

*The Adelaide Festival Centre Trust and the State Library of South Australia present*

# The STOWAWAY and the CAPTAIN'S CAT

*A New Play by ANNE BROOKMAN  
inspired by Captain Matthew Flinders' cat, TRIM*

**TEACHER'S GUIDE**

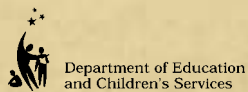


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# The **STOWAWAY** and the **CAPTAIN'S** **CAT**

*A New Play by ANNE BROOKMAN  
inspired by Captain Matthew Flinders' cat, TRIM*

WRITER **Anne Brookman**  
DIRECTOR **Susan McClements**  
SET AND COSTUME DESIGNER **Dean Hills**  
LIGHTING DESIGNER **David Gadsden**  
COMPOSER/MUSICIAN **Zoë Barry**  
DRAMATURG **Catherine Fitzgerald**  
STARRING **Paul Blackwell**  
**Zoë Barry**  
**Nic Hurcombe**  
**Ksenja Logos**  
**Andrew Martin**  
PRODUCTION MANAGER **David Gadsden**  
STAGE MANAGER **Ali O'Connell**  
PRODUCERS **Helen Bock (DECS/AFCT)**  
**Karen Brandwood (SLSA)**  
**Mark Gilbert (SLSA)**  
EXHIBITION CURATOR **Valerie Sitters (SLSA)**



# INTRODUCTION

## WELCOME

to *The Stowaway and the Captain's Cat*.

This production grew from an idea the State Library of SA (SLSA) had to celebrate Encounter 2002, the bicentenary of the meeting of Captain Matthew Flinders and Captain Nicolas Baudin. SLSA approached the Adelaide Festival Centre (AFC) in July 2001 about staging a theatre presentation of the book TRIM, written by Captain Matthews Flinders. Given the short timeline, it was decided that as part of Encounter 2002 celebrations, the AFC, through its Education program, and SLSA would work together to commission a new script inspired by the book and present a series of workshops for schools on 'How to develop a play'. Four workshop presentations in April 2002 were presented to 1,021 students from 17 schools for free.

Now after many hours, many meetings, a great creative team and two very committed organisations we are proud to present *The Stowaway and the Captain's Cat*.

We have worked diligently to develop a performance which maintains the high quality of professional theatre but incorporates educational outcomes and objectives. 'Edu-tainment', one journalist headlined an article.

As an educator of young people this play will take you and your students on a journey across many learning areas (see Themes & Topics).

I encourage you to invite your students to **enjoy, listen and learn** as we sail with TRIM and SCABBY on a great adventure.

### EXPLORATION

When studying the explorers of yesteryear we as educators are challenged with the balance of historical fact and ever-changing social norms and values.

History and the stories we share cannot stand alone.

We need to explore and analyse with our students current social norms/rules/values and change and the development of such.

*The Stowaway and the Captain's Cat* presents an historical story in a fictional structure, which will allow you to discuss with your students in a non-imposing way, issues related to our history, settlement/invasion, native environment (flora and fauna) and social class.

*Feel free to contact me anytime if you have any questions.*

*Helen Bock*  
**Education Officer**  
**Outreach Education**  
**Adelaide Festival Centre**  
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## EXCURSION

# PREPARATION

By bringing your students to see this production you have taken them on a journey of discovery. Current curriculum guidelines ask teachers to share the learning experience with students and encourage students to participate in their learning choices and directions.

This is a real adventure... this is exploration...

**this is Education in the new millennium.**

Preparing for your visit you may wish to share the following information and decision-making with your class;

- Information about the trip – who else is coming, how you will travel, arrival and departure times, recess and lunch options.
- Being an audience – for some students viewing a live performance will be a new experience – discuss with your students suitable behaviour for both on the bus/train and in the theatre – this will make their learning experience much more enjoyable.
- A discussion of the play using information provided in this guide.
- What would you like to learn – explaining the excursion as both an exhibition and play – consider with the students what it is they hope to discover on this excursion.



# The **STOWAWAY** and the **CAPTAIN'S** **CAT**

by ANNE BROOKMAN

## SYNOPSIS

*THE STOWAWAY AND THE CAPTAIN'S CAT* is the story of friendship between two cats that come from very different backgrounds.

Trim has all the privileges of being Captain Matthew Flinders cat, the 'Captain's Cat', and is greatly loved by the ship's company, while Scabby, the 'Stowaway', is neglected by a down and out gypsy fortune teller and has to scrounge for food in the alleyways and on the dockside.

A few days after the *Investigator* sets sail for Terra Australis, Trim discovers Scabby in the hold and unsuccessfully tries to persuade her to return to land.

After a shaky start they become friends and embark upon some wild and wicked adventures together.

Before leaving port, Scabby's owner, the fortune teller, predicts that the ship's master, Mr. Thistle, and several of the crew will be drowned and that the ship will later be wrecked upon a reef. As these dire predictions circulate about the ship, the crew sees Scabby as a curse and want to be rid of her.

While we follow Flinders and his French rival Baudin's race to chart the unknown coast of southern Australia, we also embark on the adventures of Scabby and Trim, one of which has a death threat hanging over her.

**This is a story of great discovery, of conflict,  
of adventure, of superstition  
and of survival.**

## THEMES & TOPICS

*The Stowaway and the Captain's Cat* can be studied and used to support many aspects of the curriculum - the Arts, Drama and Music, English Literature, History and Social Sciences, Design, Environmental Studies, Aboriginal Studies.

The play can be used to address issues of interest such as:

***Gender***

***Environment***

***Land Rights***

***Myth and Superstition***

***Indigenous Issues***

***Friendship***

***Adventure***

***Class***

***Exploration***

***Feral Animals***

***History***

***Health and Exercise***

***Difference***

***Risk and Danger***

In the following pages you will find examples of some activities which may suit your program of study.

Invite your students to reflect on what they saw at the exhibition and in the play and guide them in a process of analysis which will involve the use of the five essential learning aspects of our curriculum; Thinking, Identity, Interdependence, Communication and Futures.



The creation of *The Stowaway and the Captain's Cat* began in mid 2001. The journey has been a great voyage involving many arts workers, educators, teachers and students. When deciding on creating theatre there are many processes and procedures to undertake.

## FROM PAGE **TO STAGE** **FAST FACTS**

### ***An original work – the making of theatre***

A person gets the idea to produce a play. As the Producer he/she raises the money, puts a budget together, decides when and where the play will go on, books a theatre, and puts the creative team together which may include:

- Writer
- Designer – set, costume, lighting
- Composer (music)
- Choreographer
- Director
- Dramaturg

**Writer** and **Dramaturg** go away and work out a story line then write and rewrite, and rewrite, workshop, and rewrite - First draft – rewrites - Final draft!

**Director** and **Designer** meet to discuss design. Designer goes away to design, make drawings and a model of their ideas. Director and designer work closely together. Design has to fit within a budget allocation.

Once design is finalised the **Production Manager** arranges for sets to be built, costumes to be made and all the technical requirements in lighting and sound. The Production Manager, in consultation with the Director and Producer, draws up a rehearsal schedule.

**Auditions for Actors.** Advertise and / or approach agents for auditions – have Director, Designer, Musical Director and Producer sit in on auditions.

**Marketing Campaign** – to deal with advertising, publicity and overall marketing strategy – marketing campaign starts maybe two months before opening. Marketing campaign could include TV, press and radio advertising, direct mail, posters, brochures and publicity (stories in press, photos, promotional events).

**Rehearsals** start, sets built, costumes made. Towards end of rehearsal period costumes fitted, set goes on stage.

**Production week** – technical rehearsals – lighting rig goes in, lighting plot set and sound cues set. Technical rehearsal of just sound, lights etc. i.e. no actors. Technical rehearsal with actors – actors establish costume changes etc.

*Dress Rehearsal* – make sure everything is working

*Preview* – tests the performance with an audience for the first time

*Curtain Up* – Opening night and then season begins!

### **EXPLORATION ACTIVITY**

#### ***Make your own play***

Working with a group of classmates as a production team... Imagine you are a producer... **what would you make a play about?**

Where would you like put it on, who would your audience be, who would you want to 'star' in it and what would your marketing campaign look like?



## EXPLORERS &

# EXPLORATION

[USE IN CONJUNCTION WITH ENCLOSED CHARTS]

Captain Matthew Flinders and Captain Nicolas Baudin were naval officers who had voyages of exploration in the 18<sup>th</sup> and 19<sup>th</sup> century.

In 2002 we celebrated nationally the 'encounter' of Flinders and Baudin on the coast of South Australia. These celebrations were known as Encounter 2002. Many of your students would have followed the Tallships re-enactment.

Discuss with your students what they know of Encounter 2002, Captain Matthew Flinders, the *Investigator*, Captain Nicolas Baudin and who was *Trim*?

A useful website for finding out more about Flinders and Baudin is the State Library's Encounter website:

[www.slsa.sa.gov.au/encounter](http://www.slsa.sa.gov.au/encounter)

### EXPLORATION ACTIVITY

#### *What is an explorer?*

Where could your students go exploring in their local area? What might they find? What kinds of risks might they encounter on their expedition? What were the risks that might have faced Captain Matthew Flinders?

If you were hiking in the Flinders Ranges what would you take with you?

Imagine you went exploring to the Moon, what would you need to organise?

### FAST FACTS

#### *Some Australian Explorers*

**Robert O'Hara Burke and William Wills** expedition (1861)

April 1861: Explorers Robert Burke, William Wills and John King arrive back at Coopers Creek after having crossed Australia, to find their depot party had left that day. Burke and Wills subsequently died but King lived with an Aboriginal group and survived.

**Sir Douglas Mawson** (1882-1958)

1911: First Australian expedition to Antarctica.

In the late 19<sup>th</sup> century several attempts were made to send Australian expeditions to Antarctica but it was not until 1911 that this was achieved. South Australian, Douglas Mawson, had been part of a British expedition in 1907-09 during which he was one of a small group which was the first to reach the South Magnetic Pole.

### FAST FACTS

#### *Present Day Adventurers*

**Steve Fossett** July 2 2002: Over Australia, American millionaire Steve Fossett completes the first solo circumnavigation of the earth in a balloon.

**Andy Thomas** 2001: NASA astronaut Andy Thomas, in the Space Shuttle *Discovery*, becomes the first Australian in space.

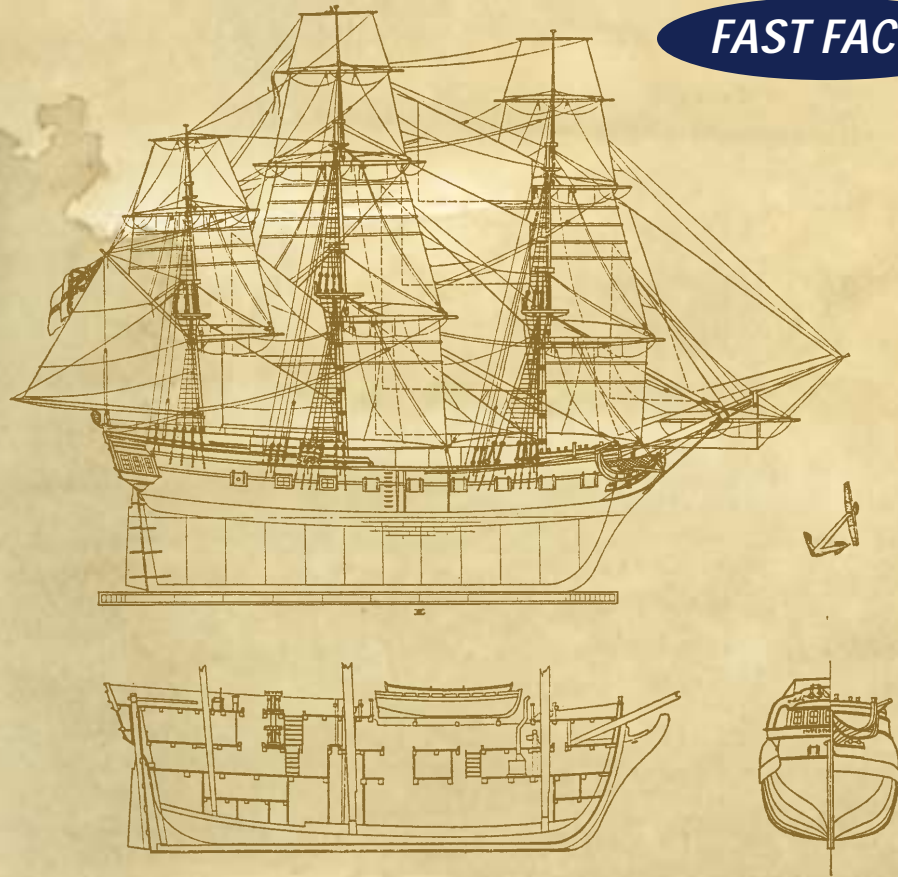
**Dick Smith** April 1987: Australian businessman Dick Smith becomes the first person to reach the North Pole by solo helicopter.



# NAUTICAL TERMS

from the play *The Stowaway and the Captain's Cat*

## FAST FACTS



- Port** Left hand side of the ship
- Starboard** Right hand side of the ship
- Bow** Front part of a ship
- Stern** Back part of a ship
- Galley** Kitchen area on the ship
- Gangplank** The plank of wood used to get from shore to ship
- Gunwhale** The safety barrier around the edge of the ship to stop people falling over board
- Porthole** Round window with special thick glass on ship
- Crow's-nest** Position up the mast where you look out for ships, land etc.
- Masthead** Top of the mast
- Cutter** A small sea vessel with one mast
- Raise the anchor** Lifting the anchor off the sea-bed to allow ship to sail
- Lower the mainsail** Disengage the wind-catching ability of the mainsail
- All hands aloft** Attention to all crew that work needs to be done with sails
- Reef** Making the sail smaller so as not to catch as much wind
- Caulked** Water-proofing between planks to make them watertight

*Assisted by Captain Dave from the SA Maritime Museum*





# LIFE ON BOARD

## FAST FACTS

The daily routine of a sailing ship's crew varied from intense sessions of hard dangerous work to long sessions of enforced idleness.

Ships needed to be worked all the time so the crew was divided into two groups or watches, the port watch and the starboard watch. The watches took it in turn to work on ship. If there was an emergency, all hands were called on deck. Sailors' lives were organised by their watches.

They also ate ship's biscuits, called 'hard tack', often full of weevils and maggots.

Sailors' beds were called 'Donkeys' breakfasts.' They were hessian bags full of straw.

Sailors didn't own a lot of clothes and the ones they had were serviceable rather than fashionable. The officers had formal outfits.

Life at sea could be very dangerous, due to diseases, accidents, fires, fights and drowning, all of which were all too common occurrences.

### Websites of interest

*Life on Board – conditions aboard naval ships*  
[mmbc.bc.ca/source/schoolnet/exploration/lifeonb.htm](http://mmbc.bc.ca/source/schoolnet/exploration/lifeonb.htm)

*Hold on to your Navy Hats*  
This is a history article on the origin of the sailor hat.  
[www.defence.gov.au/news/navynews/editions/03\\_19\\_01/story17.htm](http://www.defence.gov.au/news/navynews/editions/03_19_01/story17.htm)

*SkurviScurvy...*  
[www.geocities.com/cheeaungroup2001/Skur.htm](http://www.geocities.com/cheeaungroup2001/Skur.htm)

*National Maritime Museum*

This website has information from the ships' biscuits to deck scenes.  
[www.nmm.ac.uk](http://www.nmm.ac.uk) (click on education)

*Encounter timeline*

[www.slsa.sa.gov.au/encounter/timeline.htm](http://www.slsa.sa.gov.au/encounter/timeline.htm)

### EXPLORATION ACTIVITY

#### Life on board ship

What was life on board a tall sailing ship like? Why did people go to sea? How did they find their way to their destination? What sorts of

jobs/work did they do? How did they fill in their spare time aboard ship? What sort of food/drink did the vessel carry and how was it stored/collected on the long journeys? How does this compare to life aboard ships today?

You're 35 years old (what year is that?) and you're a marine architect. You've been asked to design a research ship to carry 15 crew to explore the state of fish stocks in the Southern Ocean. The ship is expected to be at sea for 3 months at a time. Particular detail on the crew's living and working areas has been asked for. If your design is successful you will win a contract to design further research vessels for other ocean areas.

You're a crew member aboard Captain Flinders' ship with a fiddle and a flute. Compose a sea shanty describing life aboard this vessel. Teach it to your crewmates and sing it as you hoist those sails!

The motion of the ship has lulled you to sleep. In your dreams you are painting pictures of your life aboard this ship. Paint your dreams and decide if they are 'sweet dreams' or 'nightmares'.

**Post visit  
Activity 1**

# CHARACTER STUDY

## FAST FACTS

### **What happened to Scabby on Kangaroo Island?**

Scabby spent quite a while on Kangaroo Island before the coming of the goose. The play doesn't recount Scabby's adventures here.

## EXPLORATION ACTIVITY

Imagine you are Scabby's great, great, great grand kitten and you and your pals at Feline School have been studying the 'felinization' of Australia. Ms Tabby Cat, your teacher, has asked you to prepare a presentation for the rest of the class describing this time in your famous ancestor's life. You have to include these four words in the title: Island, Scabby, Adventures, Kangaroo. Being a bit of a computer puss you're keen to tell the story using digital animation... but you're also a bit of an actor so maybe you'll write a play and cast the Catty Gang as actors... then you're also good with your paws so what about building a model...

Meoww! Decide quickly how you will present your story.



*Cape Barren  
Goose*

**Post visit  
Activity 2**

# WORKING WITH A FRIEND

*[Promotes analysis of character]*

How a playwright develops character is an important tool in translating messages and meaning to an audience. Work with your students to do an analysis of 'what is character'? What values are of 'good character' and what values are of 'bad character'?

## EXPLORATION ACTIVITY

If you were alone on an island how would Trim or Scabby be able to help you to live?

What would each offer that is different?

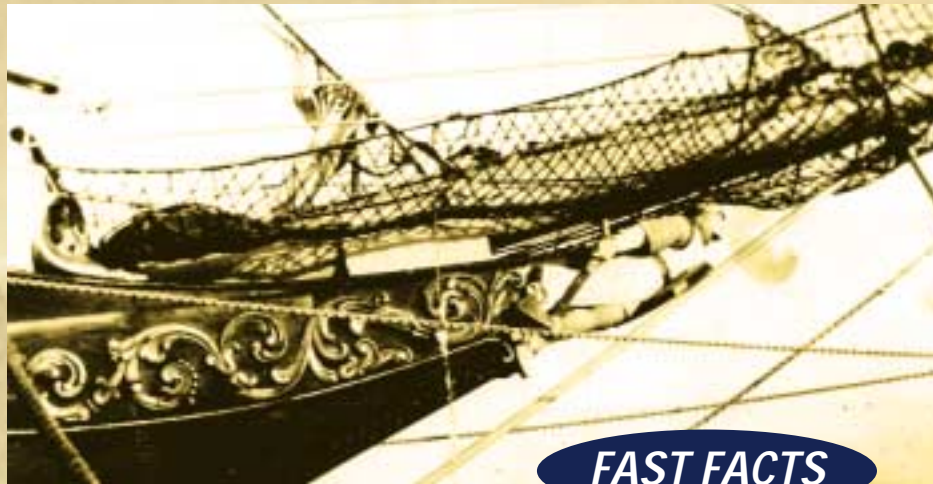
- Describe the character of Trim.
- Describe the character of Scabby.
- Identify what makes them different.

# Post visit Activity

## SHIP'S FIGUREHEADS

B 29520  
Figurehead of the  
"Copenhagen",  
a view taken  
whilst the ship  
was at Port  
Germein, 1924

State Library of SA,  
Mortlock Library South  
Australia database



### FAST FACTS

**Figureheads** are carved wooden figures, usually brightly painted, that decorated the bows of almost all larger ships into the 19<sup>th</sup> century. The origins of figureheads are as old and obscure as those of the art of navigation.

They start to appear from the time humankind ventured forth upon the sea in vessels. Sailors at sea faced many dangers and threats both real and imagined (eg sea monsters) and they believed the figureheads protected their ships and crew as they sailed the oceans. The subjects of figureheads included heads of serpents or dragons, lions or eagles, ancient gods and goddesses, a strong male warrior or a beautiful woman.

### EXPLORATION ACTIVITY

#### Design a class figurehead

Your class is setting sail across the oceans. What sort of dangers might you encounter out on the ocean?

Design a class figurehead to 'protect' your ship and crew on this voyage. How will it represent your class or your community? What materials will you use to construct it so that it withstands the harsh elements of the voyage?



This image courtesy of the South Australian Maritime Museum



QUESTION FOR

# CLASS DISCUSSION

## FAST FACTS

The crew members and officers on board ships in this period never shared sleeping or eating quarters.

## EXPLORATION ACTIVITY

Why didn't the crew and officers share spaces or eat together? Does this happen between people today – in your community / in other countries / between different groups of people? What do you think about this?

What do you think Trim thought about Scabby when they first met? Why?

Do you think some animals are more important than others? Why?

If you were the skipper of a voyage of exploration today with a large crew aboard your ship, describe how you would expect all the different groups (eg officers, cooks, deck-hands, research scientists, engineers, communications experts, etc) to relate to each other. Think of different 'What if...' scenarios and discuss the possible outcomes.

Who decides what is 'fair' or 'unfair' aboard ship?



# MAPPING SOUTH AUSTRALIA



*Missionary voyage to the South Pacific, published in London, 1799*

## FAST FACTS

Matthew Flinders set out to locate the missing pieces in what was the jigsaw puzzle of Australia.

During the 17<sup>th</sup> century the Dutch had charted the coasts of Australia with the exception of the east coast, part of the south coast, and the north of Tasmania.

The map of Australia is a memorial to Matthew Flinders, he defined the outline, he suggested names.

He was the first to use the word "Australian" to describe the inhabitants of this land.

Both Flinders and Baudin's voyages produced maps.

## EXPLORATION ACTIVITY

**Locate the South Australian place names** for the play and mark them on a freehand map or use the map Part of Southern Australia, 1832.

*[See list of place names on next page]*



*Edward Gibbon Wakefield  
Plan of a Company,  
published in London, 1832*

See  
**CHART**  
SA Map

## *Locate these South Australian place names*

### *Cape Catastrophe*

**Historical Fact:** Named in recognition of the 8 crew members of the *Investigator* who were lost when a riptide capsized their boat on 21 February 1802.

**Story Fact:** Matthew Flinders writing in his journal recalls the catastrophe and says how *Trim* will miss *Thistle* dreadfully.

### *Memory Cove*

**Historical Fact:** Copper sign erected on 22 February 1802 in memory of John Thistle, Master; Mr William Taylor, Midshipman and six crew drowned.

**Story Fact:** At Memory Cove a copper sign is erected on the beach with the inscription *Trim* reads through a telescope.

### *Kangaroo Island*

**Historical Fact:** Named by Flinders 22 February 1802 after the kangaroos on the Island, which provided them with much needed sustenance.

**Story Fact:** Scabby goes ashore to Kangaroo Island, to seek refuge from crew members angry about the capsizing of cutter and death of 8 crewmembers.

### *Encounter Bay*

**Historical Fact:** Captain Flinders and Captain Baudin meet each other in the middle of the bay on 8 April 1802.

**Story Fact:** Captain Flinders goes aboard the *Le Geographe*, and at the conclusion of the meeting with Captain Baudin, Flinders comments that 'It has been a fortunate meeting, I will call this bay Encounter Bay'.

*For historic images of the above locations go to:*

[www.slsa.sa.gov.au](http://www.slsa.sa.gov.au)

Click on: Search Catalogues

Click on: South Australiana database

Keyword search 'Memory Cove' or 'Kangaroo Island'

*(If the item has an image there will be a 'view image' button to click and the image will be available for you to look at.)*

## Dunstan Playhouse Foyer EXHIBITION INFORMATION

*Flinders, Matthew / Trim*

Copies of the published versions of Matthew Flinders' tribute to his faithful companion.

*Flinders, Matthew General chart of Terra Australis*

This is a facsimile produced by the Libraries Board in 1966.

*Flinders, Matthew Voyage to Terra Australis.*

Originally published in 1814 and based on his journals written during the expedition.

*Bauer, Ferdinand Illustrationes florae Novae Hollandiae.*

*Bauer, Ferdinand Natural History drawings...*

Ferdinand Bauer, born in Austria in 1760, was the natural history artist on board the *Investigator*.

*Westall, William Drawings. London, Royal Commonwealth Society, 1962.*

William Westall was born in 1781 and was the landscape artist on the expedition.

*Freycinet chart of Terre Napoleon from Early French voyages to Australia.*

Louis de Freycinet was part of Baudin's expedition and produced maps with French names given to places we know by the names given by Flinders such as Golfe Bonaparte for Spencers Gulf and Golfe Josephine for the Gulf of St Vincent.

*Wallis. Complete voyage round the world.*

A fascinating game of discovery from 1801.

*Sailing with Flinders: the journal of Seaman Samuel Smith*

Smith was on board ship with Flinders and his journal was recently published by the Corkwood Press.

*Angas, George French South Australia illustrated. London, 1847.*

Angas travelled all over the colony and painted what he saw, including scenes of places visited by the expeditions.

*Defoe, Daniel / Robinson Crusoe.*

First published in 1719, Flinders almost certainly read the story and perhaps it gave him his taste for adventure.

*Jeu instructif*

A French board game from the 1830s

Other Items in the exhibition:

- Ingleton, Geoffrey *Chartmaker and navigator.* 1986.
- Sexton, Robert *HM sloop Investigator.* Reprinted from The Mariner's mirror, vol 56 (3), 1970
- Thomas, Sarah *The Encounter 1802.* Adelaide, Art Gallery of South Australia, 2002.

The catalogue of the Art Gallery's 2002 exhibition.

- *Discovery of Australia* (board game). C1950s.
- Bank of New South Wales. *Sixteen explorers.*
- Savings Bank of SA. Jigsaw *Matthew Flinders.* Findlay, Elizabeth *Arcadian quest.* Canberra, NLA, 1998.
- *Australia's animals discovered* [by] Peter Stanbury and Graeme Phipps.

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## The STOWAWAY and the CAPTAIN'S CAT

