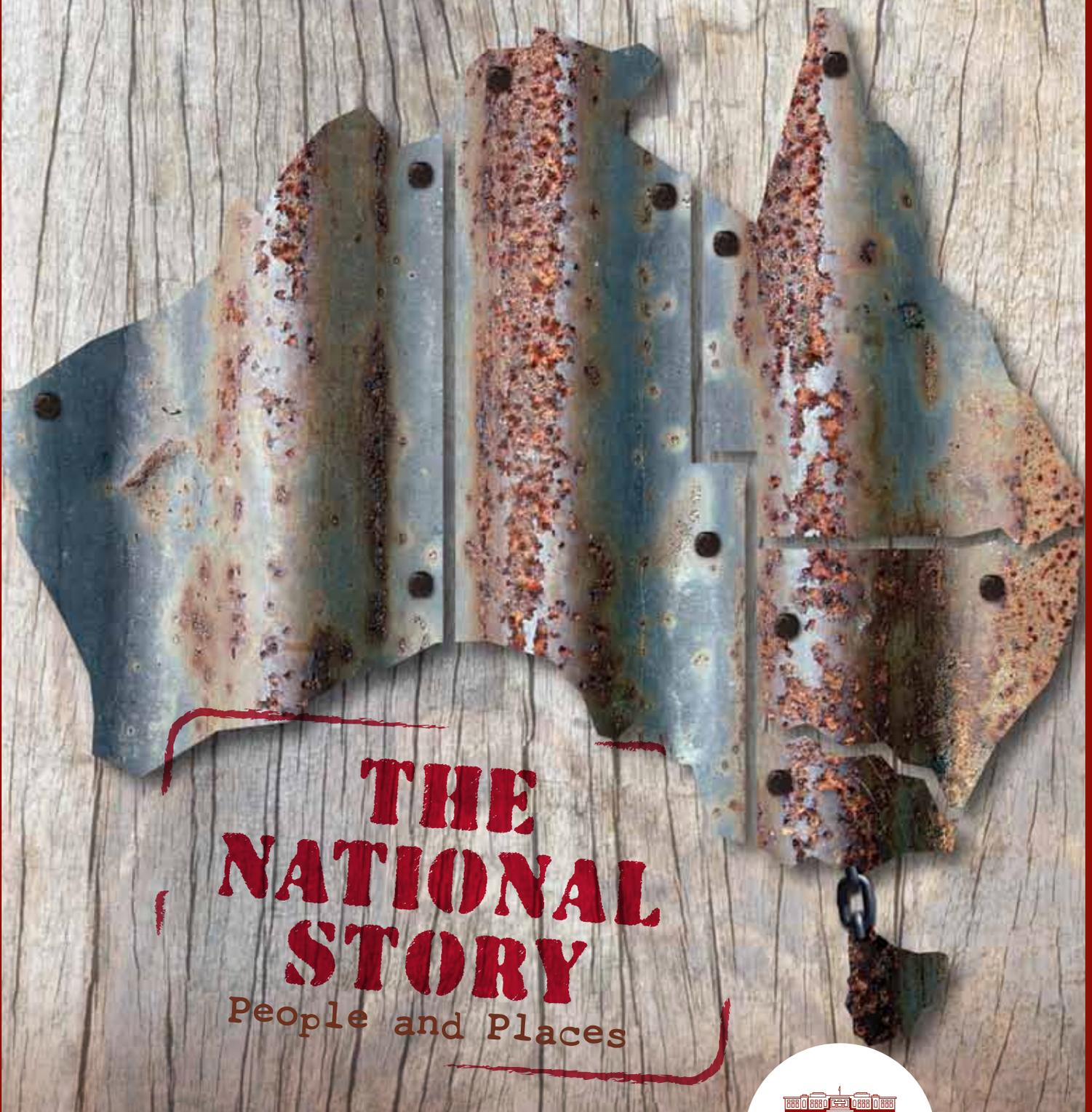


GETTING IT TOGETHER

From Colonies to Federation



THE NATIONAL STORY

People and Places



MUSEUM
OF AUSTRALIAN
DEMOCRACY

OLD PARLIAMENT HOUSE

INVESTIGATIONS OF
AUSTRALIA'S JOURNEY
TO NATIONHOOD
FOR THE MIDDLE
YEARS CLASSROOM

MOAD
LEARNING

Getting It Together: From Colonies to Federation has been funded by the Museum of Australian Democracy at Old Parliament House.

Getting It Together: From Colonies to Federation – The National Story

ISBN: 978 1 74200 101 2

SCIS order number: 1427633

Full bibliographic details are available from Curriculum Corporation.

PO Box 177

Carlton South Vic 3053

Australia

Tel: (03) 9207 9600

Fax: (03) 9910 9800

Email: info@curriculum.edu.au

Website: www.curriculum.edu.au

Published by the Museum of Australian Democracy at Old Parliament House

PO Box 7088

Canberra BC

ACT 2610

Tel: (02) 6270 8222

Fax: (02) 6270 8111

www.moadoph.gov.au

September 2009

© Commonwealth of Australia 2009

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within your organisation. Apart from any use as permitted under the Copyright Act 1968, all other rights are reserved. Requests and inquiries concerning reproduction and rights should be addressed to Commonwealth Copyright Administration, Attorney General's Department, National Circuit, Barton ACT 2600 or posted at www.ag.gov.au/cca

This work is available for download from the Museum of Australian Democracy at Old Parliament House: <http://moadoph.gov.au/learning/resources-and-outreach>

Edited by Katharine Sturak and Zoe Naughten

Designed by Deanna Vener



People and Places

In 1788, Britain claimed the east coast of Australia and established the first colony of New South Wales. Settlement spread south to Van Diemen's Land (Tasmania), west to the Swan River Settlement (later, Perth), and north to the Moreton Bay Settlement, where Queensland had its beginnings. For Indigenous Australians, the British settlements brought war, disease and deprivation. Indigenous Australians were displaced from the traditional lands they had occupied for thousands of years.

By the late 1800s, the Australian continent had been divided into six colonies. Each colony had its own government and distinctive pattern of settlement. A Governor, appointed by the British Parliament, along with an appointed Legislative Council, governed each colony.

From the 1850s, the colonies had begun to work towards a system of responsible government. At that time, only men who owned or rented property were allowed to elect representatives to the colonial parliaments. By the time Western Australia introduced responsible government in 1891, all white men in the colonies were able to vote for the lower house of their parliaments. In South Australia, women won the right to vote in 1894, and in Western Australia in 1899, in time to vote in the Federation referendums for those colonies. Indigenous men and women could vote for the South Australian Parliament but, with some exceptions, were disqualified in the other colonies.

The people of the colonies were predominantly of British descent. When the governments of the colonies needed more settlers and workers, they introduced schemes to assist British migrants to come to Australia. The gold rushes in New South Wales, Victoria and Queensland attracted people from all over the world. All of these settlers, as well as the early convicts and Indigenous Australians, played a role in shaping life, laws and culture in the colonies.

The colonists were proud members of the British Empire. Colonial laws and political systems were closely linked to Britain, and colonists were prepared to go to battle to defend the Empire. However, by the 1870s, people born in Australia began to outnumber migrants from Britain and there was an increasing pride in being Australian-born.

Even though each colony had unique qualities, they also shared many common experiences. The decision to unite as one nation under Federation was an important one that would shape the future of Australian democracy.

Investigations

1. Who were the people of the Australian colonies?
2. What was life like in the Australian colonies in the late 1800s?
3. How did the people of the colonies feel about being part of the British Empire?
4. How did the people of the colonies see their future as Australians?
5. How did democracy expand in the colonies during the time of Federation?

INVESTIGATION 1

Who were the people of the Australian colonies?

Mostly of British descent, the people of the six Australian colonies shared a common language, beliefs and traditions. Despite this, the colonies had been founded at different times and had developed in different ways. They also varied in size, climate and natural resources. For most of the 19th century, the Australian colonies had unusually young populations, with very few elderly people. There were also many more men than women. This was because of the types of employment available – women were unlikely to be considered for the difficult, physical work in mines or on stations. Therefore, some men found it difficult to marry and have a family. The gold rushes dramatically changed life in some of the colonies. Immigrants from all over the world arrived, new towns were created and cities grew and prospered. Many people who had come to find their fortune on the goldfields stayed to work and establish livelihoods for themselves.

In the early 1900s, just after Federation, the new Commonwealth Government compiled a census to establish how many people there were in Australia. The census also recorded where they were born, where they lived and what their occupations were.

Your task

Examine the population data to understand people and society in the Australian colonies in 1901.

YOU WILL NEED

Resource sheet 1

- data: population
- map of Australia

Activities

1. As a class, discuss the term 'census'. What kind of data is collected, why is it important and how is it used?
2. Examine the data showing total population and birthplaces in Australia in 1901. Record your answers to the following questions.
 - What was the total population of Australia in 1901?
 - Which State had the most people? Which State had the least?
 - Which State had the highest percentage of Australian-born people?
 - Which country did most migrants come from?
 - After Europe, from what other region of the world did most migrants come from?
3. Calculate the proportion of the total population made up by each State, and present this data in a pie chart. A spreadsheet program could assist with this task. Write a description explaining your chart.
4. Look at the kinds of work Australians did in 1901. As a class, brainstorm the occupations each identified category might have involved.
5. In groups of six, complete the following tasks.
 - Have each member of your group take responsibility for creating a pie chart representing the size of the population employed in each category of work in each State.
 - Compare the pie charts. Which States had the biggest proportion employed in factories? Which had the biggest proportion employed on farms?
 - Examine the population data for the capital cities. As a group, consider the relationship between the proportion of people employed on farms, and the proportion of people in each State who lived in the capital cities. Describe the relationship.
6. Using your pie charts and a map of Australia, create a group poster that summarises the information you have discovered about Australia and Australians in 1901. Use images to convey your message. Ensure that your poster shows the following:
 - the distribution of Australia's population by State;
 - their occupations;
 - the three main places of origin of migrants in each State; and
 - the population size of each capital city.

INVESTIGATION 2

What was life like in the Australian colonies in the late 1800s?

By the 1870s, the colonies that had begun as British outposts had grown and prospered. They had their own governments and made their own laws.

Towns had developed into capital cities, centres of trade and cultural life. Newspapers carried stories from around Australia and the entire British Empire, thanks to the telegram service that connected the people of the colonies to each other and the world.

Although steamships were beginning to replace sailing ships, and railways were being constructed to connect major cities, transportation and travel between colonies was still slow, difficult and frustrating. Different colonies used different rail gauges (train tracks), which forced travellers and goods merchants to change trains at borders. Most colonies also charged intercolonial tariffs or taxes on goods brought into the colony to protect their industries and manufacturers. This meant that travellers and merchants had to be searched by customs officials at the borders between colonies.

Such divisions and differences were debated as the colonies worked towards Federation and forming one nation.

Resource sheet 2

- photographs and descriptions: capital cities
- descriptions: Australia
- cartoon: from *Australasian Sketcher* atlas

Your task

Explore what life and travel might have been like in Australia during the late 1800s.

Activities

1. In pairs, examine a photograph of one Australian city and describe what you see. Write a short description of the scene and what you think life might have been like in that city in the 1880s.

2. In your pairs, read the corresponding description for your selected city. Identify the differences and similarities between the photograph and the description. What would you add to the description of the city you examined? How would you change your written description? Share your writings with the class.

3. In groups of three, read the descriptions of Australia by Anthony Trollope. Discuss whether you would have preferred living in an Australian town in the late 1800s or in one of the capital cities. List the advantages and disadvantages for both.

4. As a class, examine the cartoon from the *Australasian Sketcher*. Describe what is being shown in each frame of the cartoon. Discuss the following questions.

- Does the cartoonist make travelling between colonies look easy?
- What are the advantages of customs and intercolonial tariffs? What are the disadvantages?
- Do you think that the cartoonist is in favour or against borders and customs between colonies?

5. Use what you now know to plan a journey between two capital cities in Australia in the 1880s. Your plan must include the following:

- mode or modes of transport you propose to use;
- the distance you will cover;
- stops or things to see along the way;
- time the journey may take; and
- your experience with customs officials at the border or port.

Write a journal entry and illustrate a map to describe your journey. Display it in the classroom.

INVESTIGATION 3

How did the people of the colonies feel about being part of the British Empire?

Australia had been claimed for Britain in 1788, when the First Fleet arrived at Sydney Cove. The convict settlement of New South Wales would, over the following 70 years, be split into self-governing colonies. Each was linked to Britain through language, cultural heritage, political, legal and economic systems. The British monarch was represented in the colonies by British governors.

The colonists were proud and loyal members of the British Empire. Britain was seen as the 'mother country', the great protector of their security and interests. In return, the colonies felt a duty to defend the Empire wherever it was threatened.

Queen Victoria's Diamond Jubilee, commemorating 60 years of her reign, was celebrated enthusiastically on 22 June 1897. It took place at the same time as leaders of the Australian colonies were drafting an Australian Constitution and working towards Federation. Nonetheless, the Premiers of all the colonies travelled to London to be part of the celebrations.

The people of the colonies considered themselves to be both Australian and members of the British Empire.

YOU WILL NEED

Resource sheet 3

- map: the British Empire, 1886
- extracts: newspaper, about Jubilee celebrations in London and Queensland
- photographs: Jubilee celebrations in Australia
- photograph: board game

Your task

Discover how the people of Australia felt about being part of the British Empire.

Activities

1. As a class, study the map of the British Empire in 1886.
 - List as many colonies of the Empire as you can.
 - Examine the many pictures around the map. Each represents a place in the British Empire. Match as many images as you can to the part of the world they refer to.
 - Look at how Britain is represented and where it is located on the map's border. Discuss why it is represented in this way.
2. In small groups, read the newspaper extracts about the Jubilee celebrations in London in 1897. Discuss the following questions and then share your responses with the class.
 - How many different countries of the British Empire were represented?
 - Why would the colonies send representatives to the celebrations?
 - What did the crowds appreciate about the representatives from the colonies?
 - How do you think people felt about being part of such celebrations?
3. In your groups, look at the photographs and read the newspaper extracts about Jubilee celebrations in Australia. Write a slogan or newspaper headline to convey how people felt about belonging to the British Empire. Share them with the class.
4. As a class, examine the board game. Discuss the following questions.
 - Which country is likely to be at the centre?
 - What do you think would be the objective of the game?
 - What would a child in 1800s Australia learn from playing it?
5. In groups, think of how you could play the game. Write the rules, and include a dice and counters in your instructions. Reproduce the board on A3 paper. Have fun touring the colonies!

INVESTIGATION 4

How did the people of the colonies see their future as Australians?

In the late 1800s, people born in Australia began to outnumber people who had been born in Britain. The children of the original colonists had grown up in Australia, and had an appreciation and loyalty to Australia. In 1871, the Australian Natives Association was established in Melbourne. The Association promoted pride in an Australian identity. Its membership was restricted to white men born in Australia. Many of its leading members were important men and some were elected to colonial parliaments.

The Australian Natives Association was influential in the movement to unite the Australian colonies in a Federation. There were many issues that needed to be debated before everyone could agree on a draft Australian Constitution. The people who worked to federate the colonies generally agreed on a vision of an egalitarian society where its members shared legal and political status, ancestry and culture. They referred to it as 'White Australia'.

YOU WILL NEED

Resource sheet 4

- membership certificate: the Australian Natives Association
- extract: newspaper about an Australian Natives Association meeting
- sketch: an Australian Natives Association meeting
- extract: speech
- cartoon: 'Celestial happiness'

Your task

Explore the development and promotion of an Australian identity.

Activities

1. In pairs, examine the membership certificate of the Australian Natives Association. Consider what distinguishes it as being Australian. Do you think the Association was in favour of Federation?
2. Read the newspaper extract about the Australian Natives Association meeting in Brisbane. List the objectives that the speaker claims for the Association. Look at the sketch of a meeting in Melbourne. Imagine you are the gentleman addressing the audience. Write what you would say about being Australian, and about your vision for the future of Australia. Share your statements with the class.
3. As a class, read the extract from Henry Parkes's speech. Discuss the following questions.
 - What were the positive aspects of Parkes' vision?
 - According to Parkes, how did the Chinese pose a threat?
 - How have our ideas about an ideal Australian society changed?
4. In pairs, examine the cartoon and discuss the message it is conveying.
 - What is happening in the picture?
 - How does this cartoon support Parkes' speech?

Write a caption for the cartoon, conveying the message its creator would have wanted to send in 1855.

5. Design a certificate of membership for being part of your ideal Australian society. Think of the symbols, colours and words you would use. Display the designs in the classroom.

INVESTIGATION 5

How did democracy expand in the colonies during the time of Federation?

When the Australian colonies achieved responsible government, the people were allowed to elect representatives to their respective colonial parliaments to make laws. At first, not everyone was allowed to vote. In some colonies, only men who rented or owned property could vote. By the 1890s, all white men had the right to vote for the lower houses of their respective parliaments.

Women, however, had to struggle for the right to vote. Even though many women were employed or actively working for charitable causes in their communities, they were not considered suitable to vote or sit in Parliament and make decisions with men. Women suffragists campaigned strongly and petitioned their respective parliaments throughout the country to be granted the vote. Their first success was in South Australia in 1894. These women there were among the first

YOU WILL NEED

Resource sheet 5

- extracts: arguments for and against women's suffrage
- cartoon: 'Just out of reach'
- cartoon: from *The Worker*

in the world to win the right to vote. When the Australian colonies federated in 1901, only the women of South Australia and Western Australia had the vote. So, they were the only women able to participate in the referendums to approve the Australian Constitution.

Investigate the importance of women's suffrage in developing democracy in Australia.

Your task

Activities

1. In pairs, read the arguments about women's suffrage. Sort them into two groups, 'for' and 'against'. What persuasive language is used to argue each point of view?
2. Examine the two cartoons. Both cartoons express an argument for or against women voting, and caricature both male and female participants.
 - Use the images to write descriptive words for each of the characters depicted.
 - Who might have been the intended audience for each cartoon?
 - In what ways do these cartoons counteract each other?
3. Which cartoon do you believe would have been more effective? Why do you think this?
3. Form groups of four and compare your ideas. Brainstorm other arguments either for or against women's suffrage.
4. Using the two cartoons as models, design a poster advocating for or against women's suffrage in the 1890s. Create your own slogan or message drawing on the ideas suggested in the quotes. When selecting your characters and your message, consider the time period and the techniques used to persuade your intended audience.



What are you thinking now?

Now that you have completed the investigations in People and Places, use your knowledge to explore connections to your life today. Do one or more of the following activities.

- 1.** Find out which countries are the biggest sources of migrants for Australia today. Using the data in this theme and the information from your research, decorate an outline of the map of the world depicting how immigration today compares to that of Australia at Federation. As a class, discuss if this has influenced Australian identity.
- 2.** Research the significance of the Queen's Birthday holiday. How is it celebrated today in your State or Territory? Host a class debate about its continuing relevance to Australians.
- 3.** Conduct a debate or a class forum on the topic 'Suffrage ... does it matter?' To prepare, in teams, research the right to vote as it applies today. In particular, consider the following questions.
 - Has the vote really meant equal representation for all?
 - Does education matter when you vote?
 - Is voting a right or a responsibility? Should you be able to choose whether to vote or not?

RESOURCE SHEET 1

Total population and birthplaces at census of 31 March 1901

Birthplace	New South Wales	Victoria	Queensland	South Australia	Western Australia	Tasmania	Commonwealth
Australia	1,079,154	940,830	323,436	289,993	126,952	147,938	2,908,303
New Zealand	10,589	9,020	1,571	711	2,704	1,193	25,788
United Kingdom	220,401	214,371	126,159	56,862	41,551	19,815	679,159
Europe	20,151	16,548	21,174	9,326	6,076	1,398	74,673
Asia	14,208	8,793	13,878	4,376	4,801	949	47,014
Africa	986	936	378	235	243	101	2,869
America	4,813	3,659	1,688	811	1,151	385	12,507
Polynesia	1,139	203	8,877	39	78	27	10,363
At Sea	11,967	1,564	634	539	317	182	5,203
Unspecified	1,438	5,156	334	265	242	487	7,922
Total	1,354,846	1,201,070	498,129	363,157	184,124	172,475	3,773,801

Commonwealth Yearbook 1908, Australian Bureau of Statistics.

RESOURCE SHEET 1 continued

Australian population classified according to occupation 31 March 1901

Occupation	New South Wales	Victoria	Queensland	South Australia	Western Australia	Tasmania	Commonwealth
Professional	41,384	35,221	13,608	8,857	7,067	4,997	111,134
Domestic	72,818	66,804	24,193	17,981	11,303	7,937	201,036
Commercial	77,664	79,047	26,482	20,165	11,803	7,497	222,658
Transport and communication	43,867	31,516	18,086	12,850	10,992	4,848	122,159
Industrial	146,688	146,213	51,472	41,233	21,810	18,750	426,166
Primary producers	172,854	165,110	82,511	49,161	35,572	27,899	533,107
Other	787,798	662,206	278,428	209,308	84,800	98,981	2,121,521
Unspecified	2,249	4,887	1,918	3,209	453	908	13,624
Total	1,345,322	1,191,004	496,698	362,764	183,800	171,817	3,751,405

Distribution of population in capital cities of the States, 1906

Sydney	Melbourne	Brisbane	Adelaide	Perth	Hobart
538,800 (35.29%)	526,400 (43.73)	132,468 (24.76)	175,641 (45.76)	53,800 (20.55)	34,985 (19.42)

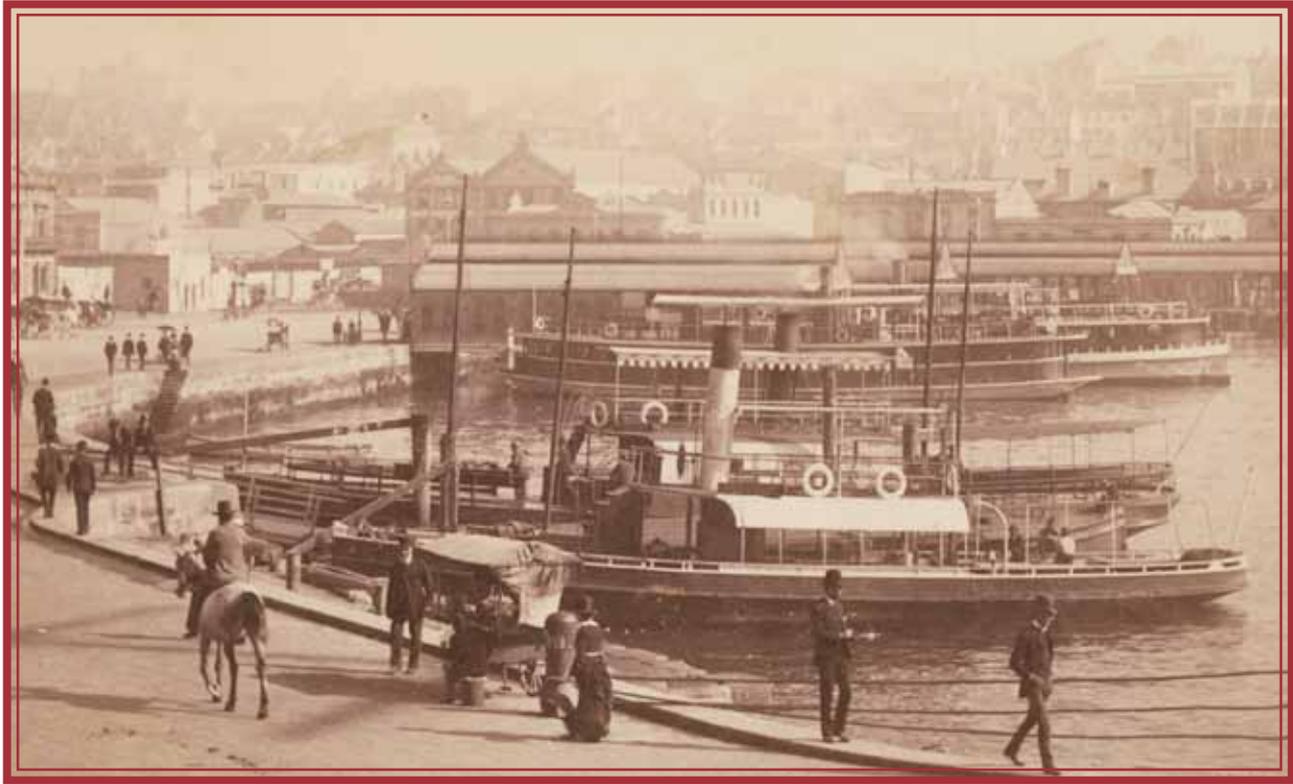
*Percentage indicates proportion of State population.

Commonwealth Yearbook 1908, Australian Bureau of Statistics.

RESOURCE SHEET 2

Sydney

A view of Circular Quay, Sydney, c 1880s



Mitchell Library, State Library of New South Wales.

Not but that there are plenty of fine buildings, public and private ... Time alone can, and is rapidly making away with the old tumble-down buildings which spoil the appearance of their neighbours. But time cannot easily widen the streets of Sydney, nor rectify their crookedness.

The water-supply is not always quite as plentiful as could be wished; but on the other hand, there is an excellent system of deep drainage, and the eye is not offended by open sewers, as in Melbourne. You will notice that there are not so many private carriages here, and fewer horsemen. The traffic appears greater, but this is entirely owing to the narrowness of the streets.

The names of the principal streets proclaim the age of the town. George Street and Pitt Street are the two main thoroughfares, and there are Castlereagh, Liverpool, and William Streets, while King, Hunter, Bligh, Macquarie, and Philip Streets, and Darlinghurst preserve the names of the first governors.

REN Twopeny, *Town Life in Australia*, Elliot Stock, London, 1883.

RESOURCE SHEET 2 continued

Melbourne

Collins Street looking west, c 1880s



National Library of Australia, nla.pic-vn3081975-v.

... you will find ... in Melbourne ... a larger measure of intellectual life – i.e., more books and men of education and intellect, more and better theatrical and musical performances, more racing and cricket, football, and athletic clubs.

Passengers by ocean-going vessels to Melbourne land either at Sandridge or Williamstown, small shipping towns situated on either side of the river Yarra ... A quarter of an hour in the train brings the visitor into the heart of the city. On getting out he can hardly fail to be impressed by the size of the buildings around him, and by the width of the streets, which are laid out in rectangular blocks, the footpaths being all well paved or asphalted.

The town is well lighted with gas, and the water supply, from reservoirs on the Yarra a few miles above, is plentiful, but not good for drinking. There is no underground drainage system. All the sewage is carried away in huge open gutters, which run all through the town.

In compensation they are as yet untroubled with tramways, although another couple of years will probably see rails laid all over the city.

REN Twopeny, *Town Life in Australia*, Elliot Stock, London, 1883.

RESOURCE SHEET 2 continued

Adelaide

King William Street with town hall on left and post office on right, Adelaide, c 1870s



Samuel White Sweet, National Library of Australia, nla.pic-vn3083757.

Adelaide is a thoroughly modern town ...

For its size, I consider Adelaide the best-built town I know, and certainly it is the best laid out and one of the prettiest and most conveniently situated. It nestles, so to speak, at the foot of a range of high hills ... The streets are broad and laid out in rectangular blocks.

Nominally there are three theatres practically only one, but that is undoubtedly the prettiest and best in Australia. But the pride of Adelaide is its Botanic Garden, which, though unpromisingly situated on a perfectly level spot, with no water at hand, has been transformed, by means of artificial water and artificial hillocks, into the prettiest garden in the world.

The drainage is defective, but the water-supply good. There is still a great deal to be done to the footpaths ... The tramway system is the most complete in Australia. All the trams are drawn by horses; to such of the suburbs as are too thinly populated to have trams large wagonettes for the most part run in lieu of omnibuses.

REN Twopeny, *Town Life in Australia*, Elliot Stock, London, 1883.

Country towns

The country towns of Australia, generally, are not attractive ...

The new countries, however, have taken a lesson from the deficiencies of old countries, and have commenced their towns on a certain plan, with wide street, and large spaces, and straight long lines.

In all these towns, – even in places with less than 500 souls, – there is a bank. In most of them there are two or three banks. In all these there is a church; – in most of them there are churches. The hotels are more numerous even than the banks and churches.

Mining towns

The mining towns are comprised of the sudden erections which sprung from the finding of gold in the neighbourhood ...

In the centre there is still the town, though day by day its right to the name is passing from it. There are still the publicans, and still the churches ... and there is the bank holding its position as long as an ounce of gold is to be extracted from the unwilling soil. Here congregate Chinese in gangs, who are content to re-wash the ground which has already been perhaps twice washed by European or Australian Christians ...

Railways and roads

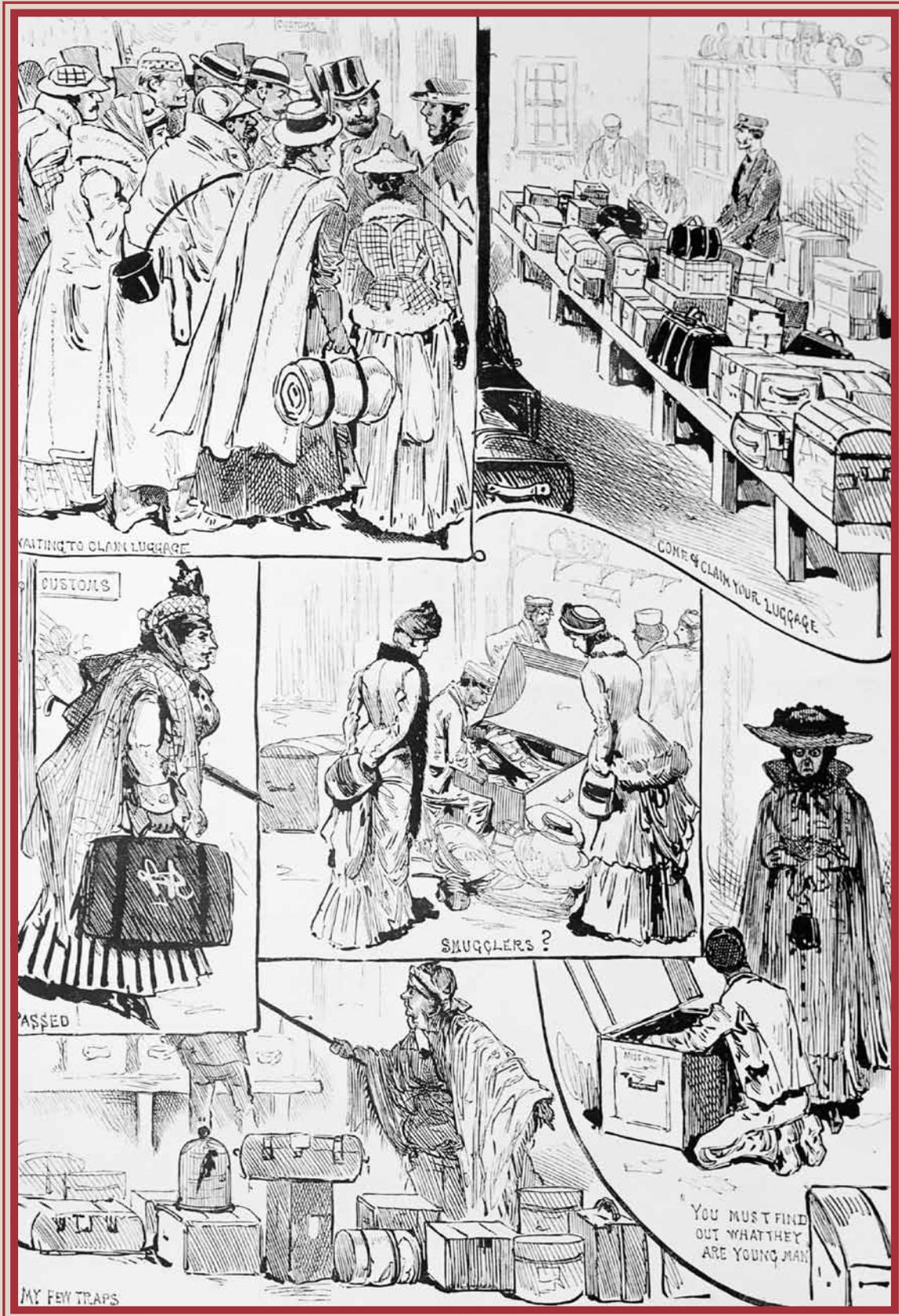
In New South Wales there are three lines of railway nearly equal in length, comprising altogether 394 miles ... The population is scattered so far and wide that the towns to be connected are too small to pay for the railway traffic.

Throughout the whole of this enormous country there are but 604 miles of metalled roads, by far the majority of which are closely adjacent to the towns.

Over many of these bush roads, Cobb's coaches travel day and night, passing in and out through the trees, up and down across the creeks ... The average pace of the travelling in New South Wales is about six miles an hour. But more go in their own buggies than by coach, and perhaps more on horseback than in buggies ... But the pleasantest mode of bush travelling is on horseback. It is open to this objection, – that you can carry nothing with you but what can be strapped on to your saddle before you.

The work which Australian horses will do when immediately taken off the grass is very surprising, I have ridden forty, fifty, and even as much as sixty-four miles in a day.

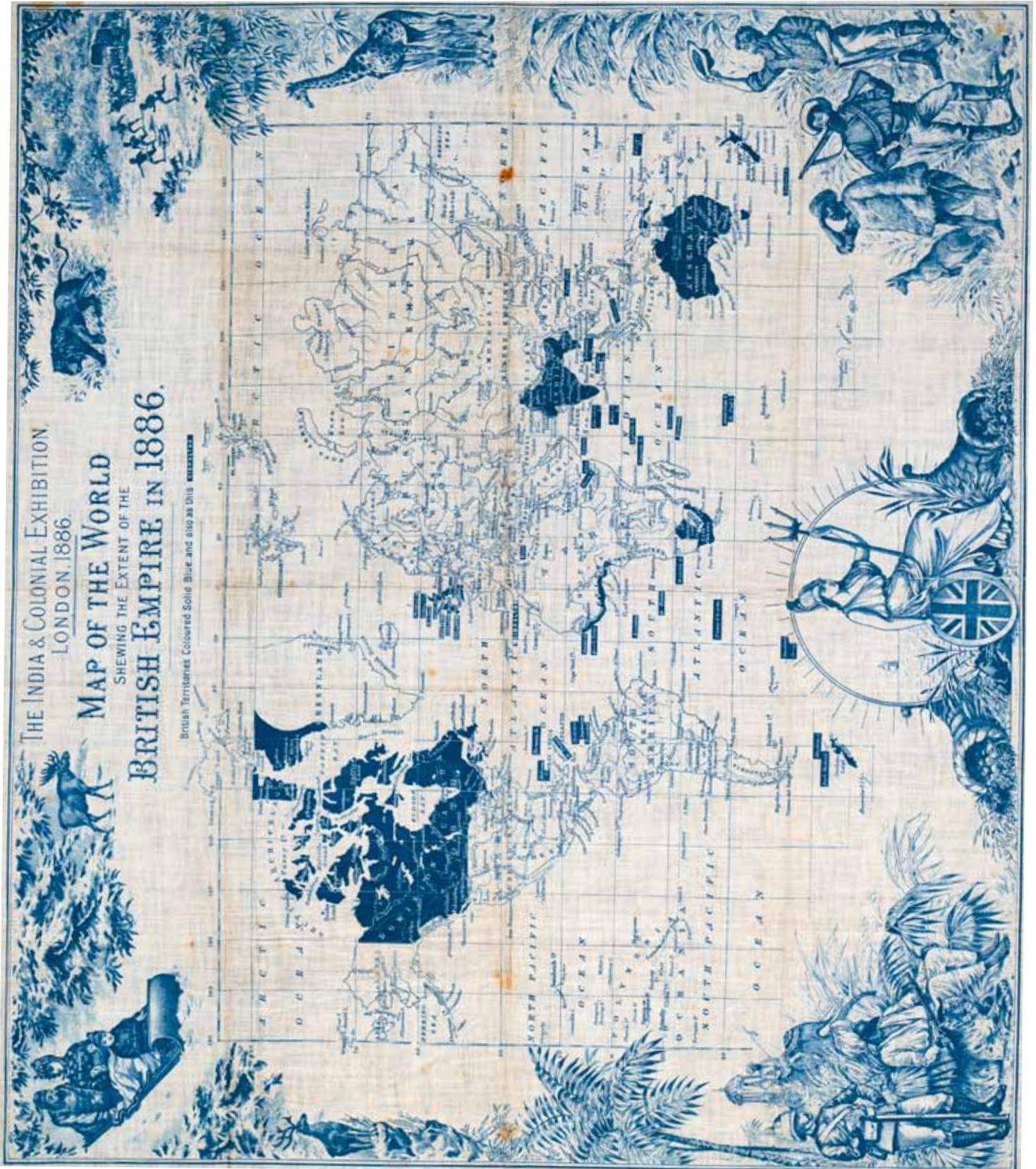
RESOURCE SHEET 2 continued



Australasian Sketcher, 4 October 1887, National Library of Australia.

RESOURCE SHEET 3

Map of the British Empire, 1886



Map of the world showing the extent of the British Empire in 1886, National Library of Australia, nla.map-nk10237-e.

Diamond Jubilee celebrations

London

Royal procession

The special feature of the celebration of the Queen's Diamond Jubilee, in which her Majesty drove through London in semi-state, was carried out to-day. The royal procession from Buckingham Palace to St. Paul's Cathedral was a magnificent spectacle, and was witnessed by fully two million persons.

The Brisbane Courier, 24 June 1897.

Along the route

Every window along the route was thronged, and the immense numbers of spectators who occupied the stands and footpaths along the route waved handkerchiefs and banners ... During the progress of the procession The Queen bowed continually. The cheers in response were deafening, and there was a spontaneous outburst of the National Anthem and "Rule Britannia".

The Brisbane Courier, 24 June 1897.

Ovation to the colonial premiers and troops

The reception accorded to the Premiers of the different Australian colonies as the procession proceeded, as well as to the colonial troops and the Indian representatives, was most enthusiastic ... The spectacle was a most brilliant one, and was throughout a grand success.

The Rhodesian troops, under the Hon. Maurice Gifford ... were greatly cheered. The stalwart bearing of the Maori's during the march caused great surprise to many of the onlookers ... The native troops from Ceylon and the detachment from Malay and China, with their strange uniforms and stolid bearing, were watched with great interest. The royal procession consisted of sixteen carriages ... The Queen, who appeared to be in splendid health, bowed smilingly all along the route to the crowds who cheered her as the procession passed.

The Brisbane Courier, 24 June 1897.

Incidents of the procession

The Colonial procession marched to Buckingham Palace, and thence over the route of the royal procession, forming up round St. Paul's Churchyard amid cries of "Bravo, Canada!" and "Good Old Australia!" and cooeys. Everyone appeared to be struck by the splendid horsemanship and physique of the colonial troops, and the thunderous applause accorded them right along, from the West End to the East End, showed the sincerity and affection of the welcome. It was apparent that the crowds clearly appreciated the significance of the spectacle thus given of a united empire. The various Premiers were mentioned by name, and each cheered separately, amidst a display of the wildest enthusiasm.

The Brisbane Courier, 24 June 1897.

Starting of the procession

At 11 o'clock yesterday morning her Majesty the Queen left Buckingham Palace ... amidst the most tumultuous cheering. On the eve of starting, her Majesty pressed a button in the Palace and a message, for the despatch of which special arrangement had been made, was sent to all the countries and colonies throughout the Empire.

The Brisbane Courier, 24 June 1897.

Queensland

Toowoomba

Exactly at twenty seconds past 10 o'clock last night the signal flashed through notifying the commencement of the singing of the Thanksgiving Hymn in London. The Fire Brigade ... immediately rang an alarm which was taken up by all the bells and steam whistles through the town, and wherever any groups of persons were congregated the National Anthem was immediately sung.

The Brisbane Courier, 24 June 1897.

Charters Towers

Speaking at the luncheon given yesterday, Mr John Marsland ... claimed that it was essential for the protection of Australia that she must remain united with the old country, for the Japanese and other Eastern nations might descend on our coast.

The Brisbane Courier, 24 June 1897.

RESOURCE SHEET 3 continued

Tour of the British colonies and foreign possessions, 1853



A tour through the British Colonies, c 1855, John Betts, National Library of Australia, nla.pic-an14483064.

RESOURCE SHEET 4

Membership Certificate of the Australian Natives Association, 1900



Australian Natives Association Certificate of Membership, Australian Unity Archives.

Australian Natives Association

An interesting meeting was held in the Oddfellow's Hall, Charlotte-street, last night, the object being the formation of a Brisbane branch of the Australian Natives' Association.

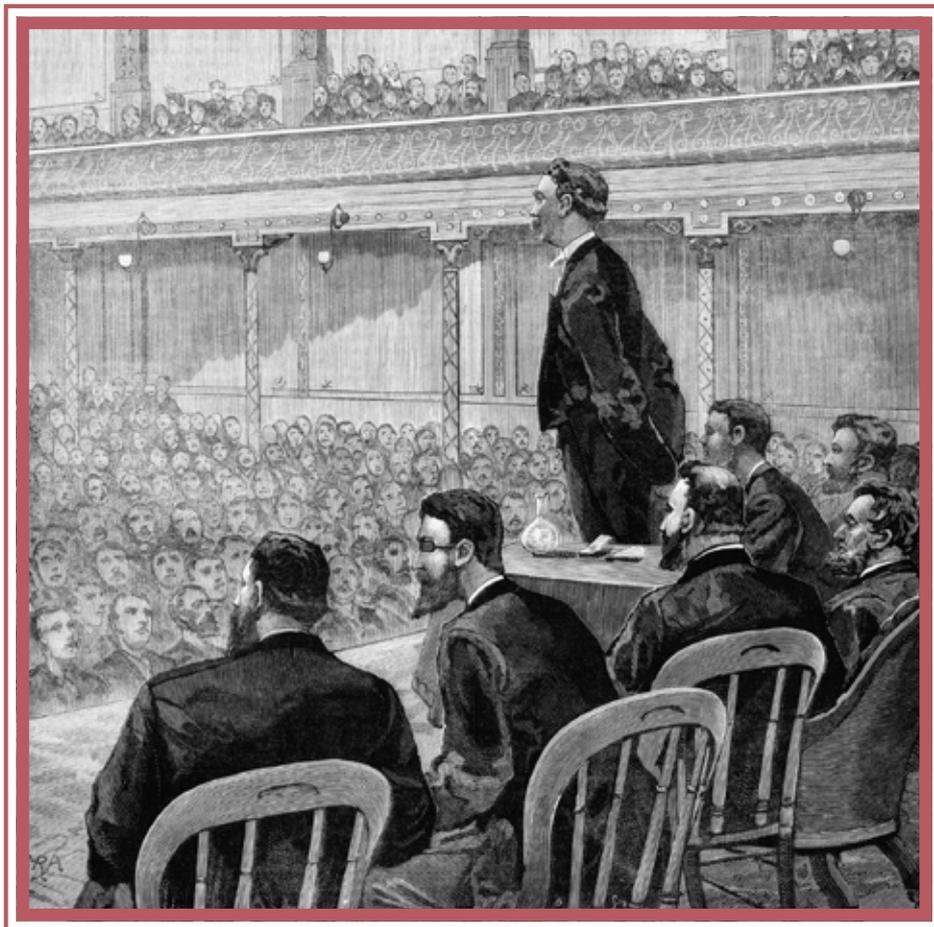
The Chairman explained that the objects of the association were to promote the moral, social, and intellectual improvement of its members, and to raise a fund by entrance fees, subscriptions, fines and levies, for purposes similar to those of a benefit society.

The qualifications for membership, he said, were to have been born in Australia and to be between 16 and 40 years of age.

The association had a membership of 1554 in Victoria and although it had not taken root in Sydney, yet it was well represented at Charters Towers. Local politics were tabooed in the ledges but they had for their watch word, "Australian Federation."

The Brisbane Courier, 5 September 1885.

Sketch of an Australian Natives Association meeting in the Melbourne Town Hall, October 1883



Samuel Calvert & George Rossi Ashton, State Library of Victoria.

RESOURCE SHEET 4 continued

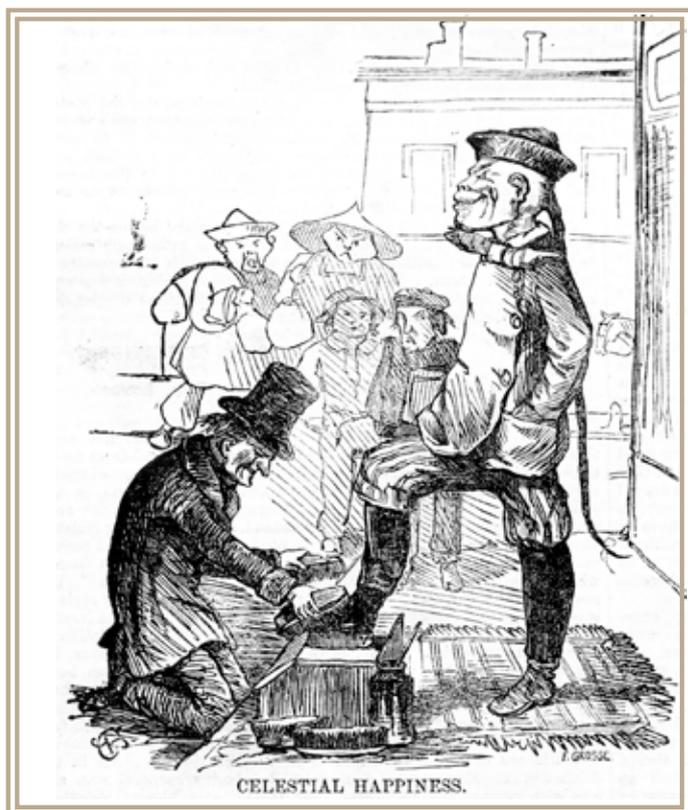
Henry Parkes on the Chinese Restriction Bill

... it is our duty to preserve the type of the British nation, and that we ought not, for any consideration whatever, to admit any element that would detract from, or in any appreciable degree lower, that admirable type of nationality ... I contend that if this young nation is to maintain the fabric of its liberties unassailed and unimpaired, it cannot admit into its population any element that of necessity must be of inferior nature or character. In other words, I have maintained at all times that we should not encourage or admit amongst us any class or persons whatever whom we are not prepared to advance to all our franchises, to all our privileges as citizens, and all our social rights ...

Can it be surprising to any of us that mothers of families, during a period of depression such as that which has passed over the country of late, look with something like aversion ... towards the Chinaman, who is a direct competitor with her husband – the father of her children – and with the future of her household?

New South Wales Parliamentary Debates, 16 May 1888.

Celestial happiness



Melbourne Punch, 1855, Frederick Grosse, Nicholas Chevalier, State Library of Victoria.

RESOURCE SHEET 5

Arguments for and against women's suffrage

GENTLEMEN—

I beg to inform you that I pay the Land Tax under protest — I object to being taxed whilst I have no vote. Men are not taxed without representation, why then should Women be so unjustly taxed, seeing that they are in need of the protection of a vote far more than men?

Extract from a letter to the Commissioners for Taxation NSW, Rose Scott Papers, Mitchell Library, State Library of New South Wales.

Who ordained that men only should make the laws to which both men and women have to conform? Why should half of the world govern the other half?

Louisa Lawson, cited in Audrey Oldfield, *Australian Women and the Vote*, Cambridge University Press, Melbourne, 1994.

The suggestion that women are equal to men is absurd. They are as inferior mentally as well as physically.

The Worker, New South Wales, 16 May 1896.

How can you give women equal political rights with men, and, at the same time, preserve the unity of the home as we have known it? If you tell me the wife is to exercise her intelligence and independence as a voter, then you cannot have the unity of the home. If you tell me she will not thwart her husband, then I say the whole thing is a make-believe. It would be sad and strange if a woman, having given everything else to a man - having merged her life in his - could not trust him to express her political views, which, after all, is only a small part of social life.

Speech by Mr Henry Wrixon in the Victorian Parliament, 1898 cited in John Hirst, *The Sentimental Nation. The making of the Australian Commonwealth*, Oxford University Press, 2000.

RESOURCE SHEET 5 continued

1st - Because it is their right.

2nd - because I feel assured they will use the privilege wisely and well.

3rd - Because they so intensely desire it.

They will use their power to advance public morality, to protect woman's kingdom - Home, to shield the weak, to denounce the wrong, and in every way uplift and enoble the individual and the nation.

They desire it because they are part of the nation, bound by its laws, taxed by its Government, responsible for its welfare. Allowed to share the burdens, yet not allowed the one privilege of voting.

They desire it now because they are powerless to protect their homes or children with the vote they would have a voice in making laws for their own and their family's defence.

They desire it because it will place them where God placed them - side by side with woman's noble partner, man. A help-meet indeed.

Mrs Harrison Lee, *Alliance Record*, 11 July 1891.

... having more than they can do well in all that appropriately belongs to them, to add evil and political duties of men, would be unjust and oppressive.

Victorian Express, 6 August 1870.

If we gave women the vote, the result would be that women would give more attention to politics and political questions, and less attention to their social duties and the comforts of their homes.

John Forrest, Premier, Western Australia, 1899.

Nineteenth century civilisation has accorded to women the same political status as to the idiot and the criminal. Such is the basis of our reverence for the person of women and of our estimate of her work.

Mary Lee, Letter to women, *South Australia Register*, 21 March 1890.

RESOURCE SHEET 5 continued

Just out of reach



BE Minns, State Library of New South Wales.



Here, you man! Where's that Vote you promised Me?

The Worker, Queensland, 17 November 1900,
Monte Scott, State Library of Queensland, 194027.