South Australian Maritime Museum

Bound for South Australia
Teacher Resource

This resource is designed to assist teachers in preparing students for and assessing student learning through the *Bound for South Australia* digital app.

Government of South Australia
Department for Education and Child Development

SOUTH AUSTRALIAN MARITIME MUSEUM

HISTORY SA

This app explores the concept of migration and examines the conditions people experienced voyaging to Australia between 1836 and the 1950s. Students complete tasks and record their responses while engaging with objects in the exhibition.

This app comprises of 9 learning stations:
- Advertising
- Distance and Time
- Travelling Conditions
- Medicine at Sea
- Provisions
- Sleep Onboard
- The First 9 Ships
- Official Return of Passengers

Teacher notes in this resource provide additional historical information for the teacher.

Additional resources to support student learning about the conditions onboard early migrant ships can be found on the *Bound for South Australia* website, a resource developed in collaboration with DECD teachers and History SA: www.boundforsouthaustralia.net.au

Australian Curriculum Outcomes:
Suitability: Students in Years 4 – 6

History
Key concepts: Sources, continuity and change, cause and effect, perspectives, empathy and significance.

Historical skills:

Chronology, terms and concepts	Sequence historical people and events Use historical terms and concepts
Analysis and use of sources	Locate relevant information from sources provided Locate information related to inquiry questions in a range of sources Compare information from a range of sources
Perspectives and interpretations	Identify points of view in the past and present

Geography
Concepts: Place, space, interconnection, scale and change

Inquiry skills:
Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports.
Evaluate sources for their usefulness, and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams.

Communicating:
Present findings and ideas in a range of communication forms, for example, written, oral, digital, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate.

Advertising

Posters were used to encourage people to immigrate to South Australia. They outlined the type of person that was wanted, the jobs that required filling and the benefits of migration.
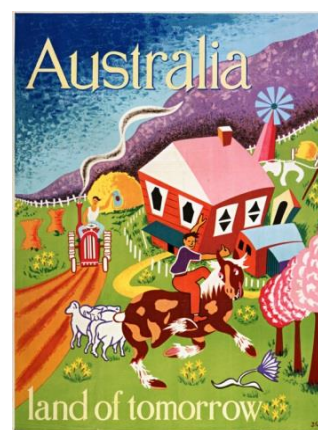*Students locate 3 different posters and take a photo of each one:*

1830s

1910s

1950s

Select your favourite poster and think about the type of person wanted in Australia and the work they would do. Talk with your partner and record your response

Teacher notes:

From 1836 to December 1840 more than 100 ships arrived in South Australia conveying passengers from the Northern Hemisphere. Many early emigrants travelled to South Australia in ships provided by the Colonisation Commission, at the expense of the Land Fund. They described themselves as labourers or servants but many had no intentions of filling such positions on arrival. Some were planning to buy small farming blocks, while others were tradesmen intent on developing a business of their own in Adelaide.

A financial crisis in 1840 caused the suspension of all assisted passages. Although these were resumed in 1845, the system did not regain full momentum until 1849. During this time, a steady number of people arrived, particularly from Scotland. Some passengers were financed by private organisations, and others paid their own fares. The discovery of reserves of copper between 1842 and 1845 triggered an extensive canvassing in the German states for emigration to South Australia. By the end of the 1840's, the flow of new arrivals from all countries had become overwhelming and the arrival of four ships per week was not uncommon.

Following the financial crisis of 1840, the British Government stepped in and emigration to South Australia was supervised by the Colonisation Commission, which oversaw migration to all British colonies. Emigration to South Australia became a matter of government policy, rather than being based on the needs of the colony as had previously been the case. In 1848 it was officially decided to foster the emigration of poverty stricken labourers, women and orphans to South Australia. The plan went ahead despite a huge public outcry. With the British Government accepting emigration as their responsibility, systematic colonisation, as set out by Wakefield, passed from the scene. Emigration was now firmly controlled by the government.

Many emigrants under sail endured extreme hardships, this was especially the case for couples travelling with children. What then was the motivation for undertaking such a hazardous journey? Government inducement, squalid living conditions at home, the promise of a richer life, religious freedom, adventure, the prospect of gaining reasonable employment with a relatively fair wage, the chance of a better life for their children and later the lure of gold were the major motivating factors. In the early years of settlement most emigrants to South Australia were in search of a better life. Life for the poor in Europe in the mid 1800's was extremely harsh, the Industrial Revolution had resulted in dramatic changes in lifestyle, unemployment was high, working conditions for the poor were atrocious and the laws were extremely harsh.

Distance and Time

Advances in technology changed the type of ships and conditions people travelled in on voyages to South Australia. Find the display that shows the three different ship models.
Order the ships from the oldest to most modern.
Match each ship to show the length of time it would take travelling from Europe to Australia.

| 1830s	1910s	1950s
120 days	75 days	45 days

Teacher notes:

Although there was no prescribed route for ships journeying to South Australia in the 1830's captains/navigators followed the Admiralty Route, which took about 120 days. This route recommended a call at Cape of Good Hope and that the parallel (latitude) of 39 South was the best upon which to run their eastings down. On a flat map this looks to be the shortest distance. However, because the earth is a sphere, the shortest distance between 2 points on it must be a curve. Using this theory, a route was devised which involved going as far south as ice would allow, It was found that south of the 40th parallel the winds were also much more favourable. Ships sailed south past Africa to the reach the roaring forties, the winds that would take them east to Australia. By that time the ship was usually three quarters of the way through its passage and the passengers were used to the sea. The winds rocked the ship and made it uncomfortable but passengers welcomed the increased speed.

Captains tried to avoid calling at ports. They were expensive, because the ship had to pay port charges and pay for stores that it took onboard including water. Stopping in ports also cost time and there were risks of disease or that the crew would jump ship.

In 1850 Captain Godfrey in the Constance ventured far south following this theory (called Great Circle Sailing). He reached Adelaide in a record of 77 days, but before the gold rush, no one dared follow. The gold rush of the 1850s made great circle sailing more attractive, although many captains were still unwilling to risk it. The Great Circle Route became standard after 1857.
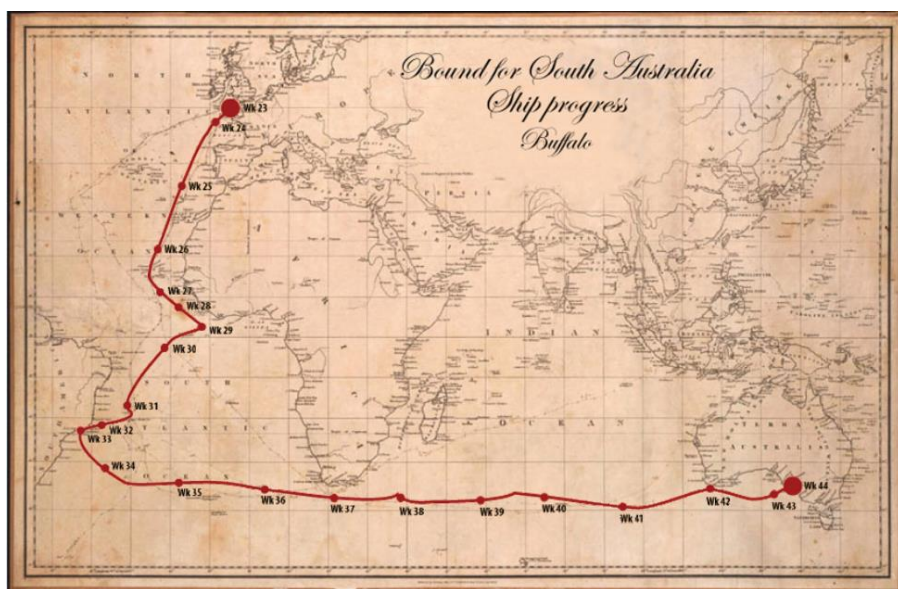
Travelling Conditions

The three cabins in the basement show steerage class accommodation, also known as third class. The conditions in these cabins changed over time.
Find the 1830s cabin and photograph 3 features to show what the conditions were like.
Find the 1910s steamship or 1950s passenger liner cabin and take 3 photos to show how the conditions changed over time.

| 1830s | 1910s | 1950s |

Do you agree? It was easier for people travelling to Australia in the 1950s than those who travelled in the 1830s. Use the sliding scale to show your opinion.
Record an audio response to support your opinion.

Teacher notes:
The decision to emigrate in the 1830s was final, and for most assisted emigrants at this time, there was no prospect of returning home. Very few had travelled far from home and their journeys began with great apprehension.

Male migrants were always encouraged (if not ordered) to assist in the running of the ship and it was on the run in the *roaring forties* that they were likely to be of the greatest assistance. They may have assisted with the pulley-haul on ropes and braces to change the slant of the sails, but more often they helped with the manually operated pumps to keep the hold free of water. The high, following seas could cause stresses and strains in the timbers of a hull and permit water to find its way aboard in a variety of ways. This all had to be cleared by the almost ceaseless operation of the highly inefficient equipment, worked by the wheels situated upon deck. Turning those wheels was a boring task, but it was something that probably took the mind off the towering waves rushing alongside threatening to engulf the ship.

This part of the voyage was worse for the women and children who might be battened down below for anything up to two weeks with no chance of stepping on deck. It was also impossible to keep hatchways open to allow a draught of fresh air through the damp, fetid quarters. The accumulation of body heat created by such a large number in a confined space, possibly aided by a dripping deck-head or tow, resulted in an atmosphere so thick that when the hatches opened the fumes issued forth like a cloud of smoke.

Additional information about conditions can be found on the SA Maritime Museum's website:
http://education.maritime.history.sa.gov.au/docs/southwardbound.pdf

Sleep onboard

In the 1830s, passengers would share a bed with others. Imagine sleeping through a storm, the person next to you is restless, another person is sea sick, there is a baby crying and someone else is talking in their sleep. You are not going to get very much rest!
Lay in one of the bunk beds and describe how it feels, looks and sounds.

Teacher notes:
Steerage class passengers would share a bed with others, often resulting in sleepless, uncomfortable nights. The ship would encounter its first storms in the open ocean. Ships were not watertight and the accommodation below decks could be ankle-deep in seawater. Seasickness would spread through the ship and it brought depression along with physical illness.

Sailing south, it would take about four weeks to reach the Equator. That usually meant calmer and warmer weather so passengers could take air on deck and dry their bedding. Here the ship might be lucky and catch a steady breeze through the tropics. Or, others might be caught in the doldrums, the tedium of no wind, no progress in the passage and hot sleepless, airless nights.

Medicine at Sea

Each ship had a surgeon onboard to treat the sick passengers. Medicine was very different in the 1830s and the surgeon's qualifications were varied. Some ships surgeons had very little medical knowledge; unlike like the surgeons we have today. Many causes of disease and the way they spread were not known. The most common cause of death was dysentery, diarrhea which was often uncontrollable.

Students choose a task to complete:
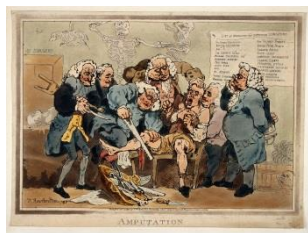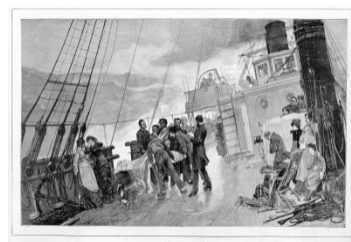
Ship's surgeon   or   *Conditions onboard*

A.   View a video that shows Dr Everard's medical kit.
Find Dr Everard's medical kit on display in the 1830s cabin. Where have you seen things like this before?
Circle one of the instruments in Dr Everard's kit that interests you.
(Research your instrument when you return to school to find out how it was used).

Dr Everard's Medical Kit   *A shroud covers a corpse for burial at Sea*

B.   View a video explaining the conditions onboard.
What do you think Mary Thomas was referring to when she talks about children committed to the sea?
Find an object in the 1340s cabin to support your thinking. Show the image as you record a response.
(When you return to school, research one of the common ailments onboard (Scarlett Fever, scurvy).

Teacher notes:
The dangerous working conditions of wooden sailing ships provided surgeons with plenty of limb wounds. Avoidance of sepsis was paramount but even so amputation was the last resort. The knife was used to cut through the muscle and the tenon saw to sever the bone. Operating without anesthetic, speed was crucial. Surgeons could cut through muscle, saw through bone and tie off blood vessels in two to three minutes. There was a great risk of infection from gangrene or tetanus. One in three amputees died.

By the 1850s, adult mortality on government assisted migrant ships bound for Australia had declined so remarkably that it matched adult death rates in Britain. For passengers travelling under the state and housed in steerage, the chance of surviving the three month voyage to Australia was far greater than those who travelled the short, unregulated Atlantic crossing to North America.

But the most vulnerable on land remained so at sea. Ellen Moger buried three children during her voyage to Adelaide and witnessed the funerals of 30 other passengers, mainly children. In the nineteenth century, three quarters of assisted migrants who died en route to Australia were aged under six.

When someone died onboard, the sail maker stitched the corpse into a bed sheet or even a bread bag (shroud). To ensure there was no life in the corpse, the last stitch went through the nose. Bodies were 'departed into the ocean.'

Provisions

There was no electricity or refrigeration onboard 1830s migrant ships. Food was rationed and given to passengers based on their age. If you were under 15, you would get half the full adult quantity each week. Food was stored in wooden crates and barrels. Once a week you would be given items such as flour, dried peas, pickled cabbage, oatmeal and bread, with salted meat given twice a week. The rations were served to groups of 6 – 10 people to share.

Circle the food items that would not have been consumed onboard an 1830s voyage.

Talk to your partner and discuss why the foods you selected would not have been eaten onboard. Record your response.

Teacher notes:

Dr Redfern's overhaul of conditions on convict ships led to the passing of Passenger Acts to protect government-assisted migrants. The 1835 Act restricted passenger numbers and outlined minimum rations.

The ships that sailed to South Australia in 1836 carried livestock to provide fresh food for passengers in cabin class. Animals included cows, sheep, hogs, sucking pigs, fowls, turkeys, ducks, geese, goats, rabbits and horses. They supplied eggs, milk and meat. Some animals were saved for stocking the new colony.

Cabin-class passengers dined at their captains' tables and enjoyed fresh meat, milk and eggs supplied daily from livestock carried on board. For the rest, rations were distributed weekly – twice weekly for meat – and included bread, oatmeal, preserved cabbage, vinegar, various preserved meats, pickled fish, flour, suet, peas, sugar, tea, coffee and mustard. Rations were not distributed to individuals, but to messes of between six and ten people. Each mess elected a captain to collect and distribute food. This was always a man , as women were not permitted to fraternise with cooks. Many disputes resulted from the real or perceived favouritism of some mess captains.

Weekly Food Rations Onboard in the 1840s
Child aged between 7 and 15 years old

- 1 pound of bread
- ½ pint of oatmeal
- ¼ pint of preserved cabbage
- ¼ pint vinegar
- ½ pound of preserved meat
- ½ pound of salted pork
- ½ pound of salted beef
- ¼ pound of pickled fish
- 1 ½ pounds of flour
- 3 ounces of suet
- ¼ pint of dried peas
- 3 ounces sugar
- A little mustard
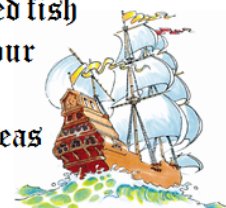
The First 9 Ships

In 1836, 9 ships arrived in South Australia from England, carrying 546 migrants. The last ship to arrive in December of that year was the *Buffalo,* carrying 171 passengers. View the video to see a re-enactment of the ship's arrival at Glenelg. Can you identify the man wearing a black suit; this is Governor Hindmarsh, the first governor of South Australia.

Do you know of any places that have been named after Governor Hindmarsh? Use the notebook and pencil tool to list your response.

Teacher notes:

Prior to European occupation, Aboriginal people had occupied the land for at least 40,000 years. At the time the province was established there were about 40 Aboriginal groups across the state, each with its own distinct dialect and territory, but linked to its neighbors by intermarriage and ceremonial and trading links. The Aboriginal people who occupied the eastern shores of Gulf St Vincent lived in extended family groups or clans, each linked to a certain tract of country. The early settlers referred to these groups as 'the Adelaide tribe', 'the Willunga tribe', 'the Rapid Bay tribe', 'the Gawler tribe' and 'the Para tribe'.

Even before the establishment of the province, Aboriginal people in the south-east of the state had had contacts with outsiders. Sealing crews based on Kangaroo Island and other offshore islands since the 1820s had made occasional raids on coastal Aboriginal camps on the Fleurieu, Yorke and Eyre Peninsulas to kidnap women, who were taken back to the islands by the sealers.

In 1936, South Australia celebrated 100 years of settlement with a celebration. This included a re-enactment of the landing at Glenelg, reading of the Proclamation, a flotilla a model boat race at Port Adelaide and various other events. (This is the video shown on the app)

Sir John Hindmarsh (1785-1860) was the first Governor of South Australia. A naval officer, he began his career on HMS *Bellerophon* at the age of fourteen and served in Nelson's Navy in the Mediterranean and East Indies*.* In 1802, he applied for the position of lieutenant with papers showing a birth date of 1782, instead of his real birth year, 1785, and received his promotion at the age of eighteen.

On 11 July 1836, Sir John Hindmarsh, his wife Susannah Wilson Edmeades and their four children set sail from Spithead, England. In his command of HMS *Buffalo*, and its 171 passengers, Governor Hindmarsh was an autocratic and abstemious captain. He had little time or inclination to deal with non-seafaring types, and was not well-liked by the passengers.

As a naval officer, his greatest concern was access to a working Port. Hindmarsh believed that the colonists should settle at Port Lincoln. Even before departure from England, he regularly disagreed with the surveyor-general Colonel Light and Commissioner Fisher about the placement and governance of the City of Adelaide. Once in the colony, the disagreement about the site for the city of Adelaide continued. After a failed attempt to exert his authority – he lost a public vote to move the site of Adelaide. Hindmarsh's authority from then on was continually disputed and his governance was hampered by opposition from Fisher and other likeminded colonists. Eventually bowing to pressure the Colonial Office recalled Hindmarsh to England ending his role as Governor of South Australia. He went on to become the governor of the island of Heligoland, on which he found a somewhat more successful venture. After returning to England, he died on the 29 July 1860.

Official Return of Passengers

Use the 'official return of passengers' chart on the wall at the entrance to the 1830s cabin to order the ships according to the number of passengers onboard.

SHIP	Adults conveyed by the Emigration Fund		Adults whose passage was defrayed by other means		Children		Persons of a superior class			TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	Children	
John Pirie	17	4	2		2	3				28
Duke of York	25		4				5	4		38
Cygnet	38	14			9	8	11	4		84
Lady Mary Pelham	22	1	4				1	1		29
Emma	12	3			1	3	2	1		22
Rapid	16	1					7			24
Africaine	27	13			6	4	11	7	8	76
HMS Buffalo	52	35			28	19	21	16		171
Tam O'Shanter	34	16	1		8	9	6			74
TOTAL	243	87	11		54	46	64	33	8	546

Order the vessels below to show the vessels with the lowest to highest number of passengers onboard.

Rapid (24)   Lady Mary Pelham (29)   Duke of York (38)   Buffalo (171)

Look at the chart to see that some people are listed as "persons of a superior class." What do you think this means? Would Governor Hindmarsh have been considered a person of superior class? Talk with your partner and record your response.

Teacher notes:

Profiles of the nine ships to arrive in South Australia in 1836 can be found online:
http://boundforsouthaustralia.net.au/ships.html

Britain in the 1830s was a society structured by rank, wealth and class. The life of a Lord was very different to that of a labourer or milkmaid on his estate, or that of a factory worker. Access to everything from education to political rights was determined by a person's 'station in life' – the social position the person was born into – and wealth. The traditional hierarchy with the monarch at the top, followed by peers (Lords, Earls and so on), with the labouring classes at the bottom, was in the nineteenth century changing to reflect industrialisation and the rising middle class of manufacturers and merchants. Religion and gender further structured society. The prevailing belief in this period was that the social structure was God's will, part of Divine Providence. It was observed and maintained through rigid social conventions and distinctions of speech, dress and behaviour. That said, there was always movement between different groups, as fortunes waxed and waned. Part of the appeal of emigration was the prospect of bettering one's 'station in life'.

The Wakefieldian scheme of systematic colonisation on which the Province of South Australia was based aimed to reproduce a particular social structure. The Province was established with a uniform minimum price for land, calculated as high enough to raise a fund to pay for emigration and high enough to make it affordable to emigrant labourers only after considerable time and saving – yet low enough to entice would-be landowners to come to the new province. This price for land was calculated to ensure a balance between the supply of labour and capital; landowners would have labourers, who would remain labourers and not become landowners too quickly. Conditions and attitudes on board ship reflected the social hierarchies of the society being left behind.