

DESTINATION AUSTRALIA

Teachers' Resource Notes and Student Activity Sheets

For eight documentary films produced by the
Australian Institute of Multicultural Affairs
and Film Australia

prepared by David McRae

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1985



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Contents

Introduction

Program One Gaol to Gentry: 1788-1840s
Worksheet 1A
Worksheet 1B

Program Two The Golden Land: 1840s-1900
Worksheet 2A
Worksheet 2B

Program Three Growing Pains: 1901 – 1945
Worksheet 3A
Worksheet 3B

Program Four The Widening Net: 1945 –
Worksheet 4A
Worksheet 4B

A Chronology of Australian Migration
Worksheet C1
Worksheet C2

Program Five The White Australian Policy
Worksheet 5A
Worksheet 5B

Program Six Who'll do the Dirty Work?
Worksheet 6A
Worksheet 6B

Program Seven 'You Keep Juggling...'
Worksheet 7A
Worksheet 7B

Program Eight Foreigners
Worksheet 8A
Worksheet 8B

General Activities Worksheet C3

Resources

Acknowledgments

Introduction

Destination Australia is an eight-part video series drawn from material used in the preparation of 'The Migrant Experience', a series of six television programs screened on SBS Network 0/28.

Both series are parts of a community education project developed by the Australian Institute of Multicultural Affairs which also includes the book 'There goes the neighbourhood!': Australia's migrant experience written by Michael Dugan and Josef Szwarc for the Institute and published in association with Macmillan Australia.

The eight programs are of two sorts. The first four provide and historical perspective of migration to Australia since 1788.

They are:

1. Gaol to Gentry: 1788-1840s
2. The Golden Land: 1840s-1900
3. Growing Pains: 1901 – 1945
4. The Widening Net: since 1945

The second four deal with specific issues of migration.

They are:

5. *The White Australia Policy* – reasons for and changes to Australia's immigration policy, focusing on issues related to race.
6. *Who'll do the dirty work?* – the factory work made available to participants in the post-war migration boom, and its effect on them.
7. *'You Keep Juggling'* – growing up in two strong and differing cultures, and the effect on development of an identity.
8. *Foreigners* – Australian attitudes to 'foreigners', whether of non-Anglo-Celtic descent or of different racial background

The series

The programs and the following notes and activities have been designed for junior and middle secondary students. They would complement any general study of Australian history, but would be useful for broader studies of migration and for studying the development of different cultural groups in Australia.

Each program runs for about 12 minutes. While it may be useful to follow the sequence of the first four, the others are quite interchangeable and, for example, the program on the White Australia Policy might usefully be shown after Program Two.

The notes and worksheets

A summary of each of the eight programs is provided together with nineteen Worksheets which have been designed to enable photocopying.

Worksheets which accompany the video programs are coded A and B.

Code A Worksheets If answered, the questions in these worksheets will provide a comprehensive summary of the main points of the programs. Students will need to concentrate to answer them all from one viewing of the program. It is therefore suggested that the worksheets are discussed by teacher and class before viewing, or that they serve as a basis for discussion before writing.

All the answers to the factual questions will be found in the program summaries. Matters of opinion could be the subject of a general or small group discussion.

Code B Worksheets These questions are deliberately framed to require more speculative and imaginative responses. In some cases they may seem difficult but the intention is to prompt thought about larger issues, and if that process is begun then they have succeeded in their aim. There has also been a conscious attempt to encourage students to try to place themselves in a close relationship to some of the people making statements in the program – their adventures, plights, enthusiasms and attitudes.

It is not suggested that students should do all the exercises but rather that a choice should be made from among the possibilities.

Worksheets which do not directly relate to the video programs are coded C.

Code C Worksheets are intended to be exercises in analysis and recapitulation and include class activities of a more general nature. The Chronology of Australian Migration and The Pattern of Australian Migration are the primary sources of Worksheets C1 and C2. Worksheet C3 requires follow up work and research for which in several cases, other (readily available) source materials will be needed. These are specified in the section on additional resources.

Program One

Gaol to Gentry: 1788-1840s

Summary

'Migrant?'

This program begins with a definition of 'migrant' Eric Willmot, as Principal of the Australian Institute of the Aboriginal Studies.

Conditions in Britain

In the late 18th century Britain was in the throes of an increasing crime rate partly attributable to the effects of the Agrarian and industrial Revolutions and the population movement to cities. British prisons were overcrowded leading to the use of 'hulks', and to a search for a penal colony which could also serve as a strategic outpost.

Responses of the Aborigines

Eric Willmot describes the various attitudes of the Aborigines to European settlement using Bennelong and Pemulwoy to characterise the views.

Conditions of the early settlement

The threat of starvation dogged early colonists. Governor Phillip pleads for farmers. John Macarthur changed the course of the colonies' history by his efforts to establish a wool industry. Patsy Adam Smith, and historian, describes Macarthur's personal characteristics with distaste, but suggests that such characteristics were probably appropriate to the tasks to hand.

An economy with a staple

The English, finding supplies of wool cut off by the Napoleonic Wars, supported Australia's new agricultural industry – 'fine wool'. This in turn attracted new settlers, along with prospects of free land and property. Aborigines were driven from their land. 'Australia has become a vast sheep walk.'

Meanwhile back at home

The population of Britain doubled between 1805 and 1842; the number of criminal prosecutions multiplied by six in the same period. For some, penal servitude in Australia was more attractive than being 'free' at home. Between 1825 and 1851, three million people left Britain for the New World (North America), but not many went to Australia which had a poor reputation as a 'convict colony' and was so much further away.

Wanted in Australia

The origins of the colony were such that its population was distinctly short of skilled labour

(mechanics and farm labour in particular), and women. The migration program was often used to rid Britain of social problems such as paupers. Women, when they did migrate, were left to fend for themselves.

Caroline Chisholm

Caroline Chisholm, appalled by the absence of women and the treatment of those who were there, as well as the lawless nature of the colony, set up hostels and raised money to attract female migrants.

In the West

A tentative hold on land on the Swan River in Western Australia was achieved as a 'free' settlement without convicts. However, conditions were so difficult for the free settlers, convict labour was considered necessary to assist them.

And in South Australia

Another 'free' colony was established in south Australia. The first major group of non-British settlers arrived there in 1838 – Germans driven from their homeland by a combination of religious persecution, a famine and harsh economic circumstances. They arrived at a place 'they'd never really heard about', and set about growing vegetables which allowed this settlement a certain degree of self-sufficiency.

Little England

By 1840 the established Australian settlement had developed its own version of an aristocracy, with a booming economy based on wool. But in 1842 the wool trade underwent a sudden downturn due to a slump in the British economy. Scapegoats for economic ills were sought and immigration policy became one of them.

Worksheet 1A

Program One

Gaol to Gentry

1. What is the difference between an 'emigrant' and an 'immigrant'?
2. What was the 'Revolution in agriculture and industry which was to sweep Europe' around the end of the 18th century? What effects did it have on the population of Britain?
3. Why did Britain decide to establish a settlement in Australia?
4. What was the attitude of Aborigines to the new white settlers?
5. What caused the shift from a penal colony to a more independent settlement in New South Wales?
6. Why did three million people leave Britain during the period 1820-50s?
7. What types of people did Australia need during the 1820s-40s?
8. What did Caroline Chisholm do? Why?
9. From where did the first major group of non-English migrants come? Why did they leave? Where did they settle? What was their value to that settlement?
10. 'The (Australian) economy was booming in 1840.' What does it mean to say 'the economy is booming'? Why did it 'boom' at this time?
11. In 1842 why, did the attitude to migrants change so strongly?

Class notes

Worksheet 1B

Program One

Gaol to Gentry

1. Eric Willmot, as Principal of the Australian Institute of Aboriginal Studies, says

'In the Aboriginal view a migrant is somebody whose race memories and whose history came from somewhere else.... You can be here maybe six generations and you can say, "I belong, I was born here", and all those other things. That's fine. No one's knocking that. But what we're saying is that you've got a history that comes from somewhere else. You are the history of your people, or our predecessors, as far back as human memory can take it.... And if that's someplace else, you're a migrant.'

What do you think a migrant is?

2. In the early times there were two schools of (Aboriginal) thought about the British...depicted by the actions of Bennelong and Pemulwoy... Bennelong thought the British were an interesting people, and had it together, and were likely to have something to offer to the society of Australia. On the other hand Pemulwoy didn't believe that at all. He believed they were trouble from the word go...In retrospect I believe Pemulwoy was probably right and Bennelong was wrong. But who knows? Who knows?'

Who do you think was right, firstly from your own point of view and then from an Aboriginal point of view?

What might have happened to Australia if the British had not established a colony here when they did?

3. 'If her majesty's government be really desirous of seeing a well conducted community spring up in these colonies, then the social wants of the people must be considered.

'For all the clergy you can dispatch, all the school masters you can appoint, all the churches you can build and all the books you can export will never do much good without "God's police" – wives and little children, good and virtuous women.'

What does Caroline Chisholm mean by this?

Can you imagine what aspects of life in the colony might have led her to write this letter?

Do you agree with her? Why, or why not?

4. Imagine you are in Britain early in the 19th century – you find yourself going to Australia.

Why are going?

What is the voyage like?

What do you find when you get there?

What do you become?

What is your attitude to other migrants and your homeland?

Class notes

Program Two

The Golden Land: 1840s-1900

Summary

The Irish

Clare Dunne describes why the Irish began leaving Ireland in substantial numbers during the 1840s – the social conditions of life under British rule and more particularly, the famine.

Need for labour

The growth of the Australian colonies and the establishment of a pastoral industry created a need for labour, in settlements which were now to some extent 'self-governing'. Consequently an orderly flow of free migrants began arriving.

Gold!

In 1851 this 'orderly' flow increased dramatically due to the discovery of gold. In 1852 there were about 100,000 new arrivals, representing 'heaven knows how many' nations, but with most coming from Britain and Ireland. Bendigo and Ballarat became famous. An immigration scheme was designed which paid fares as long as the recipients did not go to the gold fields.

The effects

While few diggers found their fortunes through gold, a number did through providing professional, commercial and entertainment services to the growing population. The new gold wealth built some cities and massively expanded others, particularly Melbourne.

The 'flaw in the dream'

Chinese were among the ethnic groups attracted by the prospect of wealth. They began arriving in 1851, and by 1858 there were more than 40,000 in Victoria. Described as 'foreign plunderers' and 'a threat to moral standards' they were treated harshly and at times violently. Resentment towards them as a group lasted many years and was reflected in contemporary legislation.

Back to the farm

As the gold petered out there was renewed interest in farming and the 1860s and '70s saw a surge in crop production. But the pastoralists retained the best land and the main economic effect of the gold discoveries was a boom in the cities. By the end of the century Melbourne had a population of 500,000 and was 'equal to anything in the world'. This prosperity was based on a massive growth in manufacturing. Between 1860 and 1890, 3,000 new factories began production in Melbourne.

Worker agitation

This new economy established an industrial workforce determine not to allow the working conditions of the country they had left to be reproduced. This included a determination not to allow the importation of cheap foreign labour.

The Depression of the 1890s

By the end of the 1880s jobs were beginning to become scarce due to the slowing of the economy. Opposition to 'non-white ' labour became a rallying point for workers. This applied especially to the importation (often by kidnapping of Pacific Island labour to work the Queensland cane fields. The effect of the Depression was compounded by an eight-year drought.

Federation

The Australian Commonwealth Government, formally constituted on 1 January 1901, recognised that there was a general antipathy to open immigration. This was expressed in one of its earliest pieces of legislation. Australian was to be a 'white, British nation'.

Worksheet 2A

Program Two

The Golden Land

1. Why did Irish immigrants start coming to Australia during the 1840s?
2. Why did Western Australia seek convicts in its early years?
3. What happened in 1851 which dramatically changed the pattern of immigration?
4. From where did the new migrants come?
5. What sort of employment was to be found on the gold fields besides digging for gold?
6. How many Chinese were in Victoria by 1858?
7. Why did the other diggers say they didn't want them? What do you think the real reasons were?
8. What happened to the Chinese?
9. What did unlucky diggers turn to for employment?
10. What work was there for them in Melbourne?
11. How did the finding of gold contribute to the growth of Melbourne?
12. Why did workers react against immigrants, particularly 'non-white' labour?
13. Why did immigration stop in the 1890s?
14. Why were the colonists determined to make Australia a 'white, British nation'?

Class notes

Worksheet 2B

Program Two

The Golden Land

1. What does 'self-government' mean? How did that occur in the Australian colonies?
2. 'We are young and must do something to give ourselves a start in life....'

What could you do today that might be equivalent to heading off for the gold fields on the other side of the world?

Imagine that you are a gold seeker in the 1850s. Write a letter home telling what you are up to, what the diggings are like and what you think your future might be. (Remember, it is a long time ago.)

3. Mick Young, as Special Minister of State, says

'They found [in the 1890s] that there was an oversupply of labour as a result of the immigration of the 1850s and '60s, and when jobs became scarce...and it's not far different today... there will develop a certain anti-migrant attitude in the community. In those days it was particularly hostile to anyone with an Asian background.'

Mick Young describes one instance of history repeating itself.

Was there anything else in the video program from those 50years of Australian history similar to what is happening at present, or which has happened in your lifetime?

Were the workers right? Do you think their jobs were being threatened?

Does immigration threaten people's employment at present? What are some current attitudes to this question?

4. The Dad and Dave stories from On our selection by 'Steele Rudd' describe life on small farms during the latter part of this period. They are well worth looking up and reading.

Class notes

Program Three

Growing Pains: 1901 – 1945

Summary

Introduction

In 1901 the first Commonwealth Parliament proscribed undesirable immigrants, somewhat dishonestly defining types of unwanted people not on the basis of race, but by other personal characteristics. One of the immediate effects was that Pacific Islanders in Queensland were to be sent home. It was a time of renewed prosperity as both Germany and Britain, preparing for war, caused a boom in the wool trade. In 1920 a new program of assisted migration from Britain was organised. The idea was to try to 'fill the wide open spaces' and, while successful in terms of numbers, the scheme contributed to the growth of Australia's urban coastal fringe rather than to populating the outback.

World War I

The new life in Australia was for many a brief honeymoon as thousands of old and new settlers signed up for the armed forces and returned to theatres of war in Europe. From a population of fewer than 5 million, 300,000 fought overseas of whom more than 60,000 were killed. They were fighting for the British cause as members of the British Empire.

Post-war immigration

Following the war migration started again. One group coming to Australia were 6 to 14 year old British children. One of them describes his strange experience with a selecting psychiatrist and what happened on his subsequent arrival. He describes it as 'slave labour' designed to provide farm help. But again, migrants mostly stayed in the towns and cities.

In 1920s

In 1921 the United States shut its door to immigrants, and the first major group of Southern Europeans began arriving in Australia. John Zigouras, a Melbourne lawyer, describes the process of chain migration which led to his family's arrival, likening it to 'spaghetti'.

The Great Depression

During the 1930s people left Australia, which was very deeply affected by an economic depression. Those who remained resented immigrants. One non-Anglo migrant from that period describes her

difficulties. 'They don't realise what we went through.'

'Reffos'

One group who did come in small numbers were refugees from Europe. Nicknamed 'reffos', these were Jews escaping Hitler's march to power. Fifteen thousand immigration permits were issued by the Australian Government for which there were 100,000 applicants, representing perhaps 250,000 people. Only 8,000 arrived before war broke out. One of the 'reffos' describes her reactions.

World War II

The Second World War began as the first had, apparently confined to Europe with Australia contributing from afar. This changed dramatically with war in the Pacific, as the Japanese drew closer to Australia, impressing on its population the vulnerability of the country. The bombing of Darwin reinforced this. Australia, with 7 million inhabitants, was rescued by a country with a population of 140 million. The message of the time was 'populate or perish'.

Worksheet 3A

Program Three

Growing Pains

1. What happened to the Australian states on January 1, 1901?
2. What policy was adopted on immigration?
3. What effect did it have?
4. How did Noel Fatnowna's family survive?
5. When did the new system of assisted migration from Britain get underway? Why?
6. Why did many of the new British migrants become 'Australian widows'?
7. Why did Australia join in World War 1?
8. Why were the 6 to 14-year-olds brought to Australia?
9. Why did Australian immigration increase during the 1920s?
10. What was different about the backgrounds of the people coming?
11. What does John Zigouras mean by 'spaghetti-drawing power'?
12. What happened to Australia during the 1930s? What effect did that have on migration?
13. Who were the 'thin trickle' who were admitted to Australia during the 1930s? Why did they leave home?
14. What made the Second World War so different to the First for Australians? What did it make people think?

Class Notes

Worksheet 3B

Program Three

Growing Pains

1. What do you think 'building a nation' means? What signs would there be of a 'nation being built'?
2. Imagine that you are one of these 6 to 14-year-olds brought to Australia after the First World War.

What would it have been like to leave your home and friends for a strange country on the other side of earth?

What do you think would have happened when you arrived?

What would you have done?

What lasting effect do you think it would have had on you?

3. Why do you think the Australian Government issued so few permits to refugees in the period before the Second World War?
4. Arthur Calwell, the first Minister for Immigration in the Australian Government, says at the end of the program.

'Australia is short of nothing but Australians. Without migration the future of the Australia we know will be both uneasy and brief. As a nation we shall not survive.'

What does he mean by that?

Why do you think he said it?

Was he right?

Class Notes

Program Four

The Widening Net: 1945 –

Summary

A change in policy

The idea that the ideal settler for Australia came from Britain, previously the cornerstone of immigration policy, crumbled during this period. Both sides of parliament agreed that it was essential to increase the rate of migration as a means of attempting to ensure the security of the country. Arthur Calwell is seen in a Ministry of Information clip proclaiming to a group of migrants 'We need more of your types'. His target was a population of 20 million 'in our time'.

From where?

In order to reach target figures, and because of the parlous condition of British shipping following the war, sources other than Britain had to be found for migrants. The war had thrown up millions of 'displaced person', and an international refugee organisation had ships at its 'displaced person', and an international refugee organisation had ships at its disposal to bring them to Australia. Fred Daly describes the effort Arthur Calwell made in persuading the Australian people, and the unions in particular, that it would be a good thing to take them.

The 'beautiful Balts'

Consequently a very carefully selected group of Northern Europeans were chosen as the first 'DPs' to come to Australia – handsome, able and fit. Following this group came others from Southern Europe. By 1952 there were 170,000 'displaced person' in Australia. Other migration, particularly from Italy and Greece, expanded during the same period. Giovanni Sgro, a Victorian politician, describes his migration.

More refugees

In 1956 14,000 refugees from the Russian takeover of Hungary arrived. One of them explains his reasons for leaving.

'Bring out a Brit'

By this time 1.3 million migrants had arrived since the end of the war. Only one third were of British origin which troubled those who believed that this was a serious break with tradition. 'Chips; Rafferty is seen advertising a new scheme to 'Bring out a Briton', encouraging the establishment of local committees to do so.

The appetite of the machine

Australian industry determined the course of migration. In the economically buoyant 1960s, the

more migrants who arrived, the more effort was put into increasing their numbers. An immigration officer describes the \$10 fare and the efforts made to ensure that each available seat was occupied.

Another shift in policy

By the 1970s one in five of the Australian population had been born overseas; one-quarter of the industrial work force was from non-English-speaking countries.

With the advent of the Whitlam government in 1972, two changes were made to immigration policy – the first was to end racial discrimination, the second (as the economic growth slowed) was to reduce total intake.

The Vietnamese and other refugees

It wasn't until significant numbers of refugees began arriving from South-East Asia that the effect of those changes became apparent. Other refugees have included groups from Chile, Lebanon, East Timor, Czechoslovakia and Poland.

The present

No longer are attempts made to attract migrants. There are now far more applicants than are accepted. The two grounds for acceptance are specifically required skills and training, or reunion of families.

This program finishes with an 'unfair' question asked of an immigration officer of Greek background. 'Would you let your parents in?' He replies that, under present circumstances, he could not.

Worksheet 4A

Program Four The Widening Net

1. After the Second World War why did both sides of parliament agree that a massive boost to immigration was needed?
2. Who were the 'displaced person'? 'Displaced' from what?
3. Why were they so important to the migration program?
4. Why did Arthur Calwell need to persuade the Australian people and their trade unions to accept these people?
5. What criteria were used for selecting the first group of 'displaced person'? Why were those criteria used?
6. Which national groups were chosen to help fill the migration quotas?
7. What was done to try to 'redress the balance' towards British immigrants?
8. How did Australia try to attract migrants during the 1950s and 1960s?
9. Why did opposition develop to the migrant boom?
10. In what way did the Whitlam government change immigration Policy?
11. From where have refugees come since the 1960s? Why?
12. What is now required to become a migrant to Australia?

Class notes

Worksheet 4B

Program Four

The Widening Net

1. 'A refugee is a very special sort of migrant. A free immigrant goes from one point to another. He might be pushed; he might be pulled. But with refugees it's very different

A refugee is pushed, jumps over the border. And there he is, outside the border, in a place which we can still call 'midway to nowhere'. He is here. He realises he has made some tremendously important move, but he doesn't know what to do next. He can't go back, and he is not certain whether to go forward or stay... All that he wants is to survive.' (Dr Egon Kunz)

Can you imagine what it might be like to be in a situation like this? Write a story about your experiences.

2. Imagine that Australia is still trying desperately to attract migrants.

Make a list of all the features of the country that you think might attract migrants. Design a poster which expresses your ideas.

3. 'It is natural that a British country like Australia should seek as many British migrants as possible, and give opportunity to as many British people as possible to migrate to this country. The many non-British migrants who are here recognise and accept this British tradition which is the foundation and basis of the Australian way of life.' (Hon. Athol Townley, former Minister for Immigration)

This was said nearly thirty years ago. Is it true today?

How would you describe the 'Australian way of life'?

4. 'Would you let your parents in if they were sitting there?'

'I think it's an unfair question.'

'It is. It is an unfair question. But can you appreciate the shift from those days when a poor immigrant family could get in and expect some hope, to these days when if you haven't got a lot to offer you can forget it?'

'If I were to interview people who today were in the same position my parents were in 1955, I would possibly not have approved my parents.' (Conversation between an interviewer and Nick Gekas, an immigration officer in London.)

What do you think about this?

How do you explain the shift that has taken place?

Is it fair?

What is your idea of an ideal new settler?

Class notes

A Chronology of Australian Migration

- 1788 First European settlement in Australia established at Port Jackson, later named Sydney. The First Fleet brought about a thousand people from Britain of whom approximately three-quarters were convicts.
- 1793 First free settlers (eleven) arrive from England, choosing land midway between Sydney and Parramatta. Land granted to officers and ex-convicts wishing to settle in the colony.
- 1804 Settlement of Hobart Town, Van Diemen's Land. Irish-led convicts unsuccessfully mutiny at Castle Hill, NSW.
- 1824 Moreton bay, close to what is now Brisbane, settled as convict station.
- 1828 Free settler immigration totals more than 1,000 in one year for the first time.
- 1829 Swan River Settlement in Western Australia established.
- 1830 Van Diemen's Land 'Black War' – a cordon of 3,000 whites sweeps the island intending to capture all Aborigines – one man and one boy caught.
- 1832 Government system of assisted passage immigration begins, using funds from sale of land in Australia.
- 1834 First European settlement in Port Phillip District, later to be named Victoria.
- 1835 Bounty system of assisting passages introduced, whereby sponsors receive a bounty payment following approval of migrants on arrival. John Batman 'purchases' from local Aborigines land to be settled as Melbourne.
- 1836 First European settlement of South Australia.
- 1838 German Lutheran settlers begin arriving in South Australia.
- 1848 Caroline Chisholm's Family Colonisation Loan society established to financially encourage family migration.
- 1850 Transportation of convicts to Western Australia begins.
- 1851 Total population of Australia: 438,000. Gold discoveries announced, attracting large numbers from Europe, the United States of America and China. Population more than doubles during the decade.
- 1852 Last convicts transported to the eastern colonies.
- 1855 Victoria passes legislation to limit Chinese entry. Other colonies follow suit later in the decade.

- 1863 Labourers from the Pacific Islands introduced to Queensland.
- 1867 Transportation of convicts to Western Australia ceases.
- 1869 Victoria becomes the first colony to introduce general protective legislation for Aborigines. Permanent settlement at present –day Darwin established.
- 1876 Death of Truganini, believed to have been the last full-blood Tasmanian Aborigine.
- 1879 Inter-Colonial Trade Union Congress opposes Chinese immigration.
- 1880 Assisted immigration to Victoria virtually ceases after a steady decline during the previous decade.
- 1883 Assisted immigration to Queensland peaks for the century at nearly 25,000.
- 1884 Last major battle to suppress lengthy war of resistance by Queensland's Kalkadoon Aborigines.
- 1886 Assisted immigration to South Australia ceases.
- 1888 Assisted immigration to New South Wales falls to fewer than 1,000 for the first time in twelve years.
- 1890 Eastern colonies enter a depression that brings a virtual halt to immigration during the following decade.
- 1892 Western Australian goldrush begins, bringing immigrants from the eastern colonies and overseas
- 1901 Commonwealth of Australia becomes a self-governing member of the British Empire. Immigration Restriction Act passed in Federal Parliament, introduces a 'dictation test' with the prime purpose of excluding non-European migrants. Pacific Islanders Labourers Act passed, allowing for deportation of Pacific Islanders.
- 1903 Naturalisation Act excludes Asiatics and non-Europeans from the right to apply for naturalisation.
- 1904 Deportation of Pacific Islanders from Queensland put into operation.
- 1905 Assisted immigration of Britons revived.
- 1914 First World War halts immigration. War Precautions Act requires registration and control of the movements of 'enemy aliens'; several thousand Australian residents of German origin are interned during the war.

- 1917 Naturalisation Act amended to grant naturalisation only after applicants renounce their own nationality and can read and write English.
- 1920 Commonwealth Government assumes responsibility for migrant selection.
- 1922 Britain's Empire Settlement Act passed. Under it about 212,000 British migrants were assisted to Australia in the following decade
- 1925 '34 million agreement' made between Britain and Australia for schemes to increase migration.
- 1929 Depression begins, bringing a dramatic decrease in immigration and the cessation of assisted migration.
- 1938 All-Aboriginal Conference, 'A Day of Mourning', held on the sesqui-centennial Australia day, calling for equal citizenship and Aboriginal land rights. Following a conference at Evian, in France, Australia commits itself to accepting 15,000 refugees from Nazism over three years.
- 1939 Second World War begins. Immigration virtually ceases for the duration.
- 1945 Commonwealth Department of Immigration established with Arthur Calwell as first Minister for Immigration.
- 1947 First post-war British migrants arrive. Australia agrees with the International Refugee Organisation to settle 'displaced persons'. First ship carrying them arrives in November. First Commonwealth reception and training centre for non-British migrants established at Bonegilla, Victoria.
- 1948 Migration agreement made with Malta.
- 1949 Australian citizenship created. First Good Neighbour Council founded in South Australia.
- 1950 First Australian Citizenship Convention founds the national Good Neighbour Movement.
- 1951 Migration agreements made with The Netherlands and Italy. Inter-government conference on Aborigines calls on public to co-operate 'in the ultimate assimilation of our native people'.
- 1952 Migration agreements made with Austria, Belgium, Greece, West Germany and Spain.
- 1954 Assisted passages introduced for people from the United States of America, Switzerland, Denmark, Norway, Sweden and Finland.
- 1955 Australia's one-millionth post-war migrant arrives.

- 1957 Bring out a Briton' campaign initiated to encourage community groups and employers to sponsor British migrant families.
- 1958 Migration Act abolishes the 'dictation test' and introduces a system of entry permits.
- 1966 Restrictions on non-Europeans migrating and becoming citizens eased. Gurindji Aborigines strike in support of claim to traditional land on Wave Hill pastoral station in the Northern Territory.
- 1967 Australian constitution amended to permit Commonwealth Government to make laws for Aborigines throughout Australia and to count them in the Australian Census. Migration agreement with Turkey.
- 1970 Immigration reaches highest annual figure since European settlement with approximately 185,000 settler arrivals in the year ending June 1970.
- 1972 'Aboriginal Embassy' established outside Parliament House, Canberra, to protest Government rejection of land rights. Migrant selection policy becomes non-discriminatory on grounds of race, color or nationality.
- 1973 Telephone interpreter service established. Discrimination between British subjects and other migrants removed in residence requirements for citizenship.
- 1975 Ethnic radio stations begin broadcasting in Melbourne and Sydney. First Vietnamese refugees admitted. Racial Discrimination Act passed in Federal Parliament, making it unlawful to discriminate on grounds of race, colour, descent, national or ethnic origin.
- 1976 Arrival of first Vietnamese 'boat people'. Commonwealth Government legislates to transfer Northern Territory reserves to traditional Aboriginal occupiers.
- 1978 Government accepts recommendations of the 'Galbally Report' on migrant programs and services, including the encouragement of multiculturalism.
- 1979 Community Refugee Settlement Scheme established.
- 1980 Multicultural television begins with the first transmission by Channel 0/28 in Sydney and Melbourne.
- 1981 Assisted passage scheme terminated for non-refugee migrants.
- 1983 Migration Act amendments introduced into Parliament to end favoured treatment of migrants who are British subjects.

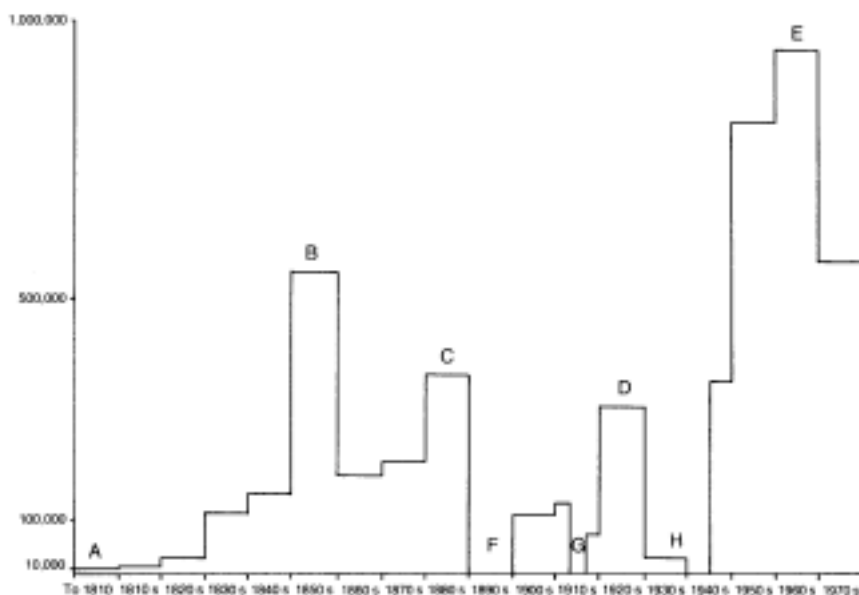
Worksheet C1

The History of Migration

Using your knowledge of the programs and the Chronology of Australian Migration, look at the diagram and answer the following questions.

The History of Migration

Using your knowledge of the programs and the Chronology of Australian Migration, look at the diagram and answer the following questions.



1. Why did migration to Australia occur during the periods A, B, C, D, and E?
2. Why were rates so low during the periods F, G, and H?
3. What conclusion can you draw from your answers to Question 1 and 2?
4. Why did the number of migrants fall in the 1970s?
5. Shade in the periods of 'non-white' immigration and say why each occurred.
6. During what main periods did Southern Europeans (Italians, Greeks, Maltese, etc.) migrate to Australia?
7. Continue the diagram on to the year 2000 as you think it out to be.

Why have you drawn it as you have?

From which countries are your immigrants going to come?

Why?

Worksheet C2

Reasons for Migration

Complete the following table by giving reasons for immigration to Australia, using your knowledge of the programs and the Chronology of Australian Migration.

Ethnic Group	Period	Reasons
British	1788 – 1867 1820 – 1850 1850 – 1860 1904 – 1914 1918 – 1930 1945 –	
Irish	1788 - 1840s – 1850s –	
Germans	1830s	
Pacific Islanders (Kanakas)	1865 – 1900	
Southern Europeans	1920s 1950 –	
Northern and Middle Europeans	1920s 1935 – 1938	
Lebanese	1965 –	
Vietnamese	1977 – 1980 1982 –	

Program Five

The White Australia Policy

Summary

Introduction

Since the first colony was established there has been debate about just who should be allowed to settle in Australia.

Gold brings the Chinese

Immigrants remained exclusively 'white' until Chinese began arriving among the crowds of gold seekers. The 'celestial hordes' became a target for other diggers. Dennis O'Hoy, an Australian of Chinese descent, describes what followed – William Donovan's attempt to organise anti-Chinese violence in Bendigo; Victoria restricting immigration of Chinese in 1855; and, in 1861, the massacre of Chinese at Lambing Flat in NSW. Some remained to fit in as best as they could.

Pacific Islanders

In 1863 the first group of Pacific Islanders was brought to Australia to work in Queensland can fields. Many were kidnapped to be used as a source of cheap labour. Noel Fatnowna, a descendant, suggests that it was thought that only dark-skinned races could work in the harsh sun.

Developing opposition

There was a general concern about the establishment of a 'servile race' which might interbreed with 'whites', while trade unions were troubled by the prospective attrition of working conditions. In the case of the Pacific Islanders this was already true, with as many as one in four dying from causes associated with their work.

A strike over the employment of cheap Chinese labour by a shipping company in 1878 brought wide support. Shearers were being undercut for their demands for a fair price (17s. 6d. per 100 sheep shorn). Employers were paying Aborigines and Chinese shearers considerably less. Unions may have considered signing up these workers but chose instead to agitate for their exclusion. Hence pressure mounted to bar Islanders, Asiatics and members of other 'coloured' races from entry to Australia.

Federation and an active policy of exclusion

One of the priorities of the first Federal Government was to control immigration, in recognition of one of the main reasons for its existence. No mention was made directly of 'non – whites' among groups to be excluded but a dictation test to be taken in a European language chosen by immigration officers was used as the means of exclusion.

The effect on one family

Dennis O'Hoy tells of the reason for the 'clustering' of his siblings due to his mother's deportations.

Changing attitudes

For fifty years the principle of 'white Australia' was kept secure. Sir Billy Snedden describes a change in that attitude among Australians which began during the 1950s. More travelled, and less worried about preservation of 'their own type', Australians increasingly saw 'white Australia' as an 'outdated and offensive' policy.

Sir Robert Menzies retired before any changes were made. Sir Hubert Opperman, then Minister for Immigration (in 1966), is seen explaining that the changes in policy were not intended to be a departure from past principles.

Labor Party policy

Arthur Calwell was a strong proponent of 'white Australia'. Don Dunstan describes how Calwell's influence lessened as Gough Whitlam became ascendant. In 1972 Labor came to power and shortly after made changes to immigration policy which effectively ended 'white Australia'. The new policy did not discriminate on the basis of individual characteristics. At the same time there was a cut in numbers accepted.

The 'boat people'

It wasn't until 1977 that the effects of this change in policy became noticeable. The cause was the large number of refugees from Vietnam – 'problems which did not go away'. Australia began making selections from the refugee camps on islands off the Malaysian peninsula.

The present

In the past decade the ethnic basis of migration intake has widened. Skilled tradespeople, businessmen and women and people seeking to reunite themselves with their families have been admitted.

Worksheet 5A

Program Five

The White Australia Policy

1. Why did Chinese begin coming to Australia?
2. Why were others upset by their presence?
3. What happened at Lambing Flat in 1861?
4. Why were Pacific Islanders brought to Queensland?
5. Why was there opposition to their importation?
6. How did the unions think their presence would lower working conditions?
7. What were 'white' shearers complaining about?
8. When was the 'white Australia' policy introduced?
9. What was the method chosen to exclude 'non-white' migrants?
10. Why were Dennis O'Hoy's Chinese-Australian brothers and sisters born in 'clusters'?
11. In the 1950s why did Australians begin to think of their immigration policy as 'outdated and offensive'?
12. What changes were made in 1966?
13. What changes did the election of a Labor Government bring in 1972?
14. What action did the Australian Government take to help the Vietnamese refugees?
15. What sort of migrants to Australia are accepted at present?

Class notes

Worksheet 5B

Program Five The White Australian Policy

1. What is an 'Australian citizen'?

What do you need to do to become one?

What does it enable you to do?

What responsibilities does it entail?

2. Sir Hubert Opperman is seen in the program saying

'The change (to the Immigration Act in 1966) will also allow more selected non-European people to come who can become Australian and join in our national development.

'There is no departure intended from the principles of our immigration policy, and the basic aim of preserving an homogenous population will be maintained.'

What is an 'homogenous population'?

Why would people have thought that it was important?

3. 'We have a right, a perfect right, to frame our own immigration laws our own way.' (Hon. A.A. Calwell)

Who does Calwell mean by 'we'?

Do you think he is right? If so, from where do we get that 'right'? If not, what do you think should occur?

4. 'We went to an island. People in the boat were very happy. They thought it was going to be very easy to land; and they said they were going to put on their best dress and go to a restaurant. (Laughter) And I said to my brother, 'You look, They will kick us out'. (A Vietnamese refugee)

Refugees often have extraordinary stories to tell of their survival; Vietnamese refugees no less than most – long trips in open water in small overcrowded boats, attacks from pirates, little food or water, sometimes refused landings after their long voyages.

Find out what you can about such voyages, then write (and illustrate) a story of your own about one.

5. 'People don't understand. A couple of years ago thirty-one per cent of all migrants who come into this country came from Asian countries. That's one in three!' (Bruce Ruxton, Victorian President of RSL)

'In two or three generations you will have Australians around with a slightly different structure of their faces, of their bones, of their muscles. So what!'
(Frank Knopfelmacer, academic and social commentator)

What reasons do people give for wanting to restrict Asian migration?

What reasons are there for accepting people regardless of their country of origin?

Class notes

Program Six

Who'll do the Dirty Work?

Summary

Migrants for what?

Dr Egon Kunz and Al Grassby make statements from rather different perspectives about what migrants coming in large numbers after the Second World War were used for – not for the farms, but for the development of Australian manufacturing industry.

'The good life'

Australian offered 'the lure of the good life' and at least one worker finds it. 'In this country you can be poor just one week.'

Not every body got jobs

There were times when employment was not available. One such period caused riots at Bonegilla, a migrant hostel in Victoria. Giovanni Sgro describes what happened there.

Union attitudes

Generally the attitudes unions took to the new worker were similar to the rest of the Australian community – prejudiced and racist. Alan Matheson, a union officer, and Charles D'Aprano, union activist, talk about what it was like.

Unskilled workers

Migrants with few skills, little English and excluded by the unions were powerless to improve their working conditions by themselves. In a recession, last on was first off.

Language difficulties

Shift work provided few opportunities to learn English. Maria Posas explains the difficulties of a migrant woman worker who might want to learn English.

Family problems

Where the husband and wife work different shifts difficulties arise, not the least being the transfer of children. Despina Taylor talks about the depressing effect it had on her family. Professor Bill Ford talks about overtime and why migrants were keen to obtain it – the building of a 'nest egg' in the absence of other more traditional forms of security.

Industrial injuries and accidents

John Zigouras talks about his work on behalf of migrant workers. Repetition injuries to arms and backs can be a problem caused by factory work.

*Problems spreading beyond
the individual*

Dr Spiro Moraitis describes the domino effect caused by industrial injuries – the husband ill, the wife working, and the consequent effect of stress and exhaustion on the rest of the family. Thus a large-scale social problem can be created.

Worksheet 6A

Program Six

Who'll do the Dirty Work?

1. Why did the Australian Government start a massive migration program after the Second World War?
2. In what area of work was the demand for labour?
3. From where were the new migrants coming?
4. What attracted migrants to Australia during this period?
5. What happened at Bonegilla? What upset the people living there?
6. What was the attitude of unions to migrant workers?
7. What problems do low-skilled, non- English-speaking workers face?
8. What made it difficult for Maria Posas to attend English classes?
9. What does the program suggest makes difficulties for families where the parents to shift work?
10. What problems do repetitive movements cause?
11. Dr Moraitis suggests that injuries to factory workers can affect the rest of the family. How?
12. What sort of work does the newcomer get? Is it true only of Australia?

Class notes

Worksheet 6B

Program Six

Who'll do the Dirty Work?

1. 'People arrived from the boat. A few hours later we were registered. At the registration we were given a little book – a certificate of identity. And this certificate of identity under the photograph had a note, "Occupation". And on every man's certificate was written "Labourer" – priests, architects, university professors, doctors of medicine. They were absolutely stunned.' (Dr Egon Kunz)

'The first male "displaced person" came out as manual labourers and were selected as such. We had to explain very carefully to them that this was what they would be expected to do.' (George Kiddle, Immigration Officer)

'Many of them lost their skills. Many of them became embittered, some suicided, some left Australia. It was a tremendous wastage.' (Dr Egon Kunz)

'I really think [the Displaced persons Scheme] was one of the best things that ever happened to Australia. We needed them as much as they needed us. The people in Australia came to realise this with the passing of time...they found what they were seeking, the chance to rebuild their lives in their new homeland.' (Bob Armstrong, Immigration Officer)

How did the 'displaced persons' contribute to Australia's development?

List some of the problems they experienced.

2. 'In the fifties the unions faced the same problem with the migrants as the rest of the community. There was a great deal of fear, ambivalence, suspicion, prejudice, racism...it's a patchy picture...the Miners' Union in Western Australia for example, always sent down an Anglo-Saxon, a native-born, with a migrant. They worked in pairs.' (Alan Matheson, Union Officer)

'The migrants had been told in the ships and on arrival that the trade unions were illegal organisations. The trade unions did nothing to inform the newly arrived migrants of this lie. We tried to point out to the trade unions. They just shrugged it off as if the problem didn't exist. They shrugged it off with the excuse...that sooner or later, through assimilation, they would come to understand the traditions of the Australian movement and everything would be lovely. It was just sheer neglect.' (Charles D'Aprano)

If you had been in charge of a union what attitude would you have taken to migrant workers?

Write down what you would have said to your fellow workers.

3. 'You don't have to be clever to do these things; you just have to be desperate.' (comment in program)

What is working in a factory like?

Make up one week of a diary for someone who is a factory worker.

4. Migrants of this period are often referred to as 'factory fodder'.

Do you think that there always has to be a group of people doing work like this? Why, or why not?

Class notes

Program Seven

'You Keep Juggling...'

NOTE Programs 7 and 8 differ from the other six in that they concentrate more on the attitudes and experiences of individuals than historical events. While they have a clear structure (which the summaries will suggest), they are not narrated. Consequently there is less direct guidance for a young audience and slightly different treatment might be needed. They land themselves more obviously to general discussion.

Summary

'Three worlds'

John Bluthal describes the 'three worlds' he found in Australia as a young refugee – that of his parents and his parents' friends, the unfamiliar attractions of the new environment, and his identity as a 'reffo kid', and outcast. Robert Richter describes his similar feeling of insecurity.

The effect on 'growing up'

Despina Taylor talks about her culturally appropriate adoration of her father as a young Greek girl in Australia, and how this changed as she got older and began 'deconditioning' herself through contact with Australian teenagers.

Rosemary Brondolino comments on the paradoxes she encountered in her relationship with her parents... 'In Italy you wouldn't be allowed to do it.'

Mothers and daughters

Members of the Iacomini family 'discuss' appropriate behaviour and who should be responsible for making decisions. We see the daughter at school with her friends discussing, in passing, who makes decisions and whether or not one of them will be able 'to twist it out of my mum'.

More contradictions

'We were freaks.' Despina Taylor offers her idea of what being a teenage girl was all about – 'chasing boys, going to parties and having a boyfriend' – but suspects her father was strongly opposed to what was acceptable behaviour among Australian teenagers.

One of the Iacomini girls describes how she is 'proud to be and Italian'. Another member of her family chips in with 'You're a wog'.

Two lives, juggling

Despina Taylor describes her experience of separation of public and private life – life at ‘home’ according to Greek culture, and life elsewhere dominated by Australian ideas and mores. She says how she felt torn between the two; never knowing which might win out.

She uses the example of maintaining virginity as a critical issue. Successful in the ‘Australian’ arena she might not have to worry about it, but failure would mean a necessary return to Greekness for which (in the 1960s) virginity would be a prerequisite if she wished to attract a man.

Going ‘home’

Rosemary Brondolino found that when she returned ‘home’ to Italy, it was home no longer. After one week she had decided that she was more Australian than Italian, but was not really either. She knows who she is, but not ‘what’.

Worksheet 7A

Program Seven

'You Keep Juggling...'

1. What were John Bluthal's 'three worlds' when he was growing up in Australia?
2. How does Despina Taylor describe being a typical little Greek girl?
3. Why was she ashamed of 'these men' at 13?
4. Why did she try to 'decondition' the Greek from herself?
5. Why were Rosemary Brondolino's parents strict with her? Why did she have trouble coping?
6. What is Mrs Iacomini's attitude to her daughter making decisions?
7. What horrified Antoinette Charras when her parents finally decided to let her go to the social?
8. What are the two lives to which Despina Taylor refers? What does she mean by saying 'you juggle the two cultures'?
9. On what does she say her 'entire mental and emotional health' depended? Why?
10. What effect does she say that this situation had on her?
11. What did Rosemary Brondolino realise when she went back to Italy?

Class notes

Worksheet 7B

Program Seven 'You Keep Juggling...'

1. What do the people in this program mean when they use the word 'culture'?

Using your definition, make a list of all the things that might describe your 'culture'.

2. 'In Australia you think of yourself as an individual. In Lebanon you think of yourself as part of a family, which means there are lots of things you can't do.... [but] in the long term you lose quite a lot by being individual.'

Is this right? Is it a fair description of the difference between the cultures of the two countries?

Does it relate to feelings about your own family?

3. Grandmother Zaydon is asked what she thinks of the way Australians bring up their children. She replies

'No good. Australians take a lot of care of their families when they are young, when they are babies. But the minute they become adolescents they leave them to do whatever they want to do. This is the time when they should be most watchful.' (translation of Grandmother Zaydon)

Make two lists of rules. The first are the ones that your family applies to you – things you have to do, things that it is hoped you will do, things you are allowed to do. The second should be things you think you ought to do, things that you would like to do, things you ought to be allowed to do.

How do they compare?

4. '...I knew there were limits, and no matter how Anglo-Saxon I became, no matter how far I went in terms of dress, speech and behaviour.... there were Greek moral and cultural values, Greek taboos that I did not dare break. Because if I had broken them I would have self-destructed. I don't think people realise it is as serious as that.' (Despina Taylor)

Is it? Why, or why not?

Are there family or cultural taboos that you would 'not dare break'?

Class notes

Program Eight

Foreigners

See the note at the start of Program Seven summary

Summary

<i>'Isolated'?</i>	Phillip Adams says he grew up in the 'most isolated community in the world – East Kew'.
<i>We're British</i>	Athol Townley, a former Minister for Immigration, explains in some historical footage the need for a British country like Australia to seek as many British migrants as possible. He also says that non-British migrants accept British traditions.
<i>We're puzzled</i>	Phillip Adams didn't see any 'foreigners' until he went to school. As a natural outcast he joined them against the others. But then they all combined against the Catholics creating a 'mini-Belfast.'
<i>We're Irish</i>	Dinny O'Hearn describes how the early Irish settlers discovered the same situation that had held in Ireland, with the British recreating the same power structure and the same stereotypes of 'Irishness'. Clare Dunne tells how the Irish immigrants responded to this.
<i>We're Chinese</i>	Dennis O'Hoy enumerates the derogatory names Chinese were called when they came to Australia. 'Junior' See Poy comments on racial differences. A contemporary opinion from the mid 19 th century says that the Chinese were quiet, apart from their gambling and opium smoking, and that they gave no trouble to the police. But, as Dennis O'Hoy explains, this did not endear them to other ethnic groups.
<i>We're Pacific Islanders</i>	Noel Fatnowna recalls how his descendants were put to work on the cane and cotton plantations, and their treatment by the 'boss', white man.
<i>We're acceptable</i>	'Spike' Routley gives his view that only the Scots and the Irish were acceptable migrants because they didn't consider themselves superior. He contrasts this with the attitude of an English migrant who worked on a farm 'Spike' and his father owned.

We're not

Ethel Hayton, a British migrant, speaks of her arrival in Wollongong during the depression of the 1930s – no work, no welcome.

We're worried

Bruce Ruxton, Victorian President of the Returned Services League, explains his attitude that every race wants to maintain its separate identity. He doesn't want to tip people out of the country, but he does want a return to the traditional source of supply.

We're a mixture

At a civic festival at a town along the Murray we see a Scottish band, and young Turks dancing. Locals suggest that they are less than enchanted by the presence of Turks in the area, particularly by the possibility that they grow marijuana.

The Turkish point of view is put by a group of new immigrant 'blockies'. They express their desire to fit in, the unfriendliness they experienced initially, the development of friendships with 'natives'.

Finally one of the 'natives' suggests that when you do make friends with a wide range of people of different ethnic background they are 'sincere friends'.

Worksheet 8A

Program Eight

Foreigners

1. Why does Phillip Adams call East Kew (a suburb of Melbourne) 'one of the most isolated societies on earth'?
2. What does Dinny O'Hearn say that the Irish settlers came out here to escape? What did they find?
3. How did the Chinese gold seekers upset the other diggers? What did the latter do to try to get rid of the Chinese?
4. What happened to Noel Fatnowna's grandfather?
5. What was it hard for Noel to 'amount to anything'?
6. What are 'Spike' Routley's reasons for saying that Scotsmen and the Irish were the only acceptable migrant on arrival?
7. What made arrival in Australia so difficult for Ethel Hayton?
8. How would Bruce Ruxton 'change' immigration policy?
9. What reasons do the Anglo-Australians give for disliking the new Turkish settlers?
10. How does the Turkish 'blockie' counter that criticism?

Class notes

Worksheet 8B

Program Eight

Foreigners

1. Write down the words that come to mind when you say the following

British	French	German	Australian
Italian	Greek	Chinese	Turkish

Why do those words come to mind?

Can you describe the characteristics of a race or an ethnic group in a few words?

2. 'For all sorts of reasons parents want kids to learn in their own language.'
(Lorna Hannan, Language Consultant)

'The way it's been presented to us [means] the whole system has to change to accommodate this multilingual approach. Now is it worth changing the whole system? What if it fails?' (Teacher A, Debney Meadows Primary School)

'They are here to stay. English is important... They want to make a little Turkey here. To me, that is not applicable. We need people who are going to be Australians in this country.' (Teacher B, Debney Meadows Primary School)

'They [the Turks] didn't come to assimilate. They want to retain their own identity and culture. They think it is terribly important. That conflicts with what I see as their own interests, and that is to assimilate. I see a conflict there, and I don't know how to resolve it.' (Teacher C, Debney Meadows Primary School)

How important do you think it is for migrants to keep up their own language?

3. 'They'd all trudge off to the pub at two in the afternoon and they wouldn't get back till just on six, which was closing time... They'd get so boozed, bombed out of their eyeballs... They'd get half a dozen bottles, which more often than not would end up on the pavement, and there'd be beer and glass scattered everywhere. And for a long time I thought that was what Australians were all about.' (Rosemary Brondolino)

Is that what Australians are all about?

If not, what are they 'all about'?

Class notes

Worksheet C3

General Activities

1. Your history

See if you can find out when members of your family originally came to Australia.

Where did they come from? Why?

Have they since moved around Australia? Why?

Have any of them returned to their place of origin at any time? Why?

2. Your immigration policy

'In 1901 the [new] Commonwealth Government addressed itself to the question of undesirable immigrants. A list was drawn up that included criminals, idiots, prostitutes and the diseased. 'Non-whites' were not mentioned but everyone knew that Australia was to be kept white.' (Program Five)

What would your immigration policy be?

3. Research

I. Choose one of the following locations:

Sydney Cove
Swan River (WA)
Lambing Flat (NSW)
Bonegilla (Vic)

Find out why it is significant in Australia's migration history.

Which ethnic groups were involved?

What happened and why?

What was the result?

II. Choose one of the following people:

Yagan, or other Aboriginal resistance leaders
John Macarthur
Caroline Chisholm
Edward Gibbon Wakefield
Arthur Calwell
Al Grassby.

Investigate their significance in Australia's migration history.

Who were they?

Where did they come from?

What were they concerned about?

What did they do?

What was the effect?

- III. Investigate the history of one particular ethnic group coming to Australia, or the history of Aborigines following white settlement.

Resources

For additional material teachers are urged to consult the following.

1. *The Migrant Experience* – a six-part video series (each program approximately 60 minutes) which includes interviews, historical re-creations, archival documentary film and excerpts from recent and early movie features.

They take a different approach (more sophisticated and more focused on individual experience and opinions) to the same subject. Certain of the programs would valuably support material contained in the *Destination Australia* series.

Videos of the six programs are available for loan from State Film Libraries or Centres, and from State Education Departments' Teaching Resource Centres.

Video cassettes of the programs can be purchased at \$180 per set of six in VHS/BETA or \$405 per set in U-matic. Inquiries should be directed to Film Australia, PO Box 46, Lindfield, NSW, 2070.

2. *The Migrant Experience Teachers' resources book*

This publication is available free from the Australian Institute of Multicultural Affairs, GPO Box 2470V, Melbourne 3000, (Telephone (03) 608 6888), and contains detailed summaries of the programs in the six-part video series, along with selected key statements which would be useful to provide discussion, activities for older students, and a detailed resource bibliography.

3. *There goes the neighbourhood!: Australia's migrant experience*, Michael Dugan and Josef Szwarc, AIMA and Macmillan, Melbourne, 1984.

This book contains carefully selected primary material (both text and illustration) which would add considerably to any study of migrants and migration to Australia.

It is available in bookshops, or from the Australian Institute of Multicultural Affairs.

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Dixson Galleries, Sydney
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EMI Elstree Studios Ltd
Eric Bogle
Excerpts from 'Toula', Film Australia
Hebrew Sheltering and Immigration Society
Henry Francis Dupont Winterthur Museum
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