

MARY MACKILLOP PLACE

OUT OF THE *Ordinary*

**EDUCATORS GUIDE – MUSEUM CONTENT FOR STUDENT
LEARNING**

**FOCUS TOPICS - THE EVENTS THAT SHAPED MARY
MACKILLOP'S & JULIAN TENISON WOOD'S LIFE**

INTRODUCTION

This guide is designed to help facilitate a hands-on interaction with students on the topics represented in all three galleries.

The introductory notes, student printable sheets with replica items are available for your group's interaction, while visiting the museum.

The Introductory notes can be reprinted for classroom use only.

Please print out the individual quick quiz sheets, object studies and group discussion material in preparation for your upcoming visit.

The Museum's Breakout Room in Gallery 1 Building and the Museum Activity Trolley and the Activity Station [located in Gallery 3 Building] is also at your disposal during your visit.

Explore objects for handling that are directly related to the Activity Sheet inquiry questions.

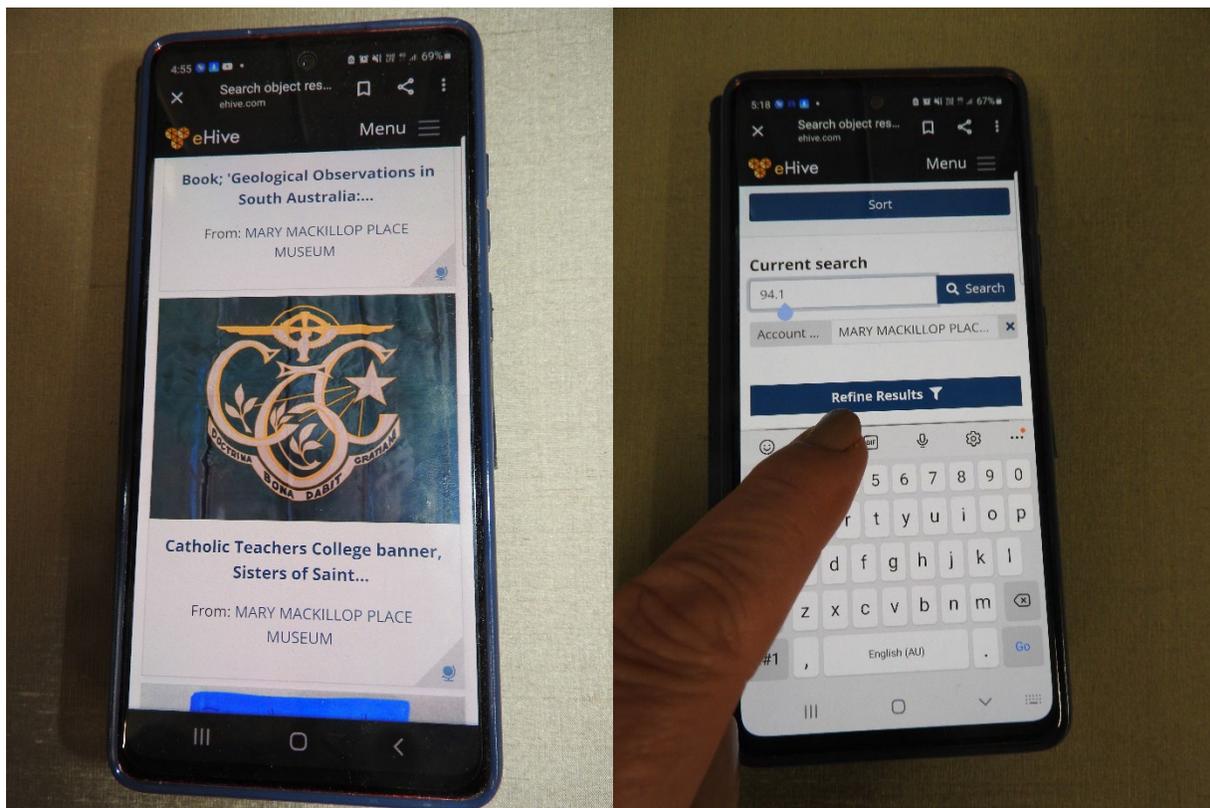
Curriculum based learning outcomes:

The topics and accompanying Museum Activity Sheets for individual and group learning are designed to support RE and HSIE units.

EHIVE COLLECTION ONLINE – HAVE YOUR DEVICE READY!



Use your mobile device to access the eHive Mary MacKillop Place website for further information on museum collection objects. Search Mary MacKillop Place Museum eHive and discover the collection by accession number or item description found on the object label in the galleries.



GALLERY 1 – FOCUS TOPICS

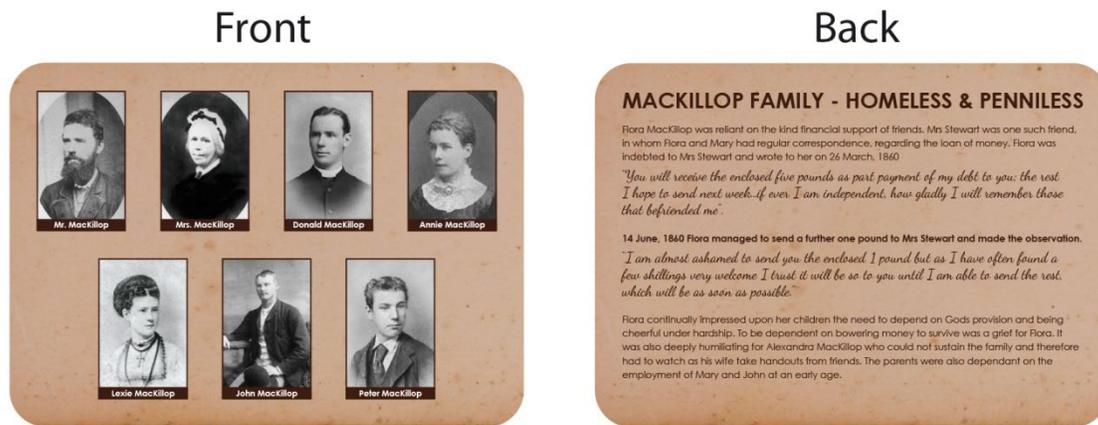
THE BREAKOUT ROOM

Explore the items on the trolley and printed sheets ready to use for your group. Clip boards are available for your groups use.

The space can be used for group work. The total capacity of the space is 25 students.

TOPIC 1. MACKILLOP FAMILY - HOMELESS AND PENNILESS

Read to group: A3 Information board: Family tree images and reverse story of Mrs. Stewart and Flora MacKillop in correspondence - located in the Museum Activity Trolley.



A3 INFORMATION BOARD TEXT:

Flora MacKillop was reliant on the kind financial support of friends. Mrs. Stewart was one such friend in whom Flora and Mary had regular correspondence, regarding the loan of money. Flora was indebted to Mrs. Stewart and wrote to her on 26 March 1860

"You will receive the enclosed five pounds as part payment of my debt to you; the rest I hope to send next week...if ever I am independent, how gladly I will remember those that befriended me".

14 June 1860 Flora managed to send a further one pound to Mrs. Stewart and shared her shame at being dependent on the welfare of friends.

"I am almost ashamed to send you the enclosed 1 pound but as I have often found a few shillings very welcome I trust it will be so to you until I am able to send the rest, which will be as soon as possible."

Flora continually impressed upon her children the need to depend on God's provision and being cheerful under hardship. To be dependent on borrowing money to survive was a grief for Flora. It was also deeply humiliating for

Alexander MacKillop who could not sustain the family and therefore had to watch his wife take handouts from friends. The parents were also dependent on the employment of Mary and John at an early age.

RELIGIOUS EDUCATION FOCUS TOPIC:

MACKILLOP FAMILY - HOMELESS AND PENNILESS - RESPONDING TO CHANGE, CHALLENGES, AND COMPLEXITY IN LIFE

My name in religion is Mary of the Cross

1867

Group reading:

It was as though there was always an awareness of the difficulties that lay ahead for Mary when she claimed the title "of the Cross". Mary MacKillop walked in faith and entered into the mystery of the Cross. This utter belief enabled her to deal in an extraordinary way with oppositional people and difficult situations. Her loving heart encompassed the compassion and forgiveness required to live further into the mystery.

Love of God filled her heart and overflowed to all those around her. It was especially tender toward anybody in trouble.

Paul Gardiner sj

As her awareness of God's unconditional love grew, Mary's loving heart became enriched and freed and began to overflow into genuine concern for others. For her, God was caring and forgiving of all people without exception.

In leading the Sisters, Mary was very conscious of the need for them to be aware of God's presence and power working within them by taking time to nurture this love and enable it to overflow into their compassion, forgiveness, courage and resilience. She often reminded her Sisters about being united with their God so closely that they could become their best selves.

The exemplary manner in which Mary lived among the people captured the values at the heart of her ministry. Respect, hospitality, perseverance, generosity and forgiveness reflect the sacredness of her journey to holiness.



Crucifix 94.1

Ehive collection link: Find out more about this item that belonged to Mary MacKillop by searching on eHive online - Search by accession number: 94.1

ACTIVITY SHEET:

Museum Object Study and Handling sheet – **St Mary of the Cross MacKillop Religious crucifix** - located on the Museum Activity Trolley in the Breakout Room.

TOPIC 2. A VISION REALISED - FOR THE ESTABLISHMENT OF THE SISTERS OF SAINT JOSEPH

Meet Fr Julian Tenison Woods, co-founder of the Sisters of Saint Joseph, and discover the shared vision for a religious order that would meet the needs of the colony.

The newly ordained travelling priest took on his new duties as the first parish priest in the district of Penola, South Australia.

➤ **Locate Penola on the map in the main gallery area.**

Father Julian Tenison Woods was the driver in the formation of the Institute of the Sisters of St Joseph of the Sacred Heart. There was a great need for an education system that could be mobile, consistent and above all, affordable to the South Australian Catholic Church and the very poor and scattered Catholic population.

Father Woods was an English man who had had an exceptional education and grounding in the Catholic Church. His ecclesiastical training was gained in several places, and he had travelled in France and the Europe before moving to Australia at the beginning of his life as an ordained priest.

It was this background that allowed him to see beyond the accepted methods of teaching and life in institutional religious settings, so characteristic in European orders.

Father Woods audacious plan to create a sisterhood to solve the problems of education in rural South Australia gained support from Mary MacKillop but it was the support of bishop Sheil that allowed it to really take shape.

Father Wood's idea was to start an institute of Sisters in South Australia. Mary MacKillop had by 1866 indicated her willingness to be the first Sister before he spoke to Bishop Sheil.

ACTIVITY SHEET:

Museum Object Handling activity: **Saddle up with Julian in Colonial Australia.**

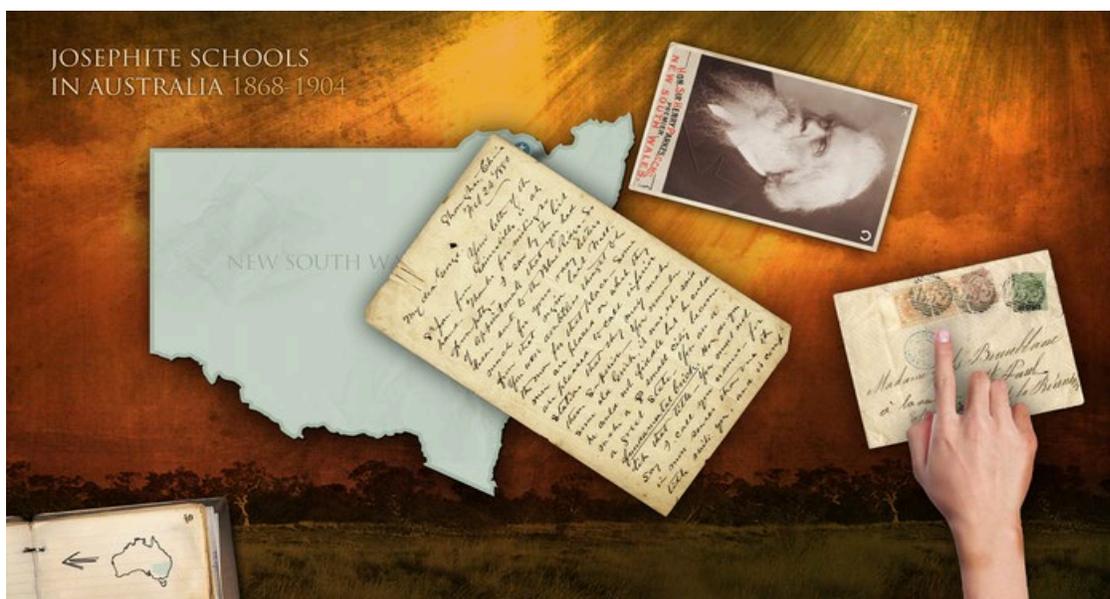
The saddle bag items include - Artist's traveling paint box set / bag of rock and mineral samples and shells, small compass/ collapsible drinking cup / drawing compass with pencil used for drafting from Julian's saddle bag - located on the Museum Activity Trolley in the Breakout Room.



Victorian drawing compasses

GALLERY 2 – FOCUS TOPICS

INTERACTIVE LEARNING SPACE FOR GROUP LEARNING



MAPPING THE SISTERS OF SAINT JOSEPH CONTRIBUTION TO EDUCATION - 1868 - 1900.

The content on this device has been designed to promote group learning on the topic of the development of the educational system in colonial Australia to Federation. Learn about the events that shaped the early history of the Congregation through the experiences of early Sisters.

Operational note: touch operations are touch sensitive. Information can be enlarged with the use of finger control to enlarge text. Control content selection by activating a single icon then allow students to read the content and select related content to build the story.

Key inquiry questions

How did society change with significant events?

How did the Order respond to social conditions?

How did the colony develop?

The launch screen has the navigation tools you need to open each module via an image icon [bottom left of the screen].

The modules are.

1. **Mapping early schools operated by the Sisters of Saint Joseph.** Select a location and open the postcard and attached letter. Read about the school and the story of a Sister who lived and taught in that community.
2. **The timeline of events per decade – 1866 - 1900.** Choose your decade and then learn what events happened in the history of the Congregation [select a decade on the time wheel] and the events that shaped the Australian education system [select a stamp icon]. Contrast and compare the events.

TOPIC 1. THE FOUNDING OF THE FIRST JOSEPHITE SCHOOL AT PENOLA

Mary MacKillop and Fr Woods brought free education to all. Discover the first Josephite school in the town of Penola, South Australia, in 1866.

It was here in 1866 that Mary MacKillop and Julian Tenison Woods founded the uniquely Australian Sisters of St Joseph. They provided a free Catholic education, initially for the isolated bush children of Penola.

The Sisters of St Joseph taught and lived in the schoolhouse until 1871, they returned to Penola from 1875 to 1885, and again in 1889. After that they did not return until 1936. When the new St Joseph's school (now the Mary MacKillop Memorial School) was opened after Easter, the schoolhouse became a parish hall.

Suggested usage and directions for use:

Touch on the Mapping Josephite school section and go to

Philosophy of education module – [book icon - top right of the screen]- access information on Mary MacKillop and Julian Tenison Woods philosophy of educating children.

Inquiry questions for discussion:

What was the experience of children attending a Josephite school in 1870's – 1880's?

How was the day arranged?

How did the curriculum vary for boys and girls?

Mary's concept of Catholic education was truly formational, based on the Gospel values, and was not just the transfer of information, knowledge and skills of literacy and numeracy!

Learn about the development and establishment of the early School Timetable for achieving a consistency of teaching the curriculum across all schools nationally. Point out the replica timetable on the wall in the space.

Learn about the program of student monitors in the classroom and the awarding of merit ribbons for good behavior and concentration.

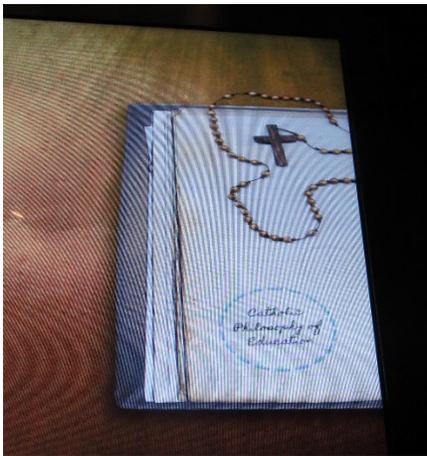
***A stand-alone program activity for primary school students – The Penola School Dig.** Discover the objects that were unearthed in 2011 from the excavation of

the original school site in the township of Penola, South Australia. 'Discover the objects and win a merit ribbon for your hard work'.

STUDENT INTERACTION

GROUP DISCUSSION AND ACTIVITY SHEET

1. **Philosophy of Education module - South Australia in 1860's** - group discussion. This is to be completed as a group by accessing the module on the screen [book icon - top right of the launch screen].



Book icon image on screen touch to access *Philosophy of Education* Module.

2. Museum Object Handling Activity sheet 1: **South Australia in the 1860's**

Answer the questions from the content provided in the module *Philosophy of education*.

3. Museum Object Handling Activity sheet 2: **Writing slate and chalk** - items are located at the Activity Station in the space.

Discover the objects and their use and what they reveal about school learning in the 1860-80's.

GALLERY 3 FOCUS TOPICS

TOPIC 1: MARY TRAVELS TO ROME IN 1873.

Discover Mary's journey to Rome and her pilgrimage to France by completing the Museum Quick Quiz sheet and European Pilgrimage Object Study sheet.

1. Museum Object Handling Activity sheet 1: **Journey to the past: European pilgrimage in the 1870's.**

A replica object [wooden rosary beads] is available for handling at the Activity Station in the gallery for completing this activity.



94.175

TOPIC 2: SUPPORTING THE PURPOSE OF THE COGREGATION

2. Museum Quick Quiz Activity sheet 2: **Mary's travels to Rome.**

Discover the printed pamphlet that was produced in 1870 in the case [copy is provided for students to handle] which supported the purposes of the Constitution of the Congregation of the Sisters of Saint Joseph of the Sacred Heart.

TOPIC 3: THE LIFE OF SR PATRICIA CAMPBELL [MARGARET DERVAN]

SOUTH AUSTRALIA -KAPUNDA

'Sr Patricia was a valiant woman without the slightest shadow of a doubt!'

ACTIVITY SHEET:

Read about her life and answer the quick quiz. These questions relate to the story of the Irish woman who came out to Australia and worked in rural areas like Sr Campbell.

1. Museum Quick Quiz Activity sheet 1: **Sr Patricia Campbell Ireland to Australia: Her Story.**

Discover the life of Sr Campbell as she leaves Ireland to become a Sister of Saint Joseph in 1874 by completing the Museum Quick Quiz sheet.

Read to the group:

HER STORY

Sr Patricia Campbell entered the Order in Ireland at the age of twenty-one and embarked on the 'SS Osyth' on October 31, 1874. She was the last member to join the fourteen women bound for Australia.

Patricia's place of birth was Ballinakill, Loughrea, in County Galway. Sister Patricia was the daughter of John and Margret Campbell. Having finished her education in Dublin, she met Mary MacKillop in County Galway during her visit in 1874.

The length of the voyage was in total 47 and a half days, with rough weather experienced for three weeks delaying its expected arrival of an estimated twenty-two days. Seventy-seven passengers boarded on the 31st of October 1874, the majority being new emigrants to Australia and other religious orders; boarded the SS Osyth, which was officially recorded in The South Australian register.

The route was London to Cape town, Melbourne to Sydney. Mary MacKillop and the postulants boarded on the Southwest India Dock, London and disembarked in Melbourne.

She was a dear friend to Mary MacKillop and there was a strong bond between them. She was a prudent and practical woman able to lead with a similar set of leadership characteristics to those of Mary MacKillop. The friendship was sealed on board the steamer.

AUSTRALIAN STORY

After her profession in 1876, Patricia played a vital role as an educator, holding many positions of importance in the order. She lived and worked in Kapunda, Hectorville, Georgetown, North Adelaide and Kensington.

In the 1890's she lived in New Zealand and the Chapter of 1899 elected her Fourth Councillor.

She then moved to Sydney and was Novice Mistress 1899 - 1910 at North Sydney [Mary MacKillop Place]. At that stage the site was operating as a novitiate and a training school for teachers. She was a Provincial of Wilcannia - Forbes from 1911 - 1916 and then in Victoria between the years of 1916 -1922.

Her final years were lived in Sydney's inner west in Camperdown before she was moved into residential care at St Martha's Home, Leichhardt, where she died on May 24, 1934.