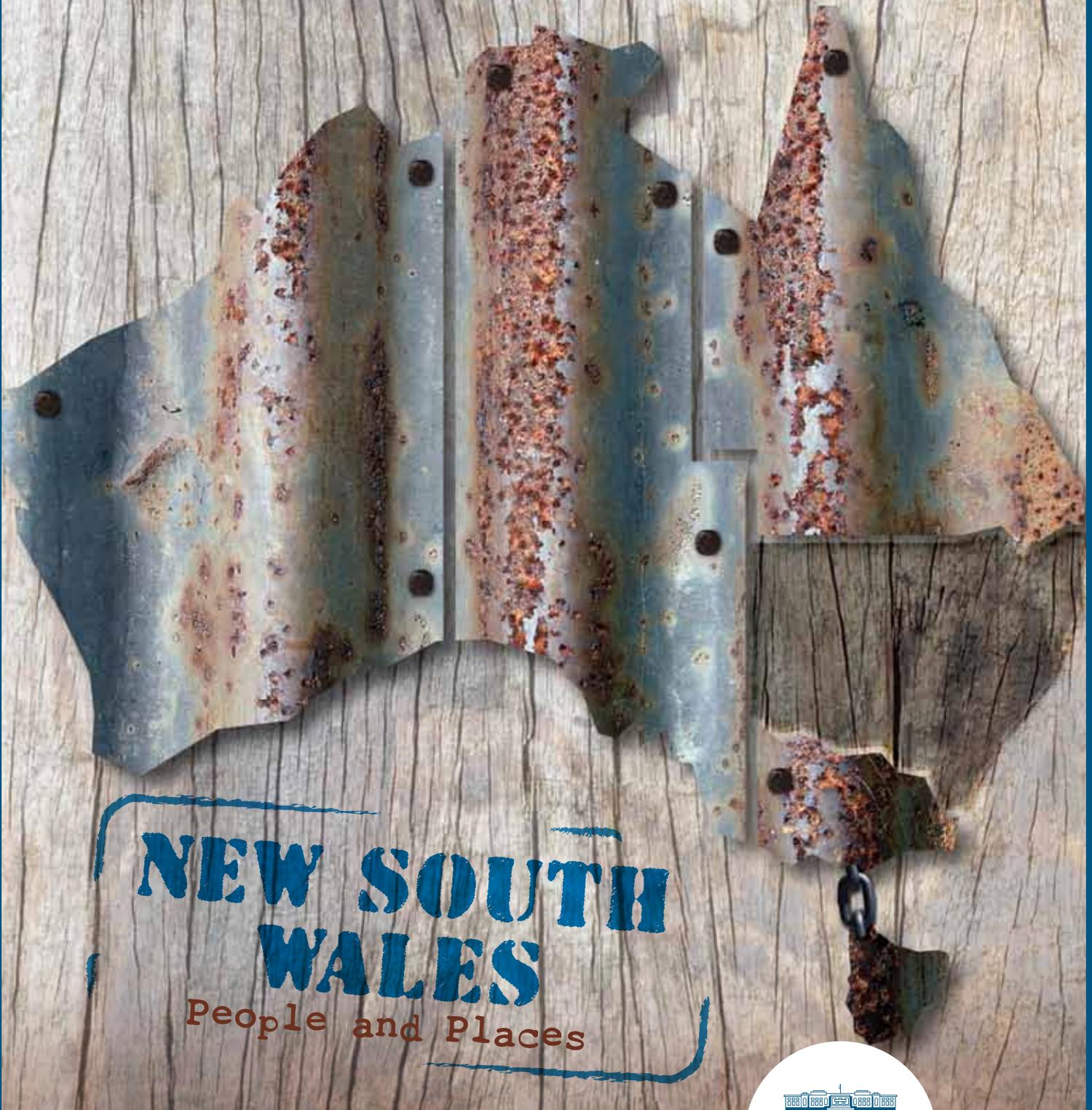


GETTING IT TOGETHER

From Colonies to Federation



NEW SOUTH WALES

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 – New South Wales

ISBN: 978 1 74200 095 4

SCIS order number: 1427622

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

The population of New South Wales grew rapidly during the 1800s – from about 200,000 people in 1851 to more than 300,000 in 1857, and more than one million by 1891. By this time the colony had existed for more than a century and had its own elected parliament for several decades. It was in a strong position to take a leading role in bringing the colonies together in a single federated nation.

New South Wales, like the younger colonies, was part of the British Empire and many people still thought of England as ‘home’. At the same time, many people had developed a sense of Australian identity that fuelled a notion of nationhood.

The emotional connection to Britain was commented on by American author, Mark Twain, when he visited Sydney in 1895. He wrote about the ‘custom of speaking of England as Home’, and noted that ‘often it was said in an unconsciously caressing way that made it touching ... and made one seem to see Australasia as a young girl stroking mother England’s old gray head’ (*Following the Equator*, American Publishing Company, New York, 1897).

Other writers, including the famous New South Wales-born authors Henry Lawson and Andrew ‘Banjo’ Paterson, were focusing on themes that were uniquely Australian. The weekly magazine *The Bulletin* began publication in Sydney in 1880 and soon became known as ‘the bushman’s bible’. Short stories, poetry and cartoons were contributed by miners, shearers and timber-workers from across Australia.

In many ways, publications of the 1880s highlighted that ‘Australian’ life included a wide range of experiences, opportunities, challenges and viewpoints. There were stark contrasts between cities and rural areas, Europeans and non-Europeans, and difficult tensions between workers and employers.

In the 1890s, a time of economic hardship in the eastern colonies, workers in New South Wales’ rural and shipping industries took part in a number of strikes to improve working conditions. Others struggled to find any employment at all.

But, one thing that was shared by many people, from a wide range of backgrounds and walks of life, was a desire for social and political change. Throughout the late 1800s, many citizens of New South Wales worked to improve the lives of others and helped build the best future for their colony. For supporters of Federation, this meant working to achieve a united Commonwealth of Australia.

Investigations

1. What was life like in New South Wales in the late 1800s?
2. How was New South Wales affected by the labour crisis of the 1890s?
3. Who were some of the political figures from New South Wales that played a leading role in the Federation movement?
4. Who were some of the women in New South Wales who made important contributions to social and political change in the late 1880s and 1890s?

INVESTIGATION 1

What was life like in New South Wales in the late 1800s?

New South Wales in the late 1880s was a place of contrasts. It had one of the largest and oldest cities of the Australian colonies, but many people lived and worked in rural areas far from Sydney. People's way of life was very different depending on where they lived and their occupations. In rural areas, people worked on the land and often lived far from towns, neighbours and services such as shops, banks or doctors. In the city, services were nearby, but life there could be crowded, dirty and dangerous.

In many ways, we can only imagine what the colony was like so long ago. However, there are photographs from which we can draw much information, along with reports and stories in which writers of the time vividly conveyed details and impressions of people and places.

YOU WILL NEED

Resource sheet 1

- extract: HM Franklyn
- extract: Mark Twain
- photograph: Castlereagh Street, Sydney
- extract: *The Drover's Wife* by Henry Lawson

Your task

Investigate life in New South Wales in the late 1800s and explore the differences between the city and the bush.

Activities

1. As a class, read the accounts of Sydney in the late 1800s by HM Franklyn and Mark Twain. Discuss or use a dictionary to understand words you do not know.

2. With a partner, use the accounts by Franklyn and Twain, and the photograph of Castlereagh Street, to identify examples of transport, clothing, technology, buildings and ways of life in the city at the time. On an X-chart, record the things that you might see, hear, feel and smell if you were living in Sydney between 1880 and 1895.

3. As a class, read the extracts from *The Drover's Wife*, which was first published in 1892. With your partner, identify examples of clothing, housing, the environment and ways of life in the bush at the time. On another X-chart, record the things that you might see, hear, feel and smell if you were living in the bush between 1880 and 1895.

4. Use your X-charts to create a Venn diagram to identify the similarities and differences between the lives of people in Sydney and rural New South Wales in the late 1800s. What are the differences? What are the similarities? How would their opportunities have been different? Do you think the same differences still exist today? Share your diagrams with another group. Combine your responses and report these back to the rest of the class.

5. Imagine you and your family lived in Sydney or rural New South Wales back in the 1800s. What would your life have been like? Write a journal entry describing why you prefer living in either the city or the country. Describe the advantages and disadvantages of your situation.

INVESTIGATION 2

How was New South Wales affected by the labour crisis of the 1890s?

For years after the 1850s gold rush, New South Wales had a booming economy. However, the boom did not last. In the 1890s, all the eastern colonies of Australia experienced an economic depression and drought.

One effect of the economic downturn was a labour crisis. Many people could not find jobs and did not have money to support themselves or their families. Some unemployed men took to the road. They were known as 'swagmen' because they carried a 'swag' filled with their few possessions as they walked from place to place hoping to find occasional work. Workers who did still have jobs could not be sure of good working conditions or pay. In some industries, workers joined together as a group called a union. Unions organised strikes to fight for workers' rights.

Your task

Investigate the ways in which the labour crisis affected people and society in New South Wales.

YOU WILL NEED

Resource sheet 2

- cartoon: 'The labour crisis'
- lyrics: 'Waltzing Matilda' by Andrew 'Banjo' Paterson
- photograph: a swagman

Activities

1. As a class, look at 'The labour crisis' cartoon and consider the following questions.

- Who does the man on the right represent? Who does the man on the left represent? Provide reasons for your thinking.
- What is the problem or situation they are facing?
- What real problem in New South Wales might the situation in the cartoon symbolise?
- What do you think the caption for the cartoon means?
- Whose side do you think the cartoonist is on – the man on the left or the man on the right? Provide reasons for your thinking.
- If the cartoonist had supported the other side of the argument, how might this cartoon have been drawn differently?
- Does the cartoon suggest that the labour crisis is a win-win, win-lose or lose-lose situation? Provide reasons for your thinking.

2. During the labour crisis, some people travelled country New South Wales by foot looking for work. They carried their possessions in a swag.

If you had to carry all of your possessions, what would you take? Remember, your swag needs to have everything that you need for cooking, sleeping and working. You will need to take into account varying weather conditions too.

Make a list of the items. Estimate or use scales to measure the mass of the things you would include in your swag. Combine your list with those of other students. Rank the items on the combined list in order of importance. Revise your group's list so that you can only carry items with a combined mass of five kilograms per person. Share the group's lists with the class.

3. Read Andrew 'Banjo' Paterson's 'Waltzing Matilda' and look at the photograph of the swagman. With a partner, write a conversation between two swagmen discussing their experiences. Consider the challenges they faced, how people treated them, the sorts of jobs they did and how they felt about life on the road. Perform your conversation for the rest of the class.

INVESTIGATION 3

Who were some of the political figures from New South Wales that played a leading role in the Federation movement?

The 'father of Federation', Henry Parkes, was a New South Wales politician. He gave a speech in 1889 calling for all the Australian colonies to unite. He was a leading figure in the movement to make Australia a nation until his death in 1896. Other political leaders of the colony, such as Edmund Barton and George Reid, also played significant roles in making Federation a reality.

As politicians, these men had a special responsibility to work for the best interests of New South Wales. They had to understand the issues and questions relating to Federation that might be of concern to people in the colony. For example, how trade with other colonies and overseas would be affected, and whether New South Wales would still have its share of political power and importance. They had to be able to understand and weigh up different viewpoints – some strongly in favour of federating and some strongly against. They had to convince people to follow their lead.

What qualities do you think these people would have needed to be effective political leaders and to succeed in guiding New South Wales toward Federation?

YOU WILL NEED

Resource sheet 3

- biography: Sir Henry Parkes
- biography: Sir Edmund Barton
- biography: George Reid

Your task

Discover the values, leadership qualities and motivations of three leading New South Wales politicians of the late 1880s.

Activities

1. Our values guide the decisions we make and the actions we take. As a class, brainstorm a list of values. The nine *Values for Australian Schooling* may be a starting point. Go to www.valueseducation.edu.au. Then, click on 'National', followed by 'National Framework: Nine Values for Australian Schooling'. Brainstorm a list of leadership qualities. It might be useful to have some leaders in mind when creating this list. Discuss how people demonstrate values and leadership through their actions.
2. Form groups of three. Each group member will be responsible for reading one of the biographies. Your task is to highlight examples of your person's values and leadership qualities. The biography may include all or only some of the values or leadership

qualities identified on the first list. As you read the biography, consider why you believe specific facts or events are examples of a value or leadership quality.

3. Read your person's biography to your group. Explain the values and leadership qualities that you have identified. Be prepared to justify your observations if required.
4. As a class, make a list of the possible motivations that Henry Parkes, Edmund Barton and George Reid might have had for wanting to make a difference in New South Wales. and in supporting Federation. There are no right or wrong answers, but you need to be able to justify your suggestions based on the biographies that you have explored.

INVESTIGATION 4

Who were some of the women in New South Wales that made important contributions to social and political change in the late 1880s and 1890s?

There were no female parliamentarians in Australia in the 1880s, and the women of New South Wales did not win the right to vote, called suffrage, until 1902. The only women who were able to have a say in referendums on Federation were in South Australia, and non-Indigenous women in Western Australia, who were granted suffrage in the 1890s. However, women of New South Wales did play a significant role in bringing about social and political change in their colony. Many women thought that Federation would help them to gain the right to vote. Some became prominent figures of their time and are still well-known today because of their commitment to democratic values and their work to improve people's lives and build a better future for their colony.



Explore the lives and work of prominent women in New South Wales in the late 1880s, and investigate how they worked to bring about change.

Your task

Activities

1. Read the biography of Louisa Lawson. List some of the issues that she was concerned about. What significant actions did she take to make a difference to society? What values and leadership qualities did she display by her decisions and actions?
2. Research either Rose Scott or Maybanke Anderson (Wolstenholme); two other women who made a difference to society in the late 1880s. List the important facts and achievements of their lives. Were their concerns the same as Louisa Lawson's? If not, how were they different? What values and leadership qualities did they display through their decisions and actions?
3. Working in pairs, choose one of the women you both admire. Imagine that you are journalists working in Sydney in the late 1880s. Prepare a series of questions that you would like to ask the woman you have chosen. If necessary, do further research on her life so that you understand her background, challenges and achievements. Combine your questions so that you have a final list of 10.
4. Decide which of you will play the woman and which will play the journalist. Conduct an interview as a role-play for the rest of the class. Try to imagine how the woman would look, sound and speak. Consider what would make her happy, sad, proud or angry. Ensure that the interview includes opportunities for her to express her hopes for the future of the nation, and her opinion of Federation.

YOU WILL NEED

Resource sheet 4

- biography: Louisa Lawson
- internet access
- library access



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.** In your opinion, do extreme differences between city and rural life still exist in Australia today? Explain the reasons for your opinion. Divide a sheet of poster paper into two parts and draw two sketches: one of life in the city and one of life in the country. Write a comment explaining each of your pictures.
- 2.** Throughout the history of Australia, there have been many different economic periods, including depressions, recessions and 'boom' times. Read through several newspapers to find articles that discuss the current economic situation. What actions are being taken by governments, businesses and communities to maintain a healthy economy, and help those people who may need support? Highlight the significant words and create a class 'economy talk' wall.
- 3.** Think of one thing you would really like to change in your community, town or country. Why do you want to make this change? What actions can you take to try and make the change? Who can you ask for support? Ask your classmates for their ideas. Choose one positive action, and do it.

RESOURCE SHEET 1

George Street

There is nothing to differentiate George-street, Sydney, from one of the principal thoroughfares of York, or Liverpool, or Exeter, but the brighter aspect of the buildings and the warm and lustrous quality of the air. The highway is full of omnibuses, coaches, private carriages, cabs, drays and waggons. The pavement is alive with foot passengers; and the shop windows display the latest fashions in jewellery and dress, the newest books and engravings, the freshest designs in furniture and ironmongery, and the most recent novelty in quack medicines.

Extract from HM Franklyn, *A Glance at Australia in 1880*, Victorian Review Publishing Company, Melbourne, 1881.

A stranger from America

Sydney has a population of 400,000. When a stranger from America steps ashore there, the first thing that strikes him is that the place is eight or nine times as large as he was expecting it to be; and the next thing that strikes him is that it is an English city with American trimmings ... The Australians did not seem to me to differ noticeably from Americans, either in dress, carriage, ways, pronunciation, inflections, or general appearance. There were fleeting and subtle suggestions of their English origin, but these were not pronounced enough, as a rule, to catch one's attention. The people have easy and cordial manners from the beginning— from the moment that the introduction is completed.

Extract from Mark Twain, *Following the Equator*, 15 September 1895, American Publishing Company, New York, 1897.



Castlereagh Street, Sydney c 1890

Garrick Theatre on Castlereagh Street looking north, Sydney, New South Wales, Charles Bayliss, National Library of Australia, nla. pic-vn4217920.

The Drover's Wife (extract) by Henry Lawson

The “house” contains two rooms; is built of round timber, slabs, and stringy-bark, and floored with split slabs. A big bark kitchen stands at the end, and is larger than the house itself, veranda included. Bush all round—bush with no horizon, for the country is flat. No ranges in the distance. The bush consists of stunted, rotten “native apple-trees.” No undergrowth. Nothing to relieve the eye, save the darker green of a few she-oaks which are sighing above the narrow, almost waterless creek. Nineteen miles to the nearest sign of civilisation—a shanty on the main road.

The drover—an ex-squatter—is away with sheep. His wife and children are left here alone.

Four ragged, dried-up-looking children are playing about the house. Suddenly one of them yells: “Snake! Mother, here’s a snake!”

The gaunt, sun-browned bushwoman darts from the kitchen, snatches “the baby” from the ground, holds it on her left hip, and reaches for a stick ...

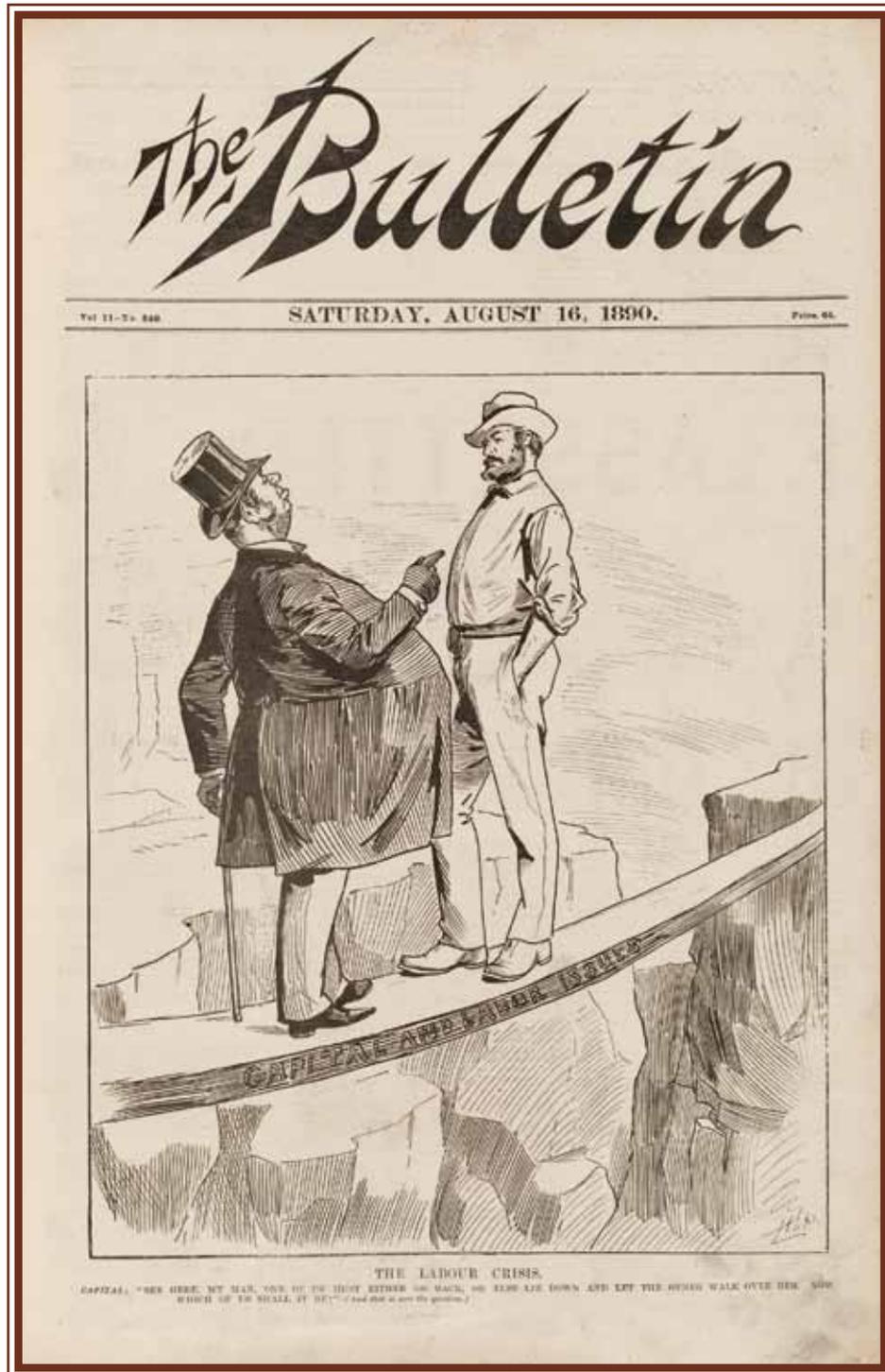
It is near sunset, and a thunderstorm is coming. The children must be brought inside. She will not take them into the house, for she knows the snake is there, and may at any moment come up through the cracks in the rough slab floor. So she carries several armfuls of firewood into the kitchen, and then takes the children there. The kitchen has “no floor”, or, rather an earthen one called a “ground floor” in this part of the bush. There is a large, roughly-made table in the centre of the place. She brings the children in and makes them get on this table. They are two boys and two girls—mere babies. She gives them some supper, and then, before it gets dark, she goes into the house, and snatches up some pillows and bed-clothes—expecting to see or lay her hand on the snake any minute. She makes a bed on the kitchen-table for the children and sits down beside it to watch all night.

The Bulletin, 23 July 1892.

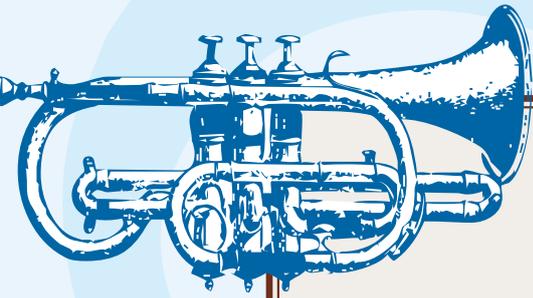
RESOURCE SHEET 2

The labour crisis

Capital: "See here, my man, one of us must either go back, or else lie down and let the other walk over him. Now, which of us shall it be?"—
(*And that is more the question.*)



The Bulletin, 16 August 1890, State Library of New South Wales.



Waltzing Matilda

(original version 1895)

by Andrew 'Banjo' Paterson

*Oh there once was a swagman camped in the billabongs
Under the shade of a Coolibah tree
And he sang as he looked at the old billy boiling
Who'll come a waltzing Matilda with me*

*Who'll come a-waltzing Matilda my darling
Who'll come a-waltzing Matilda with me
Waltzing Matilda and leading a waterbag
Who'll come a-waltzing Matilda with me*

*Up came the jumbuck to drink at the waterhole
Up jumped the swagman and grabbed him in glee
And he sang as he put him away in the tuckerbag
You'll come a-waltzing Matilda with me*

*Who'll come a-waltzing Matilda my darling
Who'll come a-waltzing Matilda with me
Waltzing Matilda and leading a waterbag
Who'll come a-waltzing Matilda with me*

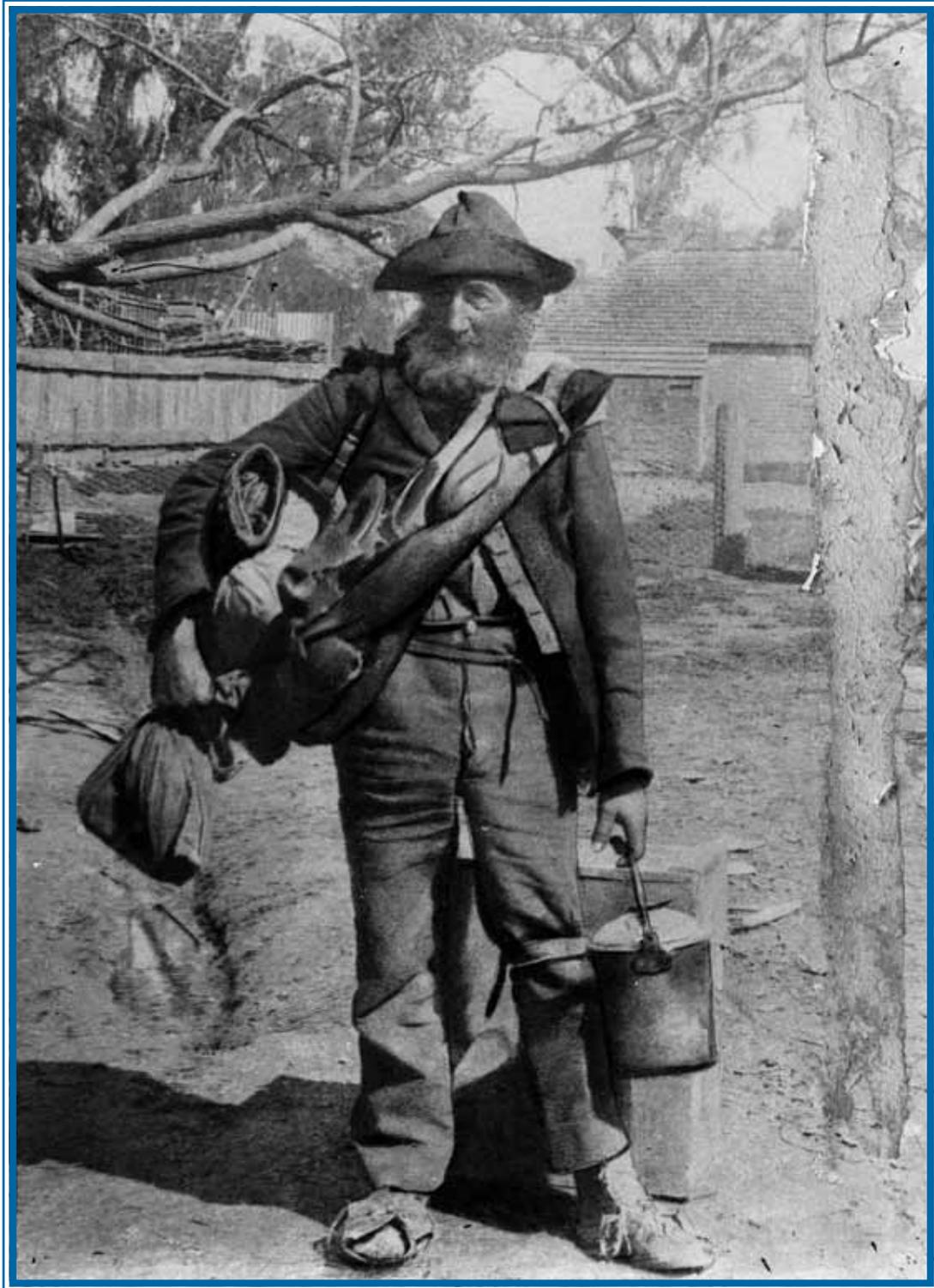
*Up came the squatter a-riding his thoroughbred
Up came policemen one two three
Whose is the jumbuck you've got in the tuckerbag?
You'll come a-waltzing Matilda with me*

*Who'll come a-waltzing Matilda my darling
Who'll come a-waltzing Matilda with me
Waltzing Matilda and leading a waterbag
Who'll come a-waltzing Matilda with me*

*Up sprang the swagman and jumped in the waterhole
Drowning himself by the Coolibah
And his voice can be heard as it sings in the billabongs
Who'll come a-waltzing Matilda with me.*

National Library of Australia.

The swagman



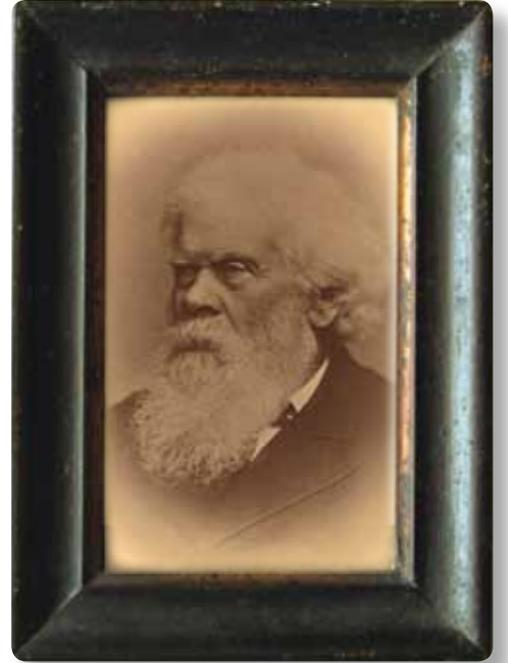
Hall & Co, Hood Collection, State Library of New South Wales.

RESOURCE SHEET 3

Biography: Sir Henry Parkes (1815-1896)

Henry Parkes and his wife came from England to Sydney in 1839. He first worked on a farm but hated it. Being clever, however, and keen to become rich, he quickly found better work. By 1850, he was running a newspaper that published stories calling for more rights for the people. He was soon elected to parliament because of his support for democracy. He was Premier of New South Wales five times, switching sides often, and always giving a good speech to explain why. He kept trying to make money in business, but always failed.

In 1889, in a speech at Tenterfield, he declared that the colonies must not just cooperate; they should form a strong new nation. He organised a Convention that met in 1891, and drafted a constitution for a Commonwealth of Australia. This was very like the Constitution that was finally adopted in 1901. Parkes died in 1896, so he did not see Federation. However, he was the one who had most powerfully said that making a nation was a great work, and that the colonies should set aside their differences to make it happen.



Portrait of Sir Henry Parkes, National Library of Australia, nla.pic-an23351399.

In March 1891, Parkes toasted the opening of a Federal Convention in Sydney. During his toast, he spoke about it being time for the people of Australia to come together as a great nation.

We who see that the time has come for Australia to form a great nation simply say that the time has come for union ... We say that the time has come when there should be ... agreement between these great colonies ... We seek to break down the barriers which have hitherto divided us ... I ask you then, with unreserved feeling, with true hearts, earnestly engaged in this great work to drink this toast: One people. One destiny.

The Henry Parkes Foundation, www.parkesfoundation.org.au.

Biography: Sir Edmund Barton (1848-1920)

Edmund Barton was born and raised in Sydney. He was a good student in secondary school and university. By the age of 30, he was a lawyer and a member of Parliament.

Like many other people born in Australia, he was keen on the plan to form an Australian nation. He became the leader of the Federation movement in New South Wales, travelling the colony to give speeches and organise supporters. On this issue, he had found his calling.

Barton was the dominant figure of the 1897–98 Australasian Federal Conventions. He was in charge of getting the words in the Constitution right. After each day's debate, he worked through the night while the other delegates slept.

He became so admired and trusted that the leading politicians in the other colonies wanted him to be the first Prime Minister. He was Prime Minister from 1901 to 1903. He then retired and became a judge on the new High Court.



Sir Edmund Barton, National Archives of Australia, A5954:1299/2 PHOTO PL 375/1.

On the eve of the vote to decide whether or not the Australian colonies should federate, Edmund Barton wrote an open letter to the local newspaper. He did not speak as a political leader, but rather as an ordinary citizen, about the nation's future happiness and that of its people being dependent upon voting in favour of Federation.

One word, I may, however, add as your fellow elector. New South Wales is my native colony—it is my home ... It is the birth-place of my children ... In voting for the Bill, I am committing myself, and the happiness of my children, to the Australian future. You do no less, but you do no more.

Maitland Daily Mercury, June 1898.

Biography: George Reid (1845-1918)



Portrait of the Right Hon. GH Reid, National Library of Australia, nla.pic-an23302767.

George Reid came to Australia from Scotland with his family in 1852. He worked as a public servant, studied law and then entered Parliament. He was smart and spoke in a slangy way, which made him very popular.

Reid believed in free trade. He felt that tariffs on goods traded between colonies should be removed. He criticised the leader of the Free Trade Party, Henry Parkes, for supporting taxes on imported goods. When Parkes brought back a draft Constitution from the 1891 Convention, Reid attacked it. He said it was a danger to New South Wales and undemocratic. When he became Premier in 1894, he supported a fresh approach to Federation, with the people electing delegates to the Convention. He was still unhappy with the Constitution it produced, but said he would vote for it. Barton and the other federalists mistrusted him for this Yes–No approach.

Reid led the Free Trade Party at the first federal elections, and came close to beating Barton and the protectionists, who wanted to put tariffs on imported goods from overseas. He was Prime Minister briefly in 1904–5, and became Australia's first High Commissioner in London.

Reid typically joked about his reputation of being Yes–No on the issue of Federation.

That is a baseless lie; the exact opposite of the truth—I was no–yes.

RR Garran, 'Memories of Federation', *Listener*, 17 May 1951.

RESOURCE SHEET 4

Biography: Louisa Lawson (1848-1920)



Portrait of Louisa Lawson, c 1880,
National Library of Australia,
nla.pic-vn4464670.

Louisa Lawson was born near Mudgee in New South Wales. She was a clever and thoughtful girl, who married at 18 and moved to a bark hut on the goldfields with her husband. Her life there was hard and lonely. Her husband was often away, leaving Lawson alone to bring up their four small children with very little money. One of her children became the famous writer, Henry Lawson.

In 1883, Lawson left her husband and moved to Sydney. She managed boarding houses and used the money she had saved to buy shares in the pro-Federation newspaper *The Republican*, which she worked on with her son, Henry. In 1888, she began to publish *The Dawn*, a journal printed by women and run by women, with the aim to be a 'phonograph to wind out audibly the whispers, pleadings and demands of the sisterhood'.

The Dawn lasted 17 years. It addressed issues such as women's economic and legal rights and women's right to vote. Lawson spent her life working to improve the lives of women. She ran groups to educate them about health issues and the way they lived. She always encouraged them to help themselves. When women were granted the vote in 1902, Lawson was called 'the mother of suffrage in New South Wales'.

Upon reading of women being criticised in *The Bulletin's* 'Red Page', Lawson's reply to the male editor was direct and to the point.

And why shouldn't a woman be tall and strong?

Heather Radi, Louisa Lawson (1848-1920), *Australian Dictionary of Biography*, vol 10, pp 23-25.