

ANZZAC

PART

1



History

What is History?

Simply put, History is often defined as a record of the past. But does this adequately reflect the following historians' descriptions?

- The Roman historian Tacitus (56–120 CE) wrote in his *Annals* (Book XV) that the purpose of History is 'to prevent virtuous actions from being forgotten, and that evil words and deeds should fear an infamous reputation with posterity'.
- French historian M. Bloch wrote in his 1949 book *The Historian's Craft* that 'history is neither watchmaking nor cabinet construction. It is an endeavour toward better understanding ... [It] is, in its essentials, the science of change. It knows and it teaches that it is impossible to find two events that are ever exactly alike, because the conditions from which they spring are never identical.'
- British/Nigerian historian David Olusoga wrote in *The Guardian* in 2021 that he cares 'deeply about people who were mistreated in the past. I care about the names on slave ledgers, I care about the bones of people in Africa, in mass graves in the first world war ... I will be ruthless in fighting for them.'

As the preceding experts suggest, history is a complex and scientific study of the past and an academic pursuit of truth. Interestingly, we study the past in order to better understand the present and to help us prepare more effectively for the future. History can give us a sense of where we have come from. It can also give us a sense of where we are headed.

The concept of history is common to all people. It exists in all societies. The simple act of keeping records about ourselves, our families and the nation in which we live, and thinking deeply and critically about these records, makes all of us historians in one way or another.

History opens a window on the past. It shows how our own society has changed over time. It also helps us understand how other nations and societies have changed over time.

History, or more importantly historical inquiry, is a process of investigation that follows certain rules. It begins by posing a question or starting an investigation with a hypothesis to prove, then gathering evidence that will answer that question or prove/disprove the hypothesis.

One kind of evidence historians seek out is **primary sources**. These are records that were made by people who lived at the time being investigated. Written or printed documents are useful primary sources. Photographs, drawings and paintings can also tell us a great deal if we can interpret, or 'read', them carefully.

Another kind of evidence used by historians is **secondary sources**. These are records or interpretations about the past made at a time after the event being investigated. When using secondary sources, historians look critically at the views of the people who created those sources. They ask extra questions about those people's interpretations of what happened to identify the extent to which the author's views may have impacted on the reliability and usefulness of the source.

When you think about it, history could be thought of as 'the thinking person's guide to the future'.

primary source a source of information about the past created in the time being studied

secondary source a source of information about the past created after the time being studied

Using historical sources

Throughout these history units, you will come across a variety of historical sources. You will be asked to examine these sources and to interpret what they show. You will be asked to consider who created these sources, and why. You will decide how reliable these sources are, often by comparing them with other sources. Historians are sometimes called ‘time detectives’ because, like detectives, they are constantly investigating and interrogating the stories that people tell. You will be asked to read historians’ points of view, to make decisions about their interpretations and to conclude how accurate their view is.

People can have quite different **perspectives** of the same events, so when historians are devising answers about what happened in the past, they need to base their proposed answers on evidence. A primary source is made at the time of what is being studied, while a secondary source is a later description or interpretation. Historians need to think carefully about whether a source is primary or secondary and the limits of what a source can tell us about the past. Historians often work with **artefacts**, objects from the past time being studied. **Oral histories** are the spoken or performed knowledge of the past that has been systematically passed down through generations of people.

perspective
the way we see something, a point of view or attitude to something

artefact
an object that is made by a person, such as a tool or a decoration; it is usually of historical interest

oral history
the recording of past events in a spoken form, including through song, story or dance



▲ **Source A** This photograph shows a soldier writing a letter home from the trenches. Because he was there at the time, and saw the trench warfare, his letter automatically becomes a valuable **primary source**.



▲ **Source B** Students research events from the past using books and information on the internet. Historical sources that were created after the event are called **secondary sources**.



THINKING DEEPER

If a historian 100 years from now tried to write a history of what your school was like while you were a student there, what might be some primary sources they could use? Can you think of any possible issues with the accuracy of their interpretations of these sources?

analyse consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

evaluate examining and judging the merit or significance of something

origin analysis of a source to establish who created the source as well as where and when it was produced

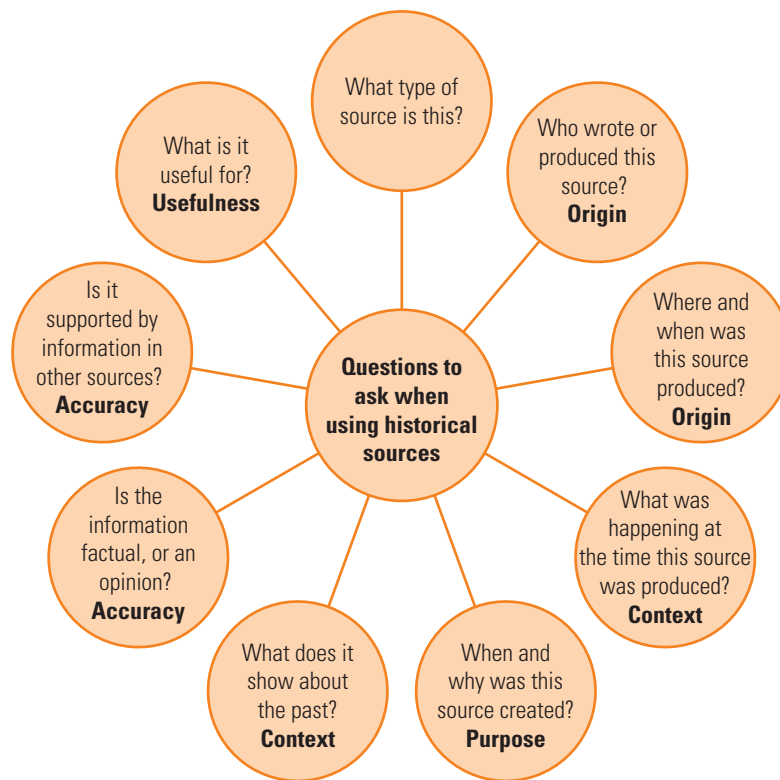
context analysis of a source to understand the nature of society and the historical period in which the source is created, the significant event/s related to the source, and the language and ideas of the time

purpose analysis of a source to establish the original reason for its creation

accuracy analysis of a source to establish correctness by identifying purpose, corroborating the information with another source and assessing bias

usefulness analysis of a source to determine how relevant it is in relation to historical questions

As a historian, you will need to **analyse** and **evaluate** evidence from primary and secondary sources to be able to form your own opinions about the lives of people in the past. As you will learn, the key concepts to consider when working with historical sources are the **origin, context, purpose, accuracy** and **usefulness** of sources. Source C shows some of the questions you could consider when analysing and evaluating information from the sources you encounter in the following chapters.



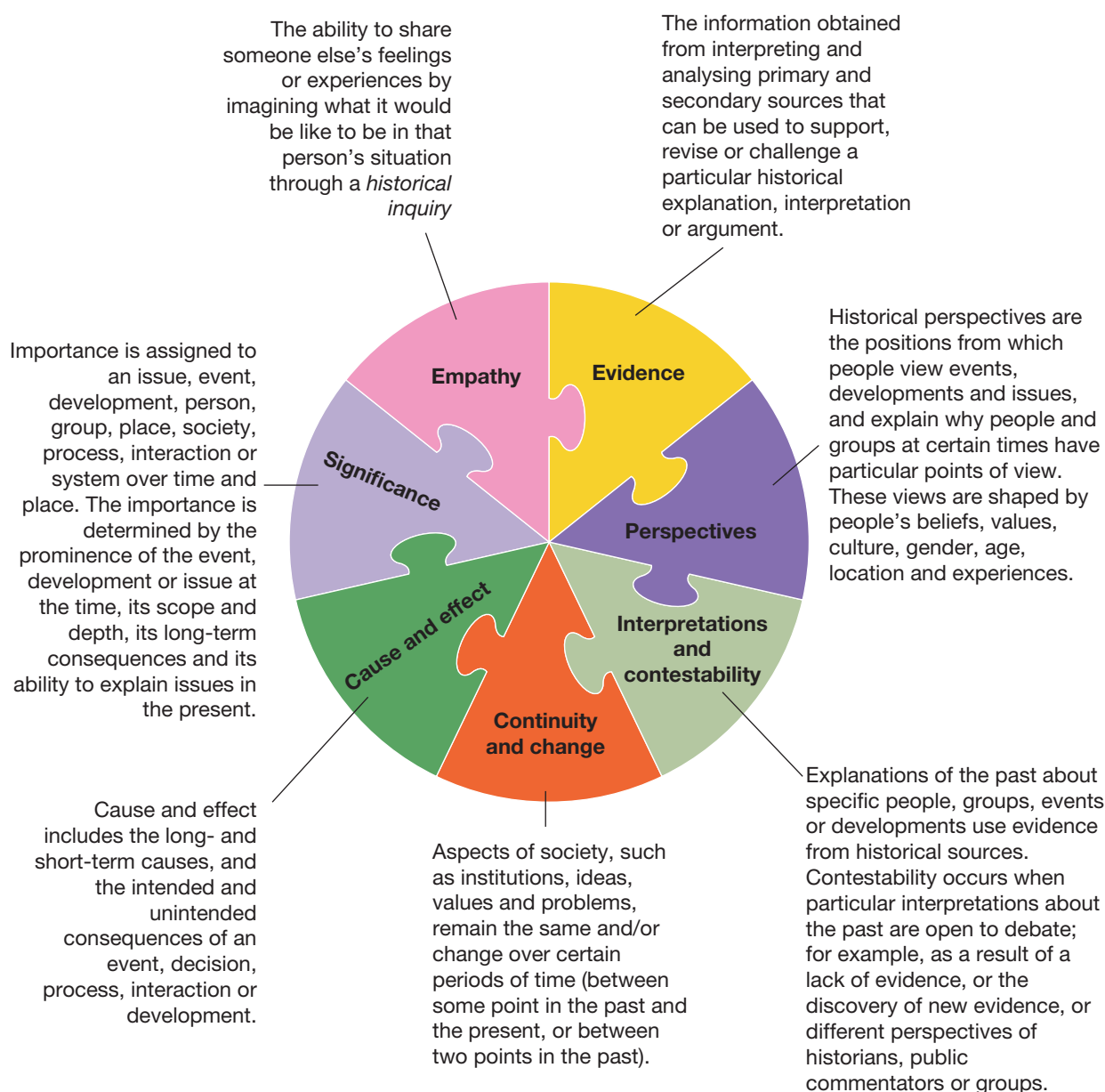
▲ **Source C** Questions to ask when using historical sources. Depending on the source, some of these questions may not always be relevant or easy to answer.

Introducing historical concepts and skills

Historical concepts and skills help to guide the way you question and think about an issue. The six concepts from the Australian Curriculum: History V9.0 that are used in the following chapters on History are: **evidence, perspectives, interpretations and contestability, continuity and change, cause and effect, and significance.**

We will also have a special emphasis in this book on the development of **empathy** – an important part of trying to understand the lives of people who came before us. As you work through the History chapters, you will come across these seven historical concepts, and will hopefully learn a lot about them.

History concepts



▲ **Source D** Adapted from ACARA, 'Understand this learning area: History 7–10', Australian Curriculum: History V9.0

As you explore the subject matter through historical inquiry, you will be engaging with historical concepts to develop your historical knowledge and, all the while, further developing your historical skills. The historical skills you will develop as a result of your studies across these units are as follows:

- Understanding and using chronology, terms and concepts
- Creating historical questions to guide research
- Analysing, interpreting and using sources as evidence
- Identifying and comparing perspectives and interpretations
- Explaining and communicating a historical argument.

UNIT

1

**Making and
transforming
the Australian
nation
(1750–1914)**

Overview

The development of Australia and Queensland has occurred on the lands of First Nations peoples, who have lived with Country for tens of thousands of years.

For Aboriginal and Torres Strait Islander peoples, European permanent occupation from the eighteenth century onwards resulted in violence and great harm to their diverse, rich and vibrant cultures.

These consequences were not accepted in a passive manner. There are many examples, in the period between 1788 and 1914, of brave warriors and communities who organised effective resistance against European encroachments on traditional lands and ways of life.

Australia's democratic systems also developed throughout this period. Laws were passed that brought benefits, as well as disadvantages, to the people of Queensland.

In this depth study, we will explore the effects of contact between Europeans and Aboriginal and Torres Strait Islander peoples. We will also investigate the experiences of the Chinese and South Sea Islander peoples who arrived in Queensland at this time.

We will make inquiries into what living and working conditions were like in Queensland at the dawn of the twentieth century.

Learning goals

After completing this depth study, you should be able to answer these questions:

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1914?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

Aboriginal and Torres Strait Islander peoples are the First Peoples of Australia. To recognise this antecedence, despite Australia being a recent and imposed construction, the phrase 'First Australians' is sometimes used in this depth study to mean the many diverse Aboriginal and Torres Strait Islander peoples, nations and language groups.

◀ **Source E** The Cooktown orchid, *Dendrobium phalaenopsis*, is the state flower of Queensland.



CHAPTER 1: Making and transforming the Australian nation

Setting the scene: the hanging at the windmill

Please be aware that this publication may contain images of Aboriginal and Torres Strait Islander peoples now deceased and that this chapter contains descriptions of settler-First Nations violence. Content derived from primary and secondary sources contains offensive and racist language and depictions.

Built in 1828 on Turrbul land, the Spring Hill windmill was constructed to grind corn and wheat for the growing colony. However, despite its elevated location above Meaanjin, or Brisbane Town, the structure was poorly positioned and failed to catch enough wind to power the sails.



▲ Source 1.1 The Spring Hill windmill, 2021

To compensate, as many as 25 convicts worked on a manually powered treadmill for up to 14 hours at a time to power the mill. Weighed down with leg irons this would have been a painful and exhausting process.

In 1841, the windmill on Spring Hill in Brisbane Town was the location of a violent and public execution.

Two Aboriginal men, Mullan and Ningavil, had been convicted in a Sydney court of the murder of two Europeans. Of the two men that were killed, one was a government official and surveyor called Granville Stapylton. The other was a convict, William Tuck. He had accompanied Stapylton on an expedition to Mount Lindesay on the Queensland–New South Wales border in May 1840.

This execution is significant for many reasons. It was the first formal state-sanctioned violence against First Nations people in Meaanjin. The location of the murder, Mount

Lindesay, was at a site that was sacred to the Gidabul people. Mullan and Ningavil may have been enforcing Gidabul law. Stapylton also had a reputation of cruelty towards Aboriginal people. After the execution, doubts were raised about the guilt of the two Aboriginal men.

The location for the execution was chosen due to the windmill being the most prominent landmark in the area. It was also near a large Turrbul camp and it was hoped by the colonial authorities that this execution, which could be seen for kilometres around, would dissuade First Nations people from resisting coloniser incursions and retaliating against coloniser violence. Between 100 and 300 Aboriginal people witnessed the execution along with the majority of the European population of the settlement.



ACTIVITY 1.1

Discussion

What clues does the description provide about the values and attitudes of the people living in Brisbane during this time?

◀ **Source 1.2** Early drawing of Brisbane on Turrbul Country showing the windmill on the hill, 1835



THINKING DEEPER

The following events have only been represented through non-Indigenous sources. What are the implications of this for historians trying to understand this event in Australia's history?

Historical inquiry 1.1: were two innocent men hanged?

Please see different perspectives on the hangings that follow and complete the activity.

I there saw four scoundrel natives seated under the brow of a hill on my track round a little fire, scarcely smoking, and evidently lying in wait for my return. I was provoked at their cunning and villainy for they had evidently tracked me for miles, as I afterwards perceived by their footsteps and could not resist **blackguarding** them for a few moments.

blackguarding
abusing someone

▲ **Source 1.3** Excerpt from the 1836 journal of Granville Stapylton, the government official who was killed

Five of the men belonging to the surveying party of Assistant Surveyor Stapylton arrived at the cattle station at Cowper's Plains, and reported that that officer and two of his men had been murdered by the blacks on the preceding Sunday ...

They stated, 'that on Sunday, the 31st of May, Mr. Stapylton directed them to make a passage for the dray ... leaving behind them prisoners Dunlop and Tuck, with Mr. Stapylton, and having finished their work, they returned about 12 at noon.'

'On coming within 100 yards of the tents, they found Dunlop lying on the ground, in great agony from a wound on the head, and apparently dying ...'

'They then ran up to Mr. Stapylton's tent, and on looking into it, they saw his lifeless body lying on the ground, partly covered with a tarpaulin, and stripped. There was a spear wound in the left breast, and one side of the head was much bruised near the eye. Tuck was also lying dead under a tarpaulin ... All the boxes were broken open, and the provisions and firearms carried off.'

'Finding the arms gone, and fearing that the blacks would pay them another visit, they started with all speed for the settlement.' ...

[On their return Dunlop was found alive.]

On being questioned touching the affair, [Dunlop] said 'that on Sunday morning after the men had left for the creek, he remarked that two blacks who had accompanied the party for some days, named Murry Dido, and Carbon Bob, left the tents, and returned in a short time, bringing with them five stranger blacks. He observed that they were all armed, having two long spears each, with their bommerangs and waddies ... he observed two or three of the blacks go towards Mr. Stapylton's tent ... after which he had no recollection of what took place.

▲ **Source 1.4** News report in the *Sydney Gazette*, 29 August 1840

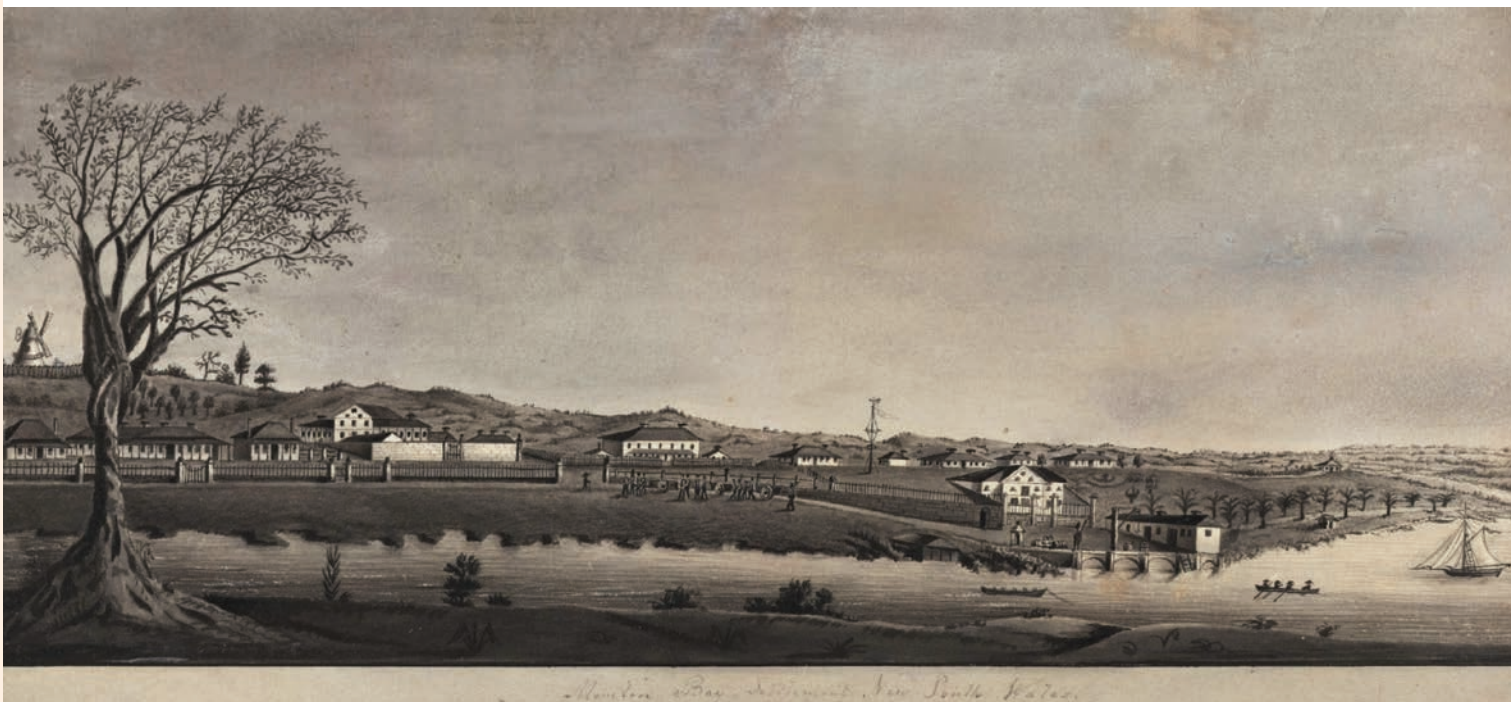
Two convict witnesses swore on oath that these defendants were not among the group of Aborigines which attacked the surveying party, but other convicts were prepared to claim the opposite. According to an 1875 account, these convicts were driven by the reward which had been offered for the capture of Stapylton's murderers.

The theatre of this particular hanging was chosen to display the power and terror of the law to the Aborigines. The Sydney court passed the sentence of death but the actual site of the execution was left to the decision of the Moreton Bay commandant. Consequently, the men were returned to Brisbane, a journey of some 600 miles, for their final role in the legal process. Gorman decided upon the most prominent landmark in the district, the windmill which could be seen for many miles. The siting of this execution was directed specifically at the Aboriginal tribes of the Moreton Bay region.



▲ **Source 1.5** Non-Indigenous historian Libby Connors, in R. Fisher (ed.), *Brisbane: The Aboriginal Presence 1824–1860*, Brisbane History Group, 1992

▲ **Source 1.6** *Sketch of the Moreton Bay Settlement drawn from South Brisbane*, c. 1835, attributed to Non-Indigenous artist Henry W. Boucher Bowerman, from the collection of the State Library of Queensland



▲ **Source 1.7** Painting of Brisbane on Turrbul Country, attributed to non-Indigenous artist, Henry W. Boucher Bowerman, from the collection of the State Library of Queensland, c. 1835. The windmill can be seen on the far left.

When my father was nine or ten years old, he saw the first execution by hanging in Brisbane – that of two Aboriginals, who were found guilty of the murder of the surveyors, Staplyton [*sic*] and Tuck.

The execution took place at the Windmill, which was fixed up for the occasion. After it was over a prisoner, taking young 'Tom' by the hand, drew him along to have a look in the coffin. Stooping, he pulled the white cap from the face of the dead blackfellow, exposing the features. The eyes were staring, and the open mouth had the tongue protruding from it. The horror of the ghastly sight so frightened the child that it set him crying, and he could not get over it nor forget it for long afterwards.

▲ **Source 1.8** Non-Indigenous memoirist Constance Campbell Petrie, *Tom Petrie's Reminiscences of Early Queensland*, Watson Ferguson & Co., 1904. This extract is Petrie's description of her father's memory of the execution that took place in 1841. By 1904, when this account was written, sentiment towards public executions had changed dramatically. By the 1900s, most attitudes were critical of such displays and saw them as encouraging uncivilised behaviour in the crowds who came to view them. This may have influenced the way she described this event.



ACTIVITY 1.2 RESPONDING TO THE SOURCES

- 1 Sources 1.3–1.8 explore different *perspectives*. **Identify** Staplyton's attitude towards Aboriginal people as evidenced by his journal (Source 1.3).
- 2 **Identify** whose perspectives are missing and how this limits the analysis and understandings of this event.
- 3 Using evidence from Source 1.4, **create a timeline** of the events associated with the murders.
- 4 **Identify** how likely it is that the two men were guilty of the crime for which they were executed, according to Source 1.5. Provide evidence from the source to support your claim.
- 5 Corroboration is when a historian strengthens and/or supports an assertion with evidence from a variety of sources to make the assertion more certain. **Identify** why the windmill was selected as the site for the hanging, according to Source 1.5. How is this corroborated by Sources 1.6 and 1.7?
- 6 What does Source 1.8 reveal about changing attitudes and values in Brisbane over time? Why is it important to know about the context of the sources that are used as evidence in a historical inquiry?



THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Perspectives.

Your response should contain:

- A clear identification of the source's perspective
- Evidence from the source to demonstrate this perspective (note, this may include implied meaning)
- Discussion of how the source's origin or context may account for this perspective
- Discussion of how this perspective compares with other perspectives (in questions that use more than one source)
- Consideration of how this source's perspective is useful in responding to the question.

timeline

a graphical representation of the passing of time, usually arranged by periods, and on which important events are marked in chronological order

Mullan and Ningavil had proclaimed their innocence until the end – and well they might have, for they were seemingly blameless. At their trial in Sydney for the murder of William Tuck on 14 May 1841, several witnesses from the surveying party had attested to their guilt. Nevertheless, James Dunlop, the injured convict who possessed the only eye-witness testimony, had stated clearly that neither man had committed the offence. Apparently, they had not even been at the scene of the crime until days later when a group of blacks had arrived to plunder the abandoned camp site. Peter Finnagan, another member of Staplyton's surveying team, also deposed that both prisoners were unknown to him.

The all-white jury, after retiring for half an hour, however, returned with a verdict that, if the two accused had not actually committed the crime, then they undoubtedly must have been accessories to it ... The judge Mr Justice Burton then passed sentence of death upon them, delivering as he did so an extended homily upon the need to uphold British justice, even at colonial outposts ...

▲ **Source 1.9** Non-Indigenous historian Raymond Evans, in R. Fisher (ed.), *Brisbane: The Aboriginal Presence 1824–1860*, Brisbane History Group, 1992



▲ **Source 1.10** Mt Lindesay (Jugalmbun) is a sacred site of the Gidabul people.



ACTIVITY 1.3

Communicating historical information

Were Mullan and Ningavil innocent? **Synthesise** information from a range of sources to construct your argument.

When synthesising, you must combine information from different sources into *one* argument.



ACTIVITY 1.4 MAKING THINKING VISIBLE

Tug for truth

- 1 On a board, write the claim, 'The Moreton Bay commandant knew that he was executing innocent men.' Reflect on the following questions: Why did colonial authorities choose to execute two men whose innocence was in question, in such a public manner? What were the impacts for First Nations people?
- 2 Share if you have an opinion on this claim.
- 3 Draw a tug-of-war rope on the board – with 'True' at one end and 'False' at the other end.
- 4 You will be given a sticky note. You are to find facts or arguments in this historical inquiry that support or defy the claim. You can put your notes in the 'True' or 'False' direction, depending how strongly you feel about each claim.
- 5 Also write a question on another sticky note that you would like to ask to help **decide** whether the claim is true. Put this in a 'Questions' section of the board.
- 6 You will be allocated to one of the three categories of sticky notes: true, false and questions. You are to group the notes so you can report back on the class's thinking for that group.
- 7 Finish the activity with a discussion about the truth. Can we know what is true? Will there always be grey areas? What happens if you have to **decide** what is true?

Chapter overview

Introduction

Australian history is long – very long. Australia is home to the longest continuing living cultures in the entire world. First Australian history on the continent can be traced back beyond 65 000 years ago by scientists and historians. First Nations people understand they have always been here. In that time, First Australians managed and lived sustainably with the Australian landscape. This is an extraordinary achievement. Since 1788, Australia has been radically transformed – environmentally, politically and socially. British invasion and settlement had devastating impacts on First Australian peoples and their cultures.

The violent dispossession of First peoples was spurred by European desire for access to resources such as gold and land, and enabled the development of the colony, including further immigration and international trade. As the British colonies developed over the decades, working-class Australians fought to make the country fairer. Australia became known as a ‘working man’s paradise’ as it began to take its place in the world at the end of the nineteenth century. This chapter explores the history of Australia from pre-invasion through to Federation and the eve of World War I. It has a particular focus on Queensland.

During this chapter, you will investigate the inquiry question: ‘What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?’ You will answer sub-questions relating to this overall inquiry, and at the end of this chapter, you will be able to write your own hypothesis (answer to the question).

Considering a key inquiry question

The colour-coded text below shows you how to usefully break down a question into parts.

Key inquiry question

‘What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?’

Every key inquiry question should have:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

So, let’s dissect this key inquiry question: ‘What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?’

To answer a key inquiry question in a historical investigation, it is helpful to break the question into sub-questions.

Sub-inquiry questions

After completing this chapter, you should be able to answer these sub-questions:

- How did the movement of people in the late eighteenth and early nineteenth centuries impact on the population of Queensland/Australia?
- What were the key social, cultural, economic and political changes in the development of Queensland/Australian society to 1914?
- What were the causes and effects of contact (intended and unintended) between Europeans in Queensland/Australia and Aboriginal and Torres Strait Islander peoples between 1799 and 1859?
- What were the significant events, ideas, peoples, groups and movements in the development of Queensland/Australian society to 1914?
- What were continuities and changes, and how did they affect ways of life and living conditions, in Queensland/Australian society at the turn of the twentieth century?
- What were different experiences of those who arrived in Queensland/Australia (Chinese and South Sea Islanders) and what impact did they have on Queensland/Australia to 1914?
- What effect did ideas and movement of people have on Queensland/Australian society by 1914?

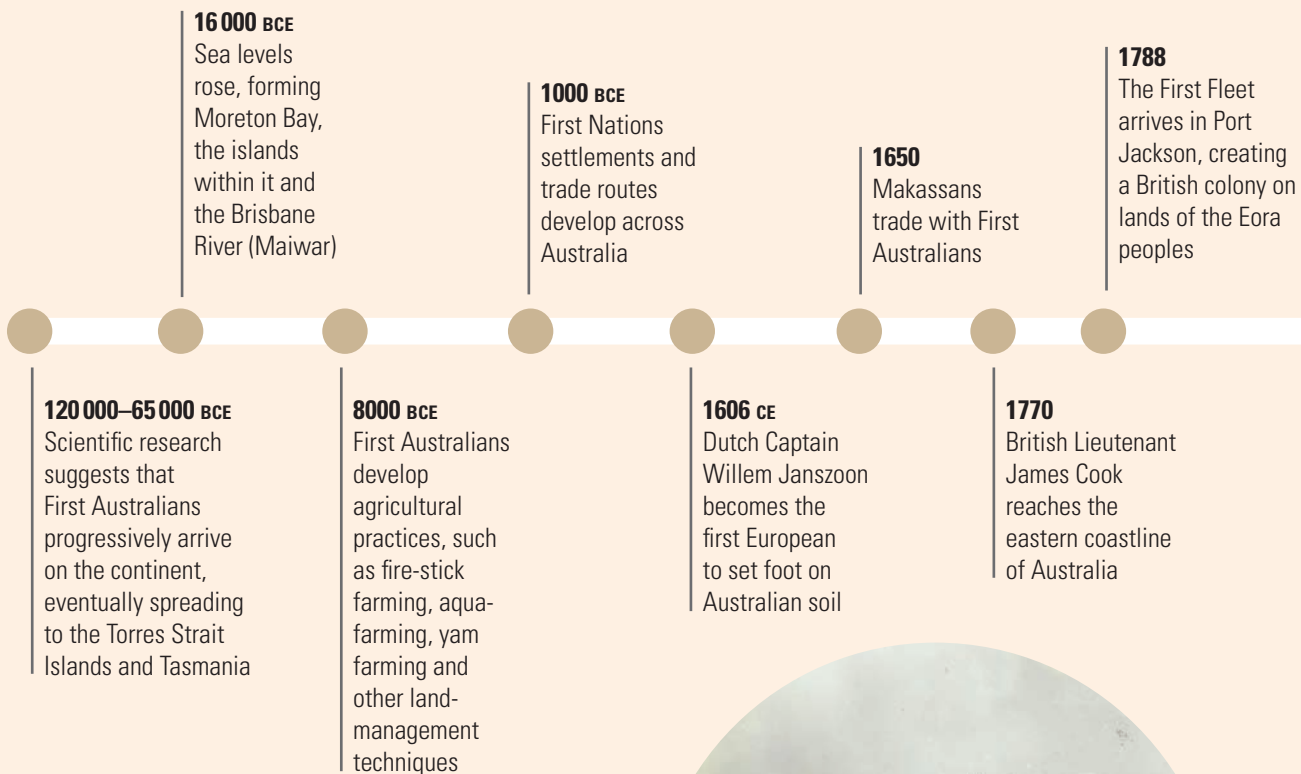
Timeline of key events

What came before this topic?

- **Creation** For Bidjara and other First Nations people associated with Carnarvon Gorge, Mundagudda the rainbow serpent moved through the landscape to create the gorge and waterways.
- **120 000–65 000 BCE** Scientific research suggests that First Australians progressively arrive on the continent, eventually spreading to the Torres Strait Islands and Tasmania.



▲ Cultural knowledge site on Bidjara Country, The Tomb, Mount Moffatt, Carnarvon National Park, Queensland



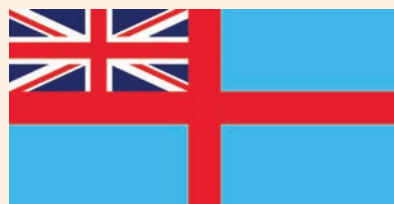
► First Australians spear fishing

What came after this topic?

- **1914–18** World War I erupts in Europe. Thousands of Australians fight overseas, including approximately 1000 Aboriginal and Torres Strait Islander peoples.
- **1939–45** World War II. Australia is threatened with invasion by Japan. General Douglas MacArthur leads the war in the Pacific from Brisbane, and another major American base is established in Townsville.
- **1967** The referendum passes, counting First Australians as part of the general population for the first time.
- **2008** 'The Apology' is made to the Commonwealth Parliament. The Prime Minister, Kevin Rudd, formally apologises to Aboriginal and Torres Strait Islander peoples for the Stolen Generations.
- **2017** The *Uluru Statement from the Heart* calls for the establishment of a 'First Nations Voice' in the Constitution.



▲ North Brisbane polling station on Referendum Day, Brisbane, 1899



◀ The 'Separation flag' flown in 1859 when Queensland became a separate colony to New South Wales

Ningy Ningy the people who are the traditional owners of the Redcliffe area, Brisbane

Late 1700s and 1800s

The Frontier Wars rage across Australia, with conflict and violence against First Australians widespread

1824

The first Moreton Bay penal colony is established at Redcliffe; **Ningy Ningy** people successfully repel the invaders and the colony is abandoned

1843

Multuggerah and other warriors battle the pastoralists at the Battle of One Tree Hill

1859

Queensland separates from the Colony of New South Wales to form the Colony of Queensland

1799

Captain Matthew Flinders and Bongaree voyage up the east coast of Australia as far as Hervey Bay

1823

Surveyor-General John Oxley sails to Moreton Bay under the orders of Governor Brisbane to find a suitable location for a new penal colony

1825

The Moreton Bay penal colony is relocated inland to North Quay on the shores of the Brisbane River (Maiwar)

1850s – 1870s

Queensland gold discoveries lead to population growth and migration from countries including China

1863

South Sea Islanders are brought to Queensland to work on sugarcane farms. Many are brought against their will.



► South Sea Islanders loading cut sugarcane into a wagon in Queensland



▲ **Source 1.11** A map of Queensland at separation in 1859

Responding to the timeline

- 1 **Consider** the timeline. How old are First Australian histories? **Compare** this to the histories of ancient civilisations, such as Egypt, Greece and China.
- 2 Queensland's history has brought a diverse range of peoples together, contributing to a multicultural society. What peoples are mentioned in the timeline and how did they come to be in 'Queensland'?



ACTIVITY 1.5 MAKING THINKING VISIBLE

Claim, evidence, question

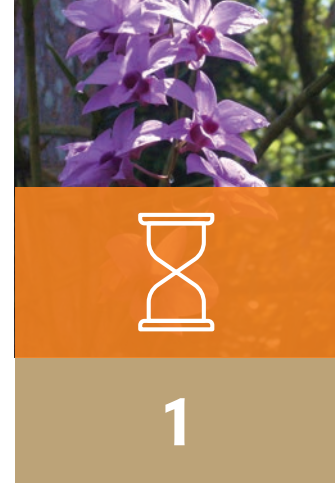
- 1 Make a claim about an aspect of the history of Australia or Queensland based on information from the timeline and/or the images. (A claim is a statement of truth.) It can be argued that ...
- 2 Support your claim with evidence. The evidence for this claim is ...
- 3 Devise a question about your claim. A question I have about this subject is ...



ACTIVITY 1.6

Research activity

Investigate the expression of culture (rock art) at The Tombs. Where is it? How old is it? Who created it? What does the art symbolise/represent? Where is your information coming from and who is providing it? What kinds of information and perspectives are shared from different sources?



1.1 Contextual study: What were the causes and effects of the movement of peoples in the late eighteenth and early nineteenth centuries?

FOCUS QUESTIONS

- Where did people move from and to in the late eighteenth and early nineteenth centuries?
- What were the causes of the movement of people?
- How did this movement of people impact on the population of Queensland?

The Industrial Revolution

Population growth occurred in the eighteenth century due to developments in agriculture as well as improvements in medicine and hygiene. People were living for longer and birth rates were rising. This increase in the population created immense pressure, particularly in the cities of Britain. To reduce the tension caused by poverty, a lack of housing and jobs, emigration was promoted. Many people left Britain and travelled to lands that were part of the British Empire, particularly in North America and the Caribbean.

Natural disasters – the Irish potato famine

The failure of the potato crop in Ireland in the middle of the nineteenth century forced many of the Irish to travel abroad. Potatoes were the main source of food in Ireland, particularly for the poor. ‘Potato blight’ infected the 1845 potato crop and led to the deaths of over a million people. The famine continued for seven years. Seeking food and survival, many people emigrated to the United States, Australia and Canada. A quarter of the Irish population was lost to death or emigration at this time.

Forced emigration

Slavery and deportation as a convict were two ways that individuals were forced to emigrate. From the early seventeenth century, African people were transported across the Atlantic as slaves. They were used as a cheap source of labour in North America. In a similar way, South Sea Islanders were captured and taken to Queensland in the mid to late nineteenth century to work on plantations.

The British Empire deported convicts to its North American colonies until 1782. Things changed dramatically after the American War of Independence (1775–1783), where American colonists fought to break away from the British. Between 1788 and 1868, people convicted of crimes, many only minors, were transported from Britain to Australia.

Gold rushes and opportunity

In 1848, gold was discovered in California. This led to a rush of people from Europe, Asia, Africa and South America seeking their fortune. North America became known as a land of opportunity as gold was discovered in more locations.

Gold was discovered in Australia in 1851. Between 1850 and 1860, the population of Australia more than doubled.

Many stayed. There was a belief that in these new locations there was greater freedom to speak and think freely, away from the restrictions of Europe.

1



▲ **Source 1.12** Drawing of Chinese people, some wearing national dress, walking on the road to the Palmer Goldfield near Cooktown in North Queensland, 1875

▼ **Table 1.1** Population of English cities during the Industrial Revolution

Cities	1801	1841
Manchester	35 000	353 000
Leeds	53 000	153 000
Birmingham	23 000	183 000
Sheffield	46 000	111 000

Source: A. Korn, *History Builds the Town*, Lund Humphries, 1953

I entered some of the hovels ... In the first, six famished and ghastly skeletons, to all appearances dead, were huddled in a corner on some filthy straw ... I approached with horror, and found by a low moaning they were alive – they were in fever, four children, a woman and what had once been a man. It is impossible to go through the detail. Suffice it to say, that in a few minutes I was surrounded by at least 200 such phantoms, such frightful spectres as no words can describe, [suffering] either from famine or from fever.

▲ **Source 1.13** Nicholas Cummins, magistrate of Cork, visiting the town of Skibbereen, Ireland, in 1847



▲ **Source 1.14** Louis Garneray (1783–1857), *Prison Hulks in Portsmouth Harbour*. Prison hulks were ships that were used to house prisoners due to the overcrowding of prisons on land.



ACTIVITY 1.7

Summarising and mapping

- 1 **Create** two columns and label one 'Push' and the other 'Pull'. Using the information from the text, **identify** the push and pull factors leading to the movement of people in the eighteenth and nineteenth centuries.
- 2 On a map of the world, draw the path of the movement of people due to the Industrial Revolution, the trans-Atlantic slave trade, South-Sea Island slavery, convict transportation, the Irish potato famine, and the gold rushes. Also label each movement with the dates that it was active.



ACTIVITY 1.8 RESPONDING TO THE SOURCES

For each of the four sources (Table 1.1 and Sources 1.12–1.14), **identify** what useful information the source could provide to a historian studying the movement of people in the eighteenth and nineteenth centuries. (**Consider** the information the source, and the caption, provides about who, what, why, where and how.)



ACTIVITY 1.9 MAKING THINKING VISIBLE

The complexity scale

- 1 You should be provided with four sticky notes.
- 2 On each one, write down what you think might be a consequence of the movement of people at this time.
- 3 Either on your own, in groups or as a class, place your ideas on a complexity scale:
Simple.....Complex
- 4 As you place each idea on the scale, **explain** why you placed it there.
- 5 You can take your most simple idea and alter it to make it more complex.



REFLECTING ON YOUR LEARNING 1.1



- 1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'How did the movement of people in the late eighteenth and early nineteenth centuries impact on the population of Queensland/Australia?'
- 2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.



1

1.2 Depth study: What were key social, cultural, economic and political changes in the development of Australian society to 1914?

FOCUS QUESTIONS

- What impact did the development of pastoralism have on Queensland society?
- What impact did the gold rush have on Queensland society?
- How did self-government impact Australian society?

What impact did the development of pastoralism have on Queensland society? Multuggerah and the Battle of One Tree Hill

The first industries to be established by Europeans in Australia were agriculture-based. In Queensland, this started with pastoralism (livestock grazing) in the 1840s in the Darling Downs region. The pastoralists faced many problems, including accessing labour, transporting livestock and goods to and from the region, climate extremes and opposition from the First Australians. By the 1860s, at least a quarter of the land use of Queensland was for the pastoral industry and it drove 70 per cent of Queensland's economy.

Near Toowoomba, in South East Queensland, is a place called Tabletop Mountain (once known as One Tree Hill). The Jagera name is *Me-e-wah* (place of eyes, as the hill was a regular lookout spot) or *Gergel-gergel* (nosebone). This was the location of an organised campaign of resistance against the pastoralists by the Jagera nation, led by Multuggerah.

Multuggerah (also known as Moppy) was a warrior and a negotiator. He was able to bring together several Aboriginal clans to fight against a group of invading white pastoralists. The pastoralists had moved north into the Darling Downs area, determined to secure land for their sheep and cattle. The methods they employed to intimidate the original inhabitants included guns, horses and herds of cattle. The pastoralists considered themselves to be invincible in the sense that they believed in their superiority and that they would prevail.

Old Moppy (Multuggerah's father) had led an earlier raid against the Europeans, driving many of the pastoralists back. The raid was comprised of between 300 and 500 warriors from the Wakka Wakka and Kabi Kabi peoples. In response to this, and other acts of resistance, Old Moppy's camp was attacked by 35 to 50 white **squatters**. This resulted in the killing of an unknown number of people, including Old Moppy's eldest son, Woonambi. Soon after the raid, Old Moppy was also shot and killed while he was fishing.

squatter in 19th century Australian history, a squatter was a settler who occupied a large tract of Aboriginal land in order to graze livestock. At first this was done illegally, later under licence from the Crown

Multuggerah vowed to avenge the deaths of his father and brother.

On 13 September 1843, Multuggerah and a group of Wakka Wakka and Kabi Kabi warriors ambushed a convoy of drays (wheeled carriages pulled by horses) that were hauling supplies. Multuggerah's prior attacks had stopped goods from getting through to the region, so supplies were urgently needed. Some 30–45 men (20 armed squatters and their servants) decided to avenge the attack.

The pastoralists attempted to pursue Multuggerah and his warriors as they fled up the mountain. The pastoralists retreated after spears, stones and boulders were thrown and rolled at them from the slopes. Several pastoralists were severely wounded. One was speared in the buttocks by a female warrior, but there were no fatalities. Casualties on the Wakka Wakka and Kabi Kabi side were higher, with a participant mentioning that at least one warrior was shot.



THINKING DEEPER

What does this description suggest about the nature of the relationship between the First Nations peoples and the pastoralists during this period?



ACTIVITY 1.10 MAKING THINKING VISIBLE

Know, new, explore

- 1 List some ideas from the account of Multuggerah that you already *know* about Australian history.
- 2 List some ideas from the account of Multuggerah that gave you some *new* ideas or information about Australian history.
- 3 What is an idea or question from the account of Multuggerah that would be interesting to *explore* and learn more about?



THINKING DEEPER

Look at Source 1.15. Why might Tabletop Mountain have been a popular lookout spot for members of the Jagera nation?



► **Source 1.15** Vincent Serico, *Toowoomba I*, c. 1995, Toowoomba Regional Art Gallery, Toowoomba City Collection 286. Vincent Serico is an artist with Kabi Kabi, Waka Waka and Jiman family links. Vincent was removed from his family as a child and raised on Cherbourg Mission.



ACTIVITY 1.11 RESPONDING TO THE SOURCE

Identify the events in the conflict that have been depicted in Source 1.15. Include events leading up to, during and after the conflict.

Significance

To determine if a historical person, event, development or issue is significant, it must be assessed by some criteria:

- *Remarkable* – was the person, event, development or issue remarkable or extraordinary in some way for the time or later?
- *Remembered* – was the person, event, development or issue important at some stage within the collective memory of a group or groups? Is the person, event, development or issue remembered?
- *Resounding* – do, or did, people still make connections to the person, event, development or issue well beyond the time of origin?
- *Results* – did the person, event, development or issue lead to change or consequences for the time or the future?
- *Revealing* – does the person, event, development or issue reveal something important about the time period of origin?



THINKING DEEPER

What is a person, event, development or issue that could be deemed as significant according to the criteria?

Historical inquiry 1.2: is Multuggerah a significant individual in Australian history?

You are aware from my previous communications that for some time past the blacks have been committing most serious depredations upon both life and property throughout the district, but the last few weeks have shown us, that a regular systematic plan of plundering operations has been organised amongst them, which from the talent displayed in the execution, would lead one to suppose some pale faces were at work amongst them. The most daring affair was about a fortnight since when three loaded drays were stopped in a part of the road near the foot of the Mountain Range, by finding several strong barricades or fences placed across the road and whilst the men in charge of the teams were attempting to remove the obstructions, they were attacked by upwards of 100 black fellows, and compelled to beat a retreat, leaving the drays and their contents to their fate ... Five days previous to this occurrence the blacks attacked a station of Mr. McConnell, killed a man, and drove off a flock of sheep ... The squatters and others in the vicinity of these outrages, at length finding matters were getting to such an alarming height, deemed it advisable to call a meeting of their brother squatters, and at the same time send to Brisbane for such assistance as the Government could afford ...

▲ **Source 1.16** 'News from the interior, Moreton Bay', article in the *Sydney Morning Herald*, October 1843

Trouble began the moment whites moved down into the Lockyer Valley. But the 1842 poisoning of 50 or 60 people on Kilcoy Station provoked an uprising across this stretch of Queensland. One of its leaders was Multuggerah, a diplomat, strategist and warrior who gathered nearly all the mountain clans to deal with the invasion of their land.

Multuggerah realised the road up the escarpment was the key to the pastoralists' survival. They would be in a perilous position if he could block the food going up and the wool coming down. So after announcing his intentions, he began ambushing the drays that lumbered up that difficult road.

In a show of force in September 1843, 18 armed men guarded 3 drays dragged by as many as 50 bullocks. But they were stopped by Multuggerah's men on a steep and boggy stretch of the road that cut through thick bush. The armed men fled.

A vigilante party then pursued Multuggerah forces up One Tree Hill. The Aboriginal warriors put aside their weapons and began hurling rocks down on their pursuers. Boulders followed. The squatters and their men withdrew.

How many died on either side that day has never been clear. Perhaps none. Before it was forgotten, the Battle of One Tree Hill was celebrated in newspaper reports, books and heroic bush ballads not as a bloodbath but a humiliating defeat of the pastoralists at the hands of the blacks.

▲ **Source 1.17** Non-Indigenous journalist David Marr, 'Battle of One Tree Hill: remembering an Indigenous victory and a warrior who routed the whites', *The Guardian*, 15 September 2019



ACTIVITY 1.12 RESPONDING TO THE SOURCES

- 1 **Identify** examples of racist beliefs and attitudes from 1843 in Source 1.16.
- 2 **Describe** how the attacks on the white pastoralists are portrayed as being sophisticated and effective using evidence from Source 1.16.
- 3 **Identify** the reason Source 1.17 gives for the attacks led by Multuggerah on the pastoralists.
- 4 The article describes Multuggerah as a 'diplomat, strategist and warrior'.
Describe how his actions demonstrate each of these qualities using evidence from Sources 1.16 and 1.17.
- 5 **Describe** how the Battle of One Tree Hill was viewed in 1843 using evidence from Sources 1.16 and 1.17.
- 6 **Identify** some important information that this event *reveals* about this period in Australian history.



ACTIVITY 1.13

Research activity

Research the Kilcoy station poisonings using the Colonial Frontier Massacres in Australia database:

- Where was the massacre?
- When did it occur?
- Who was involved?
- What happened?
- Why did it happen?

It was no set of degraded cowards that drove back a party of the best white men on the Darling Downs from the One-tree Battle; it was no coward who, when a party of white men were pursuing his tribe and following each other in single file along the Main Range, stepped in front of them from behind a tree, delivered his spear, killing the first horse of the party, and then made his escape amidst a shower of bullets! I say that these men deserve as much credit for their courage and devotion as do those who are more civilised ...

▲ **Source 1.18** Public speech 'The best white men of the Darling Downs', 1969, by Sir Robert Ramsay Mackenzie. Mackenzie (1811–1873) included the battle in a public speech, 'The best white men of the Darling Downs'. Sir Robert was a prominent non-Indigenous pastoralist and politician.

In a small flat, a party, escorting a number of drays with stores, were suddenly attacked by a considerable number of blacks with such ferocious vigour, that the escort fled and the drays and contents became loot for the aboriginals [sic]. In revenge, a party of squatters and others made a general raid upon the natives, who, however, gathered together upon a singular isolated table mountain, named by Cunningham, Hay's Peak, and from that point of vantage rolled large basaltic boulders upon their assailants, compelling a retreat, not, however, before the squatters had inflicted severe loss upon them.

▲ **Source 1.19** An article in *Queensland Country Life*, 23 August 1900

The squatters had a black tracker with them, but instead of following the tracks along a spur they attempted to scale the steep side of the mountain at the side of the track. The blacks entrenched themselves among the boulders and drove the attackers back by hurling down upon them an avalanche of stones, and the 'Battle of One Tree Hill' as it was called, ended with the discomfited retreat of the whites, carrying their injured men and broken guns with them.

▲ **Source 1.20** C. Lack, 'When black men routed the whites', *Courier Mail*, 16 April 1938



ACTIVITY 1.14 RESPONDING TO THE SOURCES

- 1 Identify** the reason Source 1.19 gives for the attacks on the pastoralists led by Multuggerah. How does this differ from Source 1.17?
- 2 Explain** how Sources 1.18, 1.19 and 1.20 indicate that Multuggerah's actions were both *remarkable* and *remembered*, as understood by white people.

It is only when the full context of the affray is surveyed that it becomes obvious why – despite ... considerable losses on the Aboriginal side – the Battle was so important. Firstly, it was a setback to settlement. It managed to severely alarm the Colonial authorities. From the 1840s to the 1910s, it was remembered as an example of courage and genius and a solid defeat of settler aspirations.

▲ **Source 1.21** Extract from 'Multuggerah and Multuggerah Way' (2016) by historian Ray Kerkhove, who is a non-Indigenous historian who works collaboratively with First Nations knowledge-holders to research Australian history

I'm tired of massacre mania, of presenting Aborigines as always incapable of organising against white people ... The opposite was the case. They had victories. They kept on for decades because they got land back, they got resources back. They had victories.

▲ **Source 1.22** Quotes from attendees at the 2019 commemoration of the battle – Ray Kerkhove, historian

The thing about the Battle of One Tree Hill is that on this one day in this one place, the people stood up and said 'No more'.

There was an organised resistance campaign, an act of defiance with bravery and sacrifice on display. And on this occasion the foe recognised and recorded the strength of this resistance. They accorded honour to the warriors they faced. In a sense we are just bringing this back to light.

▲ **Source 1.23** Non-Indigenous historian Mark Copeland – organiser of the 2019 commemoration of the battle

A barrage of spears and boulders
Ploughed on to this hapless crew
Down the mount in fear for their lives
The first boat people flew

▲ **Source 1.24** Murri singer-songwriter Kev Carmody, 'Multuggerah', 2019, song lyrics



ACTIVITY 1.15 RESPONDING TO THE SOURCES

- 1 **Identify** the results that were achieved by Multuggerah and his warriors according to Source 1.21.
- 2 What do Kerkhove and Copeland believe the actions of Multuggerah and the battle reveal about this period in Australian history, according to Sources 1.22 and 1.23?



▲ **Source 1.25** View over Meewah (Mt Tabletop or One Tree Hill) from Toowoomba from the lookout where Source 1.26 is located

From 1841 to 1848, the Aboriginal headman 'Old Moppy', his son Multuggerah and warriors of various allied 'mountain tribes' conducted many raids and sieges from Esk to Cunninghams Gap to intercept, starve out and evict settlers. This event at Mt Tabletop became known as 'the Battle of One Tree Hill'.

Memorial plaque in honour of Multuggerah, recognising the defence of a site of spiritual significance of his people at One Tree Hill, as Tabletop was then known.

Multuggerah was a spiritual leader of the Jagera nation in the 1830s and 40s. He was charged with ensuring that sites of spiritual significance were protected. With white settlers encroaching on their traditional lands, Aboriginal leader Multuggerah, one of the last warriors of the Jagera Tribe, and his people were forced to resort to robbery and sheep stealing, retreating to Tabletop to hide. Multuggerah was killed on the mountain during one of the battles with white settlers.

▲ **Source 1.26** Plaque inscription (extract) at Meewah (Mt Tabletop or One Tree Hill) lookout near Toowoomba. At a request from the students in Year 4 at Middle Ridge Primary School in 2004, this plaque was erected to honour the memory of Multuggerah and his brave fight to defend Country and protect his people.



ACTIVITY 1.16 RESPONDING TO THE SOURCES

How do Sources 1.24 and 1.26 demonstrate that the actions of Multuggerah are *resounding* and *remembered*?



ACTIVITY 1.17

Communicating historical information

A committee is seeking nominations for individuals to be added to a register of significant Australians.

Divide the class into five groups. Each is allocated one of the five significance criteria (Remarkable, Remembered, Resounding, Results and Revealing). They are to **create** a submission, supported by evidence in the sources, to argue for Multuggerah's inclusion on the register.



THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Significance.

Your response should contain:

- Identification of what elements are significant in relation to the content of the question
- A clear statement about the degree of significance (i.e. very significant, somewhat significant)
- Evidence from the sources to support this judgement of significance.

How should we remember the Frontier Wars?

A significant impact of pastoralism in Australia was the Frontier Wars. These were the violent conflicts, battles, massacres and acts of resistance that occurred between the First Australians and the Europeans. According to conservative estimates, these led to deaths of at least 20 000 First Australians from 1788 to 1928.

What we have here are examples of what we now know was typical of conflict which characterised the expansion of colonial settlement for more than a hundred years. But what is new is the decisive conviction that it was warfare and that it must be treated with the gravity which we reserve for battles and campaigns conducted overseas.

▲ **Source 1.27** Henry Reynolds, 'The Battle of One Tree Hill' and 'Surviving New England': Reviews, Hobart, Tasmania, unpublished papers, 2020. Henry Reynolds is a non-Indigenous historian and author. His 1981 book *The Other Side of the Frontier* is considered a **seminal work** of Australian history. Reynolds is a well-respected public intellectual and has been an outspoken advocate of the movement towards reconciliation in Australia.

seminal work
pivotal and profoundly
influential work



ACTIVITY 1.18 MAKING THINKING VISIBLE

Compass points

Consider the following proposition: 'The Aboriginal and Torres Strait Islander peoples who defended their Country, kin and ways of life in the Frontier Wars should be remembered at ceremonies (Anzac Day) and memorials that remember Australians who have fought for our nation in conflict.'

- **E** – Excited: What is exciting about including the Frontier Wars at these important events and places? What are the positives?
- **W** – Worrisome: What do you find worrisome about this proposition? Why might people oppose it?
- **N** – Need to know: What else do you need to know to decide?
- **S** – Stance or Suggestion for moving forward: What is your current opinion on the idea? Give reasons for your decision.

What impact did the gold rush have on Queensland society?

The discovery of gold in Australia in the 1950s led to a series of rushes that would transform the colonies. The gold rushes boosted the economy and rapidly grew the population. Between 1851 and 1871, the population increased by over 400 per cent, from 430 000 to 1.7 million. Miners brought with them new cultures and political ideas.

The first gold rush in Queensland was at Canoona (north-west of Rockhampton), where gold was discovered in July 1858. Exploration continued, with gold being found in Gympie (1867), Charters Towers (1872) and the Palmer River (1873). Tens of thousands of people flocked to the Palmer River goldfields, making it the largest gold rush in Queensland.

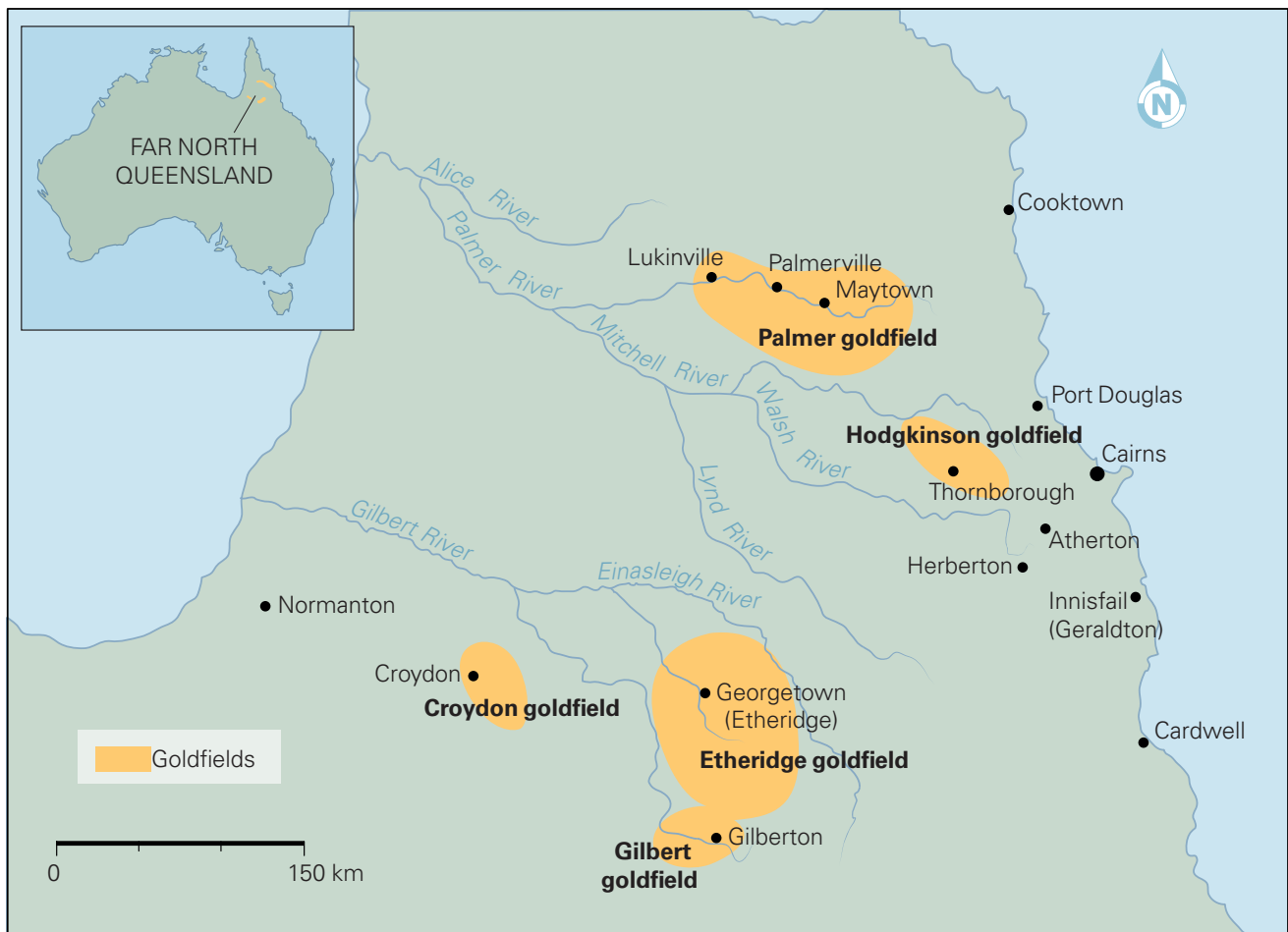
Large numbers of Chinese miners made their way to these remote fields. In 1875, a direct steamer service brought Chinese miners directly from Hong Kong to Cooktown.



By 1877, almost 22 000 Chinese miners were in the region, outnumbering Europeans three to one. In 1883, over half the populations of Cairns, Port Douglas, Innisfail and Atherton were Chinese. Most of this population were men aged between 20 and 35.

Gold provided an important economic boost to Queensland in the early days of the colony. Due to damage to the environment and cutting off access to land, it had a devastating impact on the traditional owners of the land where gold deposits were discovered.

▲ **Source 1.28** Chinese gold digger starting for work, c. 1860s, State Library of Queensland



▲ **Source 1.29** Map of the goldfields in Far North Queensland

Each township has its long, narrow, main street, winding its unformed, crooked way through the bush, as house after house and store after store is quickly run up by newly-arrived adventurers. Banks, stores, shanties, and other buildings of wood and iron had sprung, as if by magic, from the ground; and amongst these you may see a circulating library, two or three theatres, and other pretentious erections, that one would not expect to find in such a truly infant settlement.

▲ **Source 1.30** C.H. Allan, *A Visit to Queensland and Her Goldfields*, Chapman and Hall, 1870



ACTIVITY 1.19

Communicating historical information

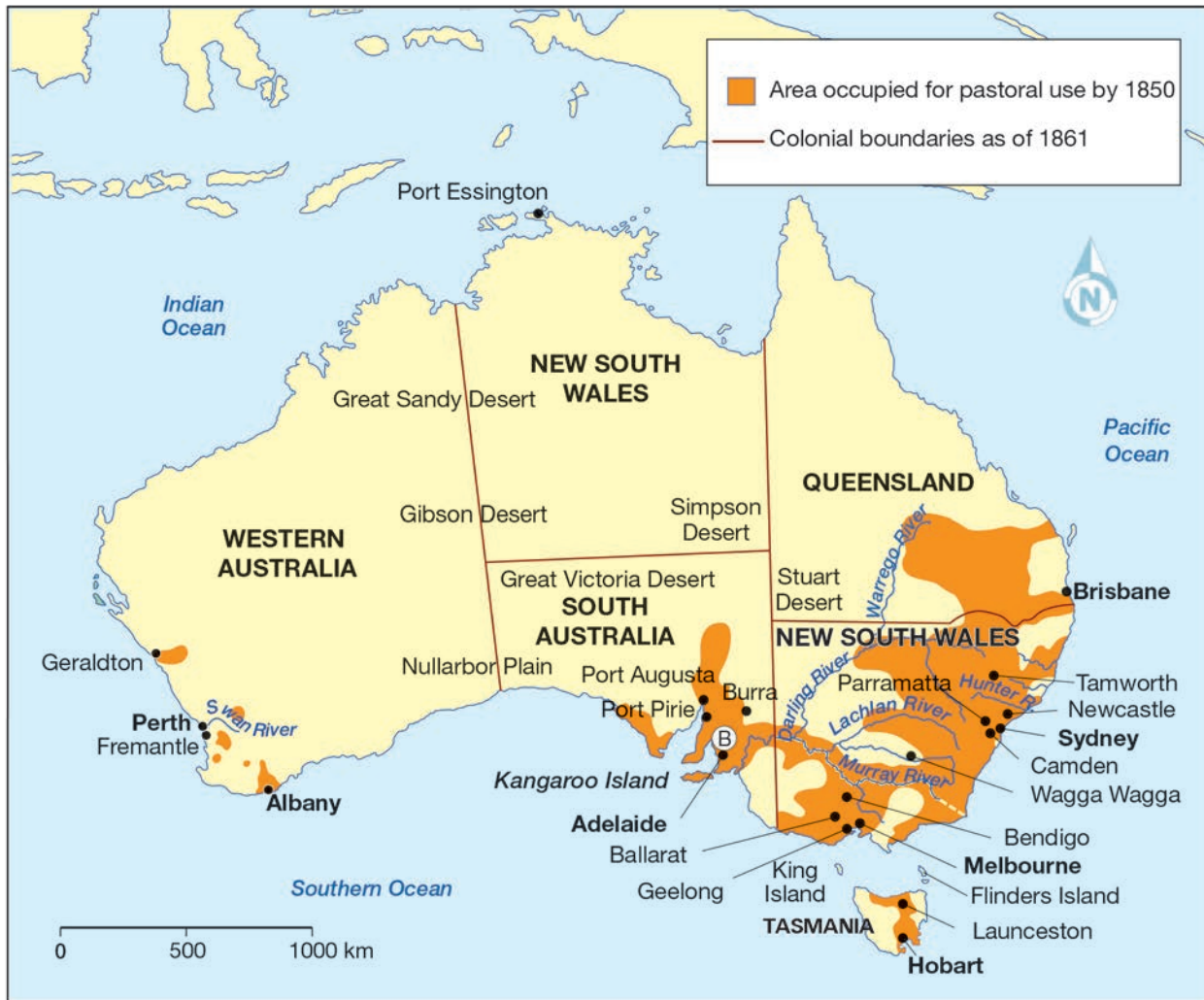
Using information from the text, as well as Sources 1.28–1.30, **explain** the impact that the gold rush had on Queensland society.

Self-government

One of the most significant political developments in colonial history was the granting of self-government to the various colonies around the continent. This allowed them to enact laws on their own and experiment with ideas for the organisation of the colonies. Self-government was given at different times to different places and did not necessarily mean democratic elections. To begin with, most governments were made up of wealthy landowners and it was not until later that white men began to elect their own representatives into the colonial parliaments. Table 1.2 shows when the different houses of each colonial parliament were established and when the first elections were held in each state.

▼ **Table 1.2** Colonial parliaments

Colony	Upper house established	Lower house established	First election held
New South Wales	1823	1856	1843 (two-thirds of the upper house)
Tasmania	1825	1856	1856
Western Australia	1832	1890	1870 (two-thirds of the upper house)
South Australia	1836	1857	1857
Victoria	1881	1856	1856
Queensland	1860	1860	1860



▲ Source 1.31 Colonial boundaries and pastoral use in the mid-nineteenth century



ACTIVITY 1.20

Communicating historical information

Using information from the text, as well as Table 1.2 and Source 1.31, **explain** the impact that the granting of self-government had on Australian and Queensland society.



ACTIVITY 1.21

Research

Look at a map of Australia today. What is similar and different about the way Australia was divided into colonies in 1850 (Source 1.31), and states and territories today?



ACTIVITY 1.22

Rumours

Today, Australia is a democracy where the people vote for representatives to govern the country. How democratic was Australia in the nineteenth century?

Your teacher will explain to the class what a democracy is – essentially rule of the people or population, usually where people elect representatives to govern the country on their behalf. Australia is a democracy today.

- 1 Jot down an argument on a sticky note for why Australia was or wasn't democratic in the nineteenth century with a clear reason.
- 2 Move into an open space with your sticky note.
- 3 There are a lot of rumours going around about Australia in the nineteenth century. Ask one another, what do you know about those rumours?
- 4 Now it's time to spread your rumours by going up to someone, reading your sticky note, hearing their sticky note, and then exchanging rumours.
- 5 Each person will then go up to another person and do the same thing again. You can use the name written on the sticky note when you tell a rumour – 'I heard from Sally that ...'.
- 6 Exchange ideas with as many people as possible in three minutes.
- 7 Stop the rumours. One member of your class should read the rumour they are holding. Post the rumour on a white board and then ask your fellow students to post their rumour next to it if it could be in a group with this one. Everyone is to read their rumour out loud as they post.
- 8 As a class, suggest a name for that group of rumours.
- 9 Ask your classmates for a very different rumour – and start a second group of rumours.
- 10 Continue adding and naming groups of rumours until all rumours are collected.
- 11 Discuss what our rumours may tell us about our learning, our questions and ourselves.



REFLECTING ON YOUR LEARNING 1.2



- 1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were the key social, cultural, economic and political changes in the development of Queensland/Australian society to 1914?'
- 2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.



1

1.3 Depth study: What were the causes and effects of contact (intended and unintended) between Europeans and the First Nations peoples of Australia?

FOCUS QUESTIONS

- How did First Nations peoples use and manage the land before European disruption?
- What motivated first contact between the British and the First Australians in Queensland and what was the nature of this contact?
- What were the features of Turrbal society prior to 1825 and how did this change when the Moreton Bay penal settlement moved to Meeaan-jin (Brisbane)?
- How did the First Australians respond to the violence, dispossession and other negative consequences of European arrival in South East Queensland?

colonies settlements belonging to a nation that are made on land in another country

terra nullius the British legal term meaning land that did not belong to anyone

autochthonous originating from a place

How did Aboriginal and Torres Strait Islander peoples use and manage the land before European disruption?

When the British arrived in Australia, they declared their possession of it as ‘unoccupied land’ and progressively established **colonies** across the continent. In the 19th century the legal term *terra nullius* (literally ‘nobody’s land’) was used as justification. This declaration ignored the fact that Australia was home to the longest continuing living cultures in the world. The colonies that the British founded were settled on land that had, for tens of thousands of years, been managed and cared for by the various First Australian nations. These nations had lived sustainably with the land since before the emergence of any ancient civilisation in Egypt, China or India.

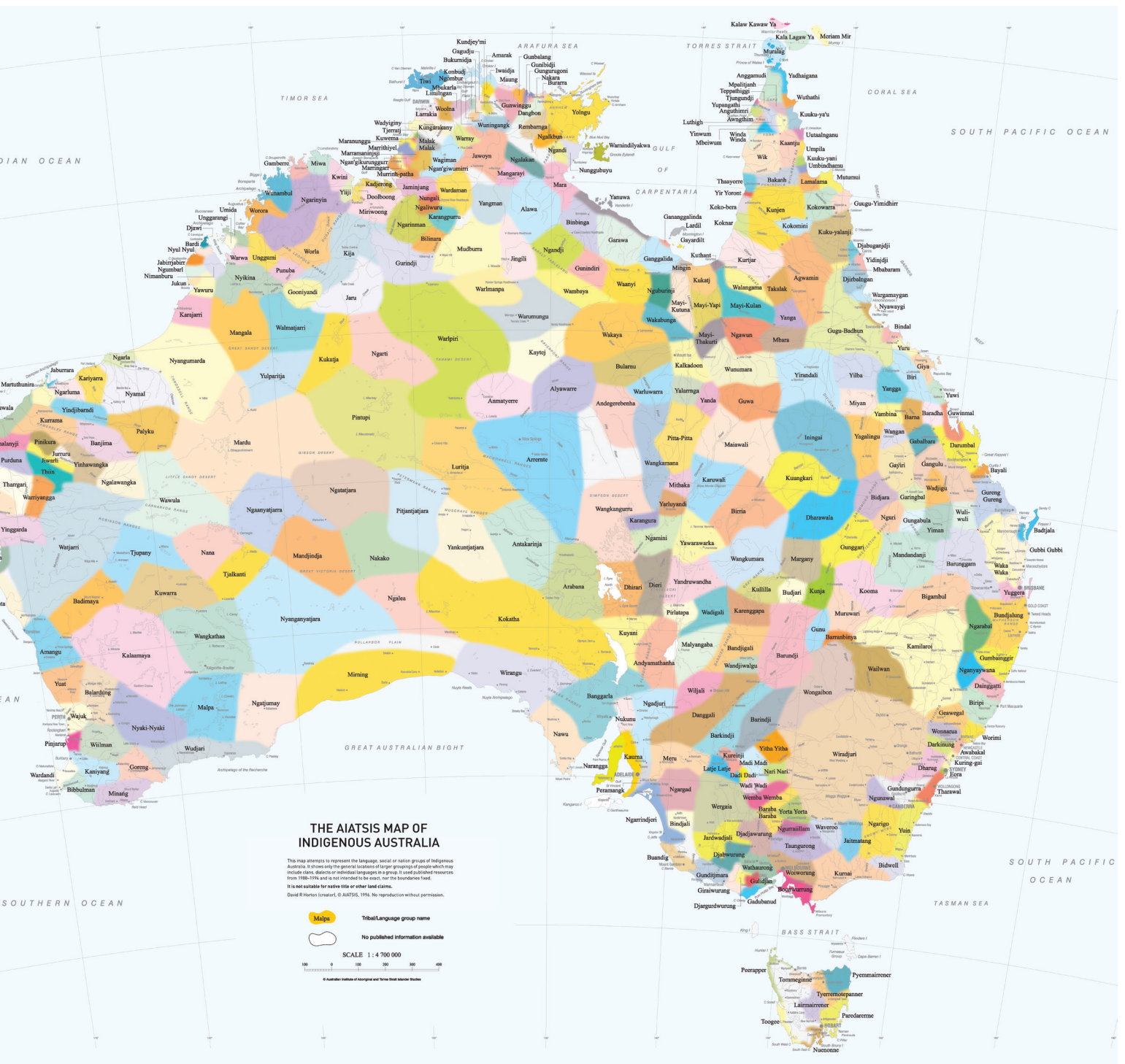
FIRST AUSTRALIANS BEFORE INVASION

First Australians consider themselves to be **autochthonous** – that is, to be from Country and to have always been on this continent. By developing extensive knowledge of everything on their Country, First Australians became experts in place, living in ways that enabled all things around them to thrive. Current scientific research suggests that First Australian peoples have been living on this continent for more than 65 000 years. Compared to other civilisations, First Australians’ ways of life are ancient, successful and, more importantly, still exist with us today, unlike any other ancient civilisation.

CULTURAL DIVERSITY AND KNOWLEDGE TRADITIONS

Aboriginal and Torres Strait Islander peoples are diverse, with distinctive languages, knowledge, traditions and cultures. The features of Country and the actions of the ancestors give rise to: specific land-management practices; relationships with, and between, people and more-than-people; linguistic diversity and multilingual populations; knowledge practices linked to place and people; and unique cultural practices. These have guided First Australians in their ancient past,





▲ **Source 1.32** This map attempts to represent the language, social or nation groups of Aboriginal Australia. It shows only the general locations of larger groupings of people, which may include clans, dialects or individual languages in a group. It uses published resources from 1988–94 and is not intended to be exact nor the boundaries fixed. Please note that you can zoom in on this map in the digital versions of this textbook.

through their interactions with Europeans and into the present. Wherever you are, you can acknowledge the unique Country and people of the place, and learn about how First Nations peoples lived, and live, in the more-than-human world.

There are over 150 Australian language groups in Queensland. In the Brisbane area, the many clans of the Turrbal and Jagera peoples spoke several languages and dialects.



**ACTIVITY 1.23
MAKING THINKING VISIBLE**

Know, new, question

Watch the opening of the first episode of the SBS documentary series *First Australians* ('Episode 1: They have come to stay').

While watching the opening, write down something that you already knew, something that was new information, and a question that you now have.



ACTIVITY 1.24

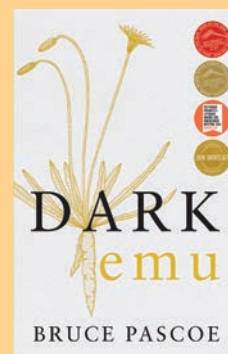
Research

- 1 What Country is your school located on? Who are the traditional owners, language or nation groups who have custodianship for the area?
- 2 What evidence do you have of this people, their language/s, knowledge and cultural practices being valued at your school?

ABORIGINAL AND TORRES STRAIT ISLANDER LAND USE AND MANAGEMENT

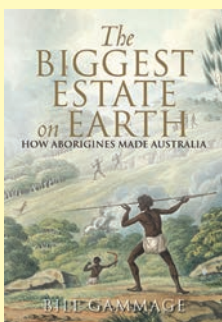
In recent years, there have been a number of significant books written about the relationship between First Australians and the land they managed. The excerpts below are from three of these books. Bruce Pascoe's work uses the journals and diaries of the Europeans to show how they saw First Australian land-management practices.

These journals revealed a much more complicated Aboriginal economy than the primitive hunter-gatherer lifestyle we had been told was the simple lot of Australia's First People. Hunter-gatherer societies forage and hunt for food, and do not employ agricultural methods or build permanent dwellings; they are nomadic. But as I read these early journals I came across repeated references to people building dams and wells; planting, irrigating, and harvesting seed; preserving the surplus and storing it in houses, sheds, or secure vessels; and creating elaborate cemeteries and manipulating the landscape – none of which fitted the definition of a hunter-gatherer. Could it be that the accepted view of Indigenous Australians simply wandering from plant to plant, kangaroo to kangaroo, in a hapless opportunism, was incorrect?



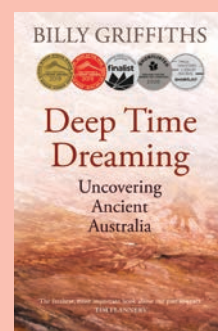
▲ **Source 1.33** Bruce Pascoe, *Dark Emu*, Magabala Books, 2018

What plants and animals flourished were related to their management. As in Europe, land was managed at a local level. Detailed local knowledge was crucial. Each family cared for its own land and knew not merely which species fire or no fire might affect, but which individual plant and animal, and their totem and dreaming links. They knew every yard intimately, and knew well the ground of neighbours and clansmen, sharing larger-scale management or assuming responsibility for nearby ground if circumstance required.



▲ **Source 1.34** Bill Gammage, *The Biggest Estate on Earth*, Allen & Unwin, 2012

Over millennia, they [First Australians] explored and colonised every region, transforming the terrain as they moved, making the country their own through language, song and story. They harnessed flame to create new ecosystems, dug the earth to encourage crops, and built water controls to extend the natural range of their resources ... Theirs is a remarkable story of transformation and resilience.



▲ **Source 1.35** Billy Griffiths, *Deep Time Dreaming*, Black Inc., 2018



ACTIVITY 1.25 RESPONDING TO THE SOURCES

- 1 Undertake some research on each author from Sources 1.33–1.35. What is their background? When did they write their book? Why did they write their book?
- 2 **Identify** and define some key vocabulary/terms in each excerpt.
- 3 What are the key claims being made by each author?
- 4 **Identify** the similarities between the excerpts. Are there any differences?



ACTIVITY 1.26

Communicating historical information

Using Sources 1.33–1.35, **explain** how First Nations peoples interacted with the land. In your response, quote from the sources.

There has been debate over the claims made in Bruce Pascoe's book *Dark Emu*. The debate has stemmed from a book released by one of Australia's leading anthropologists, Peter Sutton, and co-author, archaeologist Keryn Walshe, *Farmers or Hunter-gatherers? The Dark Emu Debate*. Sutton and Walshe argue that labels like 'hunter-gatherer' or 'agriculture' are not suitable for describing the land-use practices of First Australians. They argue that neither describes the way First Nations people used the land. Sutton and Walshe also question the evidence that Pascoe has used to justify his claims in *Dark Emu*. In June 2021, an interview with Sutton and Walshe was published in the *Sydney Morning Herald's Good Weekend* magazine.



THINKING DEEPER

Given that the First Australians had such a long, deep and sophisticated connection with the land of Australia, why do you think this knowledge is not more widely known about?

Like Sutton, Walshe was also appalled that in attempting to present Aboriginal people as more 'advanced' than was known, Pascoe had used pejorative terms, such as 'primitive', 'simple' and 'mere' to describe the brilliance and complexity of hunter-gatherer life ...

'Pascoe's message is built on a simple distinction between what he calls 'mere' hunter-gatherers, on the one hand, and farmers; or between 'mere' hunting and gathering on one hand and 'agriculture' on the other,' Sutton and Walshe write. 'We consider that the evidence, in fact, reveals a positioning of the Aboriginal people of 1788 somewhere between these two extremes and very far from both. The Old People in 1788 were neither, because they had developed ways of managing and benefiting from their landscape that went beyond just hunting and just gathering but did not involve gardening or farming. They were ecological agents who worked with the environment, rather than, usually, against it. They frequently used slow-burning fires to make their landscapes more liveable. On the other hand, they did not cut down bush to clear the land, plough and hoe the soil in preparation for planting ...'

▲ **Source 1.36** Non-Indigenous journalist Stuart Rintoul, 'Debunking Dark Emu: did the publishing phenomenon get it wrong?', *Good Weekend* magazine, *Sydney Morning Herald*, 12 June 2021



ACTIVITY 1.27 RESPONDING TO THE SOURCE

Why do Sutton and Walshe (Source 1.36) disagree with Pascoe's description of the First Australians as people who practised 'agriculture'? How do they describe the way that these people managed the land?

What caused first contact between the British and the First Australians in Queensland and what was the nature of this contact?

COOK'S DECLARATION OF POSSESSION, 1770

Lieutenant James Cook sailed up the east coast of Australia in 1770, taking possession of it on behalf of the British King.

I now once more hoisted English Colours, and in the Name of His Majesty King George the Third took possession of the whole Eastern coast from the above Latitude down to this place by the Name of New South Wales together with all the Bays, Harbours, Rivers, and Islands, situated upon the said Coast.

▲ **Source 1.37** Lieutenant James Cook, journal entry from Possession Island (Bedanug) in the Torres Strait, off the far north coast of Queensland, 22 August 1770



▲ **Source 1.38** 'Captain Cook Taking Possession of the Australian Continent on Behalf of the British Crown'. Published in *The Illustrated Sydney News* in 1865, it was created by Samuel Calvert from a painting by John Alexander Gilfillan. Gilfillan (1793–1864) was an artist from Britain who lived in New Zealand and then Melbourne. Calvert (1828–1913) was a British printer and artist who spent time creating artworks for publications in Australia. This image is a representation of events - how accurate do you think it may have been?



ACTIVITY 1.28 MAKING THINKING VISIBLE

Nouns, adjectives, verbs

Examine Source 1.38.

- 1 Individually, list five nouns (people, places or things) you can see in the image. Share your list with the class or a partner.
- 2 List five adjectives (describing words – sizes, ages, shapes, colours, materials, kinds, feelings, origins). The adjectives may relate to the nouns already listed. Share your list with the class or a partner.
- 3 With a partner, list five verbs (action words).
- 4 Write a statement that captures the message the artist is trying to portray about this event.



ACTIVITY 1.29 RESPONDING TO THE SOURCES

- 1 **Identify** the view of Cook's declaration of possession that is represented by Source 1.37 and Source 1.38. What may have shaped the view of each source?
- 2 What other views are held by groups and individuals on this event? What may shape these views? **Consider** the influence of cultural background, time, economic interests and political beliefs.



THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Empathy.

Your response should contain:

- Language that shows that you understand the values, beliefs, experiences and emotions of people from the past
- Consideration of how these values, beliefs, experiences and emotions align with or differ from your own
- Explanation of how the origin and context of the source may account for similarities or differences with your own experience.

FLINDERS' 1799 VOYAGE TO MORETON BAY

Matthew Flinders sailed into Moreton Bay in July 1799. He was accompanied on the six-week voyage by Bongaree, a Kuringgai man and leader from the north of Sydney. Bongaree was highly valued by Flinders as a negotiator and for his knowledge of Aboriginal protocols.

[Flinders fired a musket at a group of Aboriginal men at Bribee Island (Boorabee) on this voyage. One of the men had earlier tried to remove Flinders' hat and then threw a spear at their boat. After the shooting] the man in the water rose up, and made off; but his progress was much slower than that of the others ... it was conjectured that he was wounded ... According to Bong-ree's account, another native had his arm broken by the second shot.

As this very wanton attack had unfortunately obliged the party to fire upon these people, in order to maintain that superiority which they meant upon all occasions to assert, Mr. Flinders thought it might be the means of preventing much further mischief, to give them a more extensive idea of his power ... For as this bay was to be examined ... it became more than probable that they would often meet; and he was well satisfied of the great influence which the awe of a superior power has in savages, to create respect, and to render their communications with each other friendly.

With this view, with two musquet balls in his gun, he fired at a man who was looking at them from among the trees, and who, being about two hundred yards off, perhaps thought himself secure. One of these balls touched the bank in a right line for him, the other passed over, but whether it took effect could not be seen.

▲ **Source 1.39** David Collins, *Account of the English Colony in New South Wales 1798–1802*. David Collins was a lieutenant-colonel in the marines and was secretary to the Governor of New South Wales. He was not present on the voyage with Flinders, but would have had access to accounts and the individuals who completed the voyage. He published an account of the colony's history in two volumes. The event took place on 16 July 1799.

[The following day Flinders and some of his men went ashore near Redcliffe.] In a house which stood upon the west side of the head they found a net, or seine, about fourteen fathoms long, the meshes of which were much larger than any English seine, and the twine much stronger ... He brought away the net, as a proof of the superior ingenuity of these over the natives at Port Jackson, leaving them in return a hatchet, the only present which he had to make them; and that they might the sooner learn the great use of their new acquisition, and be consoled for the loss of their net, he cut down some branches and laid them before the hut ...

▲ **Source 1.40** David Collins, an English lieutenant, *Account of the English Colony in New South Wales 1798–1802*. This event took place on 17 July 1799. Fishing nets would have been very valuable possessions to these coastal dwellers.



ACTIVITY 1.30 RESPONDING TO THE SOURCES

- 1 **Create** a flow chart of the events referred to in Source 1.39, showing the actions and reactions of each group.
- 2 What view of Flinders' actions is represented by Source 1.39 and Source 1.40? What may have shaped the view of these sources?
- 3 How might the First Australians have viewed both of these interactions?

OXLEY'S 1823 VOYAGE TO MORETON BAY

By the early 1820s, stories of ex-convicts achieving success in New South Wales were being heard in Britain. As a consequence, transportation as a punishment had started to lose the terror that it had once held. New remote locations, combined with harsh conditions and treatment, were now required.

In 1823, the New South Wales Governor, Sir Thomas Brisbane, sent explorer John Oxley to find potential new penal sites. Oxley reached Redcliffe Point on 2 December. The site was selected as there was access to fresh water, fertile soil for agriculture and plenty of timber to construct shelter.

On 24 September 1824, officials, soldiers and 30 convicts landed on the Redcliffe peninsula. They had sailed from Sydney aboard the **brig** *Amity* to establish Moreton Bay's first penal settlement. It was to be a place of secondary punishment for the worst convicts and repeat offenders. Joining the officers and soldiers were their families.

As the settlement developed, vegetables were planted and simple huts were built. However, by the end of 1825 the site was abandoned. The colony could no longer withstand attacks by the Ningy Ningy people and the prevalence of mosquitoes. The Ningy Ningy people named the area *Umpi-bong*, meaning 'dead houses'.

brig a two-mast square-rigged ship



THINKING DEEPER

Why might the Ningy Ningy people have named the region *Umpi-bong* (dead houses) after 1825?

In 1823, Oxley had rowed 80 kilometres up a large river that flowed into Moreton Bay. He named the river in honour of the NSW Governor Brisbane, who had sent him on this mission. It was here that the second Moreton Bay settlement would be established.

Our first day's survey terminated a little above Red Cliff Point ... The water is here deep within a short distance of the shore ... There was no want of permanent fresh water ... and in an inlet, marked B is an abundance of good timber of the eucalyptus and pine species ...

Red Cliff Point offers the best site for an establishment in the first instance. It has an easy communication with the sea, there is not that difficulty experienced in effecting a landing which other situations in the bay present, and the country to the west of the point will communicate with the interior. It is about ten miles to the north of the entrance into Brisbane River, and must be passed by all vessels intending to enter it.

▲ **Source 1.41** Excerpt from John Oxley's *Report of an Expedition to Survey Port Curtis, Moreton Bay, and Port Bowen: With a view to form penal establishments there, in pursuance of the recommendation of the Commissioner of Inquiry into the colony of New South Wales*. It was written by Oxley for Governor Brisbane, who was the Governor of New South Wales, and is dated 10 January 1824.



ACTIVITY 1.31 RESPONDING TO THE SOURCE

List the reasons why Oxley recommended Red Cliff Point to Governor Brisbane for the first penal colony in Moreton Bay in Source 1.41.

THE FIRST MORETON BAY PENAL COLONY 1824

The first Moreton Bay settlement was established at Redcliffe in September 1824. The settlement was about two months old when a party of convicts with a guard of soldiers sailed up the North Pine River in a search for timber on the south side of Yebri Creek. They were attacked by a mob of blacks while sawing up a bloodwood tree. In the ensuing clash, one black was killed. Thereafter the aborigines [sic.] showed open hostility and attacked soldiers and convicts at every opportunity. The settlement was removed from Redcliffe to Brisbane late in 1824, the reason given being the poor land at Redcliffe and the hostility of the blacks.

▲ **Source 1.42** Arthur Laurie, speech given to the Royal Historical Society of Queensland, October 1958

The white man came and shot game and trespassed anywhere without permission. When a white man took up land or a station, he expected the blacks of that locality to move back into other territory, unconscious that this would be an unpardonable violation of tribal laws and involve immediate deadly warfare with the adjoining tribes. Rarely had any white man attempted to learn a dialect or understand the customs of this peculiar people and those who did had no power to direct the course of events. So wars began between the two races and have continued with little intermission to the present time.

▲ **Source 1.43** Archibald Meston, from a report written for the Colonial Secretary, Horace Tozer, March 1895. Archibald Meston was a non-Indigenous journalist and politician and was appointed as the 'Protector' of Aboriginal peoples in South East Queensland. This was a government position. Meston showed a genuine interest in the culture of Aboriginal peoples and reported atrocities committed against them, but was also influenced by the racist assumptions and beliefs of his time.



ACTIVITY 1.32 RESPONDING TO THE SOURCES

Compare the descriptions of First Australian and British contact in Sources 1.42 and 1.43. When you **compare**, you need to **identify** what the sources agree on and what they disagree on.



THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Contestability.

Your response should contain:

- A clear identification of the interpretations of the past
- An assessment of the degree of corroboration or contestability between interpretations
- Evidence from the sources that illustrates the historical interpretations
- A judgement about which of the differing interpretations is best supported by evidence.

MONUMENT TO OXLEY AND FLINDERS AT REDCLIFFE AND DEPICTION OF BONGAREE

Tributes to the work of Matthew Flinders and John Oxley were paid by speakers at Redcliffe today, when, the Governor (Sir Leslie Wilson) unveiled the memorial erected on what is believed to be the actual spot where the two explorers first landed on the peninsula. In unveiling the monument, the Governor said it was a memorial to great men who had done a great deal for Queensland. The Home Secretary (Mr. E.M. Hanlon), Mr. G.H. Mackay, Speaker of the House of Representatives and Mr. Justice Macrossan also delivered addresses.

▲ **Source 1.44** *Daily Mercury* (Mackay, Queensland), 28 December 1932



THINKING DEEPER

Do Flinders and Oxley deserve the term 'explorer', considering the areas they 'explored' were already inhabited and named?

◀ **Source 1.45** John Oxley monument. The front inscription states: 'Lt. John Oxley Surveyor General of New South Wales landed here from H. M. Cutter Mermaid December 2nd, 1823. The brig Amity under his direction brought hither the first Moreton Bay settlement under Lt. Henry Miller Commandant September 12th, 1824.' The left-side inscription states: 'On the morning of July 17th, 1799, Lt. Matthew Flinders landed near this spot from the Sloop, Norfolk, and called it Red Cliff Point. He was the first white man to land on this Peninsula.'



THINKING DEEPER

Bongaree's name has been spelt three different ways in this chapter (text, Source 1.39, Source 1.46). Why might this be the case?

◀ **Source 1.46** *Bungaree*, 1826, a hand-coloured lithograph by Augustus Earle, Mitchell Library, Sydney. Breastplates were presented to Aboriginal people from 1816. They displayed titles such as 'King', 'Queen' and 'Prince'. Designed to reward loyalty, the practice showed ignorance of Aboriginal cultures and could even result in the alienation of the individual. The practice was discontinued in 1830.

Indigenous Australians and their supporters have for over a century been perplexed about some statues and place names that make false assertions about white European achievement and celebrate the murderers and murder of Aboriginal and Torres Strait Islander people ... [an] overdue and bigger discussion is warranted on whether older statues and monuments should be removed – or amended to include the broader uglier, truths about their subjects.

▲ **Source 1.47** Non-Indigenous journalist Paul Daley, 'The toppling of statues overseas might give Australia pause to reconsider who we celebrate', *The Guardian*, 10 June 2020



ACTIVITY 1.33 RESPONDING TO THE SOURCES

- 1 Identify** how Oxley and Flinders are represented by the monument and the speeches given at its unveiling (Sources 1.44 and 1.45).
- 2 Identify** the alternative view that Source 1.47 provides about monuments that celebrate British explorers in Australia.
- 3 Describe** how Bungaree is depicted in Source 1.46. Why might he have been depicted in this way?
- 4** Provide an example of how the monument at Redcliffe could be amended to tell 'the broader [and perhaps] uglier, truths about their subjects' (as described in Source 1.47).



ACTIVITY 1.34

Further research

Research the statue of Robert Towns in Townsville or another statue in Australia or overseas that has attracted protests, vandalism or debate (the '**statue wars**').

What is it about this statue that has attracted protests, vandalism or debate?

statue wars a movement that began with protests against Confederate statues in the United States of America and has been seen in protests and questioning about statues in South Africa, Britain and Australia



THINKING DEEPER

What other voices do we seldom hear when we study History? (**Consider** ancient history, histories of conflicts and colonial history.) What consequences does this have for the study of History?



ACTIVITY 1.35 MAKING THINKING VISIBLE

See, think, wonder



▲ **Source 1.48** Gordon Hookey, *Murriland #1*, 2015–17

Go to the website <https://cambridge.edu.au/redirect/10078> and navigate through Gordon Hookey's artwork *Murriland #1* (Source 1.48) using the right arrow. The artwork has been broken into 10 frames.

- Your teacher will allocate each frame to a small group.
 - Each group is to present their thinking back to the class while their frame is displayed.
- 1 What can you see in your frame?
 - 2 What do think the artist is saying?
 - 3 What questions or wonderings do you have?



ACTIVITY 1.36

Communicating historical information

Explain what motivated first contact between the British and the First Australians in Queensland and the nature of this contact.

What were the features of Turrbal society prior to 1825 and how did this change when the Moreton Bay penal settlement moved to Meeaan-jin (Brisbane)?

The area off the coast of Brisbane was once a coastal plain that extended from the mainland to Stradbroke Island and Moreton Island. The Turrbal people have lived here for at least 32 000 years. They took care of the region, and lived off the resources from the land, sea and rivers. Around 18 000 years ago, sea levels rose, forming Moreton Bay, the islands within it and the Brisbane River (Maiwar).

Before 1825, there were approximately 5000 Turrbal people living in the Brisbane area. Maiwar was the main source of food, including fish, shellfish, turtles and crabs. The Turrbal people also hunted for kangaroo, wallaby, possum, fruit bat, snake, emu,

echidna and goanna. Bullrushes and swamp water fern also contributed to their diet. They also made medicines from plants that grew in the region.

Breakfast Creek (Yowoggera) was the location of an important camp and corroboree site. The main camp for the Turrbal people was at the present-day Ekka Showgrounds at Bowen Hills.

In late 1858 and early 1859, two Turrbal men, Dalinkua and Dalipie, from the Breakfast Creek area, wrote three letters to the *Moreton Bay Courier* (Sources 1.53–1.55). They outlined a range of issues that had stemmed from the arrival of the British in their country and challenged the readers to repair this harm.



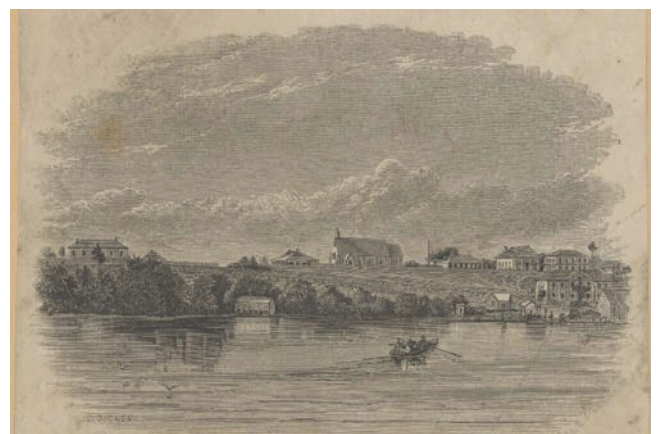
▲ **Source 1.49** *Queen St Brisbane 1859*, from the collection of the State Library of Queensland



▲ **Source 1.50** A view of Brisbane and Brisbane's first reservoir, 1859. Brisbane City Council.



▲ **Source 1.51** A coloured image of Aboriginal people in a compound in front of Military Barracks, Brisbane, 1859. Queensland University of Technology.



▲ **Source 1.52** A wood engraving of Brisbane in the 1850s. Queensland University of Technology.

To the Editor of the *Moreton Bay Courier*

We were possessed of a splendid country, not exceeded by any part of this earth. We had a most salubrious [healthy] climate, and ample space to roam over, until the Anglo-Saxon came from a far way off ...

But, Sir, these Anglo-Saxons have not behaved towards us as if they believed that His eye was on them who has given them these statutes [Christian God] ... In their dealing with us have they not all been selfish – many of them sensual and devilish?

Dalinkua, Dalipie, Delegates for all blackfellows. Camp, Breakfast Creek, 16 November 1858

▲ **Source 1.53** A letter to the editor written by representatives of the Turrbal people

To the Editor of the *Moreton Bay Courier*

... they have poisoned our bodies by disease; degraded our habits by drunkenness; and polluted our language by a foul and tainted slang. Now for the proof! Look at our bodies, made like your own, all but the skin. Are we not healthy, sound, strong, and nimble, until we come into contact with our white brother? But look at us after we have been contaminated by a loathsome disease, bequeathed [given] to us by our white brothers, and see how many of us are disgusting spectacles, rotting with putrefaction while yet living; and when the cold of winter sets in, see our numbers fearfully reduced by death ...

But what have the more respectable portion of the community done to remedy the evil thus inflicted on us? ... There is no hospital or 'house of mercy' where our sick can be received and treated for such a complaint as we have described ...

Our white brother has also degraded our habits by introducing his fire-water [alcohol] to us, giving us drink from that woeful well of liquid poison which overruns like a flood ... Oh, Sir, our white brothers say we savages are foul feeders! Are not they dirty drinkers? and by their drinks given to us we have got an appetite also for stimulants, and we drink, and we go mad; and our bodies become full of pains and cramps, which we had no knowledge of before.

Dalinkua, Dalipie, Delegates. Camp, Breakfast Creek, 3 December 1858

▲ **Source 1.54** A letter to the editor written by representatives of the Turrbal people

To the Editor of the *Moreton Bay Courier*

SIR, – In continuation ... we charge them [Europeans] with having disregarded the command of the Great Father ... insomuch as they leave us and our people, whom they find stripped of land where our fathers hunted on, and driven off naked and wounded, diseased and destitute, to pine away and perish; while their government ... neither of them taking any notice of our utter helplessness; leaving us, perhaps, until some good Samaritan, of another creed and another nation, pass this way, and supply us with what is needful, both for this life and that which is to come ...

Have you brought your religion with you? Is not its precept 'Thou shalt love thy neighbor as thyself?' ... Governed by this law you can no longer disregard the well-being of your fellow-creatures ...

Dalinkua, Dalipie, Delegates. Camp, Breakfast Creek, 6 January 1859

▲ **Source 1.55** A letter to the editor written by representatives of the Turrbal people

When my father first came to North Pine, pock marks were very strong on some of the old men; they explained to him how the sickness had come amongst them ... killing off numbers of their comrades ... After the advent of the whites consumption took hold of the race and where before natives lived to a good old age, one would hardly see any old people their remarkable freedom from sickness seemed to disappear ...

If all the old Aboriginals of Brisbane could come to life again they would not recognise their country – the country we have stolen from them. If they went hunting in the forests, where would be their spoil? Where indeed would they find the forests to hunt in? Oh how they must have loved those forests – their forests.

▲ **Source 1.56** Constance Campbell Petrie (1904) recalling stories that her father Thomas (Tom) Petrie told her of his life growing up in Queensland during the 1800s. Tom Petrie (1831–1910) was only a young child when he first arrived in Moreton Bay with his family in 1837. He was encouraged to mix freely with the local children, learned the Yuggera language and was accepted by the Turrbal people. Tom Petrie's stories first appeared in the *Queenslander* in the form of articles, and then were recorded and published by his daughter, Constance Campbell Petrie, in the book *Tom Petrie's Reminiscences of Early Queensland*, Watson Ferguson & Co., 1904.

As it stands, however, for much of the period between 1824 and 1842 we possess mainly sketchy official accounts which tend to fall curiously silent at crucial moments; to indicate significant information only cursorily or in passing; to record events partially without assigning plausible causes; or to report black aggressions without registering the white aggravations which probably provoked them, nor the white reprisals mounted in response. Compounding the difficulties of this fragmentary and biased record, we find as usual that untarnished Aboriginal voices are themselves seldom if ever heard.

▲ **Source 1.57** Raymond Evans, in R. Fisher (ed.), *Brisbane: The Aboriginal Presence 1824–1860*, Brisbane History Group, 1992



ACTIVITY 1.37 RESPONDING TO THE SOURCES

- 1 List some observations you can make about Brisbane in 1859 from Sources 1.49, 1.50, 1.51 and 1.52.
- 2 **Describe** the complaints made by Dalinkua and Dalipie against the Europeans in Sources 1.53, 1.54 and 1.55. For each complaint, provide a supporting quote from one of the letters.
- 3 **Describe** two examples of where Dalinkua and Dalipie have accused the Europeans of hypocrisy. (Hypocrisy is where an individual or group claims to have higher standards or more noble beliefs than is actually demonstrated through their actions.) For each example, provide a supporting quote from one of the letters.
- 4 How does the account by Petrie's daughter (Source 1.56) corroborate (support) the claims of Dalinkua and Dalipie?
- 5 **Identify** some problems that a historian may face when trying to **investigate** the early period of contact between the British and the First Australians in Queensland, according to Source 1.57.



THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Cause and effect.

Your response should contain:

- A clear identification of the causes and/or effects relating to the question
- A clear explanation of how the causes are connected to the effects (i.e. how one event or action led to an outcome or consequence)
- Evidence or examples to support this explanation of the relationship between cause and effect.



ACTIVITY 1.38 MAKING THINKING VISIBLE

Generate, connect, label

- 1 **Generate** a list of ideas and thoughts about the experience of the Turrbal people before and after 1825.
- 2 Connect your ideas by drawing connecting lines between ideas that have something in common.
- 3 Give each group of ideas a label or heading.

How did the First Australians respond to the violence, dispossession and other negative consequences of European arrival in South East Queensland?



ACTIVITY 1.39

Communicating historical information

Explain the methods used by the First Australians to respond to the violence, dispossession and other negative consequences of European arrival in South East Queensland using evidence from this chapter (Sections 1.1, 1.2 and 1.3).

Each paragraph in your explanation should focus on a different method. Methods could include writing letters to the editor and organised violent resistance.



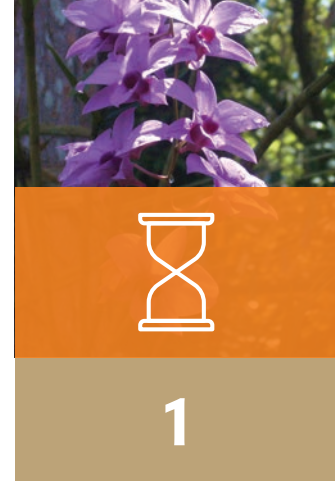
REFLECTING ON YOUR LEARNING 1.3



- 1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were the causes and effects of contact (intended and unintended) between Europeans in Queensland/Australia and Aboriginal and Torres Strait Islander peoples between 1799 and 1859?'
- 2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.4 Depth study: What were the significant events, ideas, peoples, groups and movements in the development of Australian society to 1914?



FOCUS QUESTIONS

- What important ideas influenced the development of Australia at the turn of the twentieth century?
- How were women able to achieve voting rights?
- Why did Queensland decide to join the Federation of Australia in 1901?

What important ideas influenced the development of Australia at the turn of the twentieth century?

Australia was influenced by many different ideas, each of which contributed to giving Australia a unique political, economic and social system. These ideas mainly came from Europe but in many cases were taken much further than in Europe. Australia became a social laboratory where new ideas were tried and experimented with.

WESTMINSTER SYSTEM

One of the most notable influences on Australian society is the Westminster system of government. It is named after the location of the British Government, the Palace of Westminster. The roles of the government, parliament and judiciary were taken from the British system and implemented in Australia in a very similar manner. This continues to be the structure used for governing Australia to this day.

LIBERALISM

The ideas of liberalism, such as individual rights, capitalism, democracy and equality before the law, have been promoted since the earliest periods of British settlement in Australia. How these ideas were expressed differed from colony to colony, and from individual to individual, but they were generally opposed to the more **collectivist** ideologies of the labour movements in Australia.

collectivist belief that the interests of the group are more important than the interests of individuals

EGALITARIANISM

One of the most significant aspects of Australian society compared to Britain was the lack of nobility or a clearly defined upper class. This led to a sense of egalitarianism in colonial societies as they developed. No one was seen as inherently superior as a result of their birth.

WOMEN'S SUFFRAGE

Australia was a world leader in extending the right to vote to women. Previously, only men were allowed to vote in elections. In many cases, only some men were allowed to vote, usually landowners. South Australia became one of the first places in the world to allow women to vote in elections in 1895.

exploitation to take unfair advantage of something or someone

THE TRADE UNION MOVEMENT

The trade union movement in Australia grew out of concerns in Britain about working conditions and **exploitation** of workers by employers. Organised labour, where groups of workers would coordinate to try to advance their interests, was banned in Britain. People who broke these laws were often sent as convicts to the Australian colonies. This allowed the ideas of trade unionism to spread and take hold in Australia. The more democratic and egalitarian nature of Australian society allowed trade unions to grow quickly throughout the mid-1800s. In the 1890s, the trade union movement launched its own political party, the Australian Labor Party (ALP), one of the first labour parties anywhere in the world.



ACTIVITY 1.40 MAKING THINKING VISIBLE

What makes you say that?

Divide into groups and try to answer the question, ‘What makes you say that?’ in relation to the statements:

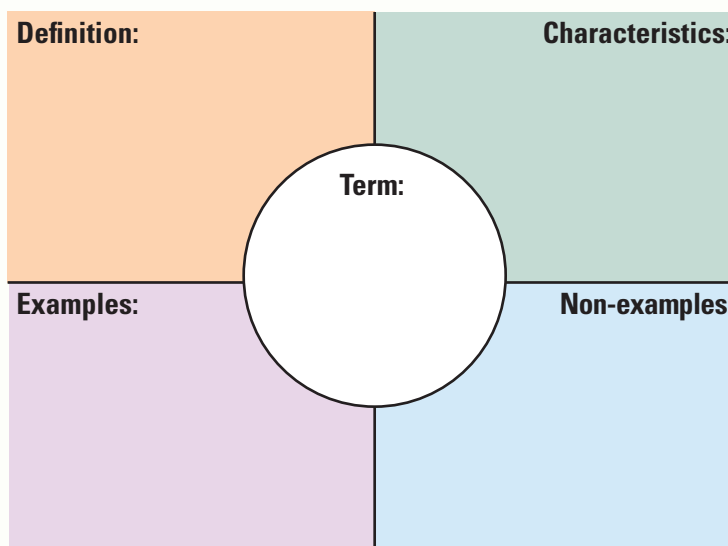
- 1 Australia’s political development was heavily influenced by Britain and Europe.
- 2 People who believed in liberalism often clashed with the union movement.
- 3 In some ways, Australia offered greater equality for its inhabitants than Britain.



ACTIVITY 1.41

Frayer Model diagram: ideas that influenced Australia

For each of the historical terms (‘Westminster system’, ‘Liberalism’, etc.) **create** an adaptation of a Frayer Model diagram (see example to the right) to develop your understanding and use of the term. You may need to do further research.



How were women able to achieve voting rights?

Australia was a world leader in extending the right to vote to women. South Australia became one of the first places in the world to allow women to vote in elections in 1895.

Many organisations were established by women in Queensland to fight for the right to vote. The Queensland Women’s Suffrage League was founded in 1889,

followed in 1890 by the Colonial Suffrage Department of the Women's Christian Temperance Union (WCTU). Four years later, in 1894, the Women's Equal Franchise Association (WEFA) was established. The WEFA held public meetings in town halls across Queensland with attendance as high as 1500 people.

The *Commonwealth Franchise Act 1902* gave white women across Australia voting rights in federal elections, and the right to stand for federal parliament. Queensland women finally achieved the right to vote in state elections in 1905 and voted for the first time on 18 May 1907. Women in Queensland were, however, unable to stand for parliament until 1915.

The passing of the *Elections Act Amendment Act 1965 (Qld)* gave Aboriginal and Torres Strait Islander men and women in Queensland the right to vote.



THINKING DEEPER

How democratic was Australia in the nineteenth century? **Consider** the voting rights of women and of First Nations peoples.



ACTIVITY 1.42

Further research: timeline

Create a timeline of women's suffrage that compares the dates that Australian women were granted the vote with *five* other countries of your choice. (**Select** a range of countries.)

Ensure that you follow the conventions of a timeline by creating a title and using a scale.

Include the year that women gained the vote in each state and territory in Australia, as well as the federal vote. Indicate when Aboriginal and Torres Strait Islander women gained the vote.

What conclusions can you draw about the rights of women in Australia compared with other nations from the data on your timeline?



ACTIVITY 1.43

Significant women in Queensland's political history

Read up on background information on some significant woman in Queensland's political history by going to the Queensland Government website and researching the following women:

- Emma Miller
- Irene Longman
- Leontine Cooper
- Margaret Ogg.

Trove is a website that brings together information from Australian libraries, universities, museums, galleries and archives.

Using the search function in Trove, locate a primary and secondary source on *one* of the significant women in Queensland's political history.





Hint: By clicking on 'Newspaper and Gazettes' on the menu bar across the top of the page, you can then refine your results. This will allow you to narrow your search to particular years and places. Click on 'Images, maps and artefacts' to see if there are any photographs, portraits or statues of your individual.

- 1 Analyse** both sources by completing a source analysis table. You can copy and complete the following table.

What is the source? (text type)	
Who published/created the source? (origin)	
When was it written/created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Why might this source have been created? (purpose and motive)	
Who might the source have been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about the personality. (perspective)	
What does the source say about the personality? (explicit information)	
From this evidence, what can you say the author's opinion is regarding the personality and their impact on Queensland? (implicit information)	

- 2 Create** a short clip for a series called 'Influential Women in Queensland's History'. Use images, captions and provide a voice-over to **explain** the who, when, where, what and why of your chosen personality. Provide a bibliography in the credits at the end.

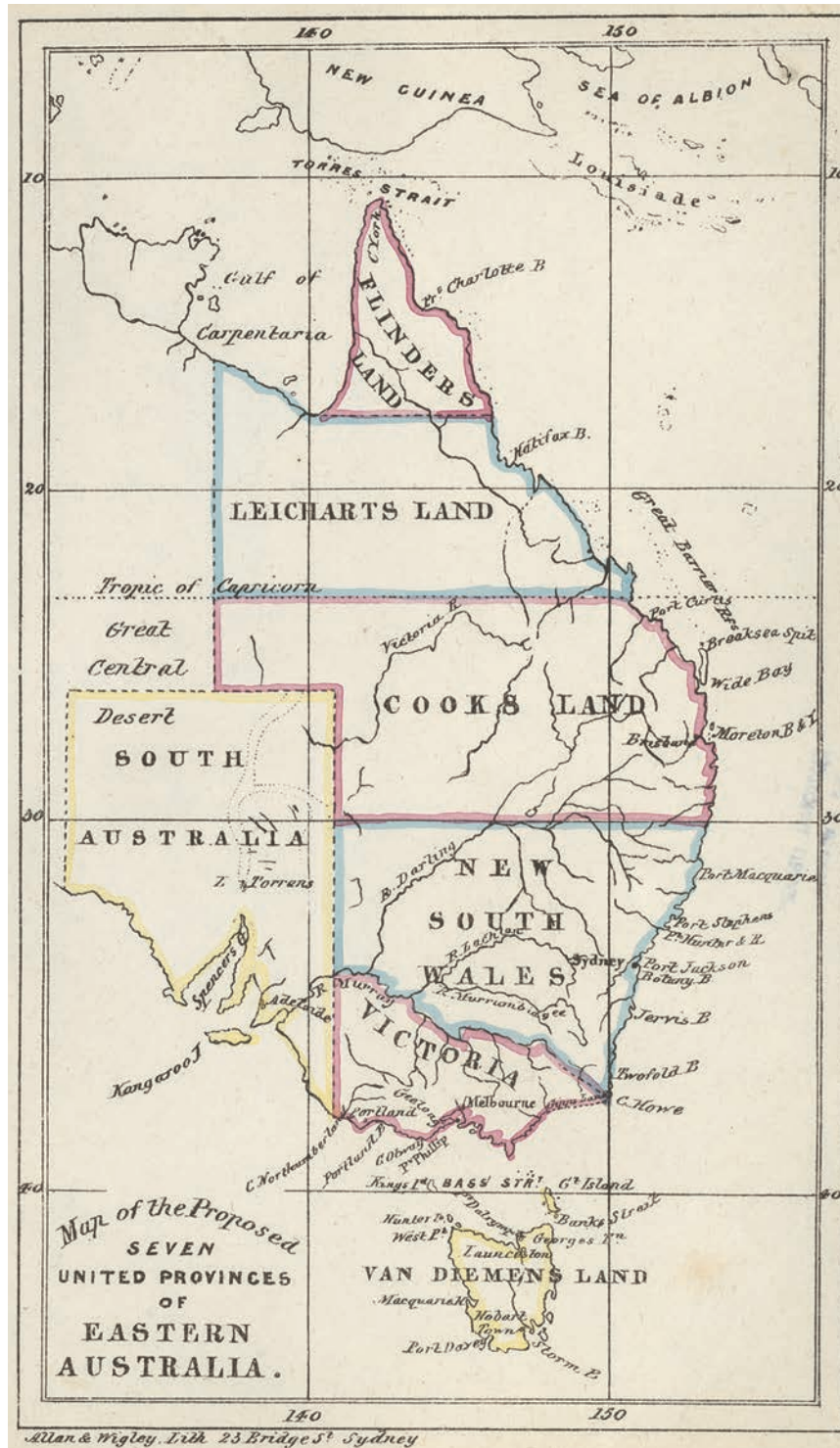
Why did Queensland decide to join the Federation of Australia in 1901?

The colonies of Australia had governed themselves since the mid-1800s. As the end of the nineteenth century approached, many important individuals began to discuss the unification of the colonies into a national government. This was viewed as a federation where each colony would still exist, but as a state of the new nation.

In some of the earliest discussions, New Zealand was to be a member of this new federation and Western Australia was not. In the end, all the colonies on the Australian continent, and Tasmania, voted to create a new nation, the Commonwealth of Australia. The British Government agreed to the creation of this new nation.

Referendums asking people to vote for or against Federation were held in each of the Australian colonies between 1898 and 1900. On 2 September 1899, Queenslanders voted.

The 'yes' vote for Federation was successful, and on 1 January 1901, the new nation was proclaimed and Edmund Barton was appointed the first Prime Minister of the Commonwealth of Australia. Melbourne was selected as the capital of the new nation until another site, which would eventually become Canberra, was found.



▲ **Source 1.58** Map of the proposed seven united provinces of eastern Australia, 1857. There had been proposals to split the colony into three subdivisions (Northern, Central and Southern) prior to the establishment of Queensland as a separate colony. Arguments to establish a separate Central and Northern Queensland continued. This was due to the capital Brisbane being in the far south-eastern corner and the industrial focus of the south-east compared to the agricultural focus of the north.



THINKING DEEPER

Locate Canberra on a map of Australia. Why might this location have been selected as the site for the nation's capital? What would be the pros and cons of this location?

When a wheelwright makes a wheel, does he put the hub on the rim? ... When an engineer erects a stationary engine, does he not erect it as near as possible to the place where its power is to be exerted? ... Yet the people of Queensland have placed their administrative engine, the hub of their Government, in the extreme corner of a territory of 670 000 square miles; and expect that the power of the State will be equally exerted at Bowen and at Brisbane, that the benefits of the State will be equally shown at Ipswich, twenty miles away from the capital, and at Croydon, a thousand miles away. Is the expectation reasonable? ...

What would you think of a man who told you the circulation of the blood would be more perfect if the heart were placed in the big toe? ... The concentration of the blood in the extremity of one limb would tend to strengthen that limb and enfeeble or waste the other limbs. The leg attached to our fortunate toe would naturally flourish at the expense of the other leg.

▲ **Source 1.59** A.G. Stephens, 'Why Queensland wants separation', 1893. Alfred Stephens was a member of the Townsville North Queensland Separation League and wrote this pamphlet in 1893 in the lead-up to Federation.



ACTIVITY 1.44 RESPONDING TO THE SOURCES

Create an advertisement for the separation of Queensland. Incorporate evidence from Sources 1.58 and 1.59.

FEDERATION REFERENDUM RESULTS

▼ **Table 1.3** Results of the referendum in Queensland, 1899 (Queensland only voted once)

Electorate	For	Against
South	14 285	22 398
Central	12 132	6 862
North	12 376	3 332
Total	38 793	32 592

Source: Helen Irving, *The Centenary Companion to Australian Federation*, Cambridge University Press, 2010

▼ **Table 1.4** After some further amendments to the Constitution, a second round of votes was held.

	Yes	No
New South Wales	71 595	66 228
South Australia	35 800	17 320
Tasmania	11 797	2 716
Victoria	100 520	22 090

Source: 1898 referendum results (Australian Electoral Commission)

▼ **Table 1.5** 1899 referendum results (Australian Electoral Commission)

	Yes	No
New South Wales	107 420	82 741
South Australia	65 990	17 053
Tasmania	13 437	791
Victoria	152 653	9 805

▼ **Table 1.6** 1900 referendum results (Australian Electoral Commission)

	Yes	No
Western Australia	44 800	19 691



ACTIVITY 1.45

Using data

- 1 Using the evidence in Table 1.3, **describe** the voting patterns of Queensland in the Federation referendum.
- 2 Using the evidence in Tables 1.3–1.6, what conclusions can be drawn from the data?
 - a In which state(s) was Federation most popular?
 - b In which state(s) was Federation less popular?
 - c For states that voted twice, what trend do you notice?

Federation offers Queensland free access to the other provinces as a market for its cattle, whereas now they are shut out by heavy duties from Tasmania, Westralia, South Australia, and Victoria; and for its fresh meat, which is now heavily taxed in all these provinces ...

Queensland is the greatest sugar-growing province. If it federates, there will no longer be interprovincial customs-duties, and Queensland sugar will get free access to N.S.W., Victoria, S.A., and the other Provinces ...

At present, among the five eastern and central provinces (S.A., Tasmania, Victoria, Queensland, and N.S.W.), Queensland is the worst defended. The only possibility of invasion is by sea, and Queensland has less population proportionate to the coast line to be defended than any other Australian State, Westralia only excepted. Under Federation the forces of all the other provinces – especially of the two (N.S.W. and Victoria) which have men to spare – will be available to assist Queensland in case of need.

▲ **Source 1.60** An advertisement to vote Yes for Federation in the *Darling Downs Gazette*, 19 August 1899. ‘Westralia’ was a common term used for Western Australia around the time of Federation.

Sydney (introducing Victoria to Queensland): We have come over to inspect your colony, and have taken a tour round your extensive country. We find from her present position and enormous resources that it would be to our mutual advantage to annex you, your colony will of course be absorbed under this unification; you will be allowed to retain your internal Government, but we do the governing. We will take your revenue and give you back what we can do without. You will also (as you are best able to bear it) have to assist the other colonies in building a federal capital to the sole advantage of New South Wales.

Queensland replies: So you have spied out our grand country, and you have concluded that she is a country to be jealous of, and you seem to think we must at your command federate, and bond ourselves over to you.

▲ **Source 1.61** Letter to the editor, anti-Federation, *The Warwick Examiner and Times*, 19 August 1899



ACTIVITY 1.46 RESPONDING TO THE SOURCES

Using the evidence in Sources 1.60 and 1.61, **create** a diagram that illustrates arguments for and against Federation proposed by Queenslanders.



▲ Source 1.62 H. Cotton, *Federation*, 1900



ACTIVITY 1.47 RESPONDING TO THE SOURCE

- 1 **Analyse** Source 1.62 to **identify** how Australia and Great Britain are represented. **Explain** the significance of each symbol in the image.
- 2 From this analysis, **infer** whether this is a positive or negative portrayal of Federation. **Justify** your answer.



ACTIVITY 1.48 MAKING THINKING VISIBLE

Compass points

Should Queensland be divided into *two* states today?

- **E** – Excited: What excites you about the division of Queensland? What are the positives?
- **W** – Worrisome: What do you find worrisome about this proposition? What are the negatives?
- **N** – Need to know: What else do you need to know to decide?
- **S** – Stance or Suggestion for moving forward: What is your current opinion on the idea? Give reasons for your decision.



ACTIVITY 1.49

Writing a research essay

- Using the conventions around designing a key inquiry question and sub-questions from the start of this chapter, design a key inquiry question and three sub-questions on the topic of the Federation of Australia. For example:
 Key inquiry question: What were reasons why Australia became a Federation in 1901?
 Sub-question 1: How did a desire to defend Australia cause Australia to become a Federation?
 Sub-question 2: What were the economic reasons that encouraged Australia to Federate?
 Sub-question 3: How did national pride lead Australians to Federate?
- Research** your topic and write an essay response that answers your question. Use the following outline to plan your response.

Introduction	
Hook – interesting statement on the topic to entice your reader	
Definition/context/background on the topic	
Thesis – a statement that answers your key inquiry question and touches on each of your supporting arguments (the answers to your three sub-questions).	
Paragraph 1 (sub-question 1)	
Topic sentence – links sub-question 1 to the key inquiry question	
Explanation/elaboration of information related to sub-question 1	
Evidence – source details, quotes/paraphrasing, and information to prove your point	
Source 1	
Source 2 (make sure you make links between the arguments in your two sources)	
Link back to thesis – show how you have answered sub-question 1 and the key inquiry question	
Repeat for paragraph 2 (sub-question 2) and paragraph 3 (sub-question 3)	
Conclusion	
Reword your thesis	
Summarise the main arguments of each of your three paragraphs	
Write a strong concluding statement on the topic	



REFLECTING ON YOUR LEARNING 1.4



- Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: ‘What were the significant events, ideas, peoples, groups and movements in the development of Queensland/Australian society to 1914?’
- How could the information and sources in this section contribute to answering your overall inquiry question: ‘What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?’

Complete the Quiz and the ‘Developing your understanding’ questions in the Interactive Textbook.



1

1.5 Depth study: What were continuities and changes, and how did they affect ways of life and living conditions, in Australian society at the turn of the twentieth century?

FOCUS QUESTION

What factors influenced the way that Queenslanders experienced daily life and work at the turn of the twentieth century?

Introduction

Life changed dramatically in Australia from the establishment of the first colonies through to Federation. Living conditions, working conditions, education, social life and political life all changed as Australia became more connected to the world and the economy expanded. The following areas highlight some of the most significant changes, but they do not cover every area and did not affect every group in society. First Australians were often excluded from settler society and did not benefit from any of the advances made. Often their lives were made worse. Through coercion and choice, First Nations peoples forged their futures in a new society that took little interest in them, having essential roles in developing cattle, pearling, agricultural, fishing and mining industries, and using their knowledge, labour and social strengths to create key Queensland economies.

The 1890s depression

During the 1890s, the world entered a period of economic decline. Factories closed, companies went bankrupt and unemployment spiked.

Depression

Rents down, shops to let,
Wool low, wheat glut;
Gaal holds half our set,
Grog scarce ...
Banks, God, dividend,
All gone bung.

▲ **Source 1.63** A poem published in the *Moreton Mail*, 24 August 1894

The present depression

During this depression, which has now extended over a considerable time, citizens and colonists have been losing their capital at a somewhat rapid rate; business people have been carrying on their different occupations at a heavy weekly loss in hopes of an improvement, and those unfortunately out of business who are living on their invested capital have the mortification of seeing their shops empty or bringing in a very reduced rental ... It seems hard that something cannot be done to bring about a reversal of things and set this glorious colony of Queensland on her feet again.

▲ **Source 1.64** A letter to the editor in the *Brisbane Courier*, 11 February 1892

But the fact remains that whatever has been grown lately has brought no return, and the farmer hardly knows what to do to pay his way. Indeed, in many cases he cannot pay his way, and has to live on hope and pay with his promise. And the trouble that has to be faced is not so much what ought to be grown as what the poor farmers are to do while things continue in this state.

▲ **Source 1.65** Letter to the editor from a farmer in Gatton, 23 February 1892



ACTIVITY 1.50 RESPONDING TO THE SOURCES

- 1 **Identify** the consequences of the depression for the inhabitants of Queensland as provided in Sources 1.63–1.65.
- 2 Corroboration is where a historian strengthens and/or supports a claim with evidence from a variety of sources. **Use** two sources to corroborate the statement: 'The depression of the 1890s had a significant negative impact on Queensland'.

The plague

Outbreaks of bubonic plague occurred in Australia at the turn of the twentieth century. The disease was spread by rats that arrived by ship from overseas ports. The plague reached Sydney in January 1900. By April, it had reached Rockhampton, followed by Townsville.

In 1900, there were 136 cases of the plague in Queensland. Brisbane had 56 infections and 25 deaths, Townsville had 37 cases and nine deaths, Rockhampton had 36 cases and 21 deaths, and Cairns had five cases and two deaths. Charters Towers and Ipswich both had one case but no deaths.

Epidemics continued to occur for the following nine years, almost entirely in areas that had port facilities.

Cases of plague have occurred along the course of this sewer, and, though their chronological order does not show it, there is a complete chain of cases commencing in the neighbourhood of the wharf and the embouchure [mouth] of the sewer and including those along its course to the district in which the drain commences.

It is likely, however, that the communities of rats along the course of the sewer were infected from the wharf rats entering this highway, and, from the resulting local diffusion, cases among human beings occurred in the neighbourhood.

▲ **Source 1.66** *Report on Plague in Queensland 1900–1907* by Dr Burnett Ham. Dr Ham was a member of the British Royal College of Surgeons and was licensed by the Royal College of Physicians. He became Queensland's first commissioner of public health in 1903. Dr Ham played an important role in the study of the plague and its causes, in particular the role of fleas carried by rats. In Brisbane, clusters of plague cases occurred near old and poorly maintained sewers.



▲ **Source 1.67** Advertisement for soap in the *Brisbane Courier*, 19 June 1900



ACTIVITY 1.51 RESPONDING TO THE SOURCES

Evaluate the usefulness and reliability of Sources 1.66 and 1.67 for a historian studying causes of the plague in Brisbane in 1900.

Analyse both sources by copying and completing the following source analysis table. To effectively **evaluate** a source, it is important to **analyse** its features first.

What is the source? (text type)	
Who published/created the source? (origin)	
When was it written/created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Why might this source have been created? (purpose and motive)	
Who might the source have been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how this might influence the information they provide about the plague. (perspective)	
What does the source say about the causes of the plague? (explicit information)	
From this evidence, what can you say the author's opinion is regarding the causes of the plague in Brisbane? (implicit information)	

Now you are ready to **evaluate** the usefulness and reliability of the source.

How useful is this source for studying the causes of the plague in Brisbane in 1900? What relevant information does it provide?	
What are some features that make this source reliable/trustworthy?	
What are some features about this source that make you doubt its reliability/accuracy?	
Is the information in the source corroborated or supported by another reliable source?	



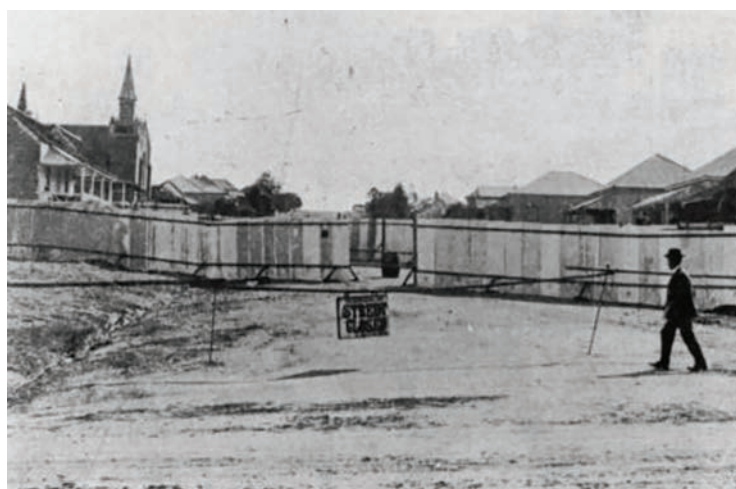
The Plague in Townsville.

“THE BOARDING HOUSE IN WHICH THE CASE OF PLAGUE BROKE OUT IN STURT STREET RECENTLY. THE FRONT PORTION OF THE BUILDING HAS SINCE BEEN CONDEMNED TO BE BURNT DOWN.”

▲ **Source 1.68** E.H. Glendinning’s Boarding House, Sturt Street, Townsville, 1900



▲ **Source 1.70** Officials and health workers inspect a mound of dead rats in Brisbane, c. 1900–02, from the collection of the State Library of Queensland



▲ **Source 1.69** Quarantine barricade around houses in Hawthorne Street, Woolloongabba, Brisbane, Queensland, from the collection of the State Library of Queensland. The first case of the bubonic plague occurred in Brisbane on 27 April 1900. The victim was James Drevesen, who worked at the wharves. He was admitted to the Colmslie Plague Hospital. His house was fumigated, many personal items were burned, and an iron barrier was erected around the property and two neighbouring houses.



ACTIVITY 1.52

Discussion

Examine Sources 1.68–1.70. How were reactions to the bubonic plague in Queensland similar to and different from reactions to the COVID-19 pandemic that hit Australia in 2020?

OR

Complete a Venn diagram that illustrates the similarities and differences.

Living and working in the 1900s

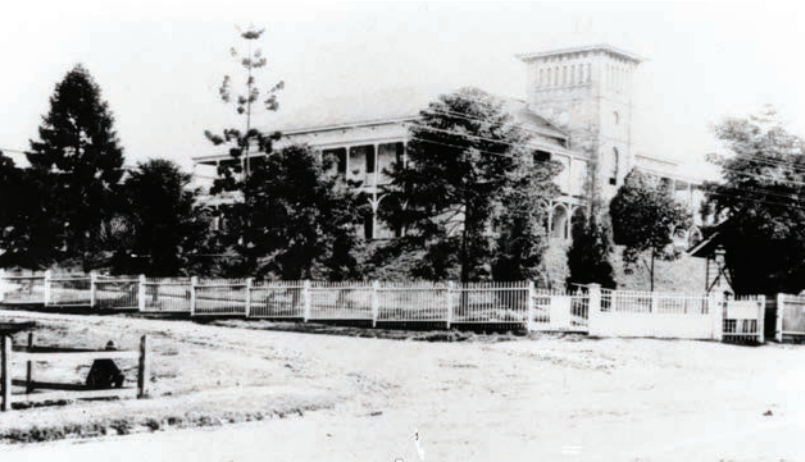
Living conditions in colonial society changed drastically across the eighteenth and nineteenth centuries. The initial colonial settlements were harsh, but settlements grew quickly. Inner-city slums were common in Australia’s capital cities. In Brisbane, there were no systems in place to collect human waste and rubbish. Living conditions in these slums were difficult. Most houses had no bathrooms or sewerage, and many had leaky roofs and crumbling walls. For many people, these conditions did not improve until well into the twentieth century.



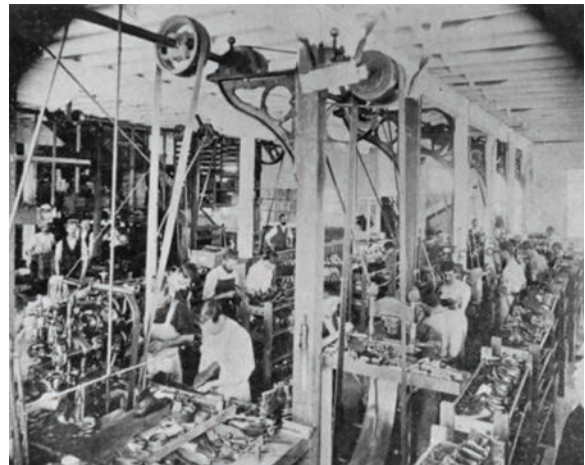
▲ **Source 1.71** Queen Street, Brisbane, looking towards George Street, 1880, from the collection of the State Library of Queensland



▲ **Source 1.72** Government House in George Street, Brisbane, 1867, from the collection of the State Library of Queensland. The Old Government House became the first site for the University of Queensland. Teaching started in 1911 in three faculties (Arts, Science and Engineering). There were 83 students (60 men and 23 women).



▲ **Source 1.73** Brisbane Hospital, 1879, from the collection of the State Library of Queensland. The General Hospital opened in Brisbane in January 1867. By the early 1900s, the hospital was facing a crisis due to population growth and a lack of funding.



▲ **Source 1.74** Workers in a boot-making factory in South Brisbane, 1900, from the collection of the State Library of Queensland



▲ **Source 1.75** Portrait of successful scholarship students taking up further study in Brisbane, 1909, from the collection of the State Library of Queensland. The *State Education Act 1875* ensured that primary school education for children from ages six to 12 was free and compulsory. However, students who were awarded a scholarship could have their secondary education paid for by the government.



Back row — H. F. B. Philip, J. K. Hoge, H. Kay, J. H. Bradbury, D. Fowles.
Third Row — T. M. Moodie, J. H. Mook, T. J. Gibney, S. H. Young, J. G. Wagner, J. K. Walker.
Second Row — A. E. Hansen, C. F. Cantrell, J. V. Keating, W. E. McKenna, C. J. Hayes, H. C. T.
In Front — H. J. Bradford.

▲ **Source 1.76** Group portrait of boys who have won scholarships to study in Brisbane, in 1909, from the collection of the State Library of Queensland



▲ **Source 1.77** The National Exhibition at the Showgrounds, Brisbane, c. 1900 (postcard), from the collection of the State Library of Queensland

Visit the [Queensland State Archives](#) collection for more images of Brisbane in the late 1800s.



ACTIVITY 1.53 MAKING THINKING VISIBLE

Ten times two

Break into groups. Each group will be allocated one image from Sources 1.71–1.77.

- 1 Look at the image quietly for 30 seconds, letting your eyes wander.
- 2 List 10 words or phrases that the image inspires about life in Australia or Queensland at this time.
- 3 Repeat steps 1 and 2. Look at the image and see if you can add 10 more words or phrases to your list.

Each group should share their ideas with the class.



ACTIVITY 1.54 MAKING THINKING VISIBLE

Chalk talk

The prompt: 'What was it like to live and work in Queensland in 1900?' will be written on *five* large sheets of butcher's paper and placed on tables around the classroom. Each sheet will have *one* of the following prompts: Women, First Australians, Brisbane, Regional and remote Queensland, and Other.





Your teacher will outline the 'chalk talk' process to you and explain the question and criteria.

Process: You are to think about your reaction to the prompt and record any ideas and questions. You should add to each other's responses with additional comments and questions.

If arranged in groups, each group should stay with one recording sheet for five minutes. Groups can then rotate to another group's paper, silently reading what is written there, and adding their reactions and questions to the paper.

Share the thinking: Return to your original chalk talk paper and see what others have written. What are the common issues and reactions? Were there any surprises? Has your thinking about the issue developed during this process?

ACTIVITY 1.55

Continuity and change discussion or Venn diagram

Look at the images of Brisbane in the late nineteenth and early twentieth centuries (Sources 1.71–1.77).

Look at the images of Brisbane in the mid-nineteenth century (Sources 1.2, 1.6, 1.7, 1.49–1.52).

Look at some images of Brisbane today.

What has stayed the same (continuity) between all three periods?

What have been the main changes?



THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Change and continuity.

Your response should contain:

- A clear statement about what stayed the same and/or what changed
- Corroborating evidence or examples that show how things stayed the same (i.e. continuity)
- Differing evidence or examples that demonstrate how things changed
- A reason that accounts for this continuity and/or change.



REFLECTING ON YOUR LEARNING 1.5



- 1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were continuities and changes, and how did they affect ways of life and living conditions, in Australian society at the turn of the twentieth century?'
- 2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

1.6 Depth study: What were different experiences of those who arrived in Australia (Chinese and South Sea Islanders) and what impact did they have on Australia to 1914?



1

FOCUS QUESTIONS

- What was the experience and impact of South Sea Islander peoples who arrived in Queensland?
- What was the experience and impact of the Chinese who arrived in Queensland?

South Sea Islander slavery

In the late 1800s, the development of the Queensland sugar industry saw demand for a cheap source of labour to work on plantations. Between 1863 and 1904, around 62 000 individuals arrived from the South Sea Islands, including the Solomon Islands, Vanuatu, Fiji, New Caledonia and Papua New Guinea. Men, women and children were taken from the beaches of their island homes and would arrive in one of the major Queensland sugar industry ports (Brisbane, Maryborough, Bundaberg, Rockhampton, Mackay, Bowen, Townsville, Innisfail and Cairns). Some of the South Sea Islanders were brought to Australia against their will, others were tricked or coerced. There is oral testimony of people being sold at the shipping docks to plantation owners. Many were treated as enslaved persons with no wages and poor living and working conditions.

The *Polynesian Labourers Act 1868* (Qld) aimed to prevent **human trafficking** and to protect the South Sea Islanders from the practice of **'blackbirding'**. It also sought to improve the way the South Sea Islanders were treated on boats and plantations. The Act required three-year contracts to be signed and the payment of a wage (£6 per year paid at the end of the contract, plus rations). There are many accounts of individuals who did not have these contracts honoured.

The *Pacific Island Labourers Act 1880* (Qld) regulated all aspects of the employment of people from the Pacific Islands and included the appointment of inspectors to enforce the legislation. A licence was now required to import South Sea Island labourers, but they could only be employed in the tropics and within 48 kilometres of the coast. In 1884, an amendment was added to this law to prevent South Sea Islanders from being employed as domestic servants or in any positions that required skills beyond weeding, planting and cutting cane. This was aimed to protect the jobs of white Australians as they were paid at higher rates.

By 1885, discussions around the banning of South Sea Island labour were held. This was due to fears that it was depriving white Australians of jobs and the development of a racist 'White Australia movement'. Plantation owners wanted the process to continue, as it provided a cheap and reliable source of labour.

The *Pacific Island Labourers Act 1901* (Cth) ended the employment of Pacific Islander people in Australia after 1903 and directed the deportation of all Pacific

human trafficking
the illegal trade of people for forced labour and economic exploitation

blackbirding
the practice of kidnapping or tricking South Sea Islanders to work in the Queensland sugar industry

Islander people in Australia after December 1906. The only exceptions were Pacific Islander people who had arrived in Queensland prior to 1 September 1879, those working on ships and any who had been granted an exemption under the *Immigration Restriction Act 1901*. Most were sent back to the South Sea region – but they were not always repatriated to the island that was their home. In 1902, 85.5 per cent of Queensland sugar was produced by South Sea Island labour; by 1908, 87.9 per cent of sugar production was achieved by a white workforce.

South Sea Islander people who remained in Australia faced great hardship and discrimination. They could no longer work in the sugar industry, which had been their main source of income. Some 1200 were granted residency in Australia, a further 180 were able to stay and an estimated 1000 remained in Australia illegally.

In 1992, the Human Rights and Equal Opportunity Commission published a report that called for the recognition of Australian South Sea Islanders as a minority group that had suffered from racial discrimination. In 1994, the Commonwealth Government formally recognised Australian South Sea Islanders as a distinct community. The Queensland Government formally recognised the community in 2000.



THINKING DEEPER

Can you think of other examples where people have been used as cheap sources of labour so others can profit? Where and when? Does it still happen today?



▲ **Source 1.78** South Sea Islanders arriving by ship in Bundaberg, from the collection of the State Library of Queensland



ACTIVITY 1.56

Mapping activity

On a map that includes the islands of the South Pacific and North Queensland, locate some key locations that South Sea Islanders were taken from and to during this period.



ACTIVITY 1.57 MAKING THINKING VISIBLE

See, think, wonder

- 1 What can you see in Source 1.78?
- 2 What do you think is happening and what conclusions can be drawn from the image?
- 3 What wonderings or questions do you have about the image?



ACTIVITY 1.58 RESPONDING TO THE SOURCE

From what you have read so far, and from Source 1.78, what different perspectives exist on the South Sea Islander peoples' experience in Queensland?

It has been conclusively proved ... that white men cannot and will not do the work done by [South Sea Islanders] in the field, and ... that if white labour were available, it would only be at wages which the planters could never afford to pay. The sugar industry is entirely dependent upon coloured labour.

▲ **Source 1.79** Harold Finch-Hatton, *Advance Australia! An Account of Eight Years' Work, Wandering, and Amusement, in Queensland, New South Wales, and Victoria*, W.H. Allen & Co., 1885. Finch-Hatton was born in England and travelled to Australia in 1875, where he bought land in the Mackay district. He returned to England in 1883, where he published an account of his travels.

The best of us have sinned in the matter on which I presume to address you – namely, that labour traffic of which you seem to have heard so much, and yet know next to nothing. We are all guilty from the dear bishop down to the humblest of his sheep; from the Premier up to the meanest sugar planter; ...

The waters where certain fishers go to fish not, for cod, but for men, are called, in their precise language, fishing grounds. A picturesque term, and significant of a traffic which has taken twenty years to grow in Queensland, but has grown during the past five years to surprising dimensions. It has, in fact, grown with your growth, and been made an essential part of your national life ...

If a ship went ... to fish for men, and returned, it may be, to Mackay within less than three months, bringing a hundred copies of the article in prime condition, then the fishers of men would clear at least £1,500; and if, having five ships of the same carrying capacity, making three voyages in the year with like success, then the fishers of men would make an absolutely clear gain of twenty-two thousand five hundred pounds sterling.

Another manifest form of injustice in this traffic is, that the contract entered into, is a one-sided contract. No Islander ... ever understood the nature of the contract into which they were beguiled. I know that the Statute of 1880 expressly provides for this; but it is a farce that is played, not the Act which is carried out. No Islander is ever made aware of the value of his labour ... the Kanaka does not come here to see you ride on horses; to hear your music in church; and much less to dig and dung regularly in your sugar garden for the sum of £6 a year and his keep.

▲ **Source 1.80** Alexander James Duffield, 1884, Brisbane. Alexander James Duffield wrote 'What I Know of the Labour Traffic' as a lecture that was delivered at the School of Arts in Mackay in 1884. Mackay was at the centre of the Queensland sugar industry. Duffield was an attorney for the Queensland Government, who travelled on the vessel *The Heath*, which was licensed by the Premier to carry 156 islanders from the South Seas to a plantation in Mackay.



▲ **Source 1.81** Political cartoon in response to the importation of immigrant labour, c. 1892, Brisbane newspaper. 'Wanted shearers and station hands, no white man need apply'

For twelve years I was a missionary on Tanna, an island of the New Hebrides Group. I went there with a mind perfectly open as far as the Kanaka Labour Traffic was concerned ... I was a silent observer of all forms of the Kanaka Labour Traffic ... I went to Queensland determined to keep my mind open to every possible fact in favour of the Traffic. And having been to Queensland I would say now what I would not have said before I went to Queensland, namely, that the Kanaka Labour Traffic is veiled slavery ...

Between the beginning of the Queensland Kanaka Labour Traffic in 1863 and the end of 1894, 50 546 Kanakas have been introduced into Queensland. The deaths during this period may be safely put down at 10 000 or 11 000. This, I think, does not include those who have died on board ships to and from the islands; and it certainly does not include those who go home to die, whose deaths must be credited to the effect of life in Queensland ...

▲ **Source 1.82** William Gray, 1895. William Gray was a missionary who had worked on one of the South Sea islands where people were recruited to work on Queensland sugarcane farms. He wrote a lecture on the subject of South Sea Islander exploitation that he published in 1895.



ACTIVITY 1.59 RESPONDING TO THE SOURCES

Analyse Sources 1.79–1.82 to **explain** why opposition or support existed for South Sea Islander labour in Queensland in the late nineteenth century. Copy and complete the following table for these four primary sources.

Questions	Primary source 1:	Primary source 2:	Primary source 3:	Primary source 4:
What is the source? (text type)				
Who published/created the source? (origin)				
When was it written/created? (origin)				
What is happening at the time the source was written that is relevant to the inquiry? (context)				





Questions	Primary source 1:	Primary source 2:	Primary source 3:	Primary source 4:
Why might this source have been created? (purpose and motive)				
Who might the source have been written/created for? (audience)				
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about South Sea Islander labour. (perspective)				
What does the author say about the use of South Sea Islander labour? (explicit information)				
From this evidence, what can you say the author's opinion is regarding the use of South Sea Islander labour? (implicit information)				

I maintain that it was a form of slavery. It is true that some people in the later years signed a contract to work for three years. But my father didn't, neither did his brother and neither did their sister. They were paid nothing whatsoever.

▲ **Source 1.84** Faith Bandler, 2001. Faith Bandler (1918–2015) was interviewed by a journalist for the television series *100 Years: The Australian Story* (ABC) in 2001. She spoke about the experience of her family as South Sea Islander sugar industry workers. Bandler was an Australian civil rights activist.

[T]heir general treatment was as close to slavery as the laws of the time would allow. White society used them as labourers when needed and discarded them when no longer needed: they were coerced and expendable labour.

▲ **Source 1.85** Australian Human Rights and Equal Opportunity Commission Report, 1992. The Commission was established in 1986 as an independent third party to investigate complaints about discrimination and human rights violations. The Commission conducted an investigation that culminated in a 1992 report, *The Call for Recognition: A Report on the Situation of Australian South Sea Islanders*.



Source 1.83 *Sonia Minniecon – Australian South Sea Islanders 150 Years: What does it mean?* This video was made in 2013, at the 150th anniversary of the arrival of the first South Sea Islanders in Australia to work in the sugar industry. In the video, Minniecon speaks about the experience of her great-grandmother, who was kidnapped from a beach as a child and forced to work in the Queensland sugar industry.



ACTIVITY 1.60 RESPONDING TO THE SOURCES

Analyse Sources 1.83–1.85 to **explain** contemporary views on South Sea Islander labour in Queensland in the late nineteenth century. Copy and complete the following table for these three secondary sources.

Questions	Secondary source 1:	Secondary source 2:	Secondary source 3:
What is the source? (text type)			
Who published/created the source? (origin)			
When was it written/created? (origin)			
What is happening at the time the source was written that is relevant to the inquiry? (context)			
Why might this source have been created? (purpose and motive)			
Who might the source have been written/created for? (audience)			
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about South Sea Islander labour. (perspective)			
What does the author say about the use of South Sea Islander labour? (explicit information)			
From this evidence, what can you say the author's opinion is regarding the use of South Sea Islander labour? (implicit information)			

I seek the support of all members of the House in acknowledging a very significant advance. Today my government will right the wrong that has existed for more than a century in Queensland. Today we formally recognise Australian South Sea Islanders as a distinct cultural group in Queensland ...

Over several generations, the community has called for such recognition to acknowledge their special place in the history of this State.

▲ **Source 1.86** Peter Beattie, Premier of Queensland, 2000. Peter Beattie, Premier of Queensland, addressed the Queensland Parliament on the morning of 7 September 2000 to acknowledge the existence of Australian South Sea Islanders as a distinct cultural group that had faced racism and exploitation in Australia.



▲ **Source 1.87** The Kanaka Memorial, Childers. The memorial in the town of Childers was built to commemorate the unique contribution made by South Sea Islanders to the early years of the sugar industry in Queensland.

We, the Australian South Sea Islanders, are proud of what our people accomplished. Although their lives had been entirely disrupted they left us examples of their faith, love, courage and strength. Their culture and oral history has been passed down, and is evident among our families today.

The Australian South Sea Islanders people have fought for Australia in wartime, represented Australia on the sports field and excelled in business, professions and the arts. We strive to make this land that we call home a better place for our children.

▲ **Source 1.88** An extract from an inscription on the Kanaka Memorial, Childers



Dedicated to all South Sea Islanders who worked as indentured labourers between 1863 and 1906. There are 55 unmarked Kanaka graves in the Polson cemetery. The statue is of a South Sea islander in front of a row of sugar cane. He holds a cane knife in one hand and a dead man lies at his feet.

▲ **Source 1.90** An extract from an inscription on the South Sea Islander Memorial, Polson Cemetery, Vernon Point, Hervey Bay

◀ **Source 1.89** South Sea Islander Memorial, Polson Cemetery, Vernon Point, Hervey Bay



ACTIVITY 1.61

Discussion

Sources 1.86–1.90 show different ways in which the experience of South Sea Islanders has been acknowledged in Australia in recent years. Why is it important to acknowledge this experience?



ACTIVITY 1.62 MAKING THINKING VISIBLE

Generate, connect, label

- 1 **Generate** a list of ideas and thoughts about the experience of South Sea Islanders in Australia before 1901.
- 2 Connect your ideas by drawing connecting lines between ideas that have something in common.
- 3 Give each group of ideas a label or heading.

The Chinese in Australia

EARLY CHINESE TRADE

Well before the arrival of Europeans in Australia, there may have been direct contact between Chinese and Aboriginal and Torres Strait Islander peoples. This has been evidenced through oral histories and the archaeological records.



▲ **Source 1.91** A Qing dynasty coin, minted between 1736 and 1795 in Beijing, found on Galiwin'ku (Elcho Island) in the Northern Territory

The Chinese coin discovery provides further opportunity for re-writing Australian history, as it suggests that Australia was trading with the Middle Kingdom in the period before it became a British colony.

▲ **Source 1.92** Australian scientist Ian McIntosh, an anthropologist at Indiana University, as quoted in *Australian Geographic*, 7 August 2014



ACTIVITY 1.63 RESPONDING TO THE SOURCES

How might the coin referenced in Sources 1.91 and 1.92 have reached Australia? You may also refer to a world map.



ACTIVITY 1.64

Research

Who were the Makassar people? What early contact did they have with Aboriginal and Torres Strait Islander peoples? Could they have played a role in the coin (Source 1.91) arriving on Elcho Island?

THE EXPERIENCE OF THE CHINESE IN QUEENSLAND

The first Chinese immigrants arriving in Australia were labourers and farm hands. Later, the gold rushes would see large numbers of Chinese coming to Australia. They faced racism and persecution.

To legitimise their grievances against the Chinese, the Europeans erected a stereotyped picture of Chinese vice which they applied to the whole Chinese community. Part of their conception had its basis in fact. Some of the immigrants did work very hard and for very low wages, a proportion of them did smoke opium and frequent brothels, and a very small number even had smallpox and leprosy. The error of the colonists lay in applying this stereotype inflexibly to the whole Chinese society.

▲ **Source 1.93** Kathryn Cronin (historian), 'The Chinese Community in Queensland, 1874–1900', *Queensland Heritage*, vol. 2, no. 8, May 1969

As most of the Chinese immigrants were intent on making their fortune and returning as quickly as possible to China, they found it simpler to maintain their own way of life rather than adopt the customs of the Queensland colonists. Also, the language barriers and the extreme poverty of many of the migrants made any changes difficult ... some Chinese established themselves in the Colony and decided to stay. They cut off their pigtailed, exchanged their comfortable dress for the shirt and trousers of the Australian bushman and occasionally converted to Christianity and married European women.

▲ **Source 1.94** Kathryn Cronin, 'The Chinese question in Queensland in the 19th century', BA (hons) thesis, Department of History, University of Queensland, 1970



ACTIVITY 1.65 RESPONDING TO THE SOURCES

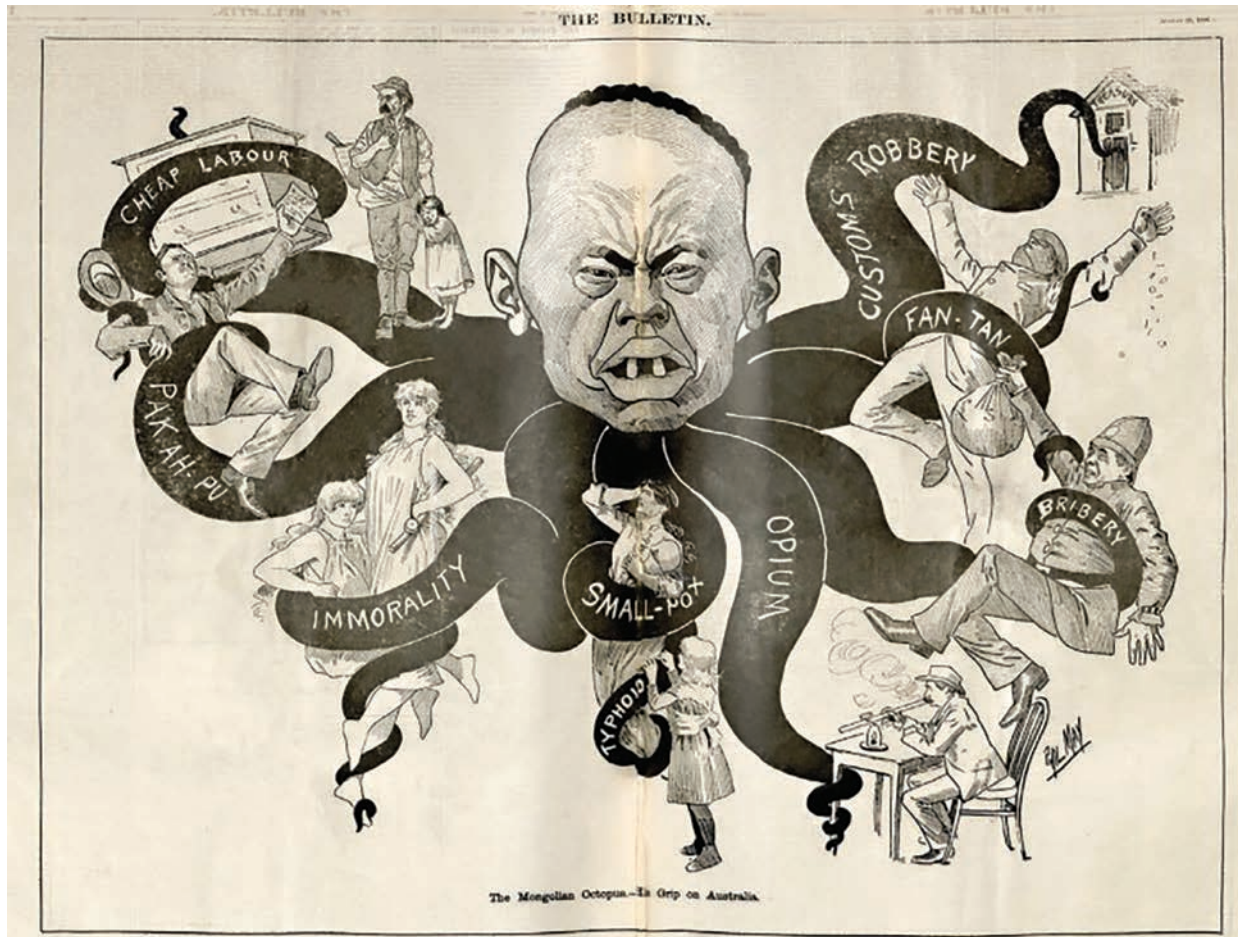
Identify the reasons historian Kathryn Cronin gives (Sources 1.93 and 1.94) for why many people of European descent held racist views against the Chinese during this period.

Queensland was like a young and vigorous forest tree, giving promise of a magnificent maturity; but a parasite was at its root, insidious in its approach, inevitable as fate; it grew on and on and unless pruned away with a ruthless hand the noxious growth would involve the whole fabric in decay and death.

▲ **Source 1.95** William Yaldwyn, a member of the Legislative Council, describing what he saw as being the impact of the Chinese on the Colony of Queensland, 6 September 1876

[The Chinese are] intractable lumps, not acted upon by any political or social solvent, and irritating the body politic to which they will not accommodate themselves.

▲ **Source 1.96** C.A. Feilberg, 'Can the Chinaman be made a good colonist', *Victorian Review*, 1879. Carl Adolph Feilberg was a Danish-born Australian journalist, newspaper editor and political commentator. A solvent is a substance that can dissolve another substance.



▲ **Source 1.97** 'The Mongolian Octopus – Its Grip on Australia', *The Bulletin*, 21 August 1886. While published in Sydney, *The Bulletin* was a national publication that played a key role in influencing and promoting nationalist views. Regular attacks on Chinese and other cultures were made in articles and cartoons. The edition containing this cartoon had a focus on condemning Chinese migration to Australia. The cartoon could be removed by the reader and displayed as a poster.

An open air demonstration organised by the anti-Chinese League was held on the vacant land at the corner of Wharf and Queen streets on Saturday afternoon ...

Mr. John Watson ... reminded his audience that the meeting had been convened in the interests of the anti-Chinese movement ...

They had been one of the greatest curses of the North, where they had engaged in every trade, and they were able to successfully compete with Europeans and push down the prices of labour because they could live, as the sailors say, 'on the smell of an oil-rag' ...

He trusted that at the next general election they would remain true to the cause, and crying 'Down with the Chinese,' only elect those men who would promise to do their utmost to prevent the Chinese entering the colony.

▲ **Source 1.98** Article from *The Queenslander*, July 1887, reporting on an anti-Chinese demonstration in Brisbane



ACTIVITY 1.66 RESPONDING TO THE SOURCES

Analysis and evaluation

- 1 Analyse** the features of Sources 1.95–1.98 as they relate to the inquiry question: ‘What was the experience of the Chinese who arrived in Queensland to 1914?’
Use the following table as a guide. (Complete *one* source together as a class and the rest in pairs.)
OR

Sources can be printed on A3 paper and small groups can annotate the sources using a different colour for each feature of evidence.

After five minutes, you can rotate to the next source to see if you can add further information.

What is the source? (text type)	
Who published/created the source? (origin)	
When was it created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Is the source a primary or secondary source?	
Why might this source have been created? (purpose and motive)	
Who might the source have been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how they might feel about the Chinese. (perspective)	
What evidence does the source provide that answers the inquiry question? Direct quotes/images (explicit information)	
From this evidence, what conclusions can be reached about how the Chinese were viewed at this time? (implicit information)	

- 2 Evaluate** two sources on the Chinese people in Queensland during this period to **decide** how useful and reliable they are to a historian answering the inquiry question: ‘What was the experience of the Chinese who arrived in Queensland to 1914?’ You can copy and complete the following table.

It is always important to **analyse** a source before you **evaluate** it. Refer to the completed analysis tables to assist you with your evaluation.

You can complete one source together as a class and another source in pairs, or, groups can be allocated one source each, and then answers can be shared with the class.

How useful is this source for deciding what the experience of the Chinese was in Queensland to 1914? What relevant information does it provide?	
What are some features that make this source reliable/trustworthy?	
What are some features about this source that make you doubt its reliability/accuracy?	
Is the information in the source corroborated or supported by another reliable source?	



▲ **Source 1.99** Cairns Chinatown, 1890, State Library of Queensland



▲ **Source 1.100** Joss House (Chinese Temple), Atherton, 1908, State Library of Queensland



ACTIVITY 1.67 RESPONDING TO THE SOURCES

With reference to Sources 1.99 and 1.100, **identify** some ways in which Chinese people brought their culture to Queensland in this period.



REFLECTING ON YOUR LEARNING 1.6



- 1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: ‘What were different experiences of those who arrived in Queensland/Australia (Chinese and South Sea Islanders) and what impact did they have on Queensland/Australia to 1914?’
- 2 How could the information and sources in this section contribute to answering your overall inquiry question: ‘What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?’

Complete the Quiz and the ‘Developing your understanding’ questions in the Interactive Textbook.

1.7 Concluding study: How did Australian society develop, in relation to other nations, by 1914 as a consequence of ideas and movement of people?



1

FOCUS QUESTION

How did the major social legislation of the new federal government affect living and working conditions in Australia?

By the early twentieth century, Australia had one of the most progressive working environments in the world.

The Harvester Judgment

In the nineteenth century, Australia became known as the ‘working man’s paradise’ because of the significant opportunities and legal protections for the working classes throughout the different colonies. It espoused that it was an egalitarian society that offered a comfortable life and work for those who wished it. Australian society benefited from strong worker protections compared to the rest of the world (except for First Nations peoples, South Sea Islander and Chinese workers). One of the most significant aspects of the working man’s paradise was the Harvester Judgment in a court case in 1907, a few years after Federation. The significance of the Harvester case rested on how the term ‘fair and reasonable wage’ was interpreted by the court. The court had been asked to rule what this term actually meant. In his decision, the judge, H.B. Higgins, declared that a fair and reasonable wage required a worker to be paid a ‘living wage’ that could support a wife and three children in ‘frugal comfort’. This decision influenced the idea of a minimum wage that no worker was to be paid less than, a significant aspect of Australian culture that continues even today.

▼ **Table 1.7** Australian population data

	Australia 1911	Australia 2022
Population	4 455 005	25 978 935
Median age	24	37
Population % men	66%	49.3%
Life expectancy	55.2	83.35
Basic/minimum wage	Basic wage \$215.00 per week (converted to 2022)	Minimum wage \$812.60 per week
General expenses	\$75 per week for a family (not rent) (converted to 2022)	\$849.25 per week for a family (not rent)
	Rent for three-bedroom house \$65 per week (converted to 2022)	Weekly rent average house Brisbane \$622

Sources: 1911 data: ABC, ‘World War I: Snapshot of Australia at the time of the outbreak’, 4 August 2014; 2022 data: various



ACTIVITY 1.68

Group discussion

Refer to Table 1.7.

- 1 Devise theories as to why Australia's population, median age and life expectancy have increased and why the percentage of males in the population has decreased between 1911 and 2022.
- 2 **Decide** how affordable life was for a family on a minimum wage in Australia in 1911. Is it just as affordable today?
- 3 Discuss why the cost of general expenses has changed so dramatically between 1911 and 2022 for an Australian family.

1



The eight-hour day

The push for an eight-hour day was driven by workers in Australia, Britain and America. It was based on the ideal of an eight-hour working day with 'eight hours labour, eight hours rest and eight hours recreation'. In 1916, the Eight Hours Act was passed in New South Wales and Victoria. In 1948, a 40-hour, five-day working week was approved for all Australians.

Labour Day has been observed in Queensland since the first celebration in Brisbane on 16 March 1861. It was to celebrate the first anniversary of a small group of workers achieving an eight-hour day in Queensland. In 1912, Labour Day became a public holiday, celebrated on the first Monday in May.

▲ **Source 1.101** Eight-Hour Day march in Bundaberg, 1910



ACTIVITY 1.69

Research

What Labour Day activities are held in your city or town on the first Monday of May?

Introduction of pensions

At Federation in 1901, the new Commonwealth Government now had the power to pass laws to create invalid and old-age pensions for Australians in need. Legislation was passed in 1908 and Commonwealth Old-Age and Invalid Pensions became available in 1909 and 1910. They were available from the age of 65 years for men and 60 years for women. The only other countries in the world offering schemes that did not have to be contributed to by employers were Denmark and New Zealand.

Working Man's Paradise

This is the way in which Australia is regarded by visitors ... Quite recently a witness before some commission in London expressed this opinion ... Now John Dillon has returned to his home to tell the half-starving peasants of Ireland that nowhere else in the world are the working class so comfortably situated as in Australia. They work only eight hours; they are well paid; they feed well; they dress well; they often inhabit their own freehold cottages ...

▲ **Source 1.102** *The Telegraph*, Brisbane, 10 June 1890. John Dillon was an Irish political leader.

**ACTIVITY 1.70****Communicating historical information**

How did Australia compare to the rest of the world, in the early twentieth century, with worker protections and pensions?

The Immigration Restriction Act

One of the first pieces of legislation that the new Australian Parliament passed was the *Immigration Restriction Act 1901*. This Act would form the basis of what would become known as the 'White Australia Policy'. The Act gave immigration officials wide-ranging powers to prevent non-white immigrants from entering the country. The most famous element of this policy was the dictation test, which required potential immigrants to write out a 50-word statement dictated by an immigration official, in any European language. This was, in practice, impossible as any European language could be used. This policy was based on similar tests used in New South Wales, Western Australia and Tasmania.

**ACTIVITY 1.71
MAKING THINKING VISIBLE****Because, but, so**

For each of the following statements, answer 'because, but, so' ...

- In 1907, the Harvester Judgment was decided, which awarded a minimum wage.
- In the early 1900s, pensions were introduced in Australia.
- In 1916, the Eight Hours Act was passed in New South Wales and Victoria.
- In 1901, the Immigration Restriction Act was passed in Australia.

This was because ... (give reasons why this event happened)

But ... (change direction, provide balance or an alternative experience or outcome)

So ... (what the effects were, what happened next)

Consider the statements made by politicians and newspapers about the *Immigration Restriction Act 1901*.

There is no racial equality. There is that basic inequality. These races are, in comparison with white races, unequal and inferior.

▲ **Source 1.103** Edmund Barton, Australia's first prime minister

If Australia is to be a country fit for our children and their children to live in we must KEEP THE BREED PURE. The half-caste usually inherits the vices of both races and the virtues of neither. Do you want Australia to be a community of mongrels?

▲ **Source 1.104** *The Bulletin*, 1901

... dead in her coffin than kissing one of them [non-Europeans] or nursing a coffee-coloured brat that she was the mother to.



ACTIVITY 1.72 RESPONDING TO THE SOURCES

Analyse Sources 1.103–1.105. Who were the authors of these quotes (or the publication)? Do some research on them. Where are they from? Why did they write this? What is the historical context of these sources?



ACTIVITY 1.73

Communicating historical information

Using the sources and information from Section 1.7 and your own knowledge, **explain** the purpose of the *Immigration Restriction Act 1901*. How did its restriction on the movement of people affect the development of Australia?



ACTIVITY 1.74 MAKING THINKING VISIBLE

Take a stand

Consider the following statement: 'Australia was a wonderful place to live in the early 1900s.'

- 1 Take a stand: You are to take a stand on this statement, agreeing or disagreeing with it. Individually, make notes to help **explain** and **justify** your perspective.
- 2 Stand back: In small groups, take it in turns to share your perspectives and reasons.
- 3 Look again: Individually, look at your response again. What had you not considered that others raised? Have you changed your mind or has your thinking shifted?
- 4 Look beyond: As a class, discuss whether the pros and cons you raised about Australia in 1900 are still relevant today. Has Australia become a better place to live?



REFLECTING ON YOUR LEARNING 1.7



- 1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'How did Queensland/Australian society develop by 1914 as a consequence of ideas and movement of people?'
- 2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.



Conclusion: end-of-chapter reflection

Step one: reflect on your sub-questions

At the end of each section of this chapter, you were asked to **reflect on** how the information in the section related to the overall inquiry question:

‘What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?’

- 1 For each of the sub-questions below, write a brief response (approximately 2–3 sentences) to the sub-question. Do you feel that you have a good understanding of each section of this chapter?
 - How did the movement of people in the late eighteenth and early nineteenth centuries impact on the population of Queensland/Australia?
 - What were the key social, cultural, economic and political changes in the development of Queensland/Australian society to 1914?
 - What were the causes and effects of contact (intended and unintended) between Europeans in Queensland/Australia and Aboriginal and Torres Strait Islander peoples between 1799 and 1859?
 - What were the significant events, ideas, peoples, groups and movements in the development of Queensland/Australian society to 1914?
 - What were continuities and changes, and how did they affect ways of life and living conditions, in Queensland/Australian society at the turn of the twentieth century?
 - What were different experiences of those who arrived in Queensland/Australia (Chinese and South Sea Islanders) and what impact did they have on Queensland/Australia to 1914?
 - What effect did ideas and movement of people have on Queensland/Australian society by 1914?

Step two: reflect on the key inquiry question

- 2 Now, based on what you have learned in this chapter, write a short paragraph in response to the question: ‘What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?’

Step three: future questions

- 3 Based on your learning in this chapter, what questions do you have about the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?
- 4 **Reflect on** the questions you or your classmates raised at the beginning of the chapter, at the end of the ‘Setting the scene’ activities. Have you answered most of these questions? Which questions have not been answered?



End-of-chapter assessment

1 Investigation

An investigation assesses your abilities to **interpret**, process, **analyse**, **organise** and draw conclusions about evidence from primary and secondary sources. This involves testing a hypothesis or answering a research question.

An investigation requires you to locate and use evidence that goes beyond the data or information you have been given and the knowledge you currently have.

You should:

- Develop questions to frame a historical inquiry
- **Analyse** information from a range of primary and secondary sources
- Develop interpretations about the past. Research conventions must be followed (e.g. acknowledging sources regardless of the presentation format).

Step 1: Select *one* aspect, event or personality from Queensland's history up to 1914 on which to focus your research.

Step 2: Complete some background research on your topic and devise a key inquiry question.

An effective key inquiry question should have the following features:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

Step 3: Devise *three* sub-questions that will help to answer your key inquiry question.

Step 4: Write a rationale.

Step 5: Select *four* sources that answer the sub-questions. Ensure that you include at least one primary source and one secondary source.

Step 6: Analyse the sources by copying and completing the following table.

What is the source? (text type)	
Who published/compiled the source? (origin)	
When was it written? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Is the source a primary or secondary source?	
Why might this source have been created? (purpose)	
Who might the source have been written for? (audience)	
Who is speaking in the source? Provide some information about this person and how they might feel about the focus area of your question. (perspective)	
What evidence does the source provide about the question? (explicit information)	
From this evidence, what can you say the author's opinion is regarding the question? (implicit information)	

Step 7: Answer the *three* sub-questions. Make sure you refer to and acknowledge your sources as evidence in your writing.

Step 8: Include a reference list for your sources.

Length: 600–800 words

2 Project

A project assesses your ability to respond to a single task, stimulus, question, situation and/or scenario that gives you opportunities to **demonstrate** your historical knowledge, understanding and skills.

A project requires you to **evaluate** and draw conclusions about primary and secondary sources. Primary sources are unprocessed original materials that you collect.

You have been asked to **create** a podcast on a significant individual or event from the history of Queensland from 1799 to 1914.

To determine if a historical person, event, development or issue is significant, it must be assessed by some criteria:

- *Remarkable* – was the person, event, development or issue remarkable or extraordinary in some way for the time or later?
- *Remembered* – was the person, event, development or issue important at some stage within the collective memory of a group or groups? Is the person, event, development or issue remembered?
- *Resounding* – do, or did, people still make connections to the person, event, development or issue well beyond the time of origin?
- *Results* – did the person, event, development or issue lead to change or consequences for the time or the future?
- *Revealing* – does the person, event, development or issue reveal something important about the time period of origin?

Step 1: Select your topic.

Step 2: Locate a range of perspectives on your topic: primary, secondary, positive, negative, different cultural/social and/or political background.

Step 3: Write your podcast transcript. It must include the following sections:

- *Introduction to the topic* – overview of who, what, where and when
- *Analysis and evaluation* of a range of perspectives on the event or individual
- *Conclusion* summing up the event or individual and its significance for Australian history.

Step 4: Perform and record your podcast.

Step 5: Submit the recording of the podcast, a printed transcript and a reference list that shows at least *four* sources of information for your podcast.

Length: Written responses 600–800 words, recording 3–4 minutes

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

