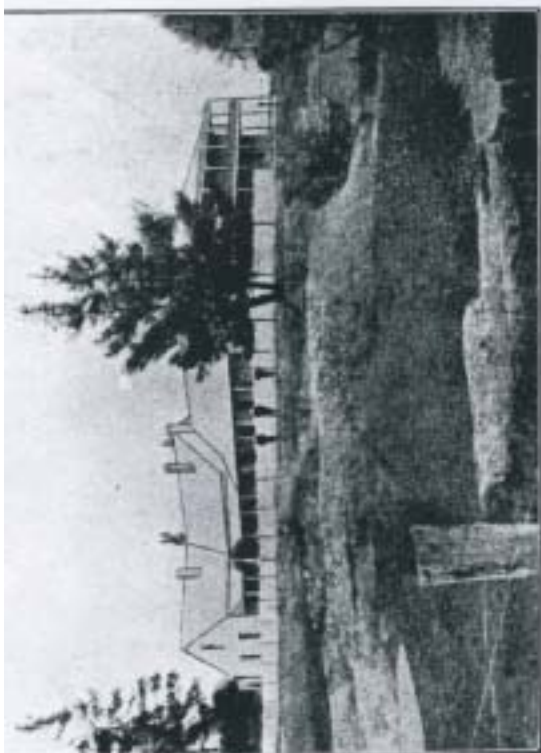
**Photos of Woodford Academy and school students which appeared in a school prospectus sent out to students and their parents**  
*(date unknown)*



**VIEW OF PLAYING FIELDS.**



**SWIMMING BATHS.**



**WOODFORD ACADEMY.**



**FOOTBALL TEAM.**

*(Part of school prospectus reproduced from Woodford Academy archives)*

*"Inter silvas Academii querere verum."*

# WOODFORD ACADEMY

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WOODFORD, N.S.W.

## Boarding and Day School for Boys

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*Registered under the Burahay Endowment Act. 1912*

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**Rector - - JOHN F. McMANAMEY, B.A. (Syd.)**

First-class Honours and University Medal for Classics; four years Rector of Coerwul Academy; formerly Senior Assistant Master Ipswich Grammar School, Queensland; sometime Head Master the Scot's College, Sydney.

*Assisted By Competent Resident and Visiting Members.*

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**T**HE Academy occupies a splendid site with fine mountain views. The grounds are extensive, and the climate is considered the most perfect on the Blue Mountains. The Distance from Sydney is only two hours by train, and parents are invited to visit the School.

The Rector has had many year's experience as a teacher in Boy's Colleges and Grammar Schools in New South Wales and Queensland, and has been especially successful in the preparation of Boys for the University Examinations. During 1917-1918 five boys passed Leaving Certificate Examination; seven, the Intermediate; two have obtained Exhibitions at Matriculation; and two having qualified for the Public Service.

*(Reproduced from Woodford Academy archives)*

## SPORTS.

All boys are expected to share heartily in the school games, in which there are opportunities for local competition, as well as, at longer intervals, for reciprocal games with Metropolitan schools. Good playing-grounds for cricket, football and tennis are provided.

Paper chases over interesting country are encouraged during the winter.

There is a fine natural swimming bath.

## DAILY ROUTINE.

7 a.m. to 7.25 a.m.	...	...	Dressing, etc.
7.25 a.m. to 8 a.m.	...	...	Preparation
8 a.m.	...	...	Breakfast
9.15 a.m. to 12.30 p.m.	...	...	Classes, beginning with prayers
12.45 p.m.	...	...	Dinner
1.45 p.m. to 3.45 p.m.	...	...	Classes
3.45 p.m. to 6 p.m.	...	...	Games, Physical Culture, &c.
6 p.m.	...	...	Tea
7 p.m. to 9 p.m.	...	...	Preparation

## AGE OF ADMISSION

There is no age limit, but intending pupils will be required to read with tolerable fluency, and to know the first four rules of arithmetic.

## BOARDERS' OUTFIT.

All the following articles must be clearly marked with the full name of the owner and a list must be pasted in his box, and a duplicate sent to the Matron:—

2 Suits of Clothes	3 Undershirts
1 Mackintosh	6 Pairs of Socks or Stockings
3 Pairs of Boots	4 Suits of Pyjamas
1 Pair of Slippers	4 Sheets
1 Hat	3 Pillow Slips
6 Soft Shirts, with Collars.	6 Towels
3 Collars	4 Serviettes and Ring
12 Handkerchiefs	1 Pair Cricketing Trousers
Comb and Brushes	1 Rug

Day boys must wear the School Ribbon.

All clothing will be kept in separate lockers under the care of the Matron.

Boys are encouraged, if time and aptitude allow, to take the ordinary curriculum, including Latin and one Modern Language, English, History, Mathematics and Science. For Boys intended for commercial life, a curriculum is especially arranged, Shorthand, Typewriting and Bookkeeping are taught if desired, but parents are advised that an ordinary liberal education is the best school preparation for any career.

### RELIGIOUS INSTRUCTION.

Prayers are said and a passage of Scripture is read each morning when school opens. On Sunday boarders attend Church at Woodford, and receive lessons at the Academy. The religious instruction is unsectarian, but Boarders are taught the catechism of their respective churches.

### REPORTS.

The School is examined, and reports of the boys' progress and conduct are sent to parents at the end of each quarter.

### VACATIONS.

The Vacations are six weeks at Christmas, and four weeks at Midwinter, with short breaks at Michaelmas and Easter.

### FEES.

*(Per quarter, payable in advance)*

#### Day Boys:

Under 14 years of age	... ..	3 guineas per quarter
Over 14 years of age	.. ..	4 guineas per quarter

*Day Boys may have Dinner at the Academy by paying two guineas extra per quarter.*

#### Boarders:

General Tuition and Board	... ..	12 guineas per quarter
Physical Culture	... ..	2/6 per quarter
Materials and Sports Club	.. ..	2/6 each per quarter

*The Bedrooms are Airy and Comfortable.*

### FEES FOR EXTRA SUBJECTS.

Music	... ..	2 guineas per quarter
Typewriting	... ..	Half-a-guinea per quarter
Shorthand	... ..	Half-a-guinea per quarter

A reduction of 10 per cent. is made for brothers, and 33½ per cent. for sons of Ministers of Religion.

A quarter's notice is required before the removal of a boy.

Pocket money is advanced if desired, and necessaries may be obtained (by order only) from tradesmen.

# **MAKING A CUP OF COFFEE 1861 STYLE**

**by Brigid Dwyer  
Cook Outback House on the ABC**

Collect dry firewood and get a good fire going.

Fill buckets from the pump and lug them back to the kitchen.

Tuck in skirts so as not to catch fire and fill cast-iron urn with water.

Lift hessian cover from the pail of last night's milk, pick out dead flies and scoop off cream (for making butter after breakfast).

Fill the rusty milk jug.

Go to storeroom, taking care not to slip on any fresh goose poo and fill the sugar jar from the 30 pound (14 kilogram) sugar sack.

Hand-grind fresh coffee, gather tin cups.

Put seven spoons of coffee into the old enamel canister, fill with boiling water, stir well and set among the coals for a few minutes.

At last! Pour it, add milk and sugar to taste, and sit back and enjoy.

Believe me - a cup of coffee never tasted so good!

*(Excerpt taken from an article in Good Living Sydney Morning Herald - July 12 2005)*

# Section 4

## ABOUT THE NATIONAL TRUST

The National Trust of Australia (NSW) is a non-government community organisation which promotes the conservation of both the built and natural heritage (e.g. buildings, bushland, cemeteries, scenic landscapes, rare and endangered flora and fauna and steam engines may all have heritage value). The trust has approximately 30,000 members in New South Wales and was founded in 1945.

### **What does the National Trust do?**

The Trust does many things, including:

- owning and operating house museums and galleries;
- surveying and assessing the natural and cultural environment of NSW;
- making submissions and providing advice to the federal, state and local government, property owners, architects and consultants on environmental issues;
- publishing and selling educational material conducting tours, lectures, seminars and inspections;
- operating a contract bush regeneration/bush management program for councils and other land owners; and
- operating a historic properties for sale or lease website.

### **What is the National Trust Register?**

Following its survey and assessment of the natural and cultural environment, the Trust maintains a register of landscapes, townscapes, building, industrial sites, cemeteries and other items or places which the Trust determines have heritage significance and are worthy of conservation. Currently there are some 11,000 items listed on the Trust's Register. They are said to be Classified.

### **The Impact of Classification**

The Trust's Register is intended to perform an advisory and educational role. The listing of a place in the Register has no legal force. However, it is widely recognised as an authoritative statement of the heritage significance of a place. Most places listed in the Register are in private ownership. Listing does not simply imply a right of access by the public, nor that the owner should open the property for public inspection. Regrettably, as a community conservation organisation, the Trust has no funds available to contribute directly towards the repair or maintenance of buildings listed in the Register.

### **Does the National Trust have any control over the Development or Demolition of the Classified Places or Items?**

No. As stated earlier, the listing of a place in the Trust's Register has no legal force. However, the Trust does encourage owners of the listed places to respect their heritage significance.

### **How is an Item Classified?**

The process of classification involves the identification and assessment of a place using criteria to indicate its cultural significance, its historic, aesthetic, social and scientific value for past, present and future generations. This assessment is carried out by a number of expert committees who advise the Trust on items to be placed on the Register. These committees are made up of individuals with professional qualifications, such as architects, historians, archaeologists, planners, botanists, lawyers, educationalists and landscape architects who all give their time freely to the Trust. It is possible to purchase a plaque or certificate from the Trust for your property stating that it is classified.

### **Can I alter a Classified Building or Property?**

Classification need not unduly restrict renovations and alterations to classified places and there are many examples of sympathetic renovation. The main aim of the Trust is to ensure that all alterations are made in sympathy with the original materials and the original style and that changes do not negate or detract from the heritage value of a heritage building.

### **Who Has Legal Powers to Protect Heritage Places?**

#### **Local Government Authorities**

Most powers of control are vested in local councils, which consider various criteria when they determine building and development applications. Councils adopt Local Environmental Plans (LEPs) and

Development Control Plans (DCLPs), which usually contain a schedule of properties of identified heritage significance. The inclusion of a property on such a schedule can impose certain restrictions. For further details, check with your local council.

### **The Heritage Council of New South Wales**

The Heritage Council is the state government authority, which administers the NSW Heritage Act. It advises the Minister for Urban Affairs and Planning in relation to the placing of Heritage orders on sites of heritage significance. If a place is subject to a heritage order, it is illegal to demolish or damage it without making an application to the Heritage Council. The State Heritage Register contains items and places of state heritage significance which are protected under the provisions of the NSW Heritage Act. Full details can be obtained from the NSW Heritage Office, Tel: (02) 9635 6155.

### **What is the Australian Heritage Commission?**

The Australian Heritage Commission is a Federal Government body, which maintains the Register of the National Estate. This register, like the National Trust Register, has an educational and advisory role. Listing in the Register of the National Estate, in most cases, has no legal force.

### **What is the relationship of the Trust to Local Councils, The Heritage Council and The Heritage Commission?**

The Trust often helps local councils in the preparation of Local Environmental Plans. The Trust encourages local councils to refer development applications affecting properties listed on the Trust's Register for advice and comment by the Trust's Architectural Advisory Committee. The Trust nominates a member of the NSW Heritage Council and often refers details of properties under threat to the Heritage Council. The Trust forwards information on all places in its Register to the Australian Heritage Commission for consideration of listing on the Register of the National Estate.

### **What is an Urban Conservation Area?**

The Trust has listed on its Register many areas in cities and country towns as Urban Conservation Areas. These areas have an overall townscape, architectural or historic character which, in the Trust's view, should be conserved, even though not every individual building in the area is significant. The Trust requests owners, developers and local councils to ensure that any new development within an Urban Conservation Area is designed to be in harmony with the heritage significance of the area. Once again, listing by the Trust has no legal force.

## References

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- Foster, W., MA** Royal Australian Historical Society Journal and Proceedings, Hartley - The Gateway to the West
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- Robertson, U.A.** The illustrated history of the housewife 1650-1950 - St Martins Press - New York - 1997
- Stanger, Sophie** Extract from Journeys over the Blue Mountains – research of Local Studies, Springwood Library.
- (Unknown author)** Sydney Gazette, July 15, 1832 advertisement
- Woodford House Illustration** (Cover illustration) Illustration of Woodford House which appeared in the Illustrated London News on February 16, 1889.

## Acknowledgements

The Friends of Woodford Academy wish to acknowledge the efforts of its subcommittee comprising: Nanette Leary, (co-ordinator), Elizabeth Saxton, Margaret Harrison, Lynne Tocher, Margaret Ashcroft This program briefing, historical background and resource material has been compiled for the Friends of Woodford Academy by Nanette Leary assisted by Neryl Medcalf. The Friends of Woodford Academy acknowledge with thanks the photography of the property as it is today by Stephen Bennetts.

The encouragement and support of the Chairman of Friends of Woodford Academy, John Leary OAM is acknowledged as is the support and encouragement of staff at the National Trust of Australia (NSW) including Director, Museums and Properties, Mr Richard Wesley.

**EVALUATION OF 'TIME TRAVELLERS'**  
**Education Program of Woodford Academy**

School/Institution \_\_\_\_\_ Number \_\_\_\_\_ Date \_\_\_\_\_

Program/Activity \_\_\_\_\_

How did you find out about the program? \_\_\_\_\_

Please circle a number to rate the following reasons for participating in today's program:  
(1 = very important 3 = important 5 = not important)

Relevant to subject	1	2	3	4	5
Useful for a teaching program at school	1	2	3	4	5
Located near the school	1	2	3	4	5
Enjoyable for the students	1	2	3	4	5
Affordable	1	2	3	4	5
Have been before	1	2	3	4	5
Recommended by others	1	2	3	4	5

Other \_\_\_\_\_

2. The most valuable aspects of the program were: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The program could be improved by : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The pre-visit materials were:

very useful          useful          not useful          **(please circle)**

5. What other activities or locations did you include in today's excursion? \_\_\_\_\_

\_\_\_\_\_

6. Will you make use of this program for future teaching programs? \_\_\_\_\_

**Thank you for your assistance for the evaluation of our education program.**

# VENUE AND SAFETY INFORMATION FOR SCHOOL EXCURSIONS

<b>Venue name</b>	WOODFORD ACADEMY		
<b>Location</b>	90-93 Great Western Highway, WOODFORD		
<b>Phone number</b>	47 588585	<b>Fax number</b>	47 588584
<b>Web address</b>	www.nsw.nationaltrust.org.au		

<b>Insurance</b>	Does the venue have public liability cover?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
------------------	---------------------------------------------	---------------------------------------------------------------------

Activity program	Recommended age group/fitness level prerequisite skills	Staff accreditation/competence for this activity/	Potential risks list hazards/risks related to each activity/program and the venue	Control Strategies Outline strategies for ensuring visitor safety for this risk
<b>TIME TRAVELLERS</b>	<b>YEARS 5/6</b> Fitness N/A pre-requisite skills N/A	National Trust volunteers trained by qualified teachers.	1.Steps around house 2.Uneven surfaces of stone paving in courtyard and front verandah.	1.Inform schools of hazards 2.Students are supervised at all times by trained guide or accompanying teacher. 3. Suitable footwear

Good footwear, hats and sunscreen advisable. During winter months water and windproof clothes advisable.

<b>Supervision/services</b>	Introductory briefing, costumed characters located throughout the venue, all movement through venue supervised by venue volunteers
	Introductory briefing and guided tours provided by volunteers.
	Guided tour provided by venue volunteers.

<b>Access</b>	<p>Are access to and egress from the premises safe and without risk to health</p> <p>Is the venue wheelchair accessible?</p> <p>Are disabled toilets available?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<b>Emergencies</b>	<p>Are emergency procedures in place in the venue?</p> <p>Are staff trained to deal with emergency situations?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<b>Construction/Maintenance/Repair</b>	<p>Are licensed personnel used for all construction, maintenance and repair work?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<b>First Aid</b>	<p>Are first aid kits available for each activity?</p> <p>Is there a trained first aid officer at the venue?</p> <p>Is a first aid room available?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<b>Child-related employment</b>	<p>Have all staff, unpaid, completed a Prohibited Employment Declaration?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>