

A black and white photograph of several children in school tracksuits and caps, standing on a grassy field. They appear to be engaged in an outdoor activity. The tracksuits have white stripes on the sleeves and legs. One child in the foreground is holding a braided object. In the background, there is a large, shallow, light-colored area, possibly a pond or a large water feature. The overall scene is outdoors and educational.

Teachers  
Resource  
Kit

# CHILDSPLAY

Vaucluse House HSIE Education Program

Vaucluse House is a property of the  
HISTORIC HOUSES TRUST



# YOUR VISIT TO VAUCLUSE HOUSE

NAME:

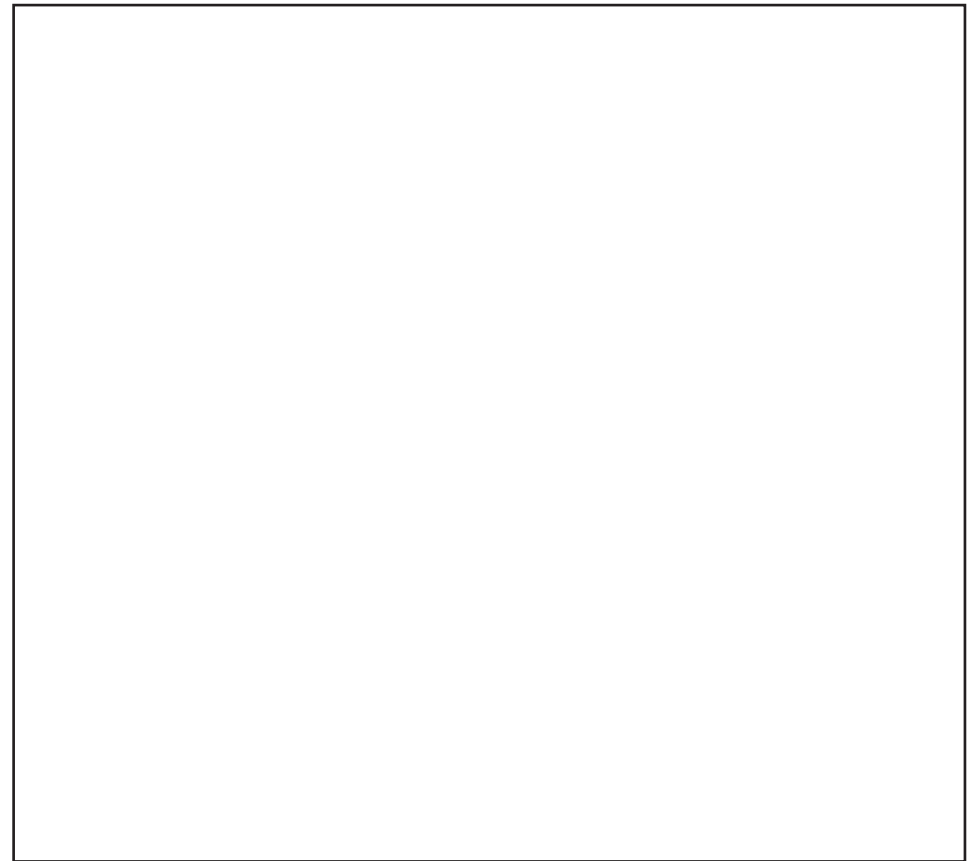
CLASS:

What was the best part of your excursion to Vaucluse House?

What was your favourite part of being inside Vaucluse House?

Was there anything you didn't like about being inside Vaucluse House?

Draw your favourite thing from visiting the house:



Thank you for your help

HISTORIC HOUSES TRUST



# CHILDSPLAY BOOKING CONFIRMATION

Thank you for booking to participate in the Childsplay education program at Vaucluse House.

Vaucluse House estate, which is a 40 minute drive from the city, provides an ideal setting to explore life in the 1850s. Childsplay, an experiential HSIE program for Stage 1 & 2 explores the 'way we were' through the eyes of 8 year old Laura Wentworth.

The program includes a guided tour of the house visiting the kitchen area, childrens' room, drawing room, principal bedroom and family room. Also, children will participate in activities such as playing 19th century games and a walk around the estate. After an introduction and demonstration by a member of the guiding staff, **teachers will supervise and manage the outdoor activities.**

To make the most of their visit, teachers should prepare themselves by reading the material in the Kit. Please find on page 3 a **checklist** of things to remember.

## Bookings

A ratio of 1 teacher/parent to 15 students is required.

Additional parents will be charged \$4

**Duration of program**      3 hours

**Group size**                      60 students maximum

**Payment**                          \$8 per student

Please make cheques payable to the Historic Houses Trust

Thank you for your time, we look forward to seeing your school group soon.

\*GST does not apply

# CHILDSPLAY SCHEDULE

Allow  
**15 minutes**  
prior to start of  
the program



Arrive at Vacluse House in time for students to have recess and go to the toilet. The only toilets are adjacent to the car park (see map).

**90 minutes**  
program start  
inside the house  
**SECTION A**



The education program begins with an outline of the tour program and demonstration of the games by the Guides. The tour focuses on continuity and change in the last 150 years.

The House tour finishes.

Allow  
**90 minutes**  
**SECTION B**



The teachers and students remain on the property for lunch and to play 19th century games and tour the garden. Teachers are to supervise the games and the walk.

A maximum of 30 children can be accommodated in one session at a time.

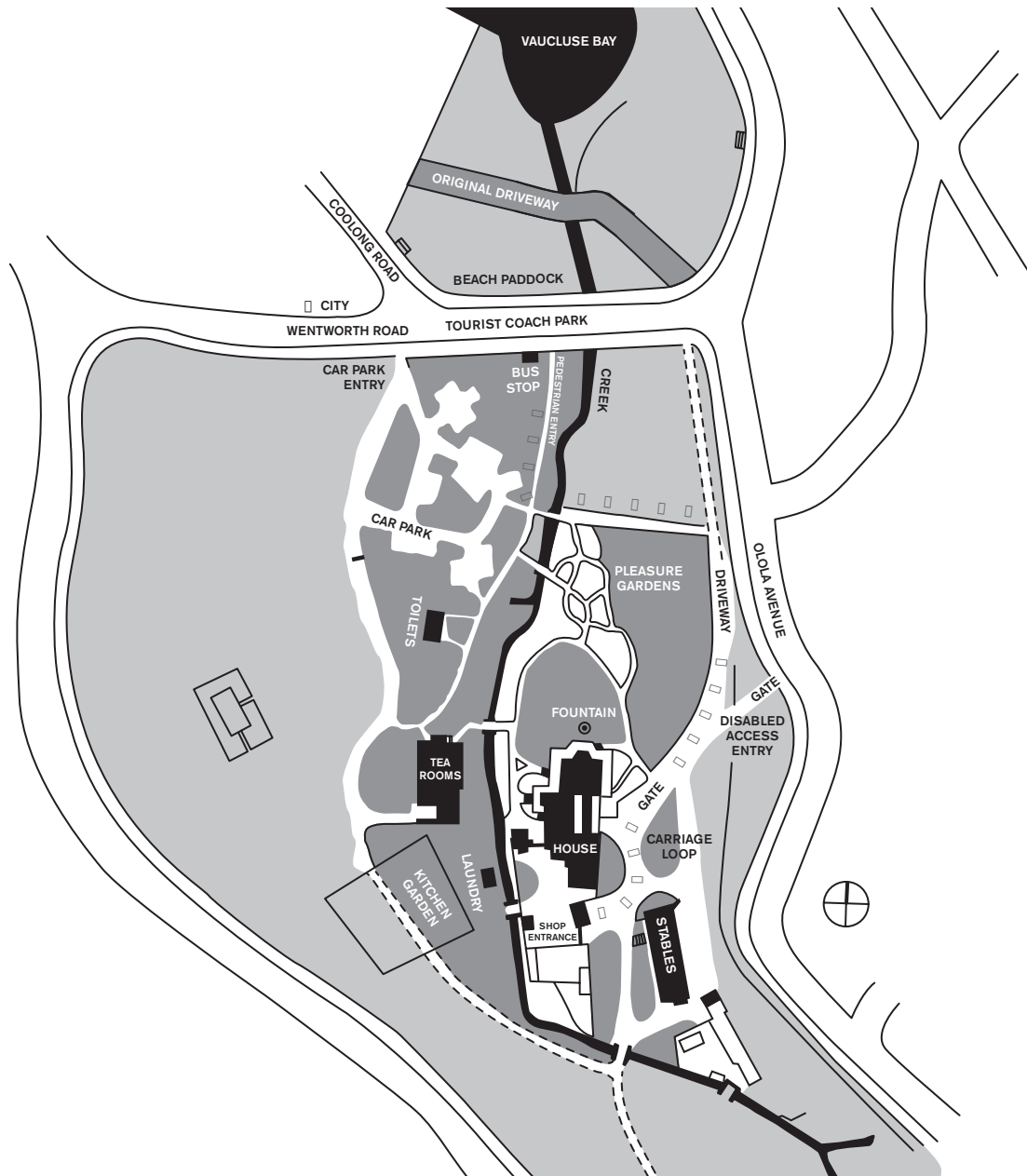
When the group is more than 30 students (maximum 60), they will be divided into two equal groups for two successive sessions of 1.5 hours each. The second group, after touring the estate and playing 19th century games, then enters the house Section A. **They need to have had lunch and been to the toilet beforehand.**

As there are a lot of self-guided outdoor activities, please wear warm clothes in cool weather and hats and sunscreen in warm weather.

## CHECKLIST

### Please remember

- 1 Ensure all students have name tags with large print.
- 2 Ensure all students have sun protection – including hats.
- 3 Ensure children have appropriate clothing – raincoats for wet weather, jumpers for cool weather.
- 4 Bring this kit with you on the excursion.
  
- 5 The program needs to start on time. If necessary arrive earlier to allow time for toilet breaks or for morning tea before the program starts. This program will be shortened in the event of starting late.
  
- 6 Visit the toilets in the carpark before starting the program.
- 7 Ensure cheques are made out for the correct amount.
- 8 Please fill out the teacher and students evaluation forms after the program.
- 9 Ensure all students have a packed lunch, there are no shops on site.



## Parking and toilets

Buses park on Wentworth Road. The children follow the signs up past the Pleasure Garden to the Carriage Loop and to the shop entrance behind the house.

Toilets are located close to the car parking area. We suggest that students are given the opportunity to use the facilities prior to the walk to the house and shop entrance.

**Please note that late arrival will mean that the education program is slightly shortened to fit in with the schedule, so that you can return to school on time.**

In the event of wet weather, please telephone to discuss alternative arrangements, Vaucluse House, 9388 7922.

# THE WENTWORTH FAMILY



**William Charles Wentworth**

Born 1790 Died 1872



**Sarah Morton Cox**

Born 1805 Died 1880

Married 1829

## Wentworth family background

William and Sarah Wentworth had a large family of ten children born over a period of 23 years. They grew up in a prosperous and happy home, mostly managed by Sarah as William was often away on business. With William's half brothers and half sisters, their husbands and wives and children, there were many frequent visitors to Vacluse House and a network of social companions for the children. From 1853 to 1861 much of the family was living and travelling in Europe. The Wentworths were more fortunate than many of their contemporaries as all the children survived infancy, early childhood illnesses and accidents.

In the extended family identical Christian names were common, so pet names were used to avoid confusion. To distinguish her from her mother, Sarah Eleanor was usually called Joody, and Eliza was called Didy to avoid confusion with her aunt Eliza Wentworth, the wife of Major D'arcy Wentworth. While not a lot of information on the Wentworth children survives, enough remains that a picture of family life can be drawn.

# WILLIAM AND SARAH'S CHILDREN

Children grown up and living away from home in 1850



## **Thomasine (Timmie)**

Born 1825 Died 1913  
Married 1844

Thomasine (Timmie) was 25 years of age, married and living with her husband in Sydney. Thomasine was banned by her husband from visiting her family for many years largely because he wanted to be accepted into Sydney high society and believed her parents to be disgraced because they had lived together prior to their marriage. However, Timmie and her husband Thomas Fisher were eventually reconciled with the Wentworths and returned to live at Vacluse with their daughter and three sons in 1866. Timmie died at the age of 88 at her home in North Sydney.



## **William Charles (Willie)**

Born 1827 Died 1859  
Unmarried

William Charles was in England, aged 23 and studying law at university. He died at the early age of 32.



## **Fanny Katherine**

Born 1829 Died 1893  
Married 1847

Fanny, aged 21, was also married and living at that time with her husband in Gippsland in Victoria. She lived until the age of 64.

## Children living at Vacluse house in 1850



### **Fitzwilliam**

Born 1833 Died 1915  
Married 1868

Fitzwilliam was aged 17 in 1850 and lived at Vacluse when not at school at Alfred House in Glenmore Road, Paddington. Fitzwilliam suffered poor health as a child but lived until the age of 82.



### **Sarah Eleanor (Joody)**

Born 1835 Died 1857  
Unmarried

Sarah (Joody) at age 15 was a delicate child who had problems with her lungs. Joody died at the early age of 22 on the island of Corfu in 1857, after nursing her sister Belle who died the previous year.



### **Eliza Sophia (Didy)**

Born 1838 Died 1898  
Unmarried

Eliza (Didy), aged 12, was reported to be a happy and good natured child. She didn't marry and remained close to her family and mother. She died at 60.



## Isabella Christiana (Belle)

Born 1840 Died 1856

Unmarried

Isabella (Belle), aged 10, was a pretty child who was to die at only 16 years of age from gastric fever while in Europe.



## Laura

Born 1842 Died 1887

Married 1872

Laura, aged 8 in 1850, was born on 12 November 1842, the eighth child in the family. As a child she was frail and shortsighted and through her life suffered spinal problems. In her later years she grew very close to her father and often accompanied him on health trips to Germany. She died at 45 years of age.



## Edith

Born 1845 Died 1891

Married 1872

Edith at the age of 5 was a lively child, described by a contemporary as 'a very pretty girl but too theatrical'. Edith died at 46 years of age.



## D'arcy Bland

Born 1848 Died 1922

Married 1872

D'arcy, aged 2 in 1850, was to follow his uncle's example and enter the army. He attended the Royal Military College at Sandhurst, England. In 1865 he purchased a commission in the 8th Hussars, which he resigned in 1870. He died at 74.

# EDUCATING THE CHILDREN

## Duties of the governess

In October 1871 the following advertisement appeared in the Maitland Mercury and the Sydney Morning Herald on behalf of a Maitland Colliery Manager.

### **Wanted**

*A young lady governess for children under eight years of age. Must be able to teach English, French, Drawing and Music.*

*For further particulars apply to Mrs. Croudace, Lambton, Near Newcastle.*

A Miss Jennings was the successful applicant and on her arrival to take up duties, she was issued with the following document by the master of the Lodge:

*Duties for Miss Jennings to carry out in the Education of my Children.*

*To see that they are clean and have their hair carefully brushed when coming to breakfast – that they sit properly and eat and drink properly and otherwise conduct themselves properly when at breakfast and that they observe punctuality.*

*To commence lessons at 9.30am and continue the same until 11.30am – then take exercise and prepare for dinner at one o'clock – at which the same regulations must be observed and maintained as at breakfast. After dinner, school to commence at 2.30pm and continue until 4.00pm.*

*Then the children to be dressed and taken out for a walk for an hour, during which time Miss Jennings must converse with them on every day matters, as also upon life as seen in the vegetable and animal kingdom.*

*Tea to be prepared in the schoolroom at 6.00pm at which the same regulations as observed at previous meals must be maintained.*

*Children to be sent to bed after saying their prayers at 7.30pm.*

*Saturdays will be kept as holidays, but children must be kept in the schoolroom and amused by playing some quiet interesting game, diversified with reading.*

*On Sunday they must be taken to Church at least once a day and have sundry parts of the scripture explained to them, being at all times under the care and responsibility of Miss Jennings.*

Although Miss Jennings did not work at Vauclose House we can assume the Vauclose House governess performed similar duties.

# The Wentworth Children

## Formal schooling

William Charles attended Sydney College as a dayboy and as a boarder in his senior years. There he learnt Latin, Greek, French, maths, history and literature. He took final exams at 15 and won a school medal for classics. In 1844 he sailed to England at the age of 17 to continue his education at Cambridge University. Following in his father's footsteps he studied law although he was particularly interested in chemistry. His long separation from his parents and family caused some distress and consequently his mother, Sarah, did not want her younger children to be sent so far from home. Due to his increasing poor health, William Charles never graduated from his legal studies.

Fitzwilliam attended the Normal Institution, a school near Hyde Park, Sydney. At age 9 he studied classics, French, Latin, history. In 1843, he transferred to Elfred House in Glenmore Road, Paddington. He passed the first Matriculation Examinations in 1852 for the University of Sydney and went on to Cambridge University where he graduated in 1857. Unlike many of his brothers and sisters, Fitzwilliam enjoyed living in the colony where he married in 1868. He eventually assumed responsibility for the family business interests and died in Sydney in 1915.

Isabella was reported to be a good scholar and enjoyed the experience of attending a French boarding school when the family were in Paris in 1855.

Edith and Laura attended English and European day schools when the family were in Europe and studied music, singing and Italian.

## Schooling at home

The Wentworth girls were taught reading, arithmetic, needlework and domestic economy at home. From their governesses and visiting masters they studied music, painting, dancing, and foreign languages. Outdoors all the children pursued the study of botany and biology, and enjoyed sketching, picnics, riding, bathing, boating, fishing, gardening and looking after their pets.

Timmie and Fanny probably had a governess when they were young but were sent to day schools in Sydney in the early 1840s. Timmie left in 1842 when she was 17 and married soon after.

Joody was mostly educated at home by a governess and private masters. She was particularly fond of music and singing but found studying French a task.

Laura also was very fond of music and singing. Governesses at Vacluse taught her. Family letters indicate she continued in her music and took German lessons when living in England, and travelled to Germany with her father. As an adult she became a devout Christian.

# GAMES

As part of the Childsplay program students will play games that were popular in the 19th century. Fresh air and exercise were known in the 19th century to promote health. The following are some examples of the games they played but are no means all of them.

## Cup and ball

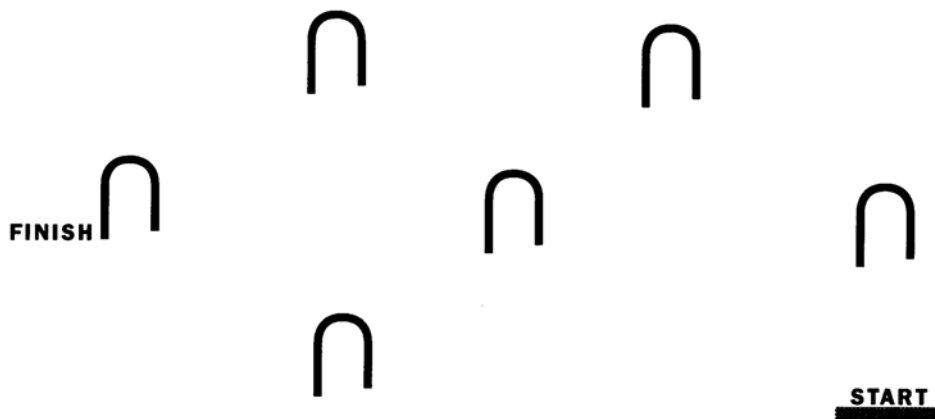
A ball of ivory or hard wood is attached by a piece of cord to a stem, with a shallow cup at one end, and a point at the other. The player holds the stem in the right hand and throws the ball with the left catching it in the cup. Cup and ball was a favourite pastime at the Court of King Henry III of France.

## Croquet

Croquet is derived from the game Pall Mall played in England during the Stuart period (late 16th century). The original Paille-maille came from France and was often played on horseback, a precursor to polo.

Six U-shaped hoops should be set out 2 strides apart to form a 'course'.

Players proceed through the course, scoring as in golf, or applying any other rules they wish.



# Skittles

Originally, clay bottles or wooden figures were used as targets to be knocked over by a rolling ball.

## You will need

### For the area

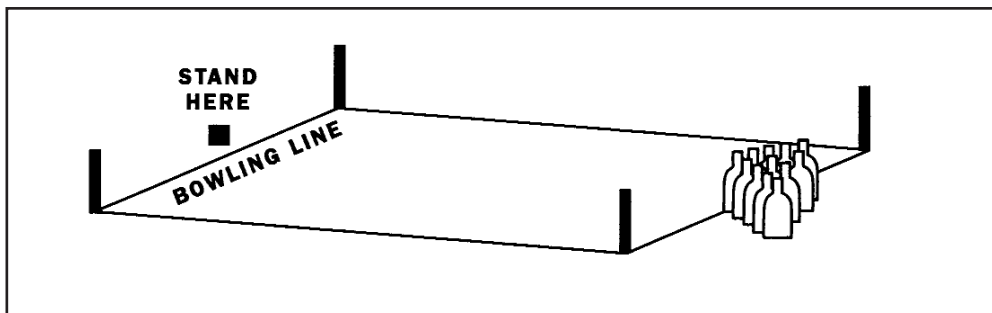
4 markers

### For the game

6 wooden skittles

1 ball

## Setting up



## The game

Each player bowls twice at the skittles from the bowling line. Points are awarded for every skittle knocked down.

## Who wins?

The player with the highest total score.

# VAUCLUSE HOUSE ESTATE WALK

When your students visit the Vaucluse House estate they will learn about the Wentworth family with a particular emphasis on Laura Wentworth who grew up on the estate over 150 years ago, between 1835 and 1853.

This part of the visit allows the students to continue making comparisons between their own environment and that of Laura's 150 years ago. As well as seeing the house and playing games, you are invited to take the following tour of the grounds.

This information can be used as a guide for teachers and students as they explore the estate. Teachers use the map, the activity sheets, and the following notes to lead a tour, while providing information and asking questions.

**Your estate walk should include a visit to the areas of the grounds listed below**

- **The southern paddock**

At the top of the valley a waterfall feeds a creek that bisects the (present) estate as it flows into the harbour at Vaucluse Bay. The estate is only 5% of the land the Wentworths controlled in the 1800s.

The tour follows the creek. Use the map to find your way around.

- **The kitchen garden**

Located on the western side of the house, this garden gives an indication of the types of vegetables grown for the Wentworth family, their servants and the farm animals.

- **The laundry**

Just near the kitchen garden is the laundry. This is where servants washed the family clothes and linen using water from the creek and the surviving tubs beside the doorway.

- **The pleasure garden**

This is the 'cut flower' garden for the house. The formal garden to the north (in front of the house) has many twists and turns and boasts a wonderful variety of seasonal plants and flowers.

- **Vaucluse Beach paddock**

Although Wentworth Road now separates this from the home paddock and house, the beach is still part of the estate. Surveyors drawings, early photographs and archeological evidence have assisted in the reconstruction of part of the 19th century entry road and bridge.

**The students are asked to:**

- follow directions and to observe the landscape and its features.
- use their imagination and go back in time to the Aboriginal occupants of this land, in particular the valley in which Vaucluse House was built.
- think about the importance of water in a colonial settlement and in our lives today. (Washing, drinking water, the vegetable garden...)

Our tour also takes the group over the road to the beach.

**BEWARE OF FAST MOVING TRAFFIC.** You may not have the resources to supervise the students being able to play on the beach, so terminate the tour in the pleasure garden and walk back up the carriage loop to the stables.

# TOUR OUTLINE

Follow the creek and learn about the Vaucluse House estate.

- 1 Begin the tour next to the stables facing the goat's enclosure. Look to your left and cross the bridge. Then head for the first large tree on the left.  
Activity sheets can now be used—children can identify the leaves and tree shapes.
- 2 This tree is called a Turpentine Tree. Can you find any prickly pods?
- 3 Near the tree is a creek. Follow the creek to the waterfall. The waterfall has formed a beautiful pool. There may be rubbish around the pool which could lead into a discussion on keeping the waterways and gutters clean. Notice all the huge tree ferns growing from inside the creek.
- 4 Aborigines lived on the land before William Charles Wentworth. The valley provided shelter and fresh water, which attracted wildlife and plantlife therefore providing food for the Cadigal people. The beach also provided shelter and food.
- 5 Keep walking along the path and keep the creek on your right.
- 6 Walk until you reach the kitchen garden.

On the high sloping ground that overlooks the service courtyard, lies the kitchen garden. After careful research, including evidence from an explorative archaeological dig, the garden has been re-constructed. The planted furrows are running in the original direction and split wood posts have been erected near the original remains discovered under one metre of earth.

## **WALK ALONG THE TRENCHES.**

**PLEASE DO NOT WALK OVER THE GARDEN BEDS.**

**TEACHERS SHOULD KEEP STUDENTS IN SUPERVISED**

**CONTROLLED GROUPS WHILE THEY ARE IN THE KITCHEN GARDEN AND NOT ALLOW ANY FREE PLAY IN THIS AREA.**

Why are there two types of fencing around the garden? What were the gardeners trying to keep out, and why two fences? (1. Livestock and rabbits and 2. The wind – the rough fruit tree hedge will keep the garden warm)

Searches around Australia and Britain have yielded the seeds for us to cultivate the same types of vegetables that grew 150 years ago. Without walking on the garden beds the children are encouraged to explore the kitchen garden. Names of the vegetables are written on the stakes at the end of each row.

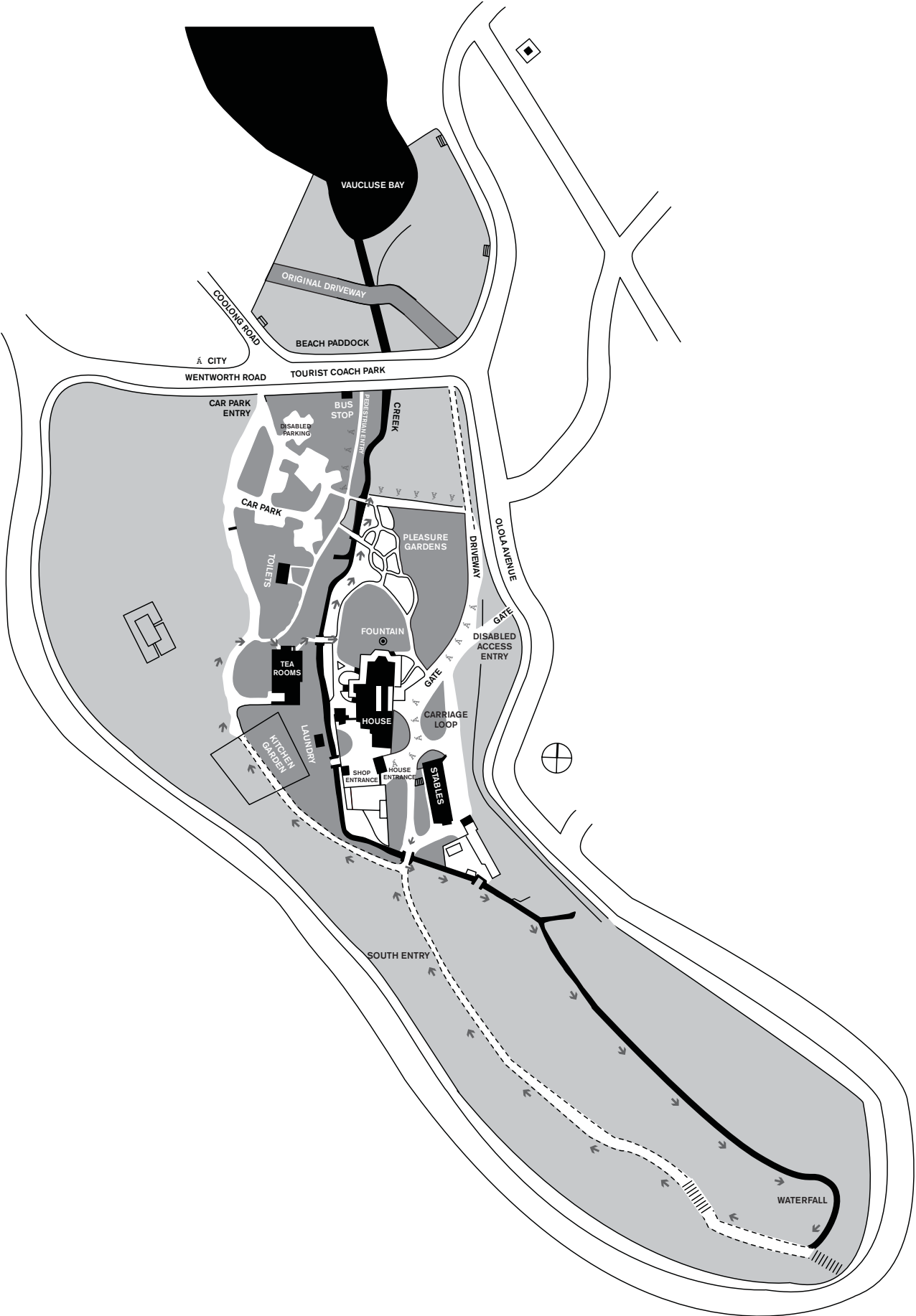
How many varieties of vegetables can you find in the garden?

How many varieties of fruit? Planting fruit, flowers and vegetables together is called 'companion planting'.

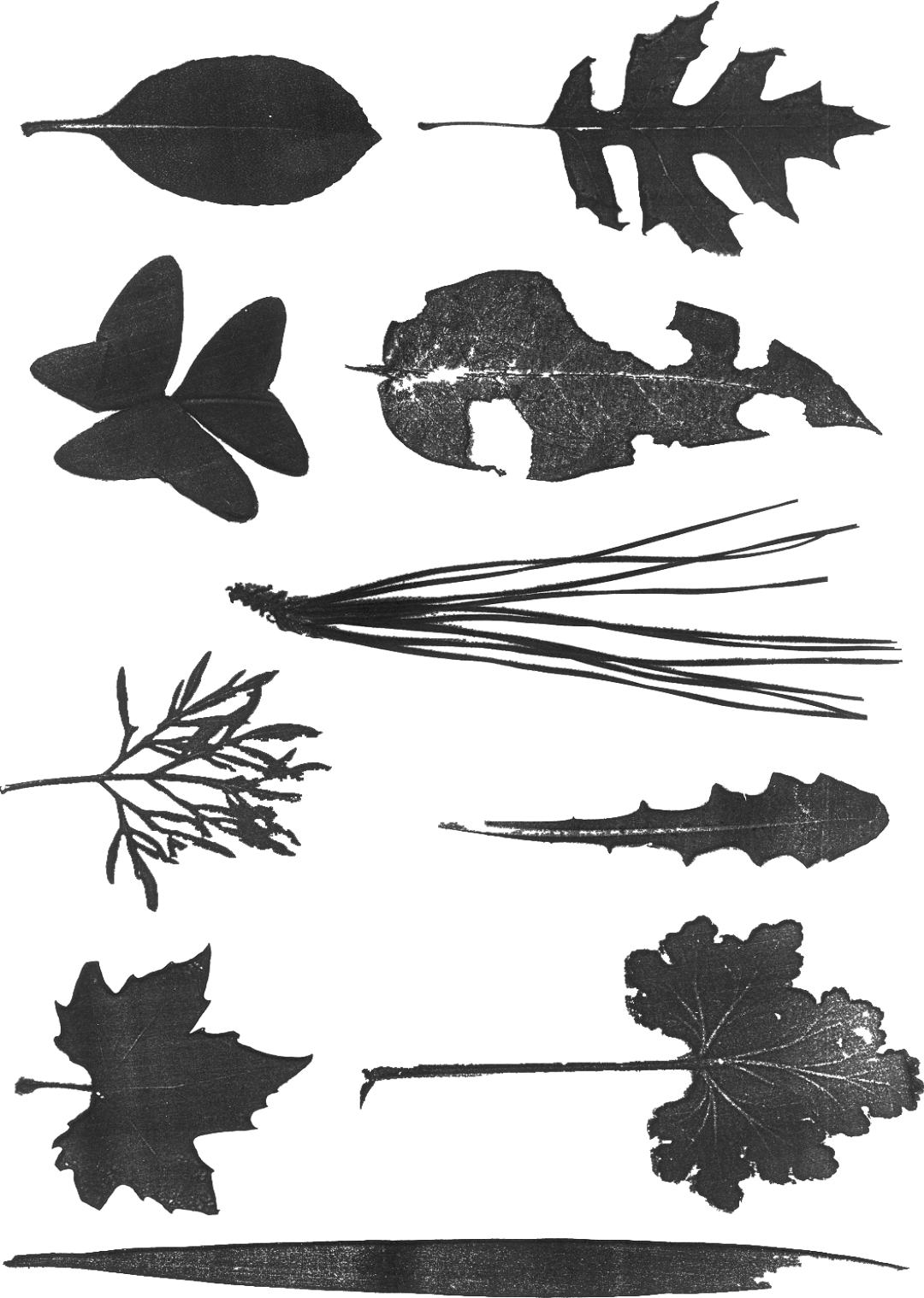
- 7 The small building close to the water and the service yard is the laundry. Water was held in the two external tubs. The machine in the middle of the room is called a box mangle, which was used to wring the water out of the clothes. Water was heated in the copper tub and the clothes were boiled to loosen grime. Washing was a full-time job for a household as large as the Wentworths.

- 8 Keep the creek on your right until you reach a bridge shrouded in trees and plants. Before you cross over, look to the left and imagine all that land once planted with rows of grape-vines and fruit trees.
- 9 The pleasure garden, located to the left, was a section of garden where exotic varieties of flowers were planted together with the native flowers and shrubs. This is a formal garden and was a showpiece for visitors. It is from this garden that we pick flowers and leaves for the floral displays in the house. Water was drawn from the creek for the garden.
- 10 Follow the path through the garden to the metal garden archway and you will see across the grass to the road. Beyond the road is the Vacluse Beach paddock where Laura swam in a swimming pool fenced in Tee Tree (to prevent the threat of sharks). Mr Wentworth moored his skiff, the Alice, in the bay. The boat was used to travel to Sydney.
- 11 Return to where you began your walk by the stables.

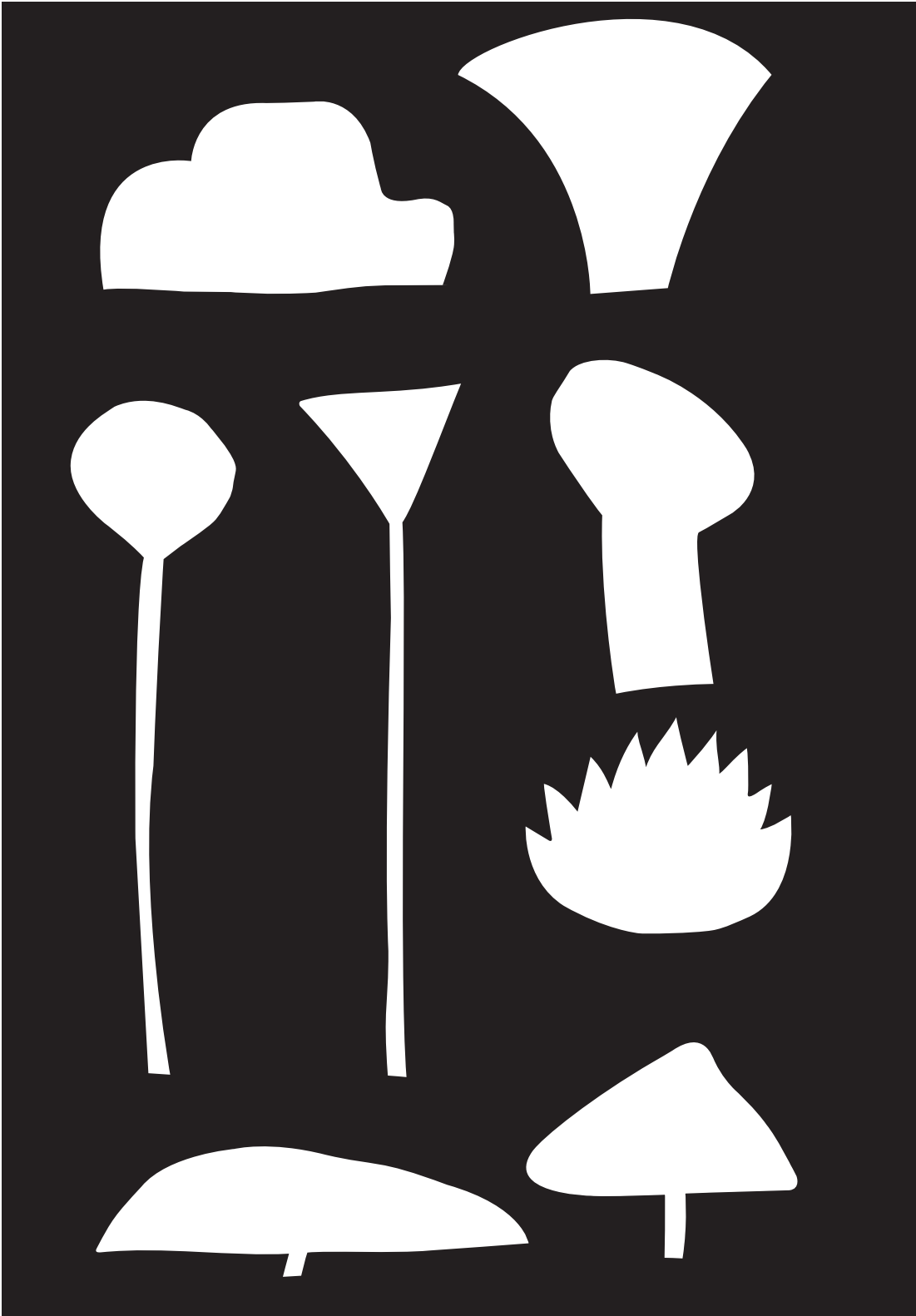
# VAUCLUSE HOUSE ESTATE WALK MAP



**LOOK HIGH! LOOK LOW! FOR LEAVES  
LIKE THESE ON THE WALKING TOUR**



**CAN YOU FIND THESE TREE SHAPES?**



# POST-VISIT ACTIVITIES

## Children's family profiles

This contains space for students to complete their own family profile and one for Laura Wentworth. Their own family profile can be completed before or after their visit to Vaucluse House.

During your visit you will have an opportunity to learn about Laura Wentworth—who was eight years old in 1850—and her family and home.

<b>TODAY</b>	<b>1850s</b>
<b>Your family</b>	<b>Laura's family</b>
What jobs do your parents do?	What jobs did Laura's parents do?
How many brothers and sisters do you have?	How many brothers and sisters did Laura have?
<b>Your day</b>	<b>Laura's day</b>
Do you go to school?	Did Laura go to school?
Who teaches you?	Who taught Laura?
How do you go to the city?	How did Laura go to Sydney?
Who looks after you at home?	Who looked after Laura at home?
What do you do in your spare time?	What did Laura do in her spare time?

<b>Your home</b>	<b>Laura's home</b>
<p>How do you wash your clothes?</p> <p>Who cleans your house?</p> <p>How is your house heated in winter?</p> <p>Which room do you spend most time in at home?</p> <p>How do you light your house at night?</p>	<p>How were Laura's clothes washed?</p> <p>Who cleaned Laura's house?</p> <p>How was Laura's house heated in winter?</p> <p>Which room did Laura spend most time in?</p> <p>How was Laura's house lit at night?</p>
<b>Your bedroom</b>	<b>Laura's bedroom</b>
<p>Do you have a bed to yourself?</p> <p>Do you have a room to yourself?</p> <p>In which room do you wash yourself?</p>	<p>Did Laura have a bed to herself?</p> <p>Did Laura have her own room?</p> <p>Where at Vacluse House did Laura wash herself?</p>

Your kitchen	Laura's kitchen
Describe your kitchen.	How is the kitchen at Laura's house different to yours?
Does your family eat meals in the kitchen?	Did Laura's family eat their meals in the kitchen?
Where do you wash the dishes?	Where were dishes washed at Laura's house?
Who cooks your meals?	Who cooked Laura's meals?
How is your food cooked?	How was Laura's food cooked?
Where do you keep your butter, meat and milk?	What did Laura's family use to store food?
Where does your bread, milk, butter and meat come from?	Where did Laura's bread, milk, butter and meat come from?



## FURTHER SUGGESTED ACTIVITIES

These 19th century craft activities can complement the Childsplay program.

### **An exhibition**

The Teacher can bring a camera and record the day. After the visit the students can make an exhibition about their day that includes drawings, photographs, craft items and found objects.

The art exhibition was a popular late 19th century household activity where curiosities and rare objects were numbered, collected, catalogued and displayed.

### **Shadow portraits**

Pin on a wall a sheet of paper sufficiently large for a life size portrait. Place the student close against it and with a long pencil pass around the profile of the face making an outline of the child's features on the paper. Very life-like portraits can be made and a class picture gallery created.

### **Scrapbooks**

Making a scrapbook was once a popular pastime. Make a booklet or recycle an exercise book and paste in postcards, photos and drawings from the excursion. Write in comments, memories and stories.

### **Marbled paper**

Many old books once had end papers and sometimes covers made of marbled paper. Here's how to make your own.

#### **You need**

Marbling inks (from art shops)  
A square washing-up bowl  
Sheets of white paper  
A straw

#### **Instructions**

Half fill the washing-up bowl with water. Using the straw, drip a few spots of marbling ink onto the water. Use no more than two or three colours. Stir the surface of the water gently to swirl the colours over it. Drop a sheet of paper on the water and let it float for a few seconds. Hold the paper to one end and slowly lift it away from the water. Let it dry. Make a book cover.

### **Other suggested venues**

These places provide further information about lifestyles of children in Australia's past:

Elizabeth Bay House (Historic Houses Trust)  
Onslow Avenue, Elizabeth Bay  
Ph 9356 3022

Susannah Place Museum (Historic Houses Trust)  
58-64 Gloucester Street, The Rocks  
Ph 02 92411893

Powerhouse Museum (Museum of Applied Arts and Sciences)  
500 Harris Street, Ultimo  
Ph 02 9217 0111

# RELEVANT BOOKS AVAILABLE AT CAROLINE SIMPSON LIBRARY AND RESEARCH COLLECTION

**Historic Houses Trust, The Mint, 10 Macquarie Street, Sydney.**

Guy (ed) Featherstone, *The colonial child*, papers presented at the 8th Biennial Conference of the Royal Historical Society of Victoria, Melbourne, 12/13 October, 1979, Royal Historical Society of Victoria, 1981.

Marion Fletcher, *Costume in Australia 1788–1901*, Oxford University Press, 1984.

Historic Houses Trust of New South Wales, *Colonial food and drink*, published in conjunction with an exhibition at Elizabeth Bay House, December 1985–May 1986,  
text: Shar Jones.

Professor Hoffmann, *Drawing-room amusements and evening party entertainments*, George Routledge and Sons, London, 1883.

Sally Kevill-Davies, *Yesterday's children: the antiques and history of childcare*, Antique Collectors Club, Woodbridge, Suffolk, 1991.

Jack Larken, *Children everywhere: dimensions of childhood in early 19th century New England*, Sturbridge MA, 1987.

Winifred Wilson (ed), *Playground and indoor games for boys and girls*, A Brown and Sons Ltd, London, c.1900.

***Childsplay* was researched and written by the Historic Houses Trust of New South Wales.**

## Historic Houses Trust

Vaucluse House is a property of the Historic Houses Trust, which is a statutory authority that manages important museums in New South Wales for the education and enjoyment of the public. Information may be obtained from Historic Houses Trust of New South Wales, Education Unit. Ph 02 8239 2288 Fax 02 8239 2300