Chapter 5

Making a nation »

Federation celebrations in Centennial Park, Sydney, 1 January 1901

HISTORY SKILLS

In this chapter you will learn to apply the following historical skills:

- explain the effects of contact on Aboriginal and Torres Strait Islander peoples, categorising these effects as either intended or unintended

- outline the migration of Chinese to the goldfields in Australia in the 19th century and attitudes towards the Chinese, as revealed in cartoons

- identify the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia

- describe the impact of the gold rushes (hinterland) on the development of 'Marvellous Melbourne'

- explain the factors that contributed to federation and the development of democracy in Australia, including defence concerns, the 1890s depression, nationalist ideals, egalitarianism and the Westminster system

- investigate how the major social legislation of the new federal government—for example, invalid and old-age pensions and the maternity allowance scheme—affected living and working conditions in Australia.

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Inquiry questions

1. What were the effects of contact between European settlers in Australia and Aboriginal and Torres Strait Islander peoples when settlement extended?

2. What were the experiences of non-Europeans in Australia prior to the 1900s?

3. What were the living and working conditions in Australia around 1900?

4. What were the key events and ideas in the development of Australian self-government and democracy?

5. What significant legislation was passed in the period 1901–1914?

Introduction

THE EXPERIENCE OF indigenous peoples, Europeans and non-Europeans in 19th-century Australia were very different. Experiences depended on class, gender, ethnicity and ability. German immigrants in South Australia, for example, were generally accepted on an equal footing with their British and white Australian counterparts. Chinese immigrants were not. Although Australia became a nation in 1901, there was still division between the former colonies. There was also conflict between the wealthy and the workers.

Race played a key role in creating the Australian nation. Many Australians feared and hated foreigners, particularly Asians. Some employers, however, were happy to use Asian and Pacific Islander people as cheap sources of labour. In the lead up to and after federation, politicians and others worked hard to keep Australia white. The iconic Australian weekly magazine, *The Bulletin*, had for its masthead the slogan: 'Australia for the White Man'.

KEY TERMS

Go to OneStopDigital for podcasts relating to this chapter.

|	
alien races	people from foreign countries
Antipodes	Australasia (as the antipodes, or the opposite point on the earth, to Britain)
contestable	able to be challenged or called into question
determinism	the idea that our behaviour and beliefs are caused by our race
egalitarianism	treating people equally and not on the basis of birthright
federation	the joining together of separate states in political unity with a central government
moral	an idea or rule about right behaviour
New Protection law	law designed to protect Australian manufacturers from 'unfair' overseas competition
racism	the belief that different races have particular characteristics that determine their culture and that one race is superior to others
referendum	when a government asks the voters to approve or reject a proposal
sectarianism	rivalry or hatred between sects or religions
segregation	separating people on the basis of race
tariff	duties imposed by government on imports and exports
terra nullius	country without a leader recognised by European governments; land not owned by anyone
White Australia Policy	a policy aimed at keeping Australia white by restricting the numbers of 'coloured' immigrants and 'cleansing' Australia's population

Formation of the states and territories of Australia

Colonies, 1786–1829
- Western Australia 1829
- New South Wales
- Boundary extended in 1825
- Van Diemen's Land — Colony in 1825

Colonies, 1830–51
- Western Australia
- New South Wales
- South Australia 1836
- Victoria 1851
- Van Diemen's Land

Colonies, 1852–1900
- Western Australia
- South Australia
- Queensland 1859
- New South Wales
- Victoria
- Added to South Australia in 1863
- Added to Queensland in 1862
- Added to South Australia in 1861
- Tasmania — Name changed in 1856

1901 to present day
- Western Australia
- Northern Territory — Commonwealth control 1911 Self-government 1978
- South Australia
- Queensland
- New South Wales
- Victoria
- Australian Capital Territory
- Tasmania

Timeline of key dates

1850

1855 Chinese Immigration Act is passed in Victoria, restricting Chinese immigration

1861 Anti-Chinese riots at Lambing Flat, NSW

1873 First Factories Act is passed in Victoria

1886 Colonial Conference is held in London; Australian representatives express concern about growing influence of France, Russia and Germany in the Pacific

1890–91 Asiatic influenza pandemic

1890s Economic depression —the effects are felt until the outbreak of World War I (1914); crisis on the land accelerates a drift of rural dwellers to the cities

1898 NSW Royal Commission on Public Charities; South Australian Royal Commission on Relief of the Poor

1899 Conciliation and Arbitration Act is passed in NSW to settle industrial disputes

1901 Federation

Commonwealth Immigration Restriction Act is passed; this was the legislative symbol of the 'White Australia Policy'

1906 Daytime surf bathing is made legal in Sydney

1908 Old-age pensions are introduced in Victoria and Queensland

1909 Defence Act (provided for compulsory military training)

1910 Asian merchants, students and visitors are permitted entry to Australia

Focus on history skills

SKILL 4

Chronology, terms and concepts

When writing about events, historians choose particular terms to describe events and actions. Their choice of terms reflects their opinion and can influence the reader's point of view. Compare the terms (in bold) chosen by historians writing about Australian history to describe contact between Aboriginal peoples and whites:

- Captain Cook **discovered** the east coast of Australia and claimed the land for England in 1770.
- The **traditional owners** of Australia are the Aboriginal and Torres Strait Islander peoples.
- Arthur Phillip established the **first settlement** in Australia.
- The arrival of Phillip was the start of the **European invasion** of Australia.

- The settlers defended themselves against **attacks by Aborigines**.
- The Aboriginal peoples attempted to **resist the spread** of Europeans.

Historians also choose the evidence they use to support their argument or interpretation of history. Therefore, historical explanations can be open to debate.

For us studying history, the question becomes 'How do we know about the past?' It is important to understand that historical explanation can be subjective and the evidence presented may be incomplete. What historians present may be **contestable** and it is necessary for us to test explanations for bias and accuracy. Historians often have to argue why their explanation is correct.

Focus on history skills activities

1   What is the difference in meaning of the following terms? How does each try to influence the reader?

- murdered
- slaughtered
- killed
- massacred
- defeated
- eliminated.

2   What is the difference in meaning of the following terms? How does each try to influence the reader?

- mob
- group
- crowd
- gathering
- gang.

3   What is the difference in meaning of the following pairs of terms?

- terrorist / freedom fighter
- industrial dispute / strike
- progressive / radical
- illegal immigrant / refugee.

4   There is debate over Australia's policy on refugees. Some Australians believe the government's policy is harsh and lacks compassion. Others believe the government's moves to limit the numbers of refugees being accepted into Australia is necessary to protect Australia's security. Sources 5.1 and 5.2 are the views of two Australian historians and reflect the debate about Australia's response to refugees. This debate occurred in 2003.

The arrival in Australia of the 'boat people' was a contentious issue. The first frail vessel filled with refugees from Indochina reached Darwin in April 1976 ...

Under pressure from the countries of the region as well as from the United Nations, we increased the refugee quota so that by the end of the 1970s it made up about 10 per cent of the immigration intake.

So our acceptance of refugees was a belated, grudging and disputed response to a human calamity —but it did allow my son-in-law's family (who were boat people from Vietnam) a choice to remake their lives, and I rejoice in that generosity.

It stands in marked contrast to the present arrangements ... of turning back frail boats ...[it] is shameful ...

Refugees were hardly of concern in the colonial phase of Australian history ...

The land was large enough to take in refugees. Many of the German settlers who arrived from the late 1830s were fleeing religious persecution ...

We recognised the refugee crisis that followed the Second World War, and these 'displaced persons' enriched Australia. Then, the government took the lead in combating prejudice, promoting acceptance, encouraging our better instincts.

On International Refugee Day, we might lament [mourn] that there is not the same national purpose today, and regret that a government should take political advantage of human tragedy. We have done better in the past ...

Stuart Macintyre, 'Fear of invasion has given way to fear of the refugee', *The Age*, 20 June 2003

SOURCE H5.1 View of Stuart Macintyre, Professor of History at Melbourne University

A sense of historical perspective has been missing in debates about refugees, but historian Stuart Macintyre's article ... does not provide it.

Macintyre argues that before the 1970s, 'the government took the lead in combating prejudice, promoting acceptance, encouraging our better instincts'. He refers to the ... intake of displaced people after World War II. His argument is that we used to have a humanitarian tradition but have moved away from it.

This cannot be substantiated by facts. Our humanitarian tradition is a myth. [In] 1938 ... the Australian government's representative said Australia did not wish to import a racial problem. Australia eventually agreed to take [refugees] as a way of limiting the inflow.

Macintyre may also be disputed on his claim that our response to the Vietnamese was 'belated and grudging'. We admitted the unauthorised 'boat people' without question in 1976 and 1977 ...

The desire to ensure that only genuine refugees are resettled here, within a planned system, and a determination to defeat the people-smuggling networks, represents neither a hardening of hearts nor a fear of refugees. We have actually come a long way.

Barry York, 'The myth of our humanitarian tradition', *The Age*, 27 June 2003

SOURCE H5.2 View of Dr Barry York, an historian based in Canberra who specialises in 20th-century immigration history

1   What do we know about Stuart Macintyre and Barry York (their personal interests, credentials, and such)?

2   What else might we need to know about them?

3   How do their views on Australia's attitude to refugees differ?

4   How does Barry York contest the view of Stuart Macintyre?

5   Which view do you prefer? Why?

Think, puzzle, explore

1 Draw a three-column table in your workbook.

2 Title the first column 'Think'. When you think about the question 'How does a nation develop?', what comes to mind? List your thoughts in this column.

3 Title the second column 'Puzzle'. In this column, list the questions you would like answered about the development of Australia, from 1788 to 1901.

4 Title the third column 'Explore'. In this column, record how you might find answers to your questions. What words could you search on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?

5 Discuss the answers as a class.

⨷ What were the effects of contact between European settlers in Australia and Aboriginal and Torres Strait Islander peoples when settlement was extended?

The first people to inhabit Australia were the Aboriginal peoples. Some historians believe that they migrated here 40 000 years ago but others believe that Aboriginal peoples may have been in Australia for at least 120 000 years.

Aboriginal peoples lived in various parts of Australia and established their own systems of government and land ownership. In 1788, when Captain Arthur Phillip set up a British colony in Sydney, conflict arose between Aboriginal and non-Aboriginal people over possession of the land. Although in many places there was fierce resistance by the Aboriginal peoples, the laws and policies of the Europeans became dominant.

The history of Aboriginal and non-Aboriginal relations can be divided into seven eras:

- invasion, 1788 to 1820s
- frontier conflict, 1820s to 1840s
- conquests, 1840s to 1880s
- protectionism, 1880s to 1930s
- assimilation, 1930s to 1970s
- self-determination, 1970s to 1990s
- towards reconciliation, 1990s on.

Dispossession commenced in 1788 when the land of the Eora Aborigines was taken by the British settlers. The land had been claimed for the Crown by Captain Cook back in 1770 under the European law *terra nullius.*

Terra nullius has two meanings. One is 'a country without a leader recognised by European governments' and the other is 'land not owned by anyone'. In the eyes of Europeans, land could be *terra nullius* even if people were living on it. To be owned, the people had to have farms and social, political or religious buildings on the land.

The Aboriginal people's way of life did not require farming in the way Europeans understood it, and their religion did not require the building of churches. They did not believe in the private ownership of land by individuals; therefore, there were no fences.

The next two sources provide information on the Aboriginal view of land.

> Land can mean many things to Aboriginal people. It can mean home, camp, country, life-source, totem place and spirit centre. To Aboriginal people the land was not just soil or rock or minerals but the whole environment... Aboriginals were part of the land and the land was part of them. When they lost their land they lost themselves.
>
> Nigel Parbury, *Survival: A History of Aboriginal Life in New South Wales*, Ministry for Aboriginal Affairs, Sydney, 1986, pp. 15–16

SOURCE 5.1 From Nigel Parbury

Our fathers taught us to love our own land, and not to lust after the lands belonging to other men.

from TGH Strehlow, 1930

SOURCE 5.2 An Aranda's view of land

The British settlers required the land for farming in order to feed themselves. Land was also required for roads, schools, churches and towns. The landscape was also changed, with the cutting down of trees, the damming of rivers and the planting of crops. It meant dispossessing Aboriginal peoples of their land. Further, because the British settlers operated under the law of *terra nullius*, they felt free to take the land without consulting the Aboriginal people or paying for it. This is explained in Source 5.3.

Relations between Aborigines and European settlers of Australia have been harmed from the beginning by one misunderstanding after another. To Europeans, civilization meant European civilization. A group could be recognised if it had a leader and if it owned, controlled and used land. Naturally all land was held by individuals; if land was 'public' this just meant that it was owned by the King. The Aborigines not only seemed to lack the appearances of 'civilization' such as clothes, writing and religion but also seemed to have no King and apparently neither owned nor used the land. So, obviously, most Europeans could not see the need for agreements with Aborigines before taking the land ... Thus, behind the settlement of Australia by Europeans was the usual unspoken belief that the Aborigines did not 'own' the land.

Malcolm Prentis, *A Study in Black and White: The Aborigines in Australian History*, Hicks, Smith & Sons, Sydney, 1975

SOURCE 5.3 European and Aboriginal relations

Go to OneStopDigital to view three videos about the birth of white Australia.

ACTIVITY 1

Analysis and use of sources

1 What is *terra nullius*?

2 Why did the British settlers need land?

3 Why didn't the British settlers pay for the land they took from the Aboriginal peoples?

4 Use Source 5.1.

   a How do Aboriginal people see the land?

   b What do you think is meant by 'when they lost their land they lost themselves'?

6 Use Source 5.2. How does this source help us to understand the Aboriginal people's view of land?

7 Use Source 5.3. Why, according to Prentis, did the Europeans take Aboriginal land without making agreements?

8 How useful are the three sources in helping you to understand the importance of land to Aboriginal peoples?

9 How do the sources explain how conflict arose between Aboriginal peoples and the British settlers?

Historical research and questions

1 To find out more about dispossession in the period from 1788 to 1901, what questions would you need to ask and answer? List five questions.

2 Most history written about Australia from 1788 to 1901 was by non-Aboriginal people. What problems would this create for a person researching dispossession?

Explanation and communication

1 Using information from the sources, draw a diagram to show the different views of land held by Europeans and Aboriginals. Here is a suggestion.

European view	Aboriginal view
* Land is dirt, rocks, etc.	Land is _____
* _____	* _____
* _____	* _____

Consequences of the expansion of settlement

As the European settlers pushed further inland, contact resulted in both intended and unintended consequences for Aboriginal peoples.

ACTIVITY 2

Analysis and use of sources

1 **a** What is Source 5.4 and when was it published?

b What is depicted in the image?

c How would have the arrival and spread of Europeans affected Aboriginal peoples' ability to do these sorts of activities?

2 **a** Who wrote Source 5.5 and when was it written?

b What did the boats find?

c What had brought this about?

d Did the writer believe that this was the first time that Aboriginal people had contracted smallpox?

e What was known of the cause of the disease?

3 **a** When was Source 5.6 written?

b Is this a primary of a secondary source? Why?

c Who went to see the sick family?

SOURCE 5.4 'Hunting the kangaroo', by artist M Dubourg, published 1813

An extraordinary calamity was now observed among the natives. Repeated accounts brought by our boats of finding bodies of the Indians in all the coves and inlets of the harbour, caused the gentlemen of our hospital to procure some of them for the purposes of examination and anatomy. One inspection, it appeared that all the parties had died a natural death: pustules, similar to those occasioned by the small pox, were thickly spread on the bodies; but how a disease, to which our former observations had led us to suppose them strangers, could at one have introduced itself, and have spread so widely, seems inexplicable.

Watkin Tench, *Sydney's First Four Years*, Library of Australian History, Sydney, 1979 (first published 1798), p. 146

SOURCE 5.5 Smallpox, Captain-Lieutenant Watkin Tench, 1789

Intelligence was brought that an Indian family lay sick in a neighbouring cove: the governor, attended by Arabanoo, and a surgeon, went in a boat immediately to the spot. Here he found an old man stretched before a few lighted sticks, and a boy of nine or ten years old pouring water on his head … near them lay a female child dead, and a little farther off, its unfortunate mother: the body of the woman shewed [showed] that famine, superadded to disease, had occasioned her death …

Watkin Tench, *Sydney's First Four Years*,
Library of Australian History, Sydney, 1979 (first published 1798), p. 146

SOURCE 5.6 Famine, Captain-Lieutenant Watkin Tench, 1789

SOURCE 5.7 'Warriors of New South Wales', by artist M Dubourg, published 1813

  d What apart from disease had caused her death?

  e How would European settlement have contributed to this?

4 a What is Source 5.7 and when was it published?

  b Describe the impression that the artist has given of these Aboriginal men.

  c How do you think some Europeans may have reacted to this source?

5 a When was Source 5.8 written and who wrote it?

  b What had the convicts planned to do?

  c What happened to the convicts?

  d What is the writer's attitude to the convicts?

6 a When was Source 5.9 written and who wrote it?

  b In terms of land, what two things had European settlement done?

  c What did Macquarie endeavour to do?

7 a When was Source 5.10 written and who wrote it?

  b Can you think of two reasons why Aboriginal people would have wanted to kill cattle?

March, 1789. Sixteen convicts left their work at the brick-kilns without leave, and marched to Botany Bay, with a design to attack the natives, and to plunder them of their fishing tackle and spears: they had armed themselves with their working tools and large clubs. When they arrived near the bay, a body of Indians, who had probably seen them set out, and had penetrated [seen] their intention from experience, suddenly fell upon them. Our heroes were immediately routed, and separately endeavoured to effect their escape …In their flight one was killed, and seven were wounded … those who had the good fortune to outstrip their comrades and arrive in camp, first gave the alarm; and a detachment of marines, under an officer, was ordered to march to their relief.

Watkin Tench, *Sydney's First Four Years*,
Library of Australian History, Sydney, 1979 (first published 1798), p. 146

SOURCE 5.8 Convicts, Captain-Lieutenant Watkin Tench, 1789

Considering the poor Black Natives or Aborigines of the Colony entitled to the peculiar protection of the British Government, on account of their being driven from the Sea Coast by our settling thereon, and subsequently occupying their best Hunting Grounds in the Interior, I deemed it an act of justice, as well as of Humanity, to make at least an attempt to ameliorate their condition and to endeavour to civilize them in as far as their wandering habits would admit of.

Historical Records of Australia, Series I, Vol. X, p. 677

SOURCE 5.9 Governor Macquarie to Earl Bathurst, 27 July 1822

I am sorry to observe that the Natives [around Bathurst] have also Manifested a disposition of late to be troublesome. They have Killed Cattle at Several Stations, which has hitherto been unusual, and have menaced the Settlers on the borders of Argyle and St. Vincent.

Historical Records of Australia,
Series I, Vol. XV, p. 770

SOURCE 5.10 Governor Darling to Sir George Murray, 23 March 1831

SOURCE 5.11 Aborigines of New South Wales, c. 1836, attributed to WH Fernyhough

8 **a** Approximately when was Source 5.11 produced and who is thought to have created it?

b Compare Source 5.11 to Source 5.7. How are Aboriginal peoples portrayed differently in these sources?

c What has happened to the Aboriginal peoples?

d How do you think this was caused?

Explanation and communication

1   Draw a table with five columns and six rows with the following column headings.

| Source	Effects of contact	Intended	Unintended	Intended and unintended

2   Use sources 5.4 to 5.11. Identify the effects of contact and the expansion of settlement. Note the source used in the first column and the effect in the second. Then decide whether this effect was intended (done on purpose), unintended or both. Give a reason for your decision.

What were the experiences of non-Europeans in Australia prior to 1900?

The experiences of non-Europeans in Australia in the 19th century varied greatly. Their experiences depended, among other things, on their class, gender and ethnicity. Germans in South Australia, for example, were generally treated as equals. Wealthy Chinese merchants were treated like any other gentlemen with capital. But the majority of non-Europeans were providers of cheap labour. They were generally exploited and they were largely hated and feared.

The experiences of Afghans

The first Afghans to come to Australia were the three men who accompanied the Burke and Wills expedition in 1860. They were enlisted in the expedition because of their expertise with camels, which Burke and Wills used.
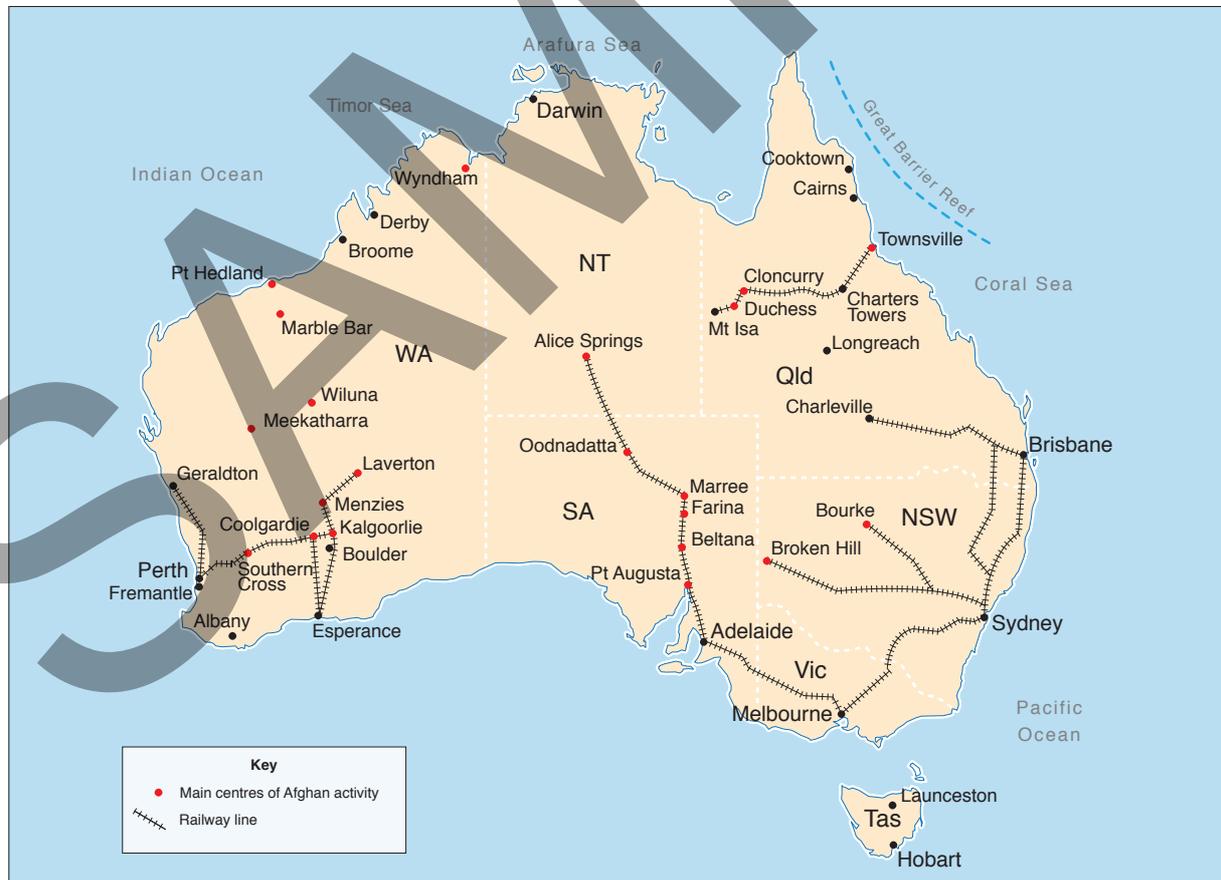
SOURCE 5.12 Centres of Afghan activity in Australia

While records of the numbers of camels brought to Australia exist, only sketchy official accounts were kept of the cameleers who drove them. Historians' estimations of the number of Afghan immigrants during the nineteenth and early 20th century range from 2000 to 6000. These men had a major impact on the development of Australia's interior.

ACTIVITY 3

Historical research and questions

Investigating the Afghans in Australia

1 **a** To investigate the Afghans in Australia, write three questions you would ask to start your inquiry.

   b Use sources 5.12 to 5.18. Find at least two sources that help you answer your questions. Take notes.

   c Use your notes to answer your questions.

2 **a** Sources 5.13 and 5.15 are visual sources. Write two questions you would ask about these sources when using them.

Horses and bullock teams had proved unsuccessful [in the harsh desert terrain] and camels, which needed experienced handlers, were introduced. The men who accompanied them were hardy, strong, independent 'exotics', with a vigorously determined tribal culture quite alien to that of the European colonists. They and their animals were able to make inroads into the very heart of Australia, where others had failed so often. Yet they were feared and hated and their unique communities were isolated. Their nature and culture had been little understood, and is often misunderstood to this day.

Christine Stevens, *Tin Mosques and Ghantowns: A History of Afghan Cameldrivers in Australia*, Oxford University Press, Melbourne, 1989, p. 1

SOURCE 5.14 'Hardy, strong, independent "exotics"'

   b How would you go about answering your questions?

3 One of sources 5.13 to 5.18 indicates a problem with one sort of evidence that historians encounter when doing research on Afghans in Australia.

   a Identify the source and describe the problem.

   b How have historians dealt with this problem?

SOURCE 5.13
Afghan cameleers and their camels, one of which is in traditional decorative harness, c. 1890
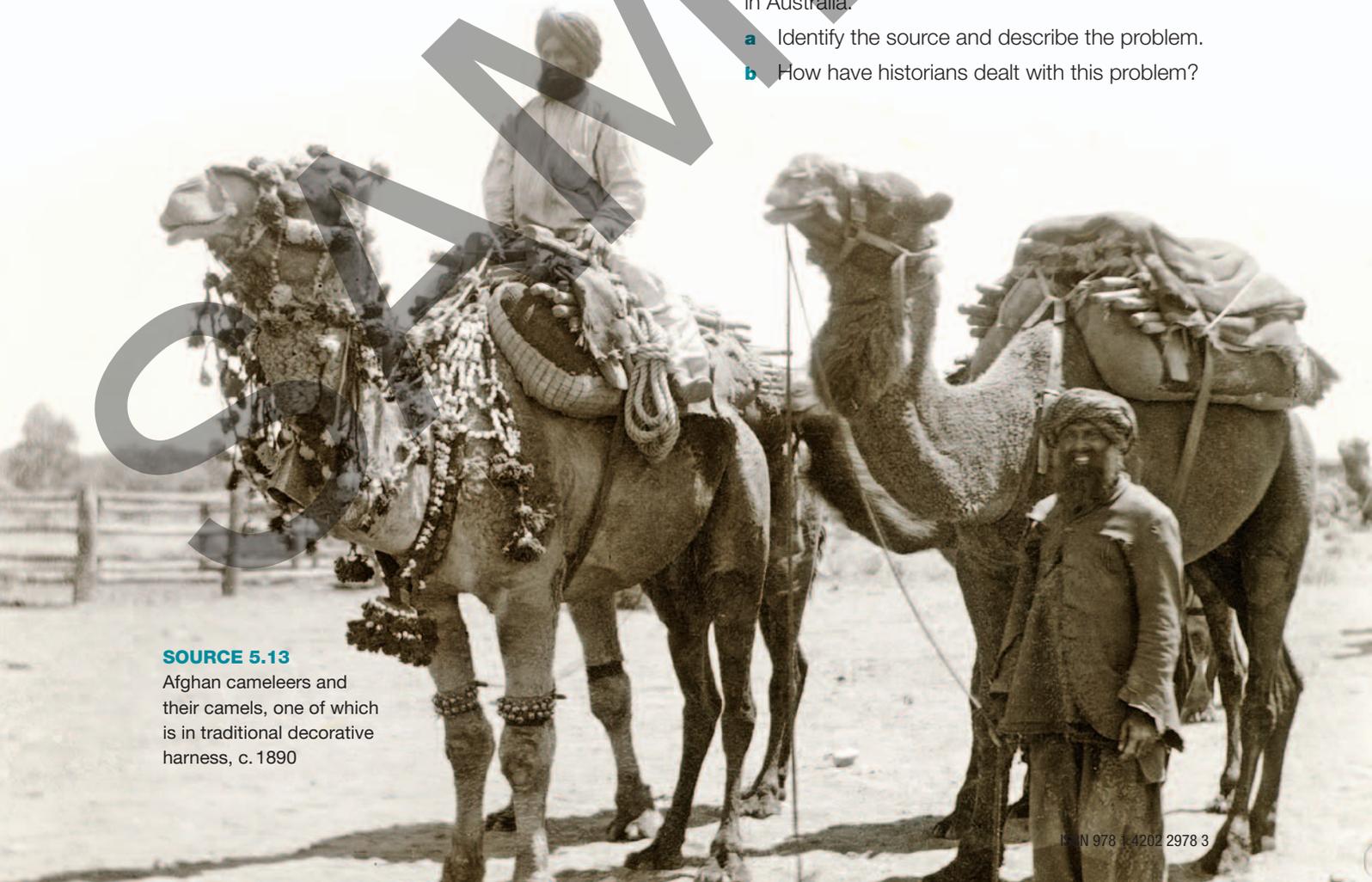
SOURCE 5.15 Faiz and Tagh Mahomet leaving Warrina, South Australia, June 1889, with 11 tons of merchandise for Tennant Creek and the stations beyond

It seems that all the camel importations into Australia were private ventures. The colonial governments [except for the Burke and Wills expedition], imported neither animals or drivers even though such labour was used in several major government projects. Camels were brought by the colonial governments from within the country, from merchants and breeders, and were bred at government camel depots. Afghans were recruited from amongst those already in Australia to tend the animals.

Christine Stevens, *Tin Mosques and Ghantowns: A History of Afghan Cameldrivers in Australia*, Oxford University Press, Melbourne, 1989, p. 20

SOURCE 5.16 Camel importations

There are no reliable figures relating to the number of Afghans who came to Australia, nor can an accurate assessment be made of those in the country at any one time. Census records are unreliable as it appears there was confusion between Indians, Afghans, Turks, Asians referred to as 'Other', and a somewhat loose category that fell under the term 'Syrian'. Furthermore, the cameleers were constantly on the move and often seemed to belong to no particular place ... Their names did not appear on electoral roles as they were not granted citizenship.

Christine Stevens, *Tin Mosques and Ghantowns: A History of Afghan Cameldrivers in Australia*, Oxford University Press, Melbourne, 1989, p. 24

SOURCE 5.18 Official statistics

Little is known of the backgrounds or the migration details of the men who accompanied the camels. They were recruited from rural areas or from fringes of large cities [in Afghanistan], generally contracted on a three-year basis, and given no immigratory status as they were not expected to stay in Australia beyond their contracted period. Most could speak no English, or very little, and certainly none could write English to fill out official papers ... They travelled to Australia in the dark, open holds of the ships, close to the animals. When these drivers arrived at Australian ports they continued as an extension of the camel cargo, waiting on wharves for their unloading and being housed with the animals in camel camps.

Christine Stevens, *Tin Mosques and Ghantowns: A History of Afghan Cameldrivers in Australia*, Oxford University Press, Melbourne, 1989, p. 24

SOURCE 5.17 Background of the Afghans

ICT

Your task is to find out two different ways that Afghans have been remembered in Australia.

1. Go to the Places of the Heart memorial database at the Australian Centre for Public History. Your digital resource pack at OneStopDigital includes the web address.

   a. Search the database for a memorial to Afghans.

   b. Write 150 words about the memorial, including where it is and when it was erected.

   c. Print out a picture of the memorial.

2. Use the internet to find another way that Afghans have been remembered in Australia. Write 150 words on what you find. Include the reason why you think Afghans are being remembered.

The experiences of the Chinese and the 'new golden mountain'

In April 1851, Edward Hargraves discovered gold at Summerhill Creek near Bathurst in New South Wales. This saw the beginning of the Australian gold rushes. But Victoria quickly overshadowed NSW as the focus of the rushes.

The great rushes had finished by the early 1860s. By that time, NSW had produced 20 million ounces of gold. Victoria's production was over 20 million ounces. This made Melbourne the principal city of Australia.

News of the rushes reached China in 1853. At the time, China had been stricken by political upheaval, drought, floods, famine and the resultant poverty. Many Chinese men borrowed

SOURCE 5.19 The main Australian goldfield locations

money from local merchants to go to Australia in search of gold. Their families stayed behind, working for the merchants until money started to be sent back to China from the goldfields to pay the debt.

For many Chinese people, Victoria became *Dia Gum San*—the 'New Gold Mountain'. Between 1854 and 1857, over 25 000 Chinese men—and three Chinese women—emigrated to Victoria. Chinese men set up settlements across the mining districts. These included clubs, teashops, temples and theatres. The main centres in Victoria were at Avoca, Ballarat, Beechworth, Castlemaine, Creswick, Maryborough and Sandhurst (later called Bendigo).

In Victoria, as elsewhere, Chinese people experienced racism and violence. The first anti-Chinese feeling was expressed at Bendigo in 1854. European and American diggers wanted to see a 'rising take place … for the purpose of driving the Chinese off the goldfield'. Riots against the Chinese broke out in places such as the Buckland River in Victoria in 1857 and at Lambing Flat in NSW between 1860 and 1861. Colonial governments also passed legislation that hindered the work of Chinese diggers on the goldfields.

Year	Male	Female	Total
1854	2341	—	2341
1857	25 421	3	25 424
1861	24 724	8	24 732
1871	17 826	31	17 857
1881	11 871	261	12 132
1891	8872	605	9377
1901	6740	609	7349

Kathryn Cronin, *Colonial Casualties: Chinese in Early Victoria*, Melbourne University Press, Melbourne, 1982, p. 136

**SOURCE 5.20** Victoria's Chinese population (including 'part-Chinese'), 1854–1901

Arrivals by sea	Arrivals overland	Departures by sea	Departures overland
42 043	20 147	36 142	11 700

Kathryn Cronin, *Colonial Casualties: Chinese in Early Victoria*, Melbourne University Press, Melbourne, 1982, p. 135

SOURCE 5.21 Total Chinese arrivals in Victoria and departures for China, 1850–90

SOURCE 5.22 Distribution of Victorian Chinese population, 1854
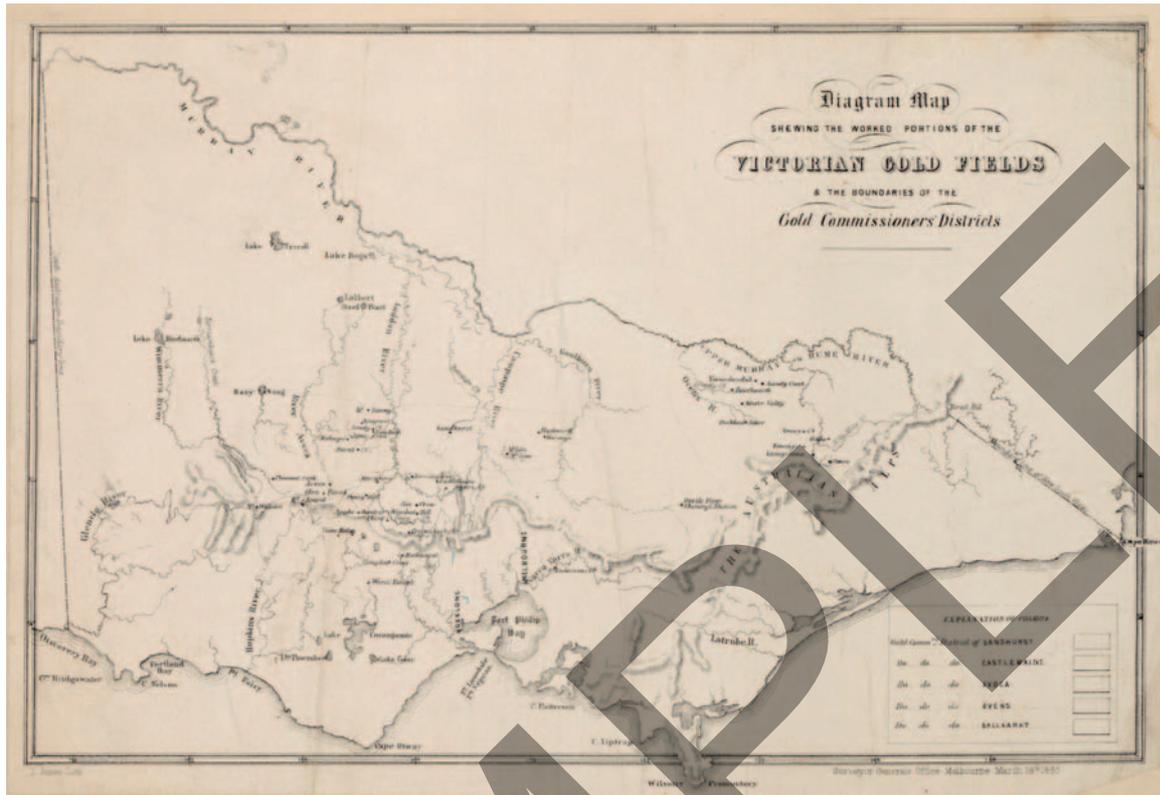
SOURCE 5.23 Victorian goldfields, 1855. This map is also viewable at OneStopDigital.

ACTIVITY 4

Explanation and communication

1 What colony became the focus for the 1850s gold rushes?

2 What was one of indicators of Victoria's dominance?

3 When did news of the Australia rushes reach China?

4 How did most Chinese men fund their emigration to Australia?

5 What is the meaning of *Dia Gum San*?

6 What did Chinese people experience during the gold rushes?

Analysis and use of sources

1 **a** Draw a line graph based on Source 5.20. Put the years 1854, 1857, etc., along the bottom. Along the side, use the scale of 10 centimetres = 10 000 people.

   b Chart the number of Chinese males for each year in one colour.

   c Chart the number of women in another colour.

   d When was the peak of the male Chinese population in Victoria?

   e When was the peak of the female Chinese population in Victoria?

2 **a** Use Source 5.21. What was the total number of Chinese people who arrived from China in Victoria?

   b What was the total number of Chinese people who went back to China?

   c Approximately what proportion of Chinese people stayed in Victoria?

3 Using sources 5.20 and 5.21, and the text in this section, explain the movement of Chinese diggers between China and Victoria.

4 Use Source 5.22. Locate the five areas in Victoria in the mid 1850s with the highest Chinese populations.

5 **a** What is Source 5.23 and when was it made?

   b Go to OneStopDigital to view a zoomable version of Source 5.23. Find out the names of the main towns and goldfields in the five areas with the highest Chinese populations.

6 **a** What is Source 5.24 and when was it published?

   b What were Chinese immigrants blamed for?

c What happened in 1871?

d What did Congress do in 1882?

7 a What is Source 5.25?

b When and where was it published?

c Using Source 5.24, explain the figure in the hat and the sign on the right-hand side of the cartoon.

d The cartoon is called 'The yellow gulf stream'. Explain the meaning of this title.

e How can this cartoon help to explain the attitudes of Australians to the Chinese diggers?

8 a What is Source 5.26 and when was it published?

b What do the eight arms of the octopus represent? (You may have to search some of the terms on the internet.)

c What reaction do you think the cartoonist hoped to gain?

9 How do sources 5.25 and 5.26 support the view that Australians generally had highly racist attitudes toward Chinese immigrants?

10 Think back on your work on the Afghan cameleers.

a What is a major difference between official sources about Chinese diggers and Afghan cameleers?

b What might explain this difference?

In ... [a] climate of economic instability, [American] politicians discovered that promising to deport Chinese immigrants or barring new immigrants from China was popular with voters. In the 1870s, labor leader Dennis Kearney and his Workingman's Party and California Governor John Bigler blamed Chinese 'coolies' for the fall in wages. (Coolie was originally a Hindi word meaning 'hired laborer', in contrast to a slave.) In 1871, an anti-Chinese riot in Los Angeles resulted in the murder of two dozen Chinese. In 1882, Congress enacted the Chinese Exclusion Act, a law that barred immigration of Chinese contract laborers for ten years. It was the first time that Congress had ever barred a particular racial group from entering the country. That law, subsequently renewed, was not repealed until 1943.

'A history of Chinese immigration in the United States and Canada', *American Review of Canadian Studies*, 22 June 2007

SOURCE 5.24 Chinese 'coolies' in the USA
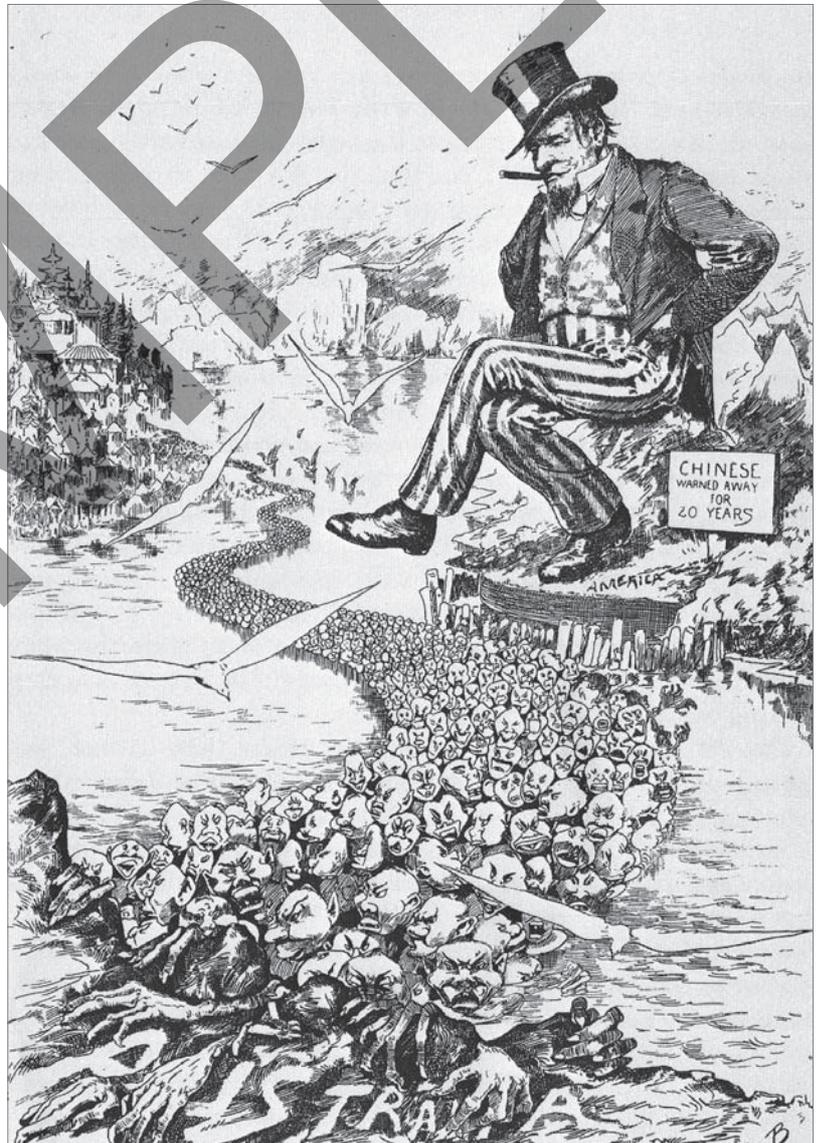
SOURCE 5.25 'The yellow gulf stream', *Melbourne Punch*, 29 March 1888

SOURCE 5.26 'The Mongolian octopus', *Bulletin*, May 1886

Check your understanding

1 Look at Source 5.27.

  a When was this photograph taken?

  b For how long before this photograph was taken had the Chinese people been on the Victorian goldfields?

  c What had they left behind in China?

  d What might they have known about conditions on the goldfields?

2 Imagine you are one of the Chinese immigrants in Source 5.27. What would you be thinking about on the way to the goldfields? Write 200 words about your thoughts.

SOURCE 5.27 Chinese people leaving for the goldfields from Castlemaine on a Cobb & Co. coach, c. 1888

What were the living and working conditions in Australia around 1900?

Chronology

1872	Victoria's Education Act brings in compulsory education
1883	Compulsory education in NSW; children aged 6 to 14 should attend school for a minimum of 140 days per year
1890s	Economic depression; effects are felt until the outbreak of World War I (1914); crisis on the land accelerates a drift of rural dwellers to the cities
	Development of state regulation in the face of crisis; establishment of government departments such as agriculture and health
1893	First public telephone in NSW installed at Sydney's General Post Office
1894	Henry Lawson's first book *Short Stories in Prose and Verse* is published
1895	First kindergarten in Australia is opened in Woolloomooloo, Sydney
1897	Employer's Liability Act is passed in NSW giving compensation for personal injury
1899	Conciliation and Arbitration Act is passed in NSW to settle industrial disputes
1899	Short-lived Labor Party government in Queensland; first labour government in the world
1902–4	Severe drought continues in Australia (drought had been present since 1895)

Australian life around 1900

In many ways, life in Australia at the turn of the century was in a state of transition. The economic crisis of the 1890s forced colonial governments to reconsider their role as social and economic regulators. From the 1890s until the outbreak of World War I, government bureaucracies began to grow and exert increasing control over people's lives.

In the first decade of the 20th century, federal and state governments also began to construct a social welfare system. Old-age pensions and maternity allowances were among the first benefits for ordinary people. To be eligible for assistance, however, individuals had to demonstrate that they were deserving of help.

Rural life

In rural Australia, the crisis had been particularly hard. It had coincided with a drought. Many small holders on the land, and a significant number of wealthy pastoralists, were ruined in the 1890s. Many poorer farmers simply walked off their properties and drifted into larger towns and cities. Some of the farmers and pastoralists who survived were able to take over the properties of those who had failed. During this period, the average size of farm properties grew. This trend continued throughout the 20th century.
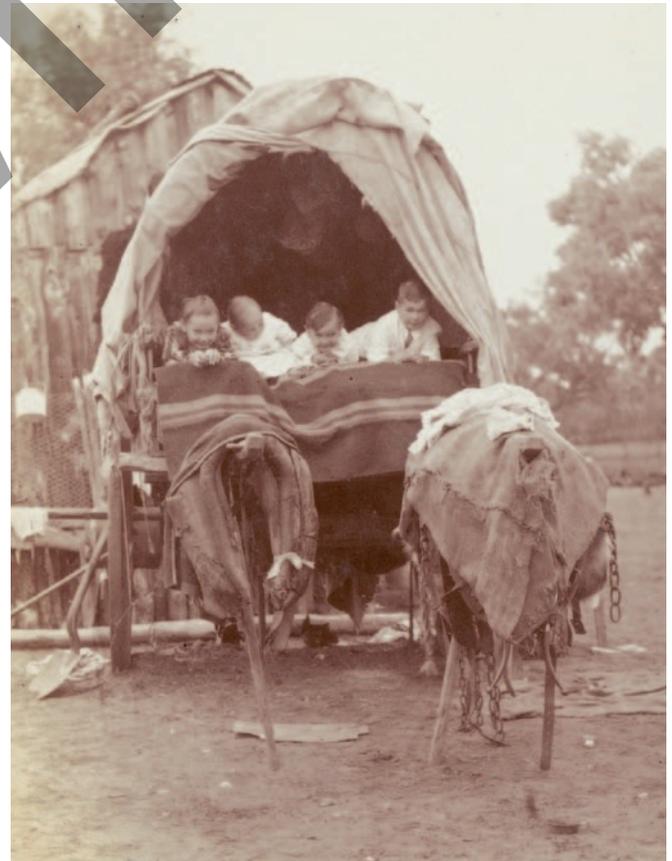
SOURCE 5.28 Rural poverty, c. 1903
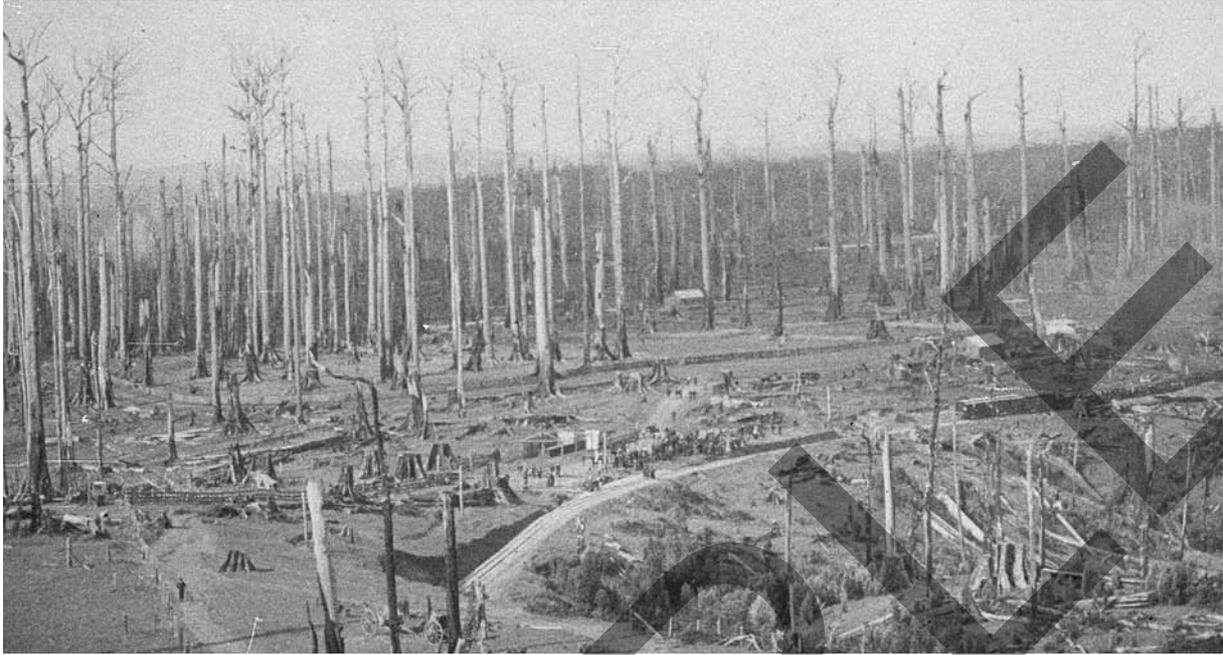
SOURCE 5.29 A ringbarked forest, NSW, c. 1910

Even when times were not tough, life on the land was difficult. Some writers, such as Banjo Paterson, romanticised rural existence. Others, such as Barbara Baynton and Henry Lawson, portrayed 'the bush' more realistically. Rural places lacked most of the facilities that cities and big towns could offer. Unsustainable farming practices and clearing practices such as ringbarking also created environmental disasters on the land.

Source 5.28 was taken in the early 20th century in the region around Dubbo in NSW. Its original caption read 'A travelling family—they live in this cart'.

Urban life

Urban life was also in transition. For most of the second half of the 19th century, the majority of Australians lived in capital cities. By 1891, around two-thirds of New South Wales's population were urban dwellers; in Victoria, the figure was around 55 per cent. But a different pattern of living was emerging.

By the turn of the century, around a quarter of New South Wales's urban population lived in suburbs. At this time, however, suburbs mainly housed the middle classes and the rich, along with those who catered for their needs. Working-class dreams of owning a freestanding or semi-detached home on a modest or quarter-acre block —the great Australian dream'—were possible mainly in the 20th century. Indeed, it was the post–World War I period that saw the spread of suburbs as the main site of domestic life.

Changes in transportation were critical to the spread of suburbs. Throughout the industrialising world, major cities experienced a rise in urban mass-transportation systems. Sydney was at the forefront of such developments in Australia. Steam had been the dominant form of power in 19th-century Sydney. From the early 1900s, steam trams were converted to electricity as Sydney underwent electrification. Tramway operations were mainly geared to provide services to outer suburbs. Trains began to spread into suburban areas from the late 19th century.

Division in Australian society

Where people lived had major consequences for their life experiences. But other factors influenced the lives of people in Australia, as elsewhere. These factors included class, wealth, ethnic background, sex and religion. The turn of the century found Australia in the middle of sectarian trouble. Sectarianism in Australia created antagonism between Catholics and Protestants.

Other conflicts were evident in Australian society at the time. In workplaces, tensions often flared between labour (workers) and capital (employers). Industrial disputes were to become a common feature of Australian life. Politically, there were struggles between radicals and conservatives.

Prosperous people and many politicians looked forward to celebrating federation on 1 January 1901. But an event took place in Australia that starkly indicated that all was not well in the Antipodes.

For many years, social reformers, investigators and health officials had warned of the dangers of unsanitary conditions in urban areas. Almost nothing, however, was done. Australian cities and towns experienced various epidemics during the 19th century. In 1890, the *Illustrated Sydney News* reported that a parliamentary bill to improve sanitary conditions in the city had failed (see Source 5.30).

... a motion for a Royal Commission into the sanitary condition of the urban districts of ... [NSW] came on for discussion in the Legislative Assembly. As was anticipated, nothing practical was done, and ... the motion was ... withdrawn ... the experience of the past has but too plainly shown that the exigencies of party politics and the large and powerful vested interests [such as property owners], with which efficient sanitary legislation would necessarily interfere, surrounded the passage of such a measure with innumerable difficulties ... there is continually ample evidence of the need for reform, and the public should not require to be rudely awakened [out of their apathy] ... by the outbreak of some terrible epidemic ... Every year the register of deaths proclaim the shocking waste of human life which is taking place in the metropolis.

Illustrated Sydney News, 19 July 1890

SOURCE 5.30 Sanitation in Sydney

On 15 January 1900, the arrival of bubonic plague—the 'Black Death', as this dreaded and painful disease became known from the Middle Ages—was officially declared in Adelaide. Four days later, its arrival was reported in Sydney. For the next 22 years there were ten outbreaks of plague in Sydney alone. They affected 600 people, of whom 196 died. Across Australia over 1360 people contracted plague in this period; some 535 died.

SOURCE 5.31 Plague spot, Cambridge Street, The Rocks, 12 August 1901

ACTIVITY 5

Explanation and communication

1   Name two of the effects of the economic crisis of the 1890s?

2   a   Describe life on the land around the turn of the century.

    b   Use Source 5.29. What impact did farming and grazing have on the rural environment?

3   a   Where did the majority of people live for most of the seconad half of the 19th century?

    b   How had this changed by the turn of the century?

    c   What were some of the factors behind such change?

4   What was the great Australian dream?

5   What other factors influenced people's life experiences?

6 What was sectarianism in Australia?

7 Between what other groups was conflict experienced?

8 Define the terms 'radical' and 'conservative'.

9 What did social reformers and others predict would happen in cities such as Sydney? Why?

Analysis and use of sources

1 a Use Source 5.30. Why did the *Illustrated Sydney News* anticipate that nothing would be done about poor sanitary conditions in Sydney?

  b According to the newspaper, what was the cost of private and public apathy about inner-city, working-class living conditions?

2 a What happened in 1900?

  b What did this say about egalitarianism in Australia?

  c From Source 5.31, describe some of the living conditions in inner Sydney around 1900.

3 After plague broke out in Sydney, the government commissioned a photographer to take pictures of plague-affected areas to document clean-up operations. Imagine you are one of the children in Source 5.31. Write a letter to a friend in the country explaining what has happened in your area. Also tell them how you are feeling.

Impact of the gold rushes on 'Marvellous Melbourne'

In 1851 Melbourne's population was around 29 000. Ten years later it had jumped to 123 000. Melbourne's growth was stimulated by the Victorian gold rushes. These lasted from 1851 until the late 1860s.

'Marvellous Melbourne', the title conferred by the visiting London journalist George Augustus Sala in 1885, epitomized the high optimism of the city in the 1880s ... In the atmosphere of brash confidence and conspicuous display induced by the land boomers [who pushed up the city's property prices], his boastful epithet caught on ... But the collapse of the property market in 1891 marked the end of Melbourne's heyday ... *The Outcasts of Melbourne* (1985), edited by Davison et al. [and others], reveals the less affluent side of Melbourne during this period; derided as 'Marvellous Smellbourne', it was notorious for its slums, poverty, and pollution.

G Davison, J Hirst & S Macintyre,
The Oxford Companion to Australian History, revised edn,
Oxford University Press, Melbourne, 2001, p. 416

SOURCE 5.32 Professor Graeme Davison, historian, on 'Marvellous Melbourne'

SOURCE 5.33 Princes Bridge, Melbourne, 1900

ACTIVITY 6

Explanation and communication

1   How much did Melbourne's population rise between 1851 and 1861?

2   What caused this growth?

Analysis and use of sources

1   a   From Source 5.32, who gave Melbourne the title 'Marvellous Melbourne'?

   b   What did this epitomise?

   c   How does Graeme Davison describe Melbourne's atmosphere in the 1880s?

   d   What was this induced by?

   e   What did this mark?

   f   By what other title was Melbourne known?

   e   Why was it called this?

2   a   What is Source 5.33 and when was it created?

   b   Find a photograph or a painting of Melbourne around 1861 on the internet. Compare your image to Source 5.33. How had the city changed?

ICT

1   Visit Museum Victoria's website and find two webpages that relate to Marvellous Melbourne. Go to your digital resource pack at OneStopDigital to obtain the web address. Summarise the content of the webpages into bullet-point notes.

Was Australia a workingman's paradise?

Towards the end of the 19th century, some social commentators began to call Australia a 'workingman's paradise'. Australia was portrayed as an egalitarian land of equal opportunity. Here, supposedly, any respectable worker who was willing to work hard and be thrifty could do well.

The myth of the 'workingman's paradise' was powerful and long-lasting. It was firmly established by the close of the 19th century. But it was not left unchallenged.

Chronology

Year	Event
1871	The Sydney Trades and Labour Council is established
1873	First Factories Act passed in Victoria
1875–6	Scarlet fever epidemic
1876	NSW unions are given legislative protection
1880s	Economic boom Growth of 'sweat work'
1881–2	Smallpox epidemic
1886	Amalgamated Shearers' Union is formed
1890s	Economic depression
1890	Great Maritime Strike
1890–1	Asiatic influenza pandemic
1891	Shearers' strike
1891	Australian Labor Party is formed in NSW
1896	Factories and Shops Act is passed in Victoria to fix wages and 'piece-work' rates and stop exploitative work practices; similar acts are passed in NSW and Queensland as a result of an anti-sweated-labour movement
1898	NSW Royal Commission on Public Charities
1898	South Australian Royal Commission on Relief of the Poor
1900	Saturday half-holiday is awarded in Queensland; South Australian and NSW shop workers are granted half-day Saturday holiday
1900	Bubonic plague breaks out in Adelaide and Sydney
1902	94 miners are killed in a coalmine explosion at Mt Kembla, NSW
1903	Railway engine-drivers and firemen's strike freezes Victoria's railways
1909	Saturday half-holiday awarded to Melbourne workers

ACTIVITY 7

Perspectives and interpretations

1 a Who wrote Source 5.34 and when was it published?

b What was Bertha McNamara a member of?

c Did McNamara believe that Australia was a workingman's paradise? Explain.

... if Australia at present presents the Working Man's Paradise, I should hardly care for a glimpse even of the Workingman's Hades.

Bertha McNamara, 'Working men's houses', in
Commercialism and Distribution of the Nineteenth Century, Sydney, 1894

SOURCE 5.34 Bertha McNamara, member, Social Democratic Federation of Australasia, 1894

[In Australia] the distribution of wealth is far more equal [than in England]. To begin with, there is no poor class in the colonies. Comfortable incomes are in the majority, millionaires few and far between.

Richard Twopeny, *Town Life in Australia*, first published 1883,
facsimile edition Penguin, Ringwood, 1973, p. 111

SOURCE 5.35 Richard Twopeny, journalist and exhibitions promoter, 1883

... [considering the] comprehensive documentary evidence available for the period [1860–1900], it becomes clear that by the century's close, Sydney's slum problem was acute ... for city workers needing to reside near to their work, living conditions were as bad as they could be. Here was a major section of Sydney society a victim of dilatory [slow] and largely disinterested government and living in sectors of the city where housing facilities, forgotten by absentee landlords, health authorities, city managers and parliament alike, were grim indeed.

Max Kelly, 'Picturesque and pestilential: the Sydney slum observed
1860–1900', in Max Kelly (ed.), *Nineteenth Century Sydney: Essays
in Urban History*, Sydney University Press, Sydney, 1978, p. 80

SOURCE 5.36 Max Kelly, historian, 1978

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2 a Who wrote Source 5.35 and when was it published?

b Who was Richard Twopeny and what did he do?

c Did Twopeny think that Australia was a workingman's paradise? Explain.

3 Source 5.36 presents the view of an historian, Max Kelly. What does Kelly think about living conditions in Sydney around 1900?

4 Source 5.37 presents the view of an historian, RV Jackson. What does Jackson think living conditions were like in Australia around 1900?

5 a Find five pieces of evidence from the sources, the chronology on page 177 or text in this section that support Kelly's view.

b Find five pieces of evidence from the sources, the chronology on page 177 or text in this section that support Jackson's view.

c Which view do you agree with? Provide at least one piece of additional evidence to support your view.


... [in colonial Australia] Australians were well fed, well clothed and well housed ... Australian cities were spacious, healthy, and free of large areas of extreme poverty.

RV Jackson, *Australian Economic Development in the Nineteenth Century*,
Australian National University Press, Canberra, 1977, p. 22

SOURCE 5.37 RV Jackson, historian, 1977

Figure it out

1 Use Source 5.38.

a In Victoria in 1861, approximately how many children per 10 000 children could not read?

b By 1921, had this figure moved up or down?

c What had the figure moved to?

2 a In NSW in 1861, approximately how many children per 10 000 children could read and write?

b What was this figure by 1921?

3 In Australia in 1900, would more people be able to read and write than in 1861? Explain.

4 Read the chronology on page 173. What could help to explain this change?
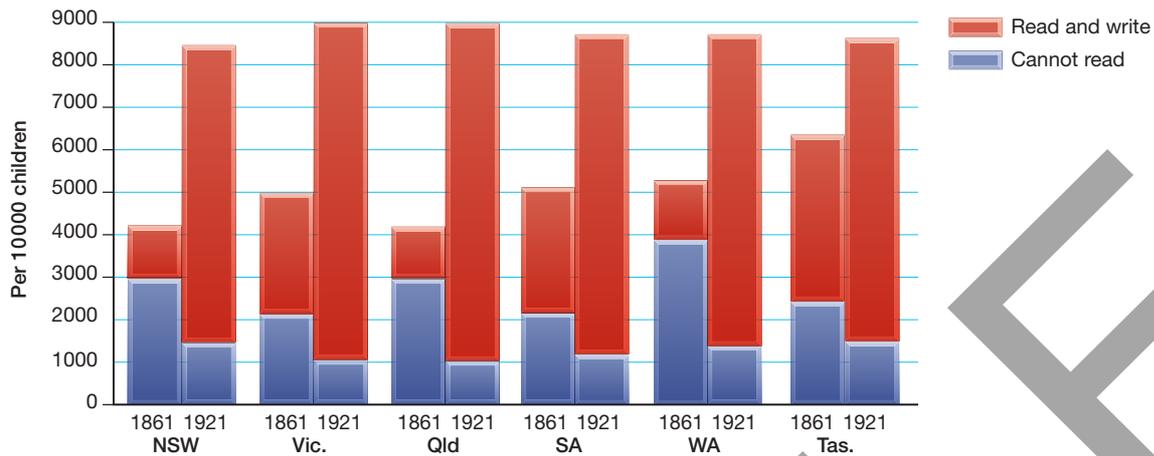
SOURCE 5.38 5- to 14-year-old children's literacy in the 1861 and 1921 censuses

⓸ What were the key events and ideas in the development of Australian self-government and democracy?

Federation, 1901

On 1 January 1901, at a ceremony in Sydney's Centennial Park, the new Commonwealth of Australia was created. It was the result of six colonies—NSW, Victoria, Queensland, South Australia, Tasmania and Western Australia—agreeing to federate.

Federation is the term used to describe a system of government whereby separate colonies or states agree to establish a central (federal) government with the authority to deal with certain matters outlined in a constitution. The states still continue to exist and have control over their own affairs.

Federation came about after a long debate that began in the 19th century. In 1847, the British noble, Earl Grey, suggested the colonies of Australia would become more successful if they cooperated in matters such as tariffs, postal services, immigration, roads and railways. At this time each of the colonies had their own laws and government. There was no single government for Australia as a nation.

The following chronology and sources will help you to discover how and why federation occurred.
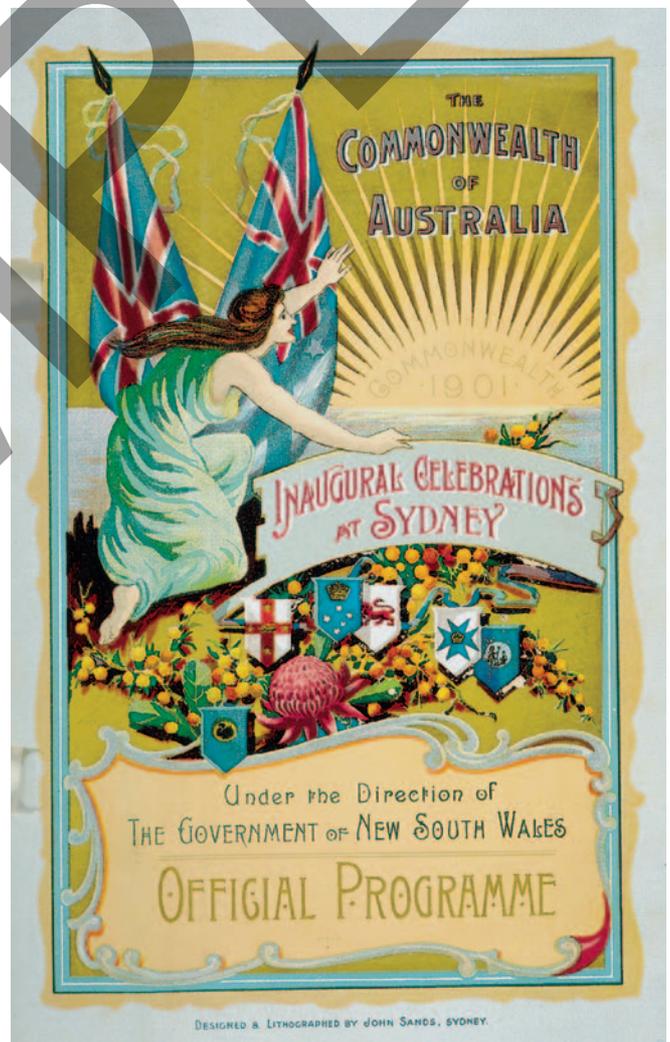
SOURCE 5.39 Official program for the federation ceremony in Sydney, 1901

Chronology of federation events

1849	A committee of British parliamentarians recommends a general assembly of the Australian colonies to meet to discuss railway construction, customs and mail services. The Australian Colonies Bill was put to the British Parliament in 1850 but was not passed.
1857	Victoria set up a Select Committee on the federal union of Australian colonies to investigate federation. Neither Victoria nor NSW was prepared to give in to each other; therefore, nothing was achieved.
1881	Henry Parkes, a NSW politician, calls for a federal council to be established with the task of developing a federation constitution. Two years later the council was formed.
1883	At the meeting of colonial premiers, it was decided to establish a federal council.
1885	A British act of parliament creates the federal council. Although Victoria, Tasmania, Queensland and Western Australia met, NSW and South Australia did not send representatives. Henry Parkes felt that the federal council did not hold enough power to seriously push federation.
1886	The Colonial Conference is held in London. Australian representatives expressed concerns about the growing influence of France, Russia and Germany in the region. The separate colonies, although protected by the British navy, saw the defence of Australia as a major issue.
1889	Major-General Edwards, reporting on the defence of Australia, stated that the country needed a central government, not six separate armies and navies.
	In the same year, Parkes, in an after-dinner speech that became known as the 'Tenterfield Oration', argued for the creation of a federal government that would legislate on all 'great subjects' including defence. Local matters would be left to the individual colonies. He called for the establishment of a constitutional convention, made up of influential colonial men.
1890	Delegates from each of the colonies met in Sydney at the first constitutional convention. Parkes was the chairperson. But Samuel Griffith (Queensland) played a significant role in drafting the constitution. It was agreed that a federal government would be responsible for the defence and customs duties, and free trade between the Australian colonies. Each colony took the draft constitution back to be passed by each of the governments. Only Victoria and South Australia did so; Parkes had to resign from the government and his replacement was against federation. With problems of economic depression and industrial trouble being more pressing, the federation movement stalled again.
1893	At the Australian Natives' Association conference, held at Corowa in NSW, Dr John Quick argued the need for a second constitutional convention but that it should include all Australians, not just politicians. He proposed that each colony should allow the people to elect delegates to meet to draft a constitution. When drafted, a **referendum** should be held and if the constitution was accepted by three or more colonies then it should be sent to England for approval. The idea of federation was becoming popular because it was seen as a possible way of giving better economic stability to Australia at a time of severe depression.
1895	At the Premiers' Conference in Hobart, George Reid (NSW) led the debate that saw each colony agree to follow Dr Quick's proposal.
1897–8	The second federal convention met in Adelaide (March 1897), Sydney (September 1897) and Melbourne (January–February 1898). A new constitution was drafted.
1898	A referendum was held in NSW, Victoria, Tasmania and South Australia but not in Queensland or Western Australia. A target of 80 000 'yes' votes was needed in NSW but this was not reached. Although four colonies voted yes (see Source 5.40), it was decided to amend the constitution in order to gain more yes votes in NSW.
1899	At the Premiers' Conference, an agreement was reached on the site for the federal capital and other amendments that would make federation more agreeable to NSW.
	A second referendum was held in all colonies except Western Australia (see Source 5.41).
1900	On 21 August, the British Parliament, following a separate referendum in Western Australia where the yes vote was greater, passed the Commonwealth of Australia Constitution Act. Queen Victoria approved it on 17 September, making 1 January 1901 the date for Australian federation.
1901	On 1 January 1901, at Centennial Park, Sydney, the main federation ceremony took place. The first elections were held on the 29–30 March 1901. The first federal parliament was opened on 9 May 1901 in Melbourne.

	NSW	Vic.	SA	Tas.	Qld	WA	Total
Yes	71 595	100 520	35 800	11 797	—	—	219 712
No	66 228	22 090	17 320	2716	—	—	108 354

SOURCE 5.40 Results of the first constitutional referendum, 1898

	NSW	Vic.	SA	Tas.	Qld	WA	Total
Yes	107 420	152 653	65 990	13 437	38 488	*	377 988
No	82 741	9805	17 053	791	30 996	*	141 386

Notes: Voting was not compulsory. Of those eligible, 60 per cent voted in the referendum.
* Western Australia voted in 1900: yes, 44 800; no, < 2000

SOURCE 5.41 Results of the second constitutional referendum, 1899

Factors that hindered federation

Factors that hindered moves to federate included:

- **Geography and distance**—the Australian continent was large and the capitals of each of the colonies were far apart. The quickest transport between Sydney and Melbourne in 1880 was by ship, and this took seven days.
- **The attitude of NSW**—when Henry Parkes lost office in 1891, there was less push within NSW for federation. Many people in the colony were for free trade, whereas Victoria was protectionist. The difference of opinions about economics did not help. The NSW premier, George Reid, showed little interest in federation.
- **Tradition**—over 90 per cent of people that could be involved in the federation debate were of British origin. Most saw themselves as British citizens living in NSW, Victoria or Queensland, or the other colonies, and were not motivated to create a new nation.
- **Small colonies' fears**—the smaller colonies feared that the federation would be dominated by the larger colonies of NSW and Victoria. In 1880, Queensland had only been independent from NSW for 11 years. South Australia was less than 50 years old.
- **Loss of power**—each of the colonies feared that the federal government would take power from them if they joined together.

- **The labour movement**—within the colonies there were pushes for better wages and conditions for workers. Many unionists felt that they had a greater chance of making gains for workers in their own colony rather than in a federal system.
- **No reason for federation**—prior to 1884 (when Germany took control of part of New Guinea), the colonies did not feel threatened by other nations, and therefore saw no need to federate for defence. Until the 1890s, economic conditions were fairly good and people saw no need to change what was working well.
- **Queensland's cane farmers**—one of the main aims of federation was to keep Australia free of 'coloured races'. Queensland cane farmers employed Pacific Islanders in preference to white workers because they could pay them less. These farmers feared that federation would mean the end of cheap labour. (See also Source 5.45, the cartoon from *The Bulletin*, 1891).
- **More urgent issues**—in the 1890s the country was hit with a major economic depression. There were confrontations between employers and workers. Demands for better social conditions (education and health services particularly) grew. These issues were more important in the day-to-day lives of many people.

Chinese are a cheap race—cheap to a degree that is destructive of the white race so far from thinking a Chinese war would be a calamity for Australia. I fervently believe it would be the greatest blessing we could possibly receive. For it would give us an excuse to clear out every yellow alien from our midst. Yes a Chinese threat of invasion would do all that and it would do more—far more: it would immediately federate our states into one nation; it would give us a permanent national government ...

'Australian nationalism: an earnest appeal to the sons of Australia in favour of federation', *The Bulletin*, 1888

SOURCE 5.42 An appeal for federation

Why should not the name of an Australian citizen be equal to that of a Briton? Why should not the name of an Australian citizen be equal to that of the citizen of the proudest country under the sun? Make yourselves a united people, appear before the world as one.

SOURCE 5.43 Henry Parkes speaking at the Australasian Federation Conference, Melbourne, 1890

The Tenterfield Oration was given by Henry Parkes, Premier of NSW, at the town of that name on the NSW–Qld border in October 1889. In it he called for the federation of the colonies and the formation of a strong national government. He proposed that delegates from the colonial parliaments meet forthwith to draft a constitution. In itself the speech was not particularly arresting; it contained nothing as memorable as 'the crimson thread of kinship runs through us all', which appeared in his speech the following year. Nor did it make clear Parkes's strategy of avoiding the differences between NSW and the other colonies on tariff policy ... the speech was notable because NSW had hitherto stood apart from the ... Federal Council.

G Davison, J Hirst & S Macintyre, *The Oxford Companion to Australian History*, Oxford University Press, Melbourne, 1998, p. 642

SOURCE 5.44 The Tenterfield Oration

SOURCE 5.45 'The Mongolian Millennium', *The Bulletin*, June 1881. The original caption that accompanied this cartoon read: 'At Honolulu, small-pox, introduced by recently-arrived Chinese, is decimating the island … about 1800 Chinese have, during the last few weeks, arrived in Sydney … from the Palmer Goldfield, which was, even after its "golden days", capable of paying handsome wages for many years to thousands of white men, the Chinese have almost completely driven out white labour.'

By the term Australian we mean not those who have been merely born in Australia. All white men who came to these shores—with a clean record and who leave behind them the memory of class distinctions and the religious differences of the old world; all men who place the happiness, the prosperity, the advancement of their adopted country before the interests of Imperialism, are Australian ... No nigger, no Chinaman, no lascar, no kanaka, no purveyor of cheap coloured labour, is an Australian.

The Bulletin, 2 July 1887

SOURCE 5.46 'Australians are white only'

Factors that assisted federation

Factors that assisted federation included:

- **Growing Australian nationalism**—this was reflected in movements such as the Australian Natives' Association, newspapers such as *The Bulletin*, the growth of Australian themes in art and poetry in the 1880s and 1890s, and the fact that nearly 75 per cent of the population in the 1890s was born in Australia.
- **Better communications**—the telegraph linked all capital cities by the 1880s. The telephone linked Melbourne and Sydney. Rail lines (although different gauges) and steamships made transport quicker and easier between the colonies. These communications made the colonies feel less separate.
- **Defence**—growing imperialist interests in the Asia–Pacific region by France, Germany and Russia caused nervousness among Australians. When Britain failed to consult Australia over allowing France to have the New Hebrides, some Australians felt it was time for Australia to form its own defences rather than rely on the British navy. It made more sense to have one Australian navy, under a federal government, than have six separate small navies in each colony. In 1889, Major-General Bevan said that, if only for defence reasons, federation was necessary.
- **Immigration**—each colony had a policy for immigration and this often caused problems; for example, when Victoria tried to restrict Chinese immigration, the Chinese would sail into South Australia (where there were fewer restrictions) then make their way overland to Victoria. There were fears that non-white labour (which was paid less) would take the jobs of white Australians and reduce wages. The need for a common immigration policy was a major force behind the colonies coming together.
- **Trade**—although there were differences between the colonies (such as NSW) over free trade and protection, it was felt that goods would sell better overseas if they came from a recognisable nation rather than from unknown colonies. This, and more importantly the economic problems of the 1890s, influenced the idea that a federal system might better coordinate commercial development.
- **Influential people**—the strong supporters of federation such as Parkes (NSW), Turner (Vic.), Kingston (SA), Forrest (WA) and Braddon (Tas.) all contributed to the success of the movement.

SOURCE 5.47 The second federal convention, Melbourne, 1898

- **British support**—the British government did not hinder the progress of federation. Earl Grey (1848–9) and Major-General Edwards (1889) both expressed support for federation. The Colonial Office and British Parliament saw advantages in federation and allowed the constitutional conventions to proceed.
- **Compromise between colonies**—differences of opinion and fears about federation among the colonies were solved. Rivalry between NSW and Victoria over who should have the national capital ended when it was decided to build a new capital in a new territory not part of either state. The smaller colonies' fears that the federal government would be dominated by NSW and Victoria were alleviated with the establishment of a federal system with two houses of parliament. The upper house (Senate) would have an equal number of members for every state.

The conflict between free trade (NSW) and protectionism (Victoria) was resolved when NSW agreed that the new federation would support protectionist policies. Fear that the new states would have to give up powers to the federal government was lessened when the new constitution clearly defined state rights and their powers. The White Australia Policy was popular with most colonies and, to gain greater Queensland support, it was agreed

to ban the importation of sugar. This way, Queensland's loss of cheap Pacific Islander labour would be offset by having no foreign competition in the sugar industry.

ACTIVITY 8

Analysis and use of sources

1 Use the chronology on page 180 and the text in this section. Who was Henry Parkes?
2 From the chronology, why didn't NSW attend the 1885 federal council?
3 Use the chronology on page 180.
   a When was the first constitutional convention?
   b What was Dr Quick's proposal?
   c When did the second constitutional convention meet?
   d How many colonies had to vote 'yes' to approve federation?
4 Use the chronology and Source 5.41.
   a Why was there a second referendum about the constitution?
   b Was voting in the referendum compulsory?
5 Use the text above on factors hindering federation to complete the mindmap in Source 5.48. The first factor is done for you.
6 Use the text above on factors that assisted federation to complete the mindmap in Source 5.49. The first factor is done for you.
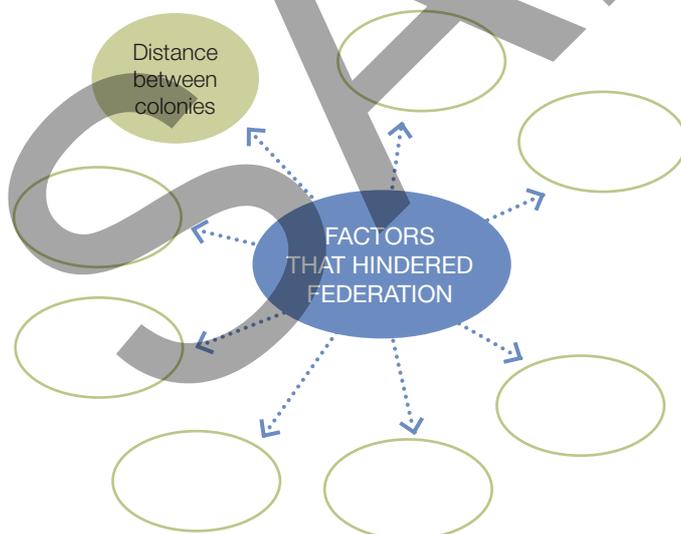
SOURCE 5.48 Mindmap on factors that hindered federation
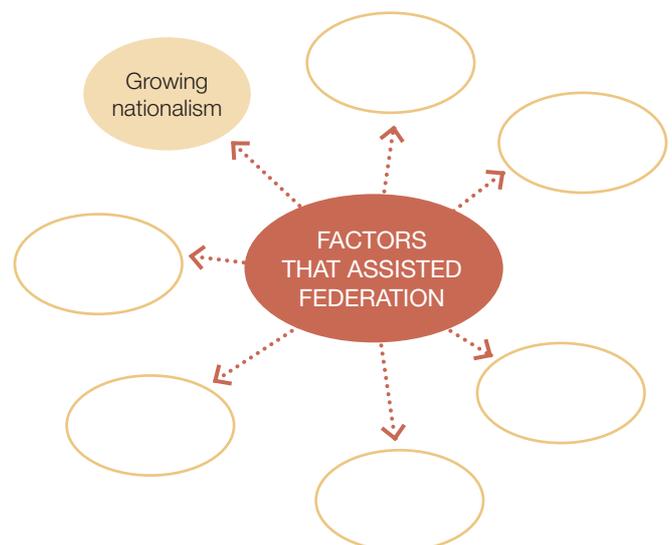
SOURCE 5.49 Mindmap on factors that assisted federation

7 Use the chronology. What three events do you see as most important in the process of federation?

8 a A spreadsheet records numerical data and performs calculations. Source 5.50 is a spreadsheet for recording the data from Source 5.40. (If you have access to spreadsheet software, create this spreadsheet.)

	A	B	C	D	E	F	G	H
1		NSW	Vic.	SA	Tas.	Qld	WA	Total
2	Yes							
3	No							
4	Total							

SOURCE 5.50 Spreadsheet for recording data from Source 5.40

b Fill in the cells B2, B3, C2, C3, D2, D3, E2, E3, F2, F3, G2, G3, H2 and H3 from the data in Source 5.40.

c What would B2+B3 give? In which cell would you record this calculation?

d What cells need to be added together to make the total of 'yes' votes for the colonies that took part in this referendum? In what cell would this be recorded?

e What cells need to be added together to give H3?

9 Use Source 5.51 to complete the spreadsheet shown in Source 5.41.

	A	B	C	D	E	F	G	H
1								
2								
3								
4								

SOURCE 5.51 Spreadsheet for recording data from Source 5.41

a What evidence is there in Source 5.51 that many Australians were not really interested in federation?

b Which colony was the strongest supporter of federation? Explain your answer.

c In which colony were the 'yes' and 'no' votes the closest?

10 Use sources 5.40 and 5.41. What changes occurred in the results between 1898 and 1899? (In your answer refer to any large increases in the yes or no vote in particular colonies, the number of people who voted, etc.)

11 Read Source 5.42 again. What does it show about attitudes towards the Chinese at the time?

12 Nationalism (being proud of one's country) is one reason historians give for federation. Which sources provide evidence to support this?

13 Explain the meaning of Source 5.43.

14 Some historians have called Henry Parkes the 'father of federation'. They claim that his Tenterfield Oration played an important role in motivating the federation movement. Does Source 5.44 support this view? Explain your answer.

15 Who, according to Source 5.46, were Australians and who were not?

16 Select three factors that you believe were most important to the success of federation. Explain your answer.

Historical questions and research

Your task is to write a biography of Sir Henry Parkes.

1 List the things that you would need to include in his biography.

2 What topics and subject headings would you use to find information on Parkes?

3 Write your biography. Choose at least five subheadings to present this information. (Tip: start with his date and place of birth.)

Explanation and communication

1 You have been asked to address the second federal convention in 1898. You have two minutes to persuade the delegates that federation is necessary for Australia. Write your speech. It should have three sections.

• an introductory statement that expresses your point of view

• a series of arguments to convince your audience

• a conclusion that restates your view.

2 A recount is a piece of text that retells past events usually in the order they occurred. There are three sections in a recount:

• an introduction that tells the audience the topic of the recount

- a sequence of events in the order they occurred
- a conclusion that signals the end of the recount.

Words you can use in the sequence of events to show the order in which they occurred include:

- first (second, third, etc.)
- next
- soon after
- following that
- meanwhile
- afterwards
- at this point
- then
- now.

Using the sources and the text on federation, write a one-page recount retelling the events that lead to federation.

3 An explanation tells how or why something occurred. Your task is to explain why federation occurred. Use information from the sources and the text on federation to write a 500-word explanation in the following structure:

Why federation occurred

- an introductory paragraph that describes the topic (federation)
- a series of paragraphs that explain why federation occurred
- a conclusion that signals the end of the explanation.

Words that you can use to explain 'why' include:

- as a consequence of
- because
- caused by
- gave rise to
- an effect of
- as a result of
- produced by
- contributed to
- therefore
- led to
- resulted in
- brought about.

Significant legislation—1901–1914

Much significant legislation was passed in Australia during the period 1901 to 1914. Progressive politicians sought to 'civilise' capitalism. So legislation was brought in to protect workers' rights and ensure fair pay and safe working conditions. Laws were also passed to promote a strong white population in the new nation. Maternity allowances were introduced to encourage white people to have more children. Legislation was also made to restrict certain types of immigrants into Australia.

Chronology

1900	Old-aged Pensions Acts in Victoria and NSW are passed
1901	Commonwealth Immigration Restriction Act is passed; this was the legislative symbol of the 'White Australia Policy' All men over 21 gain federal voting rights; women gain them in 1902 Pacific Islander Labourers Act is passed to stop importation of Pacific Island labour
1902	Ada Evans becomes the first female Australian law graduate; she was not permitted to practise until 1921 under the *1918 Women's Legal Status Act of NSW*
1903	Royal Commission on the Decline of the Birth Rate
1904	Commonwealth Conciliation and Arbitration Act is passed Recruiting of Kanaka labour ceases The 'marriage bar' for women is introduced into Commonwealth Public Service Act; until 1966, women had to resign from the public service on marrying
1905	Renewed program of assistance to British immigrants
1907	The 'Harvester Judgment' establishes the principle of a basic wage for white Australian men
1908	Invalid Pensions Scheme NSW is introduced Federal Customs Tariff Act increases **tariff** protection
1909	Commonwealth Old-Age Pension is introduced under the *Commonwealth Invalid and Old-Age Pensions Act of 1908* Defence Act (provided for compulsory military training)
1910	Asian merchants, students and visitors are permitted entry to Australia
1911	Commonwealth Electoral Act (compulsory enrolment but is not introduced until 1924)
1912	Commonwealth Maternity Allowances Act and Maternity Allowance scheme ('baby bonus'); Aboriginal peoples, Asians and Pacific Islanders are excluded
1914	War Precautions Act is passed controlling the movement of 'aliens'

Voting rights

From the time of federation in 1901, all men were given the vote in Australia. Women were able to vote from 1902. This was unlike the case in Britain. There, all men were not eligible to vote until 1918. This was, in part, a response to the sacrifices made by ordinary British people in World War I.

Voting rights in Australia came about for a variety of reasons. These included:

- the more egalitarian nature of Australian society
- the rise of the Labor Party
- a less rigid, younger class structure.

The map in Source 5.52 shows Australia in 1900. Note that the Northern Territory (NT) and the Australian Capital Territory (ACT) are not shown. The NT was part of NSW until 1863 when it was brought under the jurisdiction of South Australia. In 1911, the NT and ACT were transferred to the Commonwealth.

ACTIVITY 9

Figure it out

Use Source 5.52.

1   Draw a timeline showing when voting rights were given in chronological order from the earliest time to the most recent.

2   Which state/colony was the first to give women the vote?

3   Which state/colony was the last to give women the vote?

4   Which state/colony had the shortest period of time between men and women getting the vote?

5   Across all states/colonies, what, on average, was the number of years between men and women getting the vote? (To calculate this, work out the number of years between men and women getting the vote in each state/colony. For example, the difference in Tasmania was three years. Add all the final numbers up and divide by the number of states/colonies.)

Historical questions and research

1   Find out who were the leading people in your state or territory who worked to get women the vote.

Restriction on immigration

Why did Australia adopt the Immigration Restriction Act? From the time when 'coloured' labour was first recruited in the 1830s, colonists expressed concerns about the possible consequences of bringing non-Europeans into Australia. Fears were voiced over the potential of foreigners 'contaminating' white racial purity.

Western Australia
men: 1893
women: 1899

South Australia
men: 1856
women: 1894

Queensland
men: 1859
women: 1905

New South Wales
men: 1858
women: 1902

Victoria
men: 1856
women: 1908

Tasmania
men: 1900
women: 1903
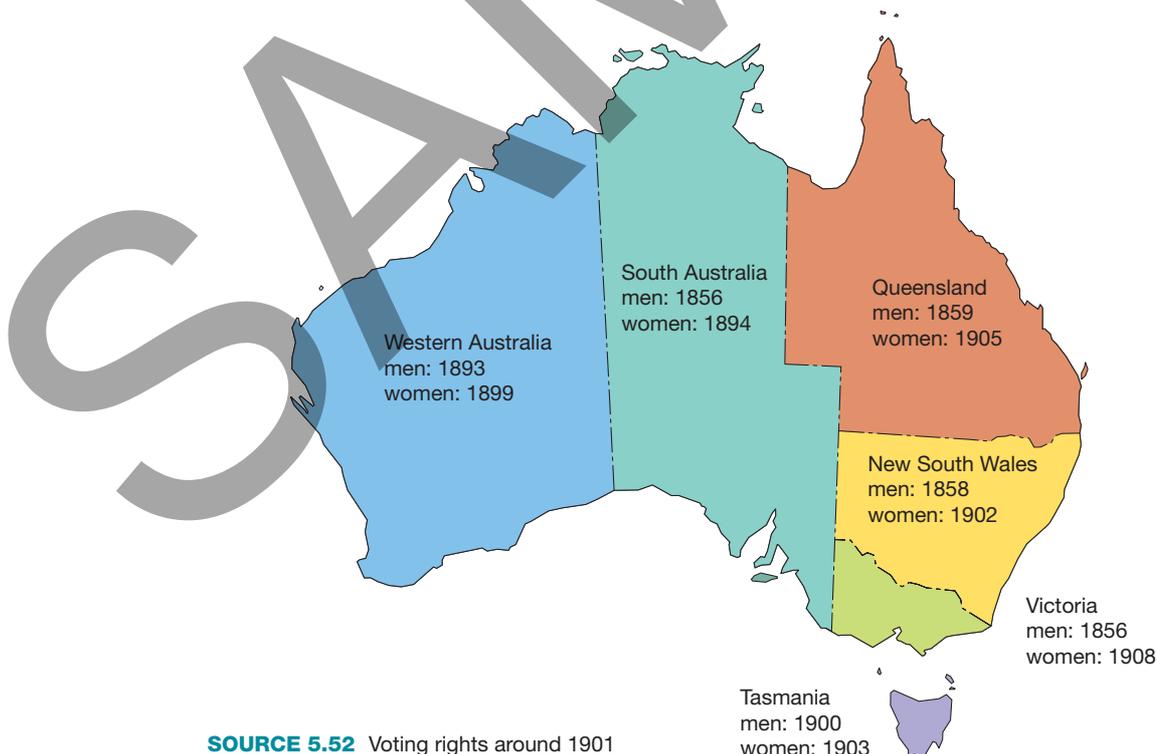
SOURCE 5.52 Voting rights around 1901

Many became anxious about cheap imported labour competing with white Australian workers for jobs. General conditions for workers, it was thought, would be eroded.

Many white Australians saw themselves as defending a white outpost of the British race. 'Alien races', they thought, had to be repelled if British racial inheritance and traditions were to be firmly established on the continent. By the 1880s, the term 'White Australia' was being generally used.

With moves towards federation, there was general political consensus that a policy on immigration should be developed for all colonies. This was decided at the 1896 Intercolonial Conference. Here, delegates agreed that restrictive legislation should be extended to cover all 'coloured' people. This occurred in NSW, Tasmania and Western Australia before the turn of the century. Queensland initially objected to the proposed legislation because of its dependence on the Pacific Islander cane-cutters. But it withdrew its opposition. The southern states promised a federal subsidy for all sugar produced by white labour.

After federation in 1901, the first major piece of legislation to be passed by the Commonwealth Parliament was the *Immigration Restriction Act 1901*. This act provided for a dictation test. Unwanted immigrants were directed by an immigration officer to write a 50-word passage dictated by the officer. They had to write it in any European language that the officer chose. Until 1908, 52 people passed this deliberately discriminatory test. From that date on, no-one seems to have passed the dictation test. The test was not removed from the statute books until 1958. The act was central to the White Australia Policy.

White Australia

An **ideology** can be defined as a political or cultural belief or plan. 'White Australia' was an ideology that wanted to keep Australia racially white and culturally British. As an ideology, White Australia was not solely aimed at keeping Australia white by keeping coloured immigrants out. The White Australia ideal or policy aimed also to 'cleanse' Australia's internal population.

Under White Australia, Aboriginal peoples were systematically confined and oppressed. Their movements were restricted; they were **segregated** from mainstream society and policies were developed to limit their reproduction and destroy their culture. A stark symbol of this desire to keep Australia white was the decision by the framers of the Constitution not to count Aboriginal peoples as part of the population.

This period was characterised by theories of racial **determinism**. Such theories said that different races had different physical, **moral** and emotional traits. Race therefore determined national character. Mixing races could therefore change national characteristics, for better or for worse.

Charles Darwin's theory about the evolution of animal species on the basis of natural selection was transferred to social theory. From there it was transferred to social policy and laws.

ACTIVITY 10

Chronology, terms and concepts

1 What was decided at the 1896 Intercolonial Conference?

2 Why did Queensland finally agree to restrict the immigration of all coloured people to Australia?

3 Name the first major piece of legislation passed by the Commonwealth Parliament.

4 a Describe the dictation test as part of this legislation.

  b How many people passed this test between 1901 and 1958?

5 a What is an ideology?

  b Was the White Australia ideal an ideology? Why?

6 Was the White Australia ideal only concerned with keeping unwanted immigrants out of the country? Why or why not?

7 a What was the White Australia period characterised by?

  b Define racial determinism.

8 Summarise the White Australia Policy in one short paragraph.

Analysis and use of sources

1 Use Source 5.53.

  a What sort of greeting card was this source?

  b What did the writer hope for?

SOURCE 5.53 A New Year greeting card, 1900

Mr Deakin (Ballarat—Protectionist Attorney-General) ...

We here find ourselves touching the profoundest instinct of individual or nation—the instinct of self-preservation —for it is nothing less than the national manhood, the national character, and the national future that are at stake ... we should be one people and remain one people without the admixture of other races. It is ... necessary to say that they do not and cannot blend with us; that we do not, cannot, ought not to blend with them ... this was the note that touched particularly the Australian born, who felt themselves endowed with a heritage not only of political freedom, but of an ample area within which the race might expand, and an obligation consequent on such an endowment—the obligation to pass on to their children and the generations after them that territory undiminished and uninvaded.

Commonwealth Parliamentary Debates,
12 September 1901, p. 4804

SOURCE 5.54 Extract from Alfred Deakin's speech on the Immigration Restriction Act

2 **a** From Source 5.54, what did Deakin wish to preserve?

   b How, in Deakin's view, was this to be achieved?

   c What sort of heritage do you think Deakin was referring to?

   d Does Deakin convey the feeling of a lone white nation defending itself against foreigners? In what ways?

3 **a** Draw four timelines using the scale 1 centimetre = 1 year from 1901 to 1912. Label the timelines (1) Heath and welfare (2) Work and industry (3) Immigration (4) Voting.

   b Use the chronology on page 186. Decide which event belongs to which timeline and place it on the appropriate timeline. (Some events may not fit on any timeline.)

Historical questions and research

1 A bibliography is a list, either complete or selective, of literature on a subject. Compile a bibliography of five books in your school library or from your state or territory library's catalogue that deal with the White Australia Policy.

You may have to use a range of key words, such as 'White Australia', 'Chinese', 'Kanakas', 'race relations', 'immigration'. Think laterally about these.

Each item in your bibliography should include:

- the name(s) of the author(s)
- the title of the work
- the publisher
- the date and place of publication
- the call or reference number.

If the information is available, write a brief description of what each item is about.

Maternity allowance and the decline of the birthrate

The federal government passed the Maternity Allowance Act in 1912. It included a maternity allowance scheme. Under the scheme, white women were paid £5 if they had a baby. Sources 5.55 to 5.57 provide evidence as to why the scheme came into being.

The future task before Australia is to face the possibility of holding and using her vast tracts of land, knowing that China and Japan have ever-expanding millions of people. If we do not produce men and women to populate our country, we have assumed control of a larger proportion of this earth's surface than we can manage.

Western Australian Department of Health, *Annual Report*, Perth, 1910

SOURCE 5.55 The future task

Year	Average number of children per family
1840	9
1881	7
1911	4

SOURCE 5.57 The birth rate

The Management earnestly asks for the sympathy and support of the Women of Sydney

A NEW ARRIVAL at the Royal Hospital for Women

The BEST IMMIGRANT is the NATIVE-BORN AUSTRALIAN BABY
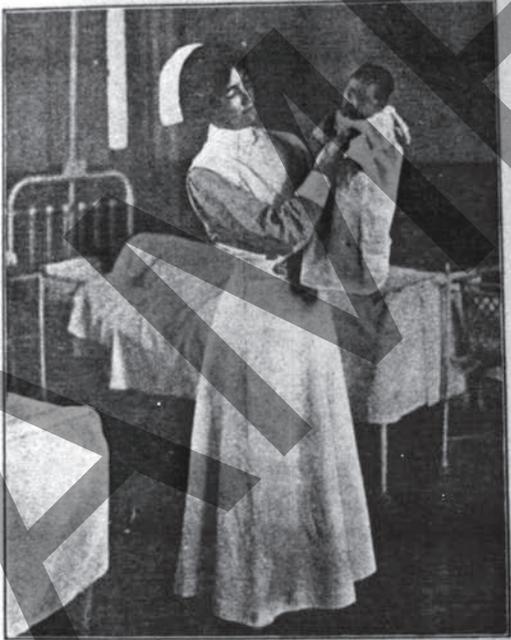
Twelve thousand of these little ones have been born at The Royal Hospital for Women during the past 10 years

Nearly thirty thousand Women have been nursed back to health during the same period

Will you help this essentially Patriotic and Humanitarian Work?

Colossal Athletic Entertainment

in aid of Royal Hospital for Women and Renwick Hospital for Infants

BAKER'S STADIUM :: January 7th

An Entertainment of a unique nature, specially appealing to Ladies

SOURCE 5.56 A new arrival at the Royal Hospital for Women, c. 1910

ACTIVITY 11

Analysis and use of sources

1 a Who produced Source 5.55 and when was it published?

b What do you think was the purpose of this source at the time?

c Would Alfred Deakin (Source 5.54) have agreed with this view? Explain.

2 a What is Source 5.56?

b When was it produced and by what organisation?

c What reaction did the source's creator hope to gain?

3 a Using the figures in Source 5.57, draw a bar graph showing the average number of children per family for 1840, 1881 and 1911.

b Does this source support the claim that the birth rate was declining?

c What factors may have contributed to the gradual decline of the birth rate? (Think about such things as major economic events and conditions in cities.)

4 Using sources 5.55 to 5.57, explain why the maternity allowance scheme was started by the federal government.

Justice Higgins and the Harvester Judgment

In 1907, a judgment was handed down in the Commonwealth Conciliation and Arbitration Court. It established the principle of a basic wage for male workers. This was also called the family or living wage. Today we refer to it as the minimum wage.

Hugh McKay manufactured the famous Sunshine Harvester and other agricultural machinery at his factory in Victoria. Under the **New Protection law** McKay applied to the court not to pay excise duties on his machinery. To get such an exemption he had to show that the wages he gave his workers were 'fair and reasonable'.

SOURCE 5.58 Henry Bournes Higgins, 1904, seated first on the left. At the time he was also president of the Carlton Football Club.

SOURCE 5.59 Advertising for the Sunshine Harvester 1899

There is hatred for the industrial tribunals among employers—employers of the old fashion who are too lofty to attend the Court and ignorant of the Court's patient methods; this is shared also among employees—the men whose minds are steeped in the revolutionary doctrines of Marx and others, men who see no hope for the worker except in revolution. The chief object of the hatred is the Commonwealth Court; for that Court has led the attack on the autocratic power of employers to dictate the terms of employment, to do what they like with their own business (as they call it); and it has tended to spoil the gospel of the revolutionary—the gospel that there is no remedy except in force.

'The future of industrial tribunals', *The New Outlook* magazine, 1922

SOURCE 5.60 Industrial tribunals

Henry Bournes Higgins, president of the court, estimated that to support the average-sized family, a worker would need to be paid 42 shillings per week. McKay was paying some of his workers less than this. At the time, McKay employed around 400 workers. This number had almost tripled by 1911.

Higgins resigned from the Conciliation and Arbitration Court in 1920. Other judges had been appointed who disagreed with his views.

Its objective is industrial peace, as between those who do the work and those who direct it ... it would not be secured without recognition of the principle which the Court has adopted, that each worker must have, at the least, his essential human needs satisfied, and that among the human needs there must be included the needs of family. Sobriety, health, efficiency, the proper rearing of the young, morality, humanity, all depend greatly on family life, and family life cannot be maintained without suitable economic conditions ...

HB Higgins, *A New Province for Law and Order*, London, 1922

SOURCE 5.61 HB Higgins, justifying the Harvester Judgment, 1922

... [after the] Harvester Judgment ... McKay closed his works and successfully contested the legislation in the High Court, leading in 1911 to a strike and lockout, which became Victoria's longest industrial dispute to that time.

Having financially destroyed the implement workers' trade union, McKay introduced labour-saving machine tools, the piecework system and time-and-motion studies to frustrate the effects of Higgins' granting of margins to skilled workers, making the works one of the few Australian manufacturing enterprises employing mass-production methods. His triumph resulted in manufacturing systems and labour-management techniques that degraded work skills (initially at least), cheapened production and individualised the workforce.

John Lack, 'Sunshine Harvester Works', Encyclopedia of Melbourne Online, School of Historical Studies, The University of Melbourne, 2008, www.emelbourne.net.au/biogs/EM01449b.htm

SOURCE 5.62 John Lack, historian, on the Sunshine Harvester works, 2005

ACTIVITY 12

Perspectives and interpretation

1 When was the Harvester Judgment made?

2 Who made it?

3 What principle did it establish?

4 What was the basic wage supposed to support?

5 Who was Hugh McKay?

6 Who was Henry Bourne Higgins?

Analysis and use of sources

1 a Use Source 5.60. How does this source view some employers?

 b How does this source view some employees?

 c How does this source view industrial tribunals and courts?

 d From which perspective is this source written?

2 a Who wrote Source 5.61 and when was it published?

 b According to Higgins, what was the objective of the Harvester Judgment?

 c How was this to be achieved?

 d What happened to Higgins around this time? Why?

 e Why do you think that Higgins wrote this document?

3 a Who wrote Source 5.62 and when was it published?

 b How did McKay respond to the Harvester Judgment?

 c Is Lack writing from the viewpoint of capital or labour? Explain.

Effects of social legislation on living and working conditions

Federal legislation enacted in the early 20th century was to bring about various improvements in many people's lives. But legislation alone did not alleviate social problems and inequalities. Struggles also continued between capital and labour, men and women, and black and white people.

RATE PER DAY

Laborers, unskilled	7/ [shillings]
Laborer, skilled	7/7
Strikers, dressers, drillers	7/6 [7 shillings and sixpence]
Iron benders	8/
Furnacemen, sheet ironworkers	9/
Fitters, turners, moulders, case makers and blacksmiths	10/

WOOD WORKERS AND PAINTERS

Machinists	9/6
Carpenters	10/
Wheelwrights	10/
Pattern makers	11/
Painters—brush hands	9/
Painters—writers and liners	10/...

OVERTIME

At the same rate of time and a quarter for two hours, time and a half for the next two hours and double time afterwards. Double time on Sundays and Christmas Day, New Year's Day, Good Friday and Eight Hour Day ...

Quoted in *The Age,* 9 November 1907

SOURCE 5.63 Fixed wages under the Harvester Judgment (extract)

Year	Age pensioners	Invalid pensioners	Australian population
1901	16 275	0	3 773 801
1905	31 692	0	—
1911	75 502	7451	4 455 005
1914	87 780	16 865	—

Wray Vamplew (ed.), *Australians, Historical Statistics*, Fairfax, Syme & Weldon Associates, Sydney, p. 374

SOURCE 5.64 Age and invalid pensioners, Australia, 1901–14

ACTIVITY 13

Explanation and communication

1 Use Source 5.63. You are a trade union official. Write a one-minute speech explaining the impact of the Harvester Judgment to a group of woodworkers and painters.

2 Use Source 5.64. Explain the impact of old-age and invalid pension legislation in Australia.

Perspectives and interpretations

1 What does Source 5.65 tell us about some developments in Australia by 1900?

2 How would a trade unionist describe this scene? Why?

3 How might a mine owner describe this scene? Why?

SOURCE 5.65 Eight Hour Day procession, Wrightville, NSW, 1900

History challenges

Go to OneStopDigital for internet lessons relating to this chapter.

Being creative

1 Look carefully at Source 5.66 and read its caption. What sort of activities on the land over time could have contributed to making such a huge dust storm? (Source 5.29 provides one answer.)

2 Imagine that Source 5.66 is the front of a postcard. Design the back of the postcard. Include a stamp. (Try to find out what stamps looked liked around 1902.)

3 Imagine you are in Narrandera and that you experienced the dust storm. Write to a friend in another part of Australia telling them about the storm and what caused it.

ICT

1 Use the internet to research the term 'eugenics'.

2 Eugenics is the opposite of euthenics, but they have the same aim. Use your findings to fill in the table opposite.

Euthenics	Eugenics
Nurture	N _____
Environmental determinism	B _____ determinism
Town planners	D _____
Architects	S _____
Politicians	Politicians
Bureaucrats	Bureaucrats
Improvement of r _____	Improvement of r _____

Getting the message across

On 1 March 1900, the NSW government released a poster. It was in English and Chinese. Part of it read:

'Plague is present in Sydney. It has been introduced by diseased rats and there is a great danger of it spreading still further.'

Design a poster announcing the arrival of plague in Sydney. Use material from this chapter and the internet for ideas. (You can use English or Chinese or both languages on your poster.)

SOURCE 5.66 Dust storm at Narrandera, NSW, 1903

SOURCE 5.67 'Piebald possibilities, a little Australian Christmas family party of the future', *The Bulletin*, 1902

Visual communication

1   What is Source 5.67 and when was it published?

2   What is the cartoonist telling the viewer?

3   If you were a Chinese cartoonist at the time, how would you depict White Australia? You can either describe the features of your cartoon or draw it.

Figure it out

Match a date to an event that has been mentioned in this chapter.

1890	Women given the vote in NSW
1907	Federation
1901	Burke and Wills use Afghan cameleers on their expedition
1851	Buckland River anti-Chinese riots
1857	Gold discovered at Bathurst
1895	Women given the vote in WA
1902	First kindergarten opened in Australia
1901	Harvester Judgment
1899	Immigration Restriction Act
1860	Great Maritime Strike

Crossing cultures

Research the role that Japanese people played in the pearl industry in the Northern Territory during the 19th and early 20th centuries. Write a 200-word report on their experiences. Include photographs where available.

Talking points

Present a case to the class *for* or *against* one of the following topics:

• the vote for women

• Chinese immigration in the 19th century

• the introduction of the Immigration Restriction Act

• federation.

Go to OneStopDigital for group activities relating to this chapter.