

RNAMAH

POST

POST OFFICE

EDUCATION RESOURCE

www.carnamah.com.au/education



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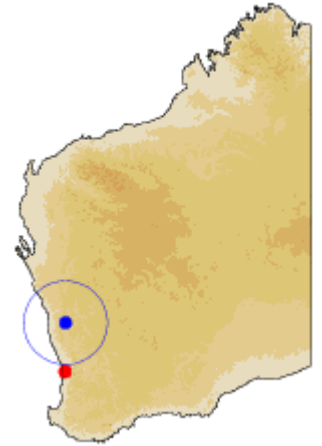
Discover further education resources at www.carnamah.com.au/education

CARNAMAH HISTORY

Teachers!

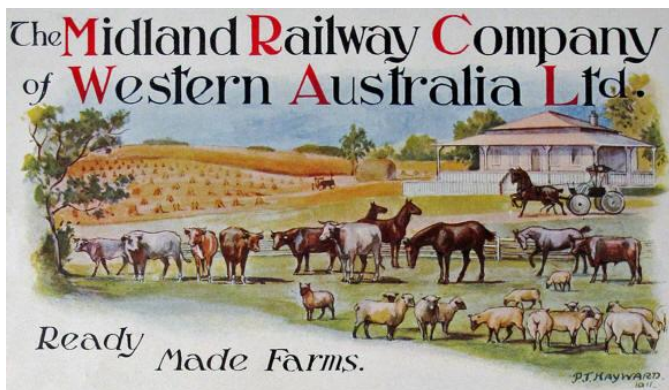
Here's a bit of Carnamah history for your own background knowledge.

Carnamah is a town in the Mid-West region of Western Australia, 300 kilometres north of Perth. The town is named after the pastoral station established by Duncan Macpherson, a Scottish migrant, who first leased land there in 1861. Macpherson's property *Carnamah* derives its name from the Carnamah Spring featured on the land.



By 1866, Englishman James Nairn and his family had settled in the district and established *Noolooloo* Station. For over 25 years, the Nairn and Macpherson families were the only settlers in the Carnamah district.

In 1894, the Midland Railway Company of Western Australia (MRWA) built a railway line north of Perth in exchange for land from the Government. Arrival of the railway led to further settlement in the district. To increase settlement in the area, in 1911, MRWA began partially clearing and subdividing their land into Ready Made Farms. These were heavily advertised in newspapers overseas which resulted in 20 families purchasing and settling on farms between 1913 and 1916. Most of these settlers were from Scotland, England and India. Many of them had no practical knowledge of farming.



The Carnamah State School started in 1912 and the following year the town site was officially declared Carnamah. The first large social gathering of Carnamah was a Sports and Races Day in 1916 which comprised children's sports, horse racing, and a town dance. The Carnamah Town Hall was officially opened by Donald Macpherson (son of Duncan) in 1921.

Between 1919 and 1923, four Soldier Settlement estates were established in the area. Subdivided land was allocated to 40 WWI ex-servicemen. This significantly increased Carnamah's population and business trade. The first telephone arrived in 1923. By the end of the 1920s, Carnamah was one of the highest wheat producing districts in Western Australia, however, with the depression came a drop in wheat prices and some farmers were forced to abandon their properties. In more recent times, Carnamah was home to a WWII Victoria Cross recipient: Thomas Starceвич, for 'outstanding gallantry' in fearlessly attacking Japanese machine-gun positions while fighting in Borneo.

Carnamah's rich history is now revealed by a number online exhibitions that highlight the district's agricultural and social history, artefacts, and local and regional stories.

A more in-depth overview of Carnamah's history can be found at www.carnamah.com.au/history and Carnamah's Virtual Museum via www.virtualmuseum.com.au

VIRTUAL MUSEUM



MACPHERSON FAMILY



MIDLAND RAILWAY



READY MADE FARMS



ROADS TO GOVERNMENT



BUSINESS HOUSES



TOYS!

www.virtualmuseum.com.au

Carnamah's Virtual Museum displays ten online exhibitions that highlight artefacts, photos and documents from Carnamah's domestic, social, commercial and agricultural past.

These can be explored by your students to increase their understanding of pioneer settlement, immigration, domestic life and businesses of the past, as well as relationships between settlers and Aboriginal people.

Peruse them in your own time and connect with the Society's [blog](#) to see which themes best suit your students' interest and your curriculum needs.

POST OFFICE

www.carnamah.com.au/post

There are a number ways to use the Carnamah Post Office virtual exhibition to develop the historical knowledge and skills of your students.

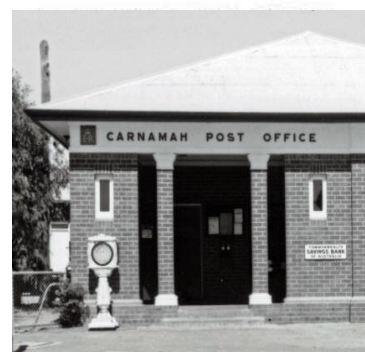
Scroll through the exhibition and pause on images, read captions and text, and pose questions to generate discussion.

Complete the historical inquiry and creative tasks suggested throughout this resource and encourage students to start identifying which items in the exhibition are primary sources and which are secondary sources.

This resource highlights the history of the Carnamah Post Office but the generic themes examined can be transferred to the study of your own Post Office to create a more 'local flavour' for your class.



NEW POST OFFICE
AT CARNAMAH W.A



MAIL DELIVERY IN THE PAST

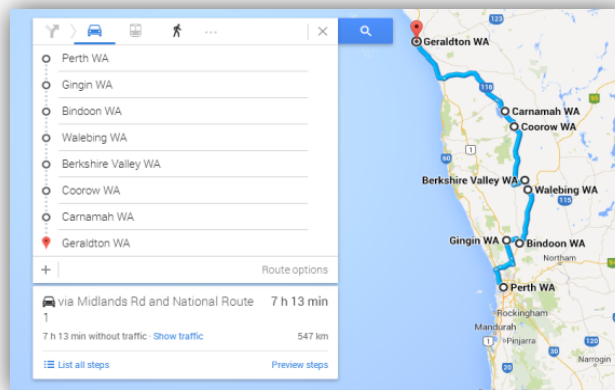
In the early 1880s, mail was delivered once a week between Perth and Geraldton by a man who rode a horse. The first part of the trip commenced at Perth in a horse-drawn spring cart, stopping at Gingin, Bindoon and Walebing, and ending at Berkshire Valley. The second part of the trip was on horseback from Berkshire Valley to Geraldton via Coorow and Carnamah.

MAPPING ACTIVITY

Complete the following map activities with your students to give them an understanding of where Carnamah is and the distance that the mail travelled in the past. Set the scene by locating your own school on the map to show students where they are in relation to Carnamah. Google Maps www.google.com.au/maps provides the distance in kilometres that a mailman would have travelled to deliver the mail. Request Google Map Directions as seen in the example below. As you enter each destination, your map will update the route.

Destination points in order:

1. Perth
2. Gingin
3. Bindoon
4. Walebing
5. Berkshire Valley
6. Coorow
7. Carnamah
8. Geraldton



Google Maps shows us how the typical route taken using the established roads we have today. The actual route the mailman took in the past would be different, but this map is still useful as it shows the places he stopped. It also gives us an idea of distance of the mail route in the past.

The spring cart travelled at a speed of approximately 15 miles per hour (24 km/h). Estimate how long the first part of the journey from Perth to Berkshire Valley would take.

Random Stuff

- Undertake a Google Image search of what a spring cart looks like.
- Find out how Walebing got its name.
- What is the distance between Bindoon and Coorow?
- What does a horse eat while travelling from place to place?
- How much water does a horse need while travelling?

THE LIFE OF A MAILMAN

Encourage students to imagine what life would have been like for the mailman delivering mail by horse from Perth to Geraldton each week. Using the Cartoon Narrative template (see below), ask students to imagine they are the mailman making this journey every week.

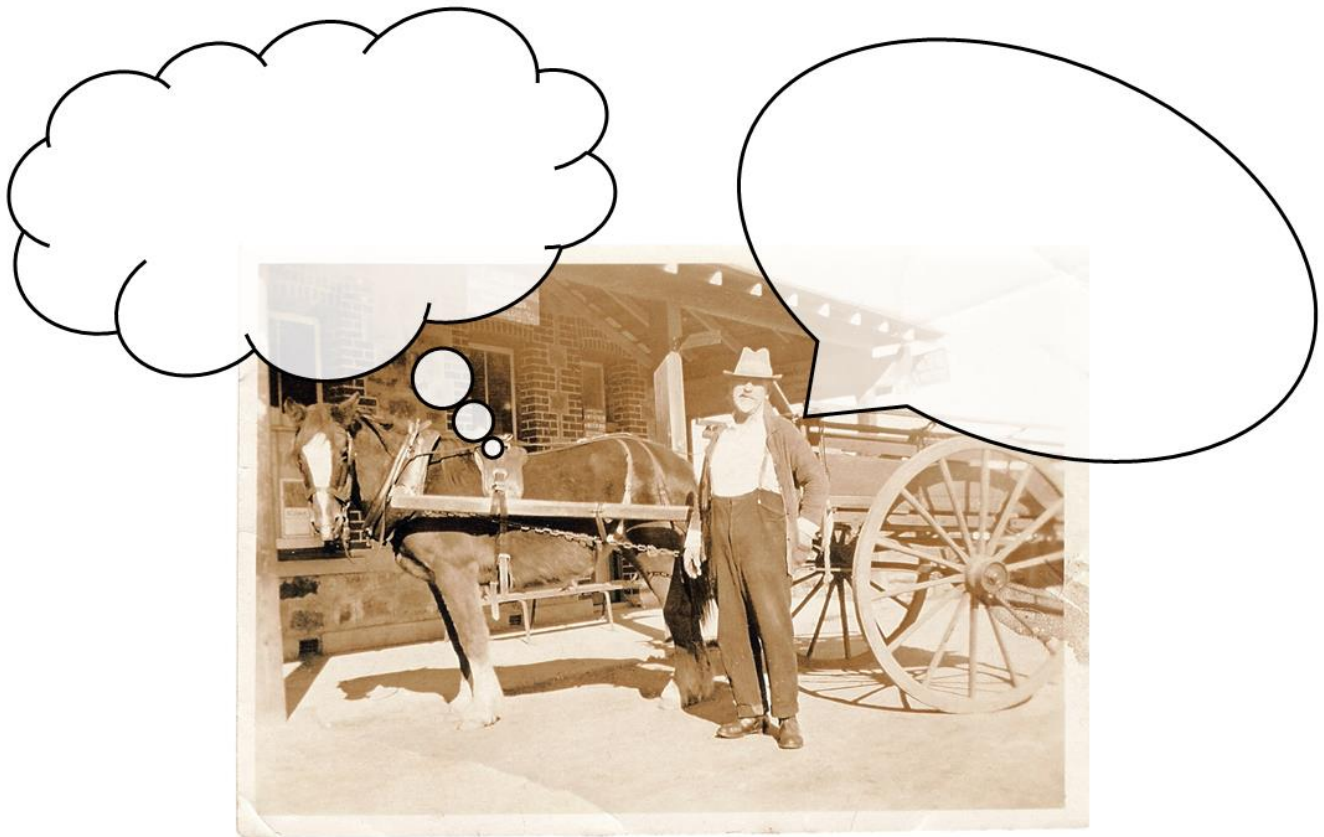
- How comfortable do you think the journey would be?
- Do you think you would enjoy the first or the second part of the journey more? Why?
- Why do you think the spring vehicle wasn't used for the whole journey?
- Would you prefer delivering the mail in summer or winter?
- What would be the best part of your job?
- What would be the worst part of your job?
- How would you feel making this journey on your own?

Now ask students to imagine they were the horse and ask the same questions!

After students have imagined what it would be like to be both the mailman and the horse, invite them to complete the Cartoon Narrative template, available on page 7, with entertaining, relevant, captions.

[ACHHS052 – Explore a point of view]

Fill in the thought and speech bubble to show how these two feel after a day of delivering mail.



© Ignite Your Audience for the Carnamah Historical Society & Museum, www.carnamah.com.au

Fill in the thought and speech bubble to show how these two feel after a day of delivering mail.



MAIL BY RAIL

After eight years of construction, the Midland Railway line was completed in 1894. It operated for 446 kilometres from Midland Junction in Perth, to Walkaway near Geraldton. The train station at Carnamah meant there was now another way to transport mail to the town.

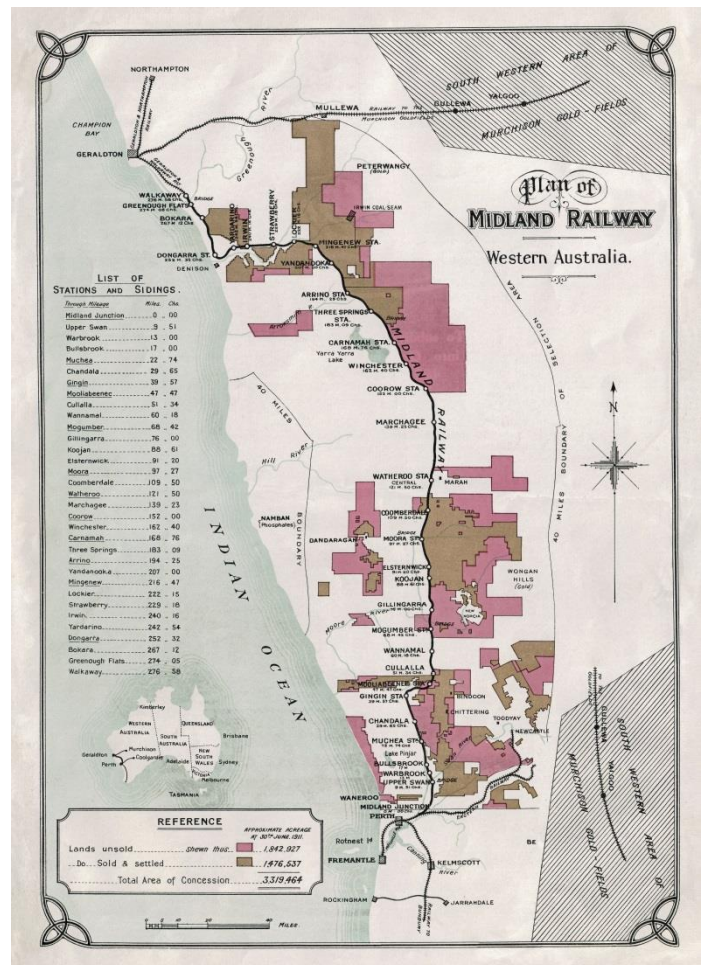
MAIL BY RAIL MAP ACTIVITY

Using the Plan of the Midland Railway of Western Australia, ask students to guess how old the map is (it was drawn in **1912**), and identify how different or similar it is to maps that we use online today.

Locate as many of the points on the *mailman on horse's* route mentioned on the previous pages, i.e., Perth, Gingin, Bindoon, Walebing, Berkshire Valley, Coorow, Carnamah and Geraldton. Also, locate where your school would be on the map (if possible).

Discuss how mail delivery would have changed once the railway line was operational. Some questions to ask include:

- Do you think the mailman on horse would still deliver mail from Perth to Geraldton?
- What benefits could there have been in using a train to deliver mail? Think about weather, the speed of delivery, new jobs for people manning trains and railway stations, etc.



For more information on the Midland Railway visit: www.midlandrailway.com.au

[**ACHHS049** – Pose questions about the past using sources provides]

[**ACHHK046** – The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)

Plan of MIDLAND RAILWAY

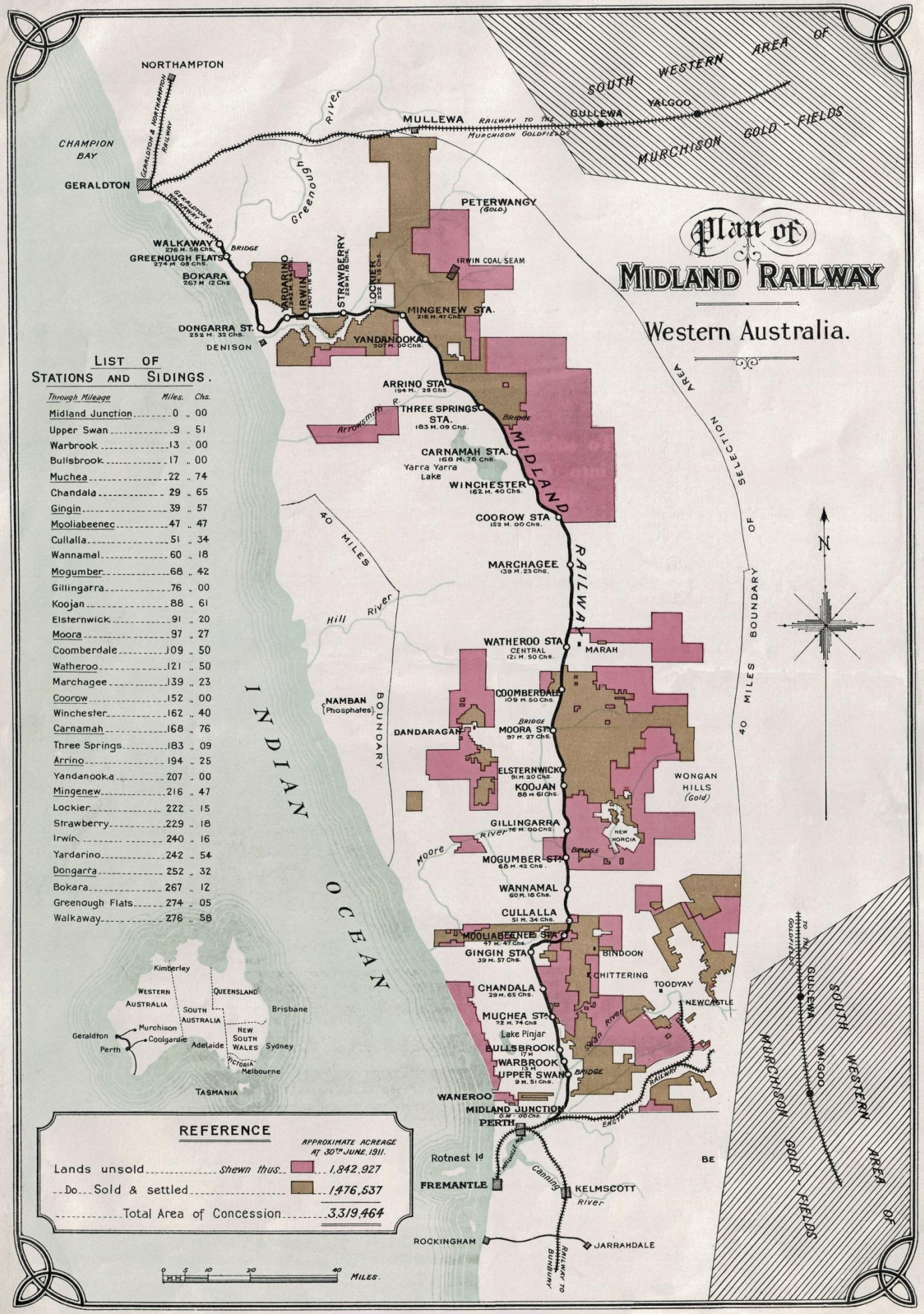
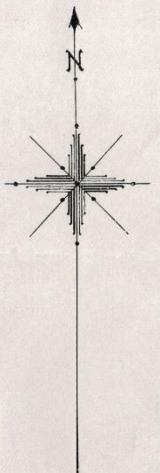
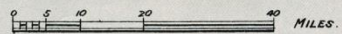
Western Australia.

LIST OF STATIONS AND SIDINGS.

Through Mileage	Miles.	Chs.
Midland Junction	0	00
Upper Swan	9	51
Warbrook	13	00
Bullsbrook	17	00
Muchea	22	74
Chandala	29	65
Gingin	39	57
Moolabeenee	47	47
Cullalla	51	34
Wannamal	60	18
Mogumber	68	42
Gillingarra	76	00
Koojan	88	61
Ei sternwick	91	20
Moora	97	27
Coomberdale	109	50
Watheroo	121	50
Marchagee	139	23
Coorow	152	00
Winchester	162	40
Carnamah	168	76
Three Springs	183	09
Arrino	194	25
Yandanooka	207	00
Mingenew	216	47
Lockier	222	15
Strawberry	229	18
Irwin	240	16
Yardarino	242	54
Dongarra	252	32
Bokara	267	12
Greenough Flats	274	05
Walkaway	276	58



REFERENCE		APPROXIMATE ACREAGE AT 30 th JUNE, 1911.
Lands unsold	Shewn thus	1,842,927
Do Sold & settled		1,476,537
Total Area of Concession		3,319,464



THE JOURNEY OF A LETTER

How familiar are your students with the process of how mail is transported and delivered today? Do they know how a posted letter ends up at its destination? Discuss their thoughts on this and follow with the Journey of a Letter sequencing activity below.

Journey of a Letter Sequencing Activity

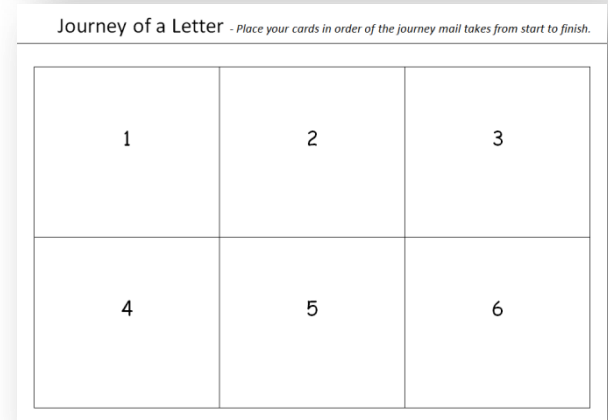
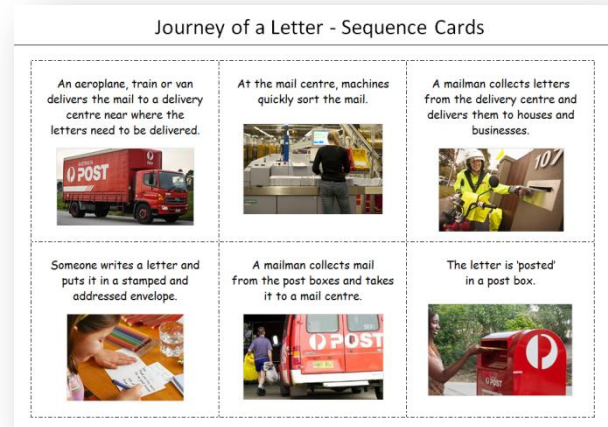
Preparation

- Print off a class set of the Journey of a Letter sequencing cards (on the next page) and a blank sequence page
- Print off an Answer Key for your own reference (on page 13).
- Students watch Australia Post's 7:15 minute video at <http://youtu.be/3WumR2qpqP8>

Procedure

Students can then cut out the sequence cards and arrange and glue them in the correct sequence onto the blank sequence page. This can be done as a revision task individually or in pairs, or as a whole class activity discussing each step of the sequence as you go.

[ACHHS052 – Sequence familiar objects and events]



Journey of an Envelope Narrative Comprehension Activity



After completing the sequencing activity, students' can demonstrate their comprehension of the mail sequence by writing a letter from the point of view of an envelope posted in the mail.

Print off a class set of the Journey of an Envelope BLM (on page 14). Ask students to imagine they are an envelope that has been posted. Get them to write to their 'Mum or Dad envelope' telling them about what has happened to them when someone decided to post them.

Be sure to include:

- What was written or stuck on them, i.e., address and stamp.
- What was sent inside them, e.g. birthday card, party invitation, or letter to someone far away.
- Where they went and what happened to them during their journey.

[ACHHS052 – Explore a point of view]

Journey of a Letter - Sequence Cards

An aeroplane, train or van delivers the mail to a delivery centre near where the letters need to be delivered.



At the mail centre, machines quickly sort the mail.



A mailman collects letters from the delivery centre and delivers them to houses and businesses.



Someone writes a letter and puts it in a stamped and addressed envelope.



A mailman collects mail from the post boxes and takes it to a mail centre.



The letter is 'posted' in a post box.



Journey of a Letter - *Place your cards in order of the journey mail takes from start to finish.*

1

2

3

4

5

6

Journey of a Letter – ANSWER KEY

Someone writes a letter and puts it in a stamped and addressed envelope.



The letter is 'posted' in a post box.



A mailman collects mail from the post boxes and takes it to a mail centre.



At the mail centre, machines quickly sort the mail.



An aeroplane, train or van delivers the mail to a delivery centre close to where the letters need to be delivered.

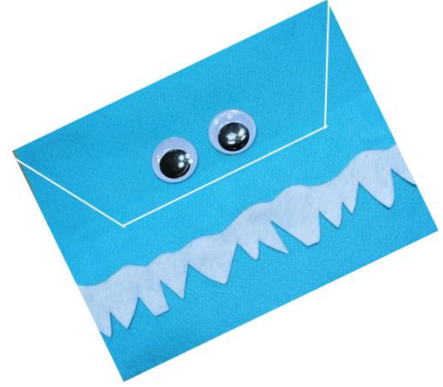


A mailman collects letters from the delivery centre and delivers them to houses and businesses.



Journey of an Envelope

Dear _____



From _____

WHO? WHAT? WHEN? WHY?

After completing the *Journey of a Letter* activities, encourage students to brainstorm some inquiry questions of their own about the postal service. See some examples below.



Inquiry Task

- Students can create their own mail inquiry question.
- Encourage students to explore a range of sources to answer their inquiry question. Use online search engines such as www.google.com.au and online databases such as www.trove.nla.gov.au, or, even search news websites for topics relating to postal workers going on strike. Australia Post's website www.auspost.com.au can also be of help.
- When students have completed their inquiry, invite them to report back to the class with a short oral presentation to share their findings.

STAMPS! – PAYING FOR YOUR POST

In the past, stamps weren't placed on envelopes at all. The person receiving mail in Australia had to pay for it when they collected their mail. In the 1850s this rule changed and the sender was required to pay for the postage. Today, we still put stamps on mail to cover the costs of sending it.

Stamp Discussion

- Do you think the sender or receiver should pay for the postage? Explain why.
- Do you think all different sized mail costs the same to send?
- Would heavier and larger mail cost more? Why?
- Why do you think stamps are used? What else do you think could be used?
- What do you think would happen if you didn't put a stamp on mail before sending it?



Addressing Your Mail Activity

We need to address letters in a certain way to make it quicker and easier for the people and machines at the mail centre to sort through the mail. Students can practice addressing letters in the required format using the Addressing an Envelope Guidelines template (on the next page). They can use their home or their school address.

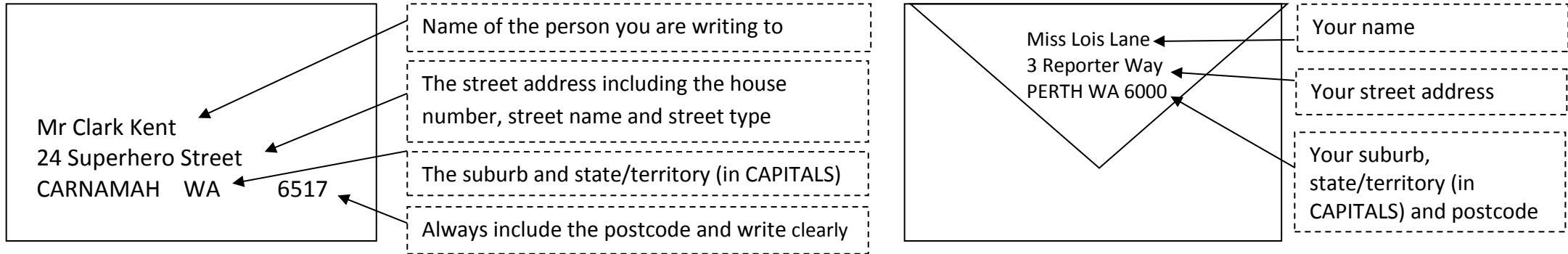
Note: *It could be helpful to have each student's address details printed on a card for them. Alternatively instead of sending letters home they could address their envelope to the school and all students use the school's address.*

A follow-on activity is for students to make their own envelope, and to address it and draw on a stamp.

Got more time? – Extension Activities

- Students can handwrite or type a recount of an exciting event held at school and send it to someone in their self-made envelope. [**ACELY1671** – Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose.]
- Provide some play Australian money or images of Australian money and ask students to show which coins they could use to pay for a 70c stamp without receiving change.
- How many combinations can they come up with? [**ACMNA034** – Count and order small collections of Australian coins and notes according to their value]
- Each student receives a real stamp to put on their envelope and actually posts them. If you are going to post the letters, you may wish to assign each student another class member to write to so that each student will receive a letter in the mail.

Addressing an Envelope



Your Turn – Address this envelope to someone at your house or school.

DESIGN A STAMP

Prior to 1911, Australia used colonial stamps from the United Kingdom for postage. In 1911 there was a national design competition for the nation's first official stamp. The winning competition entries are shown below in order of first place and equal second.



First prize went to Hermann Altmann for his design of King George V, six shields representing each state, a kangaroo and an emu. Equal second place went to Edwin Arnold, for his kangaroo design, and Donald Mackay for his coat of arms design.

However, after the prizes had been awarded, Charles Frazer became the Postmaster-General (the big boss of what is now Australia Post) and he did not like the winning entries. Frazer hired a local artist, Blamire Young, to design a national stamp which was based on the kangaroo from Edwin Arnold's entry. The "Kangaroo and Map" stamp designed by Young (pictured right), went on public display in April 1912.



It was quite controversial. Many people did not like the stamp. Some thought people would think Australia was overrun by kangaroos! Others were offended that the King's face had been replaced by an animal.

Australian Stamp Competition - Search for Historical Sources

In pairs, encourage students to use online search platforms such as www.trove.nla.gov.au or www.google.com to find out more about the national stamp competition and the people involved.

Suggested Investigation Questions:

- What prize was given to the three winning entries?
- Did Hermann Altmann's winning design ever become a real stamp?
- Have other kangaroo stamps been made since the 1912 "Kangaroo and Map" stamp?

Suggested search terms:

1911 national stamp competition
Hermann Altmann
Donald Mackay
Charles Frazer

Kangaroo and map stamp
Edwin Arnold
Blamire Young
Post Master General

DESIGN A STAMP

Using the **Design a Stamp BLM** (on the next page) encourage students to design their own stamp. Perhaps along the theme of Carnamah's past or related to mail in general, or something else significant to your school community. When students complete their design, invite them to do a short oral presentation to the class explaining their design and why they chose it.

[**ACAVAM108** – Create and display artworks to communicate ideas to an audience]

MORE STAMP ACTIVITIES

A bag of used stamps is great fun to use for maths activities including placing in number value order, grouping and adding.

Visit a stamp collector website, such as www.gabrieles.com.au and investigate the following:

- What is the most expensive stamp you can find?
- What country does it come from?
- How much is that in Australian dollars?
- Why do you think it is so valuable?

Ask students to collect the envelopes their family receive and bring them to school. Look at the different rubber stamp marks used, discuss what they might mean.

Contact your local post office and see if you can get a page stamped with the different rubber stamps they use today. Discuss the purpose of these stamps with your students.



Did You Know?

Australia Post print personalised stamps! Hold a class competition and the winning design can be printed as a certified Australian stamp. Or let parents know that they can have their child's design printed. For more, see <http://auspost.com.au/parcels-mail/personalised-stamps.html>

Teachers!

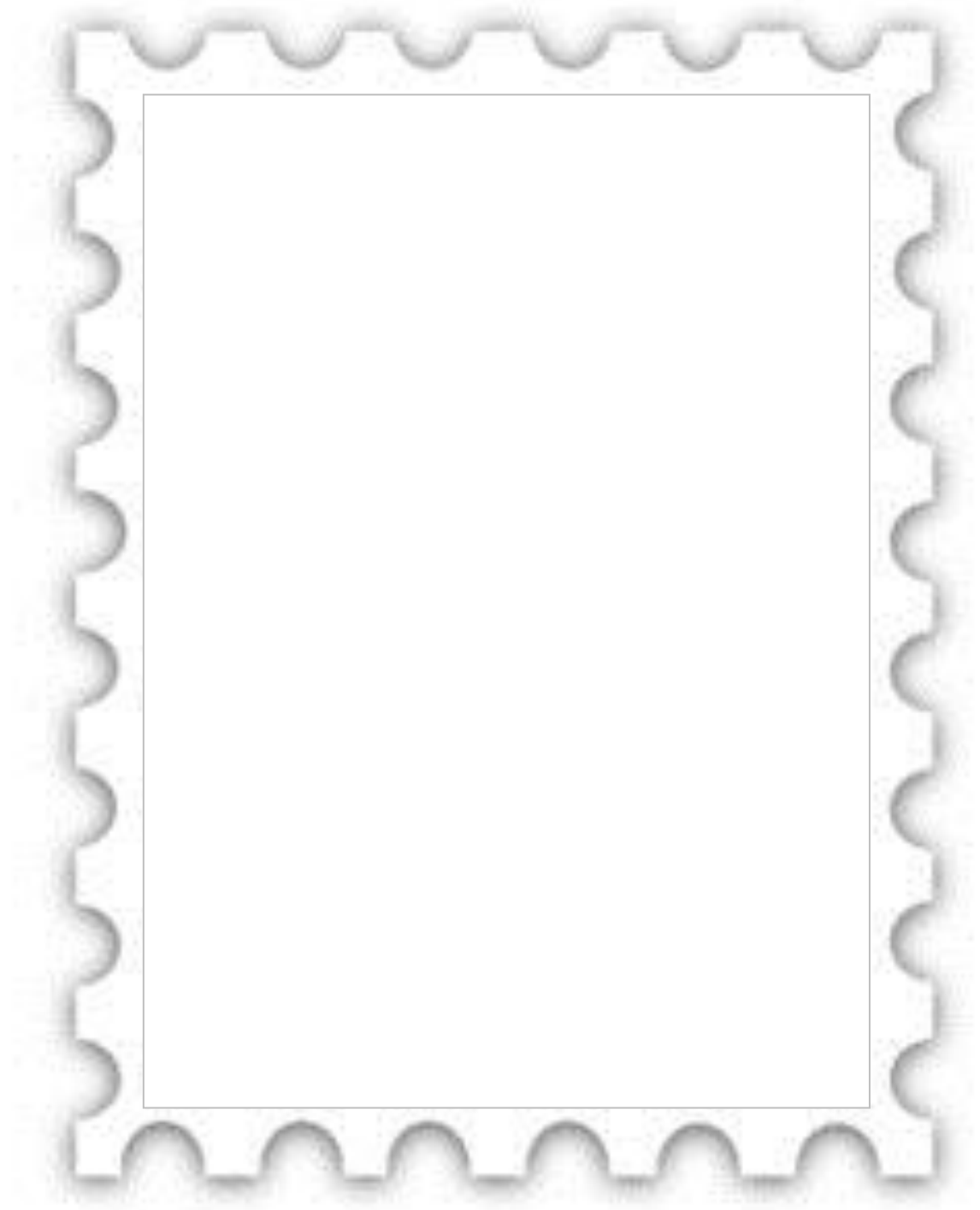
We'd love to see photos of any stamp designs celebrating history. We'll gladly display your stamps and comments on our blog to celebrate your students' design skills. Send scans to mail@carnamah.com.au 😊

Design a Stamp

You have been invited to design a new stamp for Australia. Give thought to your design and write your ideas in the space below.

My stamp is about _____

My design ideas include _____

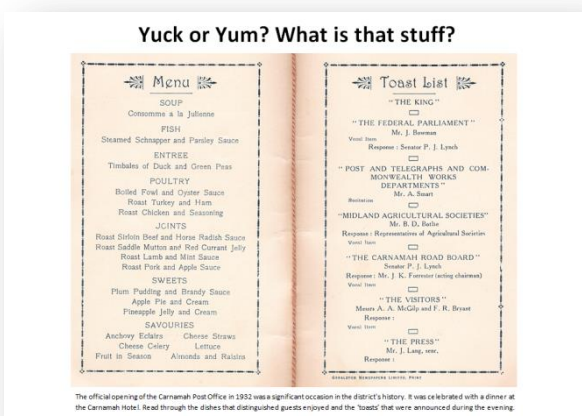


WHAT'S ON THE MENU?

In 1894 there was no official Post Office in Carnamah. Mail was managed from an outbuilding of the Macpherson family's homestead (see www.carnamah.com.au/macpherson). The Post Office later moved to the railway station, to two different general stores, and later to a rented building.

In the 1920s, the population of Carnamah rapidly increased resulting in more letters, parcels and telegrams. The people of Carnamah needed a proper postal service, so in 1925 the locals began campaigning for an official post office building. In 1932, an official Carnamah Post Office was finally opened.

The Carnamah District Road Board celebrated this significant occasion with a dinner at the Carnamah Hotel on the evening of the opening. Visiting government officials, representatives of local organisations and neighbouring districts were invited. The menu for the event was grand, full of impressive foods and a number of toasts were made.



Build Your Menu Vocabulary

Print out an A3 copy of the **Yuck or Yum - What is that Stuff? BLM** (on the next page).

Provide a class set of dictionaries, or one dictionary per group.

Read about the Carnamah Post Office opening via the virtual exhibition (www.carnamah.com.au/post) to explain what the menu was used for and why it is significant.

As a class, read through the menu and identify the unusual words they come across. Create a competition amongst groups to find the definition of the identified words. The group to find a word first can share the meaning with the class.

Discuss what the 'Toast List' section means. There is some good background information for teachers at www.todayifoundout.com/index.php/2013/05/the-origin-of-toasting-drinks

Students can further their examination of the menu by completing the What's on the Menu BLM (on page 23).

[**ACHHS050** - Explore a range of sources about the past]

What's on the menu?

Read through the menu and answer the following questions:



Which item on the menu would you most like to eat?

Which item on the menu sounds the weirdest?

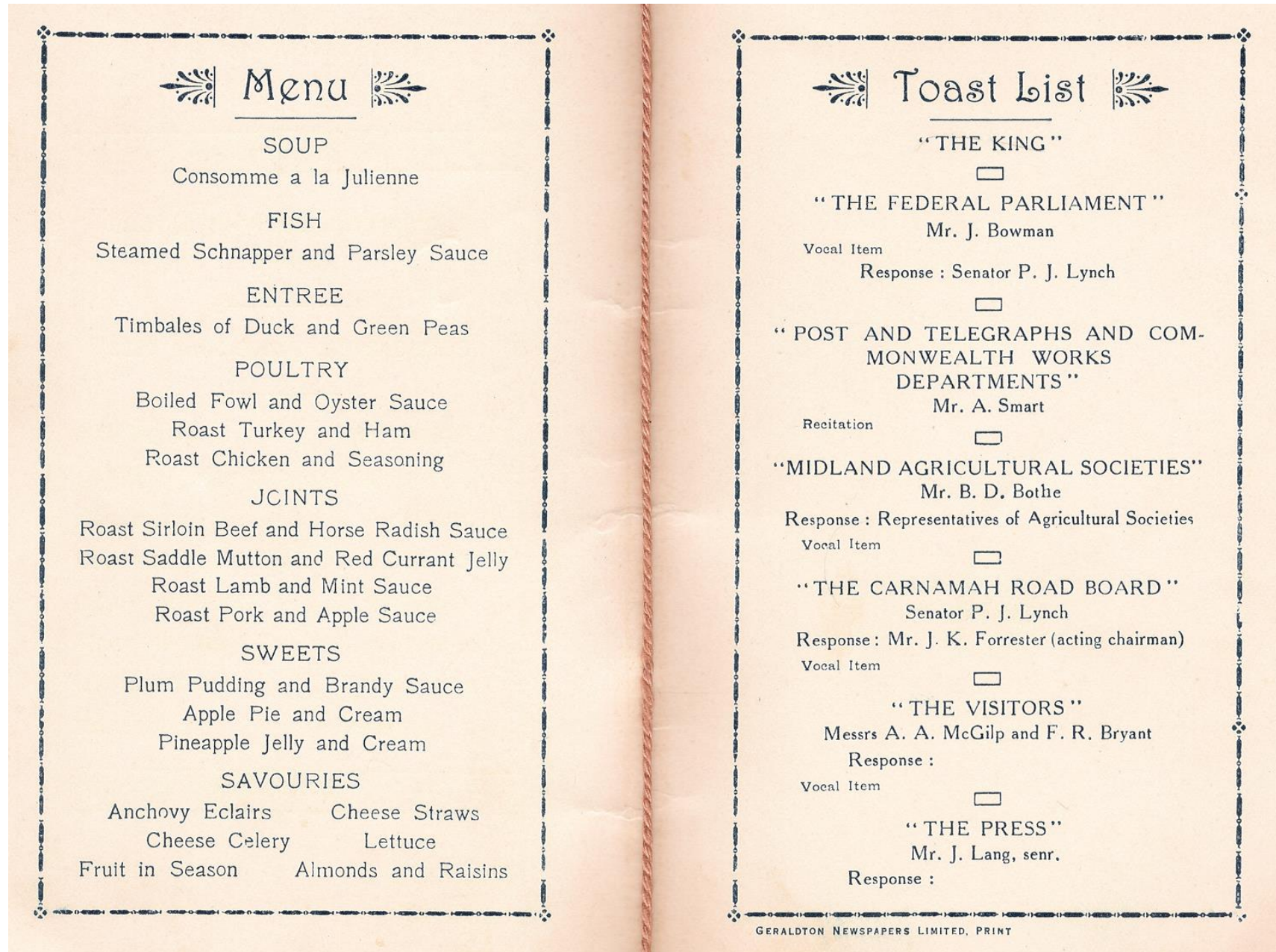
Do you think guests ate at least one of everything on the menu? Explain your answer.

What do you think an anchovy éclair looks like & tastes like? Show your ideas below:

If you were hosting a celebratory dinner, what would you put on the menu? In the boxes below, draw or write one food for each menu category:

Soup	Meat	Sweets	Savouries

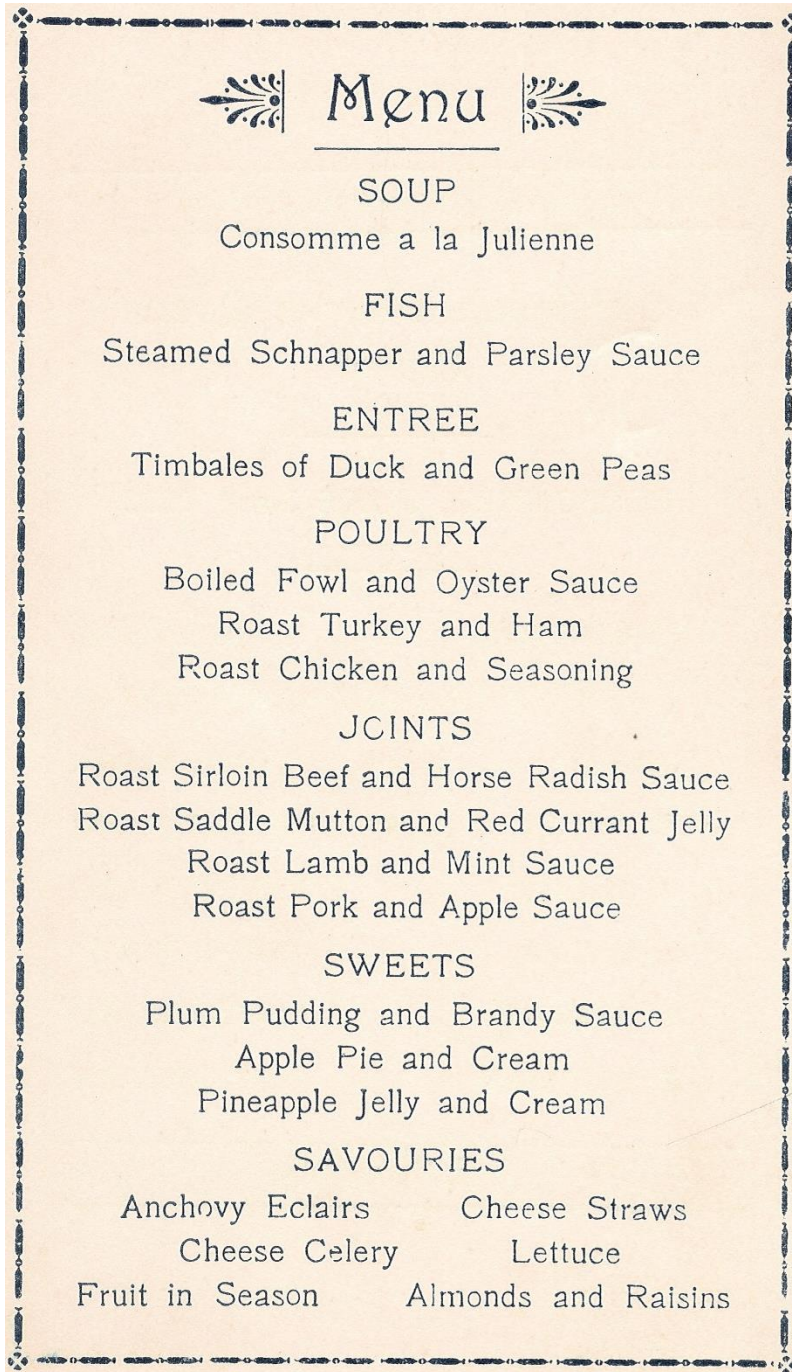
Yuck or Yum? What is that stuff?



The official opening of the Carnamah Post Office in 1932 was a significant occasion in the district's history. It was celebrated with a dinner at the Carnamah Hotel. Read through the dishes that distinguished guests enjoyed and the 'toasts' that were announced during the evening.

What's on the menu?

Read through the menu and answer the following questions:



Which item on the menu would you most like to eat?

Which item on the menu sounds the weirdest?

Do you think guests ate at least one of everything on the menu? Explain your answer.

What do you think an anchovy éclair looks like & tastes like? Show your ideas below:

If you were hosting a celebratory dinner, what would you put on the menu? In the boxes below, draw or write one food for each menu category:

Soup	Meat	Sweets	Savouries

TELEPHONES OVER TIME

Changes in technology over the years have made everyday tasks quicker and easier than they were in the past. If we want to talk to someone right now, we can pick up our house phone or mobile phone, type in their number and it rings through straight away. We can even go on a computer and video call a person to speak to them face to face. In the past however, telephones were not automated. A person working in the 'telephone exchange' would have to move plugs into different switches to connect one caller to another. The person operating these connection plugs was called a **telephonist**.

In the past, telephone exchanges were located inside post offices. Telephonists worked there to keep people connected via phone communication. It was mainly women who were employed in this role. Bridie was employed as a telephonist in Carnamah for many years. On the next two pages she shares her recollections about her job.

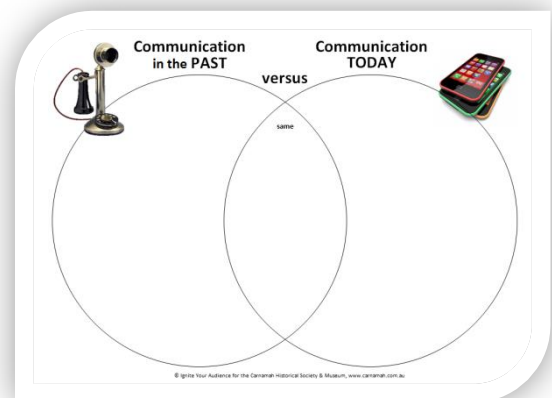
Telephonist Comprehension Activity

- Print out a class set of the Bridie's Life as a Telephonist oral history (on the next two pages).
- Briefly share your own knowledge with students on how telephones have changed over time.
- Show students the photos of the telephone exchange and of Bridie. Then read The Carnamah Telephone Exchange sheet to your students to learn how the telephone exchange worked.
- Give students the comprehension activity sheets to complete. Read the transcript as a class before students answer the related comprehension questions.

[**ACHHS050** - Explore a range of sources about the past]

Communication Venn Diagram Activity

Discuss how developments in technology have changed the way we communicate, both verbally and in written form. Even though we now have convenient methods of communication, i.e., mobile phones and email, we still sometimes prefer to continue using methods of the past, such as sending *snail mail*.



As a class, brainstorm ways people communicate today and ways people have communicated in the past. Use the **Communication Venn Diagram BLM** to record ideas and to see how many methods from the past that are still in use today. Some ideas to get you started are: snail mail, face-to-face conversation, email, Skype, mobile phones, carrier pigeons, post cards, announcements in the newspaper, text messages, telegrams, etc.

[**ACHHK046** – The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)]

The Carnamah Telephone Exchange

Born in the 1930s, Bridie has lived and worked around Carnamah her whole life. For many years she was a telephonist at the Carnamah Post Office. She has seen many changes in the postal service and telephones across her lifetime. Now in her 80s with adult children, Bridie still occasionally fills in to sort the mail at the Carnamah Post Office. Here is a photo taken in 2014 of Bridie wearing the old telephonist headset she used when she worked at the telephone exchange in Carnamah.



Bridie's Recollections of the Carnamah Telephone Exchange

The switch board had all these shutters that would come down if someone rang. We had twelve plugs, so you picked up the back one and put it into the hole to answer and if they wanted someone local, say number 12, you'd plug it in there. There was a handle at the front of the switchboard on the right hand side which we wound round and at the same time pulled the key back to ring that number. You wound it up and pulled back a key to ring the number.

For a trunk call you'd have to write a docket out with their number, who it was to, the time the call was lodged, the time it was connected, the time it was disconnected and how much it would cost. The longer they talked the more they paid. They were charged for every three minutes. We used to go across and say three minutes are you extending, they'd say yes so they'd get another three minutes, so you'd set the clock and then you'd go across the conversation and ask them again and they would keep talking. You'd write down which clock you were using on the docket. To get a Perth number we'd have to write on a docket their number, who they wanted and what time and then we'd have to say "there's an hour delay, sorry". We only had one Perth line way back then in the early 1940s. People would call and ask "how's the Perth call going?" and we'd reply "oh another half an hour probably!" We didn't have any overseas calls but had Eastern States ones occasionally and that would be a longer wait.

Only one telephonist worked. The mornings could be hectic, it would ease off at lunch time and then the afternoon could be busy, ease off at tea time and then after tea you'd be flat out again. It got busier. It was too busy for one girl. In January 1948 they decided to split the board so one girl sat there and did trunk calls and one girl did local calls. By 1965 there were four telephonists every day but sometimes during the day there might only be two on. There was never only just one again as it was too busy. We had a knob on the end of our biro to dial the phone to save our fingers.

During the war there were no men as they all got called up. The exchange was continuous, 24 hours. There was always a man sleeping there at night answering calls. But during the war there were no men so my sister and another girl slept there every night. You couldn't just have one girl, you had to have two. One night this other girl wasn't there so my sister got me to sleep over with her. I got paid four shillings – I thought that was great! It was good pay.

The last girl on at night had to switch on the night bell or night alarm. As soon as a shutter fell down, or in later stages lights were coming on instead of a shutter on the new board, the alarm would go off. If you were busy in the morning, which sometimes you were, and this thing was going off loudly, you couldn't hear. Sometimes you put a duster under the donger so it wouldn't go off

but once the girl forgot to take it out. I used to either take my stamps or crocheting or something to do. This night I was late going to bed and I was just into my first good sleep and the next thing the hooter went off. If the night alarm went off and you didn't answer in a certain time there was a whopping big hooter and you'd hear it over town. So I woke up, did I what, and there were two calls. It was so loud; the postmaster who lived up Macpherson Street past the R.S.L. Hall heard it. It was a disaster! One call was the postmaster and one was the bloke that rang in first and I was shaking so much I couldn't get the plug in! The postmaster made sure it would never happen again.



Bridie's Life as a Telephonist in Carnamah

Read through Bridie's recollections about her time as a telephonist in Carnamah and answer the questions listed on the next page.

My sister got a job on the telephone exchange when she was 14. She was going to school four days and doing Friday, Saturday, Sunday on the telephone exchange. We lived two and a half miles out of town so she was walking home at ten o'clock at night sometimes. My brother bought her a bike in the end.

When I left school I started working in the draper's shop and the following year I had a part time job on the telephone exchange too. I was 15.

Everyone seemed to have the phone. There was a stack of farmers with the telephone. You had to have a phone really, being out in the middle of nowhere.

There were two public payphones. They only ever used one as we didn't ever need two. They were mighty hot in the summertime and you'd have to stand with the door open. Little glass window at the top and all enclosed.

When I married in 1949 I had to resign. They wouldn't allow married people to work on the switchboard. Back in those days if you were married, you weren't a telephonist. After I'd had my five kids and the youngest was in school I went back in about 1964 or 1965 and just did part time. I had to train again for the new exchange, which moved out to the back of the post office.

We closed on Thursday afternoons as Thursdays was a half-day so Saturday we'd open. The farmers all came to town Saturday, did their shopping, probably had their tea at Wells' café, went to the dances (as there was lots of dances in those days, almost one every week). So the telephonist that was on duty and the postmaster would sort the mail. The mail would come from the train, it could be six or seven o'clock at night. It came down by the carrier every day and the postal clerk sorted it.

I wasn't there on the last day at the closing of the exchange. I went to the Civil Defence day instead and I kick myself now. They held an event at the back of the post office. I managed to score the night alarm box, which is in the museum now.

Comprehension Questions

Bridie's Life as a Telephonist in Carnamah

How many days a week did Bridie's sister work at the telephone exchange? _____

How old was Bridie when she started working at the telephone exchange? _____

Why did most people have a telephone? _____

Why did Bridie have to resign and stop working as a telephonist? _____

What other job did telephonists do on Saturdays with the Postmaster? _____

Why do you think Bridie regrets not going to the last day closing of the exchange event? _____

Bridie was able to keep the night alarm box when the telephone exchange closed. Where is it now?

Communication in the PAST

Communication TODAY

versus

same



PAST, PRESENT & FUTURE OF MAIL & PHONE

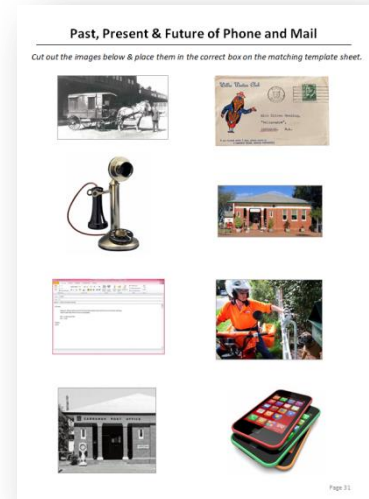
Now that your students have spent time looking at communication methods of the past and are familiar with how information is shared in the present, get them to consider how this might occur in the future.

Past, Present & Future Sequence Activity

Print out a class set of the Past, Present & Future of Phone and Mail BLM (seen on the right) and an accompanying sequencing sheet each (below left). An Answer Key is also available for you to print off too (bottom right).

Students cut out the images of the items used in the past and in the present, and glue them into the correct place on the sequencing sheet.

As a class discuss the differences between the 'past' and 'present' images. What other images can they think of that could have been used that would still have shown differences between the past and the present for each category in the table?



Ask students to consider what this technology might be like in the future and prompt them to draw or write their ideas in the 'future' sections of the table. There are no right or wrong answers as none of us know for sure what the future will be like!

	Telephone	Mail Delivery	Types of Mail	Carnamah Post Office
Past				
Present				
Future				

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Past				
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[ACHHS048 – Distinguish between the past, present and future]

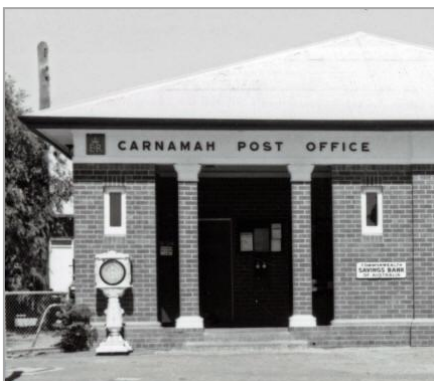
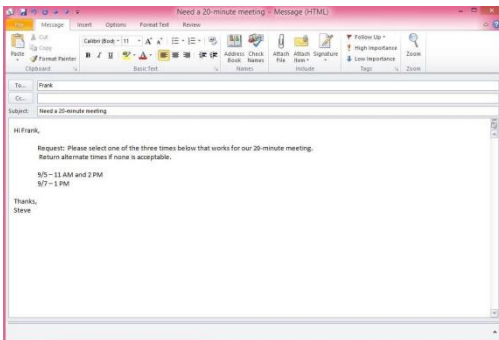
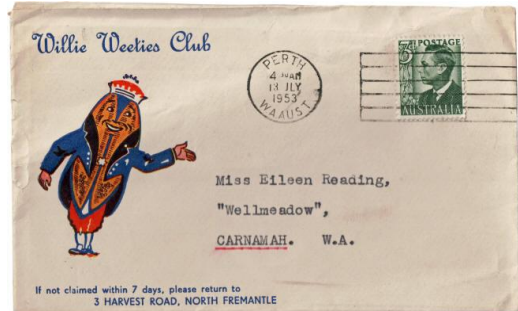
Past, Present and Future Vocabulary Bingo

To reinforce the past, present and future ideas of communication, have a game of bingo using the terms created during classroom brainstorms – write them on the board. Students record six words. Make up a story using all the words, ticking them off as you go. The student who crosses their six words off first is the winner.

Suggested terms include: email, mobile, trunk call, horse and cart, envelope, post office, mailman, horse and cart, train, telephonist, fibre optic cable, Internet, text message, Twitter, Facebook, camera, rubber stamps, kangaroo and map stamp, stamps, address, red post office box, delivery centre, etc.

Past, Present & Future of Phone and Mail







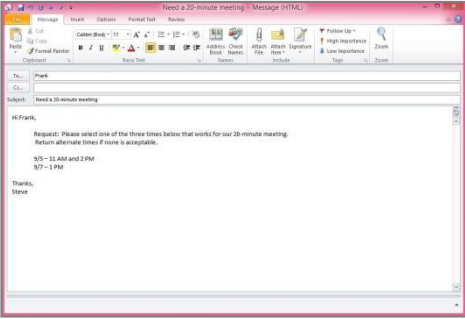

Cut out the images below & place them in the correct box on the matching template sheet.



Past, Present and Future of Phone and Mail

	Telephone	Mail Delivery	Types of Mail	Carnamah Post Office
Past				
Present				
Future				

Past, Present and Future of Phone and Mail

	Telephone	Mail Delivery	Types of Mail	Carnamah Post Office
Past				
Present				
Future				

WORLD POST DAY

World Post Day is celebrated each year on the 9th of October. On this date in 1874 the Universal Post Union (UPU) was established in the Swiss capital, Berne. The UPU allowed people to send letters to others all over the world. The UPU Congress declared World Post Day in 1969 and it has been celebrated every year since. In some countries it's even a public holiday.

The purpose of World Post Day is to create awareness of the important role of the postal service in our everyday lives.



World Post Day Art Activity

- Encourage your students to increase the awareness of World Post Day by designing a poster advertising the date and highlighting the importance of our postal service.
- Students could also write letters to their local post office thanking staff for the work they do.
- Display the posters around your school, or send them along with the letters to your local post office. Who knows, they may even display them on World Post Day!

[**ACAVAM108** – Create and display artworks to communicate ideas to an audience]

A fun way to celebrate World Post Day is to play some online postal games from Australia Post's online game precinct. Games include writing a letter, delivering mail, memory game and e-books. Be sure to trial run the online games yourself before encouraging students to have a go.

<http://auspost.com.au/education/ourpost/students/postie-kate/multimedia-fun.html>



Teachers, if you have a Facebook account, find and follow the Carnamah Historical Society & Museum at www.facebook.com/carnamah for interesting bite size pieces of history.

Left: 2014 post on World Post Day

CURRICULUM LINKS

Year 2 Australian Curriculum – History

- Explore, recognise and appreciate the history of their local area.
- Examine remains of the past and consider why they should be preserved.
- Reflect on how technological changes have influenced daily life.

Key Inquiry Questions	Historical Knowledge and Understanding	Historical Skills
<ul style="list-style-type: none">• What aspects of the past can you see today? What do they tell us?• What remains of the past are important to the local community? Why are these important?• How have changes in technology shaped our daily life?	<ul style="list-style-type: none">• The history of a significant building in the local community and what it reveals about the past.• The importance today of a historical site.• The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated and playing) in the past.	<ul style="list-style-type: none">• Sequence familiar objects and events.• Distinguish between past, present and future.• Pose questions about the past using sources provided.• Explore a range of sources about the past.• Explore a point of view.

Year 2 Australian Curriculum – Media Arts

- Create and display artworks to communicate ideas to an audience.

Year 2 Australian Curriculum – English

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose.

Year 2 Australian Curriculum – Maths

- Count and order small collections of Australian coins and notes according to their value.

CARNAMAH MUSEUM

The Carnamah Historical Society's physical [museum](#) is located at 10 Macpherson Street near the centre of the Carnamah townsite, approximately 300 kilometres north of Perth. It is open Friday afternoons from 1.30 to 5pm or on other days or times by prior arrangement. Admission is free with donations greatly appreciated.

On-site Booking Inquires:

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0458 576 658

Virtual Museum Inquiries:

Andrew Bowman-Bright

andrew@carnamah.com.au

0457 911 984

Education Resource Inquiries:

Shiona Herbert

shiona@carnamah.com.au



ONLINE INTERACTION

For extension ideas follow the society on [Facebook](#), [Twitter](#), [LinkedIn](#), [Google+](#) or [Instagram](#).

We'd love to hear from you, your class or your school:

- Leave a class comment at the end of one of our virtual museum exhibitions
- Provide us with anonymous feedback on our education resources through our [feedback form](#)
- Allow us to share your class's work on our [blog](#) (nice for us and for your students!) by e-mailing scanned copies or photographs to mail@carnamah.com.au

