Exploring the National Museum of Australia exhibition

During 2011 the National Museum of Australia is presenting an exhibition, *Not just Ned: A true history of the Irish in Australia*. This exhibition traces the great influence and impact that Irish immigration has had on the development of Australian history from the First Fleet to today.

This unit has been developed to:

- help students explore aspects of the impacts of this immigrant group,
- see how a study of one immigrant group’s experiences can help us understand aspects of Australian history
- critically examine a museum exhibition as a site study, and
- serve as a model by which any other immigrant group can be explored in the students’ own communities.

This will be done by interrogating some of the key objects, images and text in the exhibition, and completing a number of tasks.

Exploring Australian history through an immigrant group’s experiences

What are we looking for when we explore an immigrant group’s experiences and impacts in Australia over time?

Here is a suggested set of aspects to explore. You will be able to investigate these aspects through the selection of objects, images and text in this unit, drawn from the National Museum of Australia’s *Not just Ned: A true history of the Irish in Australia* exhibition.

This evidence will not provide full answers to all of the questions, but will provide starting points and ideas to help you explore the various themes further.

To explore the history and impact of an immigrant group in Australian history I need to know:

<table>
<thead>
<tr>
<th>KEY ASPECT</th>
<th>ELABORATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who came?</td>
<td>Were they all the same group of class or type?</td>
</tr>
<tr>
<td></td>
<td>Did they all bring the same skills and culture?</td>
</tr>
<tr>
<td>When?</td>
<td>Main periods and numbers</td>
</tr>
<tr>
<td>How?</td>
<td>Convict or free? Assisted or unassisted? Individuals or groups?</td>
</tr>
<tr>
<td>Why?</td>
<td>Push factors (e.g. famine, poverty, force) or Pull factors (e.g. availability of land, religious freedom)</td>
</tr>
<tr>
<td>Where from?</td>
<td>Were they all from the same area or a variety of areas?</td>
</tr>
<tr>
<td></td>
<td>If from different areas, did this make them less homogeneous?</td>
</tr>
<tr>
<td>Where did they go to?</td>
<td>City or rural? Clustered in the same area or spread widely?</td>
</tr>
<tr>
<td>What happened to them?</td>
<td>Success or failure?</td>
</tr>
<tr>
<td>What was it like?</td>
<td>What impacts did the emigration experience have on them?</td>
</tr>
<tr>
<td></td>
<td>How were they accepted in the new society?</td>
</tr>
<tr>
<td>What were their impacts and influences on the receiving society?</td>
<td>How did they contribute: Economically — as workers, or as employers, or as businesspeople? Culturally — adopting the society’s social values, or changing them? Socially — creating a significant new group or blending in with the existing ones? Politically — having an influence on the way the society is governed?</td>
</tr>
</tbody>
</table>

As you work through each piece of evidence from *Not just Ned: A true history of the Irish in Australia* exhibition you need to apply these questions to help decide what that evidence is telling you and helping you to understand about the immigrant group.

THE IRISH, and their descendants, have been part of Australian history since the arrival of the First Fleet and its convicts in 1788. Well into the 20th century, the Irish were Australia’s second largest ethnic group. Millions of Australians can lay claim to an Irish ancestor.

Who were the Irish? Most were ordinary men and women, many with hardly any skills or assets, who left a poor country that offered them few opportunities. Others were better educated. In Australia, they sought a better life: a family, a bit of land, decent wages, a career.

But among the thousands of Irish who came were some whose stories have become legends, or whose efforts have made Australia what it is today. This exhibition tells something of the Irish story in Australia.

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Your tasks

1. Complete the activity on pages 4-5, setting out your current ideas and knowledge about the Irish in Australia.

2. Take responsibility to explore one of the five evidence sets on pages 6-15, deciding on your answers.

3. Report to the whole class on your evidence set, and discuss and explain your answers.

4. Make any revisions needed to your original set of answers on pages 4-5.

5. Look around and see if there is any evidence of the Irish heritage in your own community. Pages 16-17 show some of the sorts of physical and cultural evidence that might still exist in some communities.

6. You might then like to explore the experience and impacts of another immigrant group that has been significant to the development of your own community, using what you have learned about the Irish experience as a guide.

Identifying your existing knowledge and ideas about the Irish in Australia

Here are five sets of statements about the Irish in Australia from the First Fleet to the early post-World War 1 period. Complete each set by recording your answer to each statement — whether you think the statement is probably or definitely true (T), probably or definitely false (F), or you do not know (?).

Do not worry if you do not have information to answer these questions — it is important to record what you think, and then you will be able to come back and make any changes after you have worked through the evidence sets that follow.

After you have studied the evidence sets you can also complete the final statement about the Irish in Australia.

<table>
<thead>
<tr>
<th>STATEMENTS ABOUT THE IRISH IN AUSTRALIA AND CONVICT TRANSPORTATION AND THE CONVICT SYSTEM</th>
<th>THIS IS LIKELY TO BE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of convicts sent to Australia were Irish</td>
<td>T F ?</td>
</tr>
<tr>
<td>Irish convicts were all rural labourers</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish were forced into crime by poverty</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish were all Catholics</td>
<td>T F ?</td>
</tr>
<tr>
<td>All the Irish to come to Australia up to 1830 were convicts</td>
<td>T F ?</td>
</tr>
<tr>
<td>Many Irish convicts were political rebels</td>
<td>T F ?</td>
</tr>
<tr>
<td>There were about equal numbers of men and women among the Irish convicts</td>
<td>T F ?</td>
</tr>
<tr>
<td>Life for the Irish convicts was harsh and brutal</td>
<td>T F ?</td>
</tr>
<tr>
<td>Most of the Irish convicts were young (under 25)</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish were the largest group in early colonial society</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish brought Catholicism to the colonies</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish provided the labouring class in colonial society</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish challenged British rule in early colonial society</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish remained at the bottom rung of the new society</td>
<td>T F ?</td>
</tr>
</tbody>
</table>

To test these see Evidence Set 1

<table>
<thead>
<tr>
<th>STATEMENTS ABOUT THE IRISH EMIGRATION EXPERIENCE AND AUSTRALIA</th>
<th>THIS IS LIKELY TO BE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Irish encouraged ‘chain migration’</td>
<td>T F ?</td>
</tr>
<tr>
<td>All Irish emigrants were assisted by the Australian colonies to come</td>
<td>T F ?</td>
</tr>
<tr>
<td>Irish emigration was caused by the Great Famine of the 1840s</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish emigrants were the most impoverished of the Irish people</td>
<td>T F ?</td>
</tr>
<tr>
<td>Irish emigrants experienced appalling conditions aboard the ships</td>
<td>T F ?</td>
</tr>
<tr>
<td>Emigration to Australia was dangerous</td>
<td>T F ?</td>
</tr>
<tr>
<td>Irish emigrants came as whole families</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish emigrants brought Irish culture to the colonies</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish emigrants influenced the nature of Australian identity</td>
<td>T F ?</td>
</tr>
<tr>
<td>The Irish emigrants were all Catholic</td>
<td>T F ?</td>
</tr>
<tr>
<td>Irish emigrants soon integrated into the new society</td>
<td>T F ?</td>
</tr>
<tr>
<td>Irish emigration provided skilled people for the colonies</td>
<td>T F ?</td>
</tr>
</tbody>
</table>

To test these see Evidence Set 2

If you visit the National Museum of Australia.

If you visit Not just Ned: A true history of the Irish in Australia exhibition at the National Museum of Australia in Canberra during 2011 you can complete the additional activity listed with each evidence set. You will also then be able to carry out the activity on page 18, a Museum Site Study involving a critical analysis of aspects of the exhibition.
**STATEMENTS ABOUT THE IRISH IN AUSTRALIA AND RURAL LIFE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>T</th>
<th>F</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Irish farmed the poorest land</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish were discriminated against by the squatter class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish were anti-British</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irish farmers such as the Kellys became outlaws as a result of British injustice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irish families such as the Kellys wanted to overthrow the British system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irish settlers identified with the Aboriginal people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irish settlers identified with each other, regardless of their place in rural society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish settled in small, ethnically homogeneous communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish provided the labouring class rather than land owners and merchants</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To test these see Evidence Set 3

**STATEMENTS ABOUT THE IRISH IN AUSTRALIA AND URBAN LIFE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>T</th>
<th>F</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most domestic servants were Irish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish became the working class in the cities, and not the property-owning or professional class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish formed separate ethnic-based communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish brought out religious orders to maintain their religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish failed to integrate with others in the community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish showed a commitment to educating their young people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish believed their religion was the most important part of their culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintaining Irishness created divisions in Australian society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish provided a variety of economic contributions to society</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To test these see Evidence Set 4

**STATEMENTS ABOUT THE IRISH IN AUSTRALIA AND WORLD WAR 1**

<table>
<thead>
<tr>
<th>Statement</th>
<th>T</th>
<th>F</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Irish did not volunteer to fight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish did not support the war</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish opposed conscription</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish opposed British control of Ireland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Irish were not loyal to Australia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To test these see Evidence Set 5

After you have studied the evidence sets that follow come back to these statements and see if you would change any. Then write in this box any ‘big’ conclusions you can come to about the Irish in Australia

**YOUR FINAL STATEMENT ABOUT THE IRISH IN AUSTRALIA:**


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Evidence Set 1

The Irish and transportation and the convict system

You have recorded your initial ideas about the Irish in Australia on pages 4 and 5. It is now time to test some of these ideas by investigating some of the objects, images and information in the National Museum of Australia’s Not just Ned: A true history of the Irish in Australia exhibition.

Between 1787 and 1868 an estimated 40,000 Irish male and female convicts were transported to Australia. They were about 24% of all convicts transported to the Australian colonies.

Here is some evidence about the Irish and the transportation and convict system in Australia. Look at this evidence and decide what it tells you about this aspect of Australian history — such as who came, their crimes, whether they were treated well or brutally, and whether they prospered or suffered in Australia.

Note that in considering the evidence you will need to consider to what extent you can draw valid conclusions from it.

A suggested approach is:

1. Look carefully at each piece of evidence for this theme
2. Decide which of the key questions being investigated this evidence helps you answer
3. Decide if it supports or challenges your initial ideas about this aspect of the nature of Irish experience in Australia
4. Prepare a brief report on your findings and the reasons to support them to the rest of the class.

INVESTIGATING THE EVIDENCE

SOURCE 1.1 A government jail gang, 1830

Chains were used on work gangs to stop the convicts from escaping. ‘Cat o’ nine tails’ was the name given to a whip that was used to punish many convicts who re-offended while they were still serving their time in the colonies. A convict might be sentenced to hundreds of lashes for serious offences, Irish prisoners were probably whipped no more and no less than others.

What does this tell us about brutality and the convict system?

SOURCE 1.2 Cover of Martin Cash, the bushranger of Van Diemen’s Land in 1843

Martin Cash was an Irishman sentenced to transportation to New South Wales. He was given a ticket-of-leave and worked on assignment, before re-offending and being sent to the dreaded Port Arthur prison in Van Diemen’s Land. He escaped several times and was sentenced to death for murder. However, this was revoked, and he served many more years in prisons before gaining his freedom and having his biography written.

What does this evidence help us understand about who the Irish convicts were and what happened to them?

SOURCE 1.3 Bridget Cuddihy and her family

In 1848 four convicts arrived in Tasmania aboard a convict ship. Bridget Cuddihy was a widow and fifty years old. She was sentenced to seven years for sheep stealing. Her three daughters — Honora Cuddihy, aged 23, Mary Cuddihy, 18 and Catherine Cuddihy, 17 — were also convicted of the same crime.

They had been left in Ireland during the famine years that started in 1845 with no means of support. Bridget’s son Daniel had been transported to Australia five years earlier. It is quite possible that rather than die of starvation in Ireland the Cuddihy women decided to be convicted of a crime to get transported to Australia.

Bridget Cuddihy had been a widow for thirteen years when she was transported. In 1852 as a convict she married Thomas Barr, aged 52 and also a convict, in Hobart. Bridget died when she was sixty three.

Honora Cuddihy married John Early in 1852 in Hobart. He was twenty eight years old and also a convict, but worked as a boot maker. They had two children, Anne was born in 1852 and Bridget in 1854.

Mary Cuddihy married Mathew Hares in 1858 in Hobart. Their first child Robert was born in 1858 and they had three more sons and a daughter.

Catherine Cuddihy had a son, William 1852. She married his father, Thomas Kilroe in August 1852. She had nine children, six sons and three daughters. On 29th April 1858 she got her Certificate of Release. Why she served ten years and not the seven she was sentenced to is unclear. She was now free.

She immediately placed her three children, Joseph age six, James age four and Margaret age nineteen months into Queen’s Orphanage in Hobart. Six months later she picked up Margaret and collected the two boys in December of that year and she was pregnant again. Ambrose was born in June 1859. The following year James died at the age of six. Thomas was born in November 1861, then Mary Ann in December 1863, Theresa in December 1866 and Robert in August 1870.

What does this evidence help us understand about who the Irish were and what happened to them?

SOURCE 1.4 Barrington detected picking the pocket of Prince Orlow

The image shows the Irishman Barrington, the ‘gentleman pickpocket’, depicted stealing a snuff box from Prince Orlov in the front boxes of Covent Garden theatre. The snuff box, studded with diamonds, was valued at £30,000 — equivalent to many millions of dollars today. Barrington was sentenced to transportation to NSW. He became Chief Constable of Parramatta in 1796.

What does this evidence help us understand about who the Irish convicts were?

http://hubpages.com/hub/Grangegorman-Female-Penitentiary-Stoneybatter-Dublin-7-female-convicts-transportation-to-Australia

© National Museum of Australia and Ryebuck Media 2011
SOURCE 1.7  Ned Ryan’s Certificate of Freedom
Ned Ryan was sentenced to transportation to New South Wales in 1816 for tearing down a shop in Ireland that British soldiers were to be stationed in — a political crime.
He carried his certificate of freedom all his life.
Thirty-two years after his arrival he sent for his wife and two children to join him.
He died a wealthy and respected man.

SOURCE 1.8  Father Therry’s Chalice
Father John Joseph Therry was one of the first two Roman Catholic priests sent from Ireland to be official chaplains to the transported Irish convicts in Australia. He spent the next 44 years in Australia. The chalice is the one he used to give Holy Communion to Catholics.

SOURCE 1.9  A former convict’s headstone
The inscription reads: ‘SACRED TO THE MEMORY OF THOMAS GREER, WHO DEPARTED THIS LIFE 4 JUNE 1841, AGED [OBSCURED] YEARS’. 

SOURCE 1.10  Eliza Greer’s petition
Thomas Greer was born in 1799 in Belfast. He was 26 when he married Elizabeth Maglathery. They had five children. He was transported in 1831 for possessing a forged Bank of Ireland printing plate and currency. He was assigned to a settler on the south coast of New South Wales, and on receiving his ticket of leave in 1840 sent for his family to join him. At the same time his wife had petitioned the British government to allow her and the children to join him. They arrived in 1842 only to discover that Greer had died the previous year. Elizabeth, now stranded in New South Wales, found a job, and in 1845 married another convict assigned to her previous husband’s employer. Elizabeth lived to be 100, dying in 1891 and leaving many descendants who still live in the Shoalhaven area.

Revising your ideas
Go back to your answers on page 4 about the Irish experience of transportation and the convict system and make any changes needed. Explain these to the class.

Drawing conclusions and reporting back
List the main knowledge and understandings about the Irish experience about transportation and the convict system in Australian history that you have gained from this evidence. Explain these to the class.

Investigating further
List at least three aspects of the transportation and convict system that you would be interested in learning more about.

In my community
Identify any ways that the Irish convict experience might still exist in your community.

If you visit the Not just Ned: A true history of the Irish in Australia exhibition
1  Place a tick beside any of the evidence above that you see in the exhibition.
2  List up to three other exhibits that you see that are relevant to the theme of convict transportation
3  What image or impression does this exhibition give you about the Irish convict experience? You may like to compare this with the image you get from other research or from text books, and comment on the similarities and differences.
You have recorded your initial ideas about the Irish in Australia on pages 4 and 5. It is now time to test some of these ideas by investigating some of the objects, images and information in the National Museum of Australia’s Not just Ned: A true history of the Irish in Australia exhibition.

From the 1830s to 1914 over 300,000 Irish people emigrated to Australia. Some were free immigrants (that is, they paid their own way), and some were assisted immigrants (that is, one of the Australian colonial governments or an organisation paid some or all of the costs of emigrating). Many text books stress that the 1840s Irish potato famine led to a huge number of Irish leaving for America and Canada. Was this the main reason for emigration to Australia, or were there other reasons?

Here is some evidence about the Irish and emigration to Australia. Look at it and decide what it tells you about this aspect of Australian history — such as who emigrated and why, what they felt about it, what the experience of the voyage was like, where they went to in Australia, whether they succeeded or not, how they contributed to the society and had an impact on it, and what happened to them in their new homeland.

Note that in considering the evidence you will need to consider to what extent you can draw valid conclusions from it.

A suggested approach is:

1. Look carefully at each piece of evidence for this theme
2. Decide which of the key questions being investigated this evidence helps you answer
3. Decide if it supports or challenges your initial ideas about this aspect of the nature of Irish experience in Australia
4. Prepare a brief report on your findings and the reasons to support them to the rest of the class.

**INVESTIGATING THE EVIDENCE**

**SOURCE 2.1** Irish emigrants leave home — the priest’s blessing 1851

The accompanying text read: ‘[There is a] constant stream of well-clad, healthy and comfortable-looking peasantry in our streets … In England you can have but little conception of the sufferings of the poor Irish emigrant from the time he first announces his intention of leaving home.’

**SOURCE 2.2** Female Emigration Poster

**SOURCE 2.3** Nashwauk anchor

Immigration Office, Port Adelaide 6th July 1855

The Nashwauk was wrecked on the coast near the mouth of the Onkaparinga River on the 13th of May. All the immigrants [nearly 300 people, chiefly Irish, among whom there were many single girls] were safely landed and taken to the township of Noarlunga, from which place some were taken by the steamer Melbourne to Port Adelaide, and some were sent inland in drays to Adelaide.

An investigation was ordered [by the Government] … into the treatment of the people by the master and surgeon-superintendent of the ship … [but] it appeared to the Board that there was no foundation for any complaints against the surgeon-superintendent during the voyage … One hundred and sixty seven young women arrived by this ship and the greater number were a most ineligible class of persons.

The South Australian Government Gazette 12th July 1855

**SOURCE 2.4** A report from an Immigration Agent in South Australia in 1852

Respecting the Irish female servants, who are only fit for farm service. They require to be taught the common household duties when taken by families in and about the town, but demand and expect the wages of good thorough servants from England and Scotland; the consequence is, that as long as an English or Scottish servant is to be had, the Irish find it most difficult to procure situations, and of course remain a long time at the depot.


**SOURCE 2.5** A Letter to Lord Monteagle

My Lord, I, as in duty bound, feel called upon to inform you; Lordship how the emigrants who obtained a passage through your lordship’s intercession are situated.

All the Girls are employed in the Town of Melbourne … they are all in respectable places. Thos. Sheahan is employed in the Town adjoining, attending Bricklayers … John Enraght on Public work, at the same rate … There is nothing in such demand in this Colony as Male and Female Servants.

I consider your lordship will feel satisfied when you know they are all in good situations, and with respectable masters and mistresses. I have seen a good deal of the Emigrants whom I knew at home, that obtained a passage through your lordship’s intercession, about eleven years ago, some of them live in the Town of Melbourne, and are living comfortably …

I expect, my lord, to be able to remit some money to your lordship in recompense for the expenses incurred on my and my sisters’ account by your lordship, as well as some relief to my poor mother, brothers and sister.

I am, My Lord, with profound veneration, Your Lordship’s most devoted Servant, P. Danaher

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Here is some information about its passengers:

- This ship arrived in Australia in October 1854.

The Irish immigrant ship *Caroline* arrived in Australia in October 1854. The ship carried a significant number of Irish immigrants, with a notable passenger being Isabella Mary Kelly.

**Isabella Mary Kelly**

Isabella Mary Kelly was born in Ireland in 1827 and arrived in Australia in 1845. She was a household servant who lived in Sydney’s Docklands for many years. Ms Kelly came to New South Wales in the 1840s as part of the assisted immigration scheme.

In 1859, she was imprisoned for perjury on the false evidence of a neighbour, and although she had been paid 10 shillings for her evidence, she was awarded 126 shillings and 6d as compensation. She was soon released and pardoned, but she never recovered physically or financially. After a number of years, she lived as a shopkeeper, milliner, lacemaker, and dressmaker.

The stories which once circulated about Irishwoman Isabella Mary Kelly were amazing. Tabloid articles about her in the 1970s and 1980s starting with headlines like, ‘Female settler was tyrant to assigned lags’.

The truth was less spectacular but fascinating. Ms Kelly came to New South Wales in the 1840s as part of the assisted immigration scheme. She successfully managed her property herself, becoming a noted breeder of horses. Current thinking about Kelly is that she was greatly resentted for her free lifestyle as an unmarried woman.

In 1859, she was imprisoned for perjury on the false evidence of a neighbour, and although soon released and pardoned, she never recovered physically or financially. After a number of years, she lived as a shopkeeper, milliner, lacemaker, and dressmaker.

Revising your ideas

Go back to your answers on page 4 about the Irish experience of migration to Australia and make any changes needed. Explain these to the class.

Drawing conclusions and reporting back

List the main knowledge and understandings about the Irish experience of migration to Australia that you have gained from this evidence. Explain these to the class.

Investigating further

List at least three aspects of migration to Australia that you would be interested in learning more about.

In my community

Identify any ways that the Irish migration experience might still exist in your community.

If you visit the *Not just Ned: A true history of the Irish in Australia* exhibition

1. Place a tick beside any of the evidence above that you see in the exhibition.
2. List up to three other exhibits that you see that are relevant to the theme of Irish emigration to Australia.
3. What image or impression does this exhibition give you about the Irish convict experience? You may like to compare this with the image you get from other research or from text books, and comment on the similarities and differences.
You have recorded your initial ideas about the Irish in Australia on pages 4 and 5. It is now time to test some of these ideas by investigating some of the objects, images and information in the National Museum of Australia’s ‘Not just Ned: A true history of the Irish in Australia’ exhibition.

Here is some evidence about the Irish and nineteenth century rural development in Australia.

Look at this evidence and decide what it tells you about this aspect of Australian history — such as where the Irish immigrants went, what they did, whether they contributed to the economic, social, political and environmental development of rural areas, whether they were successful in their new lives.

Note that in considering the evidence you will need to consider to what extent you can draw valid conclusions from it.

A suggested approach is:

1. Look carefully at each piece of evidence for this theme
2. Decide which of the key questions being investigated this evidence helps you answer
3. Decide if it supports or challenges your initial ideas about this aspect of the nature of Irish experience in Australia
4. Prepare a brief report on your findings and the reasons to support them to the rest of the class.

INVESTIGATING THE EVIDENCE

The Kilfoyles and Duracks started as poor Irish immigrants to New South Wales. They moved to the Kimberley area of WA, and developed a huge pastoral empire during the late nineteenth century.

**SOURCE 3.1 Kilfoyles and Duracks**

We are informed that Messrs. Durack and Kilfoyle have started from Queensland overland for Kimberley with 400 horses, 2,000 head of cattle and 10,000 sheep, and that Mr. Durack intends to start another lot shortly. Mr. Forrester also leaves before long with sheep, while Messrs. Pascoe, Plumb and Co., are shipping 2,000 ewes from Melbourne. We shall have a few words to say in our next issue as to the view which these bona fide Kimberley pioneers take of the present stocking clause.

*The West Australian* 13 March 1883

**SOURCE 3.2 Potato harvest in Victoria**

Irish families settled around the Koroit area in Warrnambool, Victoria, and found that the rich volcanic soil was perfect for producing potatoes, among other agricultural and pastoral uses.

**SOURCE 3.3 Aboriginal artefacts collected by the von Stieglitz brothers after a clash with local Aboriginal people**

John and Robert von Stieglitz took up sheep runs in the Port Phillip District in 1836. Their attitude to the Aboriginal inhabitants was ‘the general rule is, if the people cultivate or grass the land they have a claim on it, but these creatures [the local Aboriginal people] did neither.’ They used force to drive local Aboriginal people off the land.

**SOURCE 3.4 Robert O’Hara Burke**

In 1860 Irishman Robert Burke led an expedition to open a way from the south to the north of inland Australia. Despite his incompetence as a bushman and the death of the key members of his party he was hailed as a hero.

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Revising your ideas

Go back to your answers on page 5 about the contribution of the Irish to nineteenth century rural development in Australia and make any changes needed. Explain these to the class.

Drawing conclusions and reporting back

List the main knowledge and understandings about the Irish contribution to nineteenth century rural development in Australia that you have gained from this evidence. Explain these to the class.

SOURCE 3.5 Nuns at Broome

In 1907 a party of six Irish sisters of St John of God arrived in Australia from Ireland as missionaries to provide health and education support to Aboriginal people in the Dampier Peninsula area of Western Australia. Some people have criticised their activities as helping to destroy Indigenous culture, but others have praised their humanitarian work.

What does this evidence help us understand about the attitude of Irish immigrants in Australia to the welfare of the Aboriginal people?

SOURCE 3.6 Katherine Hotel, Borroloola Hotel

Both hotels were in remote areas of the Northern Territory, established on cattle trails, and run by Irish licensees.

What does this evidence help us understand about the spread of Irish migrants and their contribution to rural society, culture and economy?

SOURCE 3.7 The Kelly Gang

Between 1878 and 1880 the Kelly gang, led by Ned Kelly, son of an Irish convict, robbed banks and individuals in the north-east of Victoria. The Irish dominated colonial police forces at the time — in Victoria in 1874 81.7% of police were Irish born. In 1878 the Kelly gang killed three Irish-born police sent to track them down. In 1880 three of the gang were killed at a siege at Glenrowan, and Ned Kelly was captured. He was tried in Melbourne in 1880 before the Irishman Judge Redmond Barry, found guilty and hanged.

What does this evidence help us understand about the attitude of Irish immigrants in Australia to the welfare of the Aboriginal people?

What does this evidence help us understand about the variety of occupations and attitudes to law of Irish immigrants in Australia?

Investigating further

List at least three aspects of nineteenth century rural development in Australia that you would be interested in learning more about.

In my community

Identify any ways that the Irish contribution to nineteenth century rural development might still exist in your community.

If you visit the Not just Ned: A true history of the Irish in Australia exhibition

1. Place a tick beside any of the evidence above that you see in the exhibition.
2. List up to three other exhibits that you see that are relevant to the theme of convict transportation.
3. What image or impression does this exhibition give you about the Irish convict experience? You may like to compare this with the image you get from other research or from text books, and comment on the similarities and differences.
You have recorded your initial ideas about the Irish in Australia on pages 4 and 5. It is now time to test some of these ideas by investigating some of the objects, images and information in the National Museum of Australia’s Not just Ned: A true history of the Irish in Australia exhibition.

Here is some evidence about the Irish and nineteenth century urban development in Australia.

Look at this evidence and decide what it tells you about this aspect of Australian history — such as where the Irish immigrants went, what they did, whether they contributed to the economic, social, political and environmental development of urban areas, whether they were successful in their new lives.

Note that in considering the evidence you will need to consider to what extent you can draw valid conclusions from it.

A suggested approach is:

1. Look carefully at each piece of evidence for this theme
2. Decide which of the key questions being investigated this evidence helps you answer
3. Decide if it supports or challenges your initial ideas about this aspect of the nature of Irish experience in Australia
4. Prepare a brief report on your findings and the reasons to support them to the rest of the class.

**INVESTIGATING THE EVIDENCE**

**SOURCE 4.1 The New South Wales Vice-Regal family**
The Irishman Somerset Richard Lowry-Corry, the Earl of Belmore, and his family arrived in Australia in 1868 after the Earl’s appointment as Governor of NSW, and returned to Ireland in 1872. The doll’s house was presented as a gift from the people of Sydney to the Earl’s four daughters.

**SOURCE 4.2 Mary Lee, women’s suffrage campaigner**
Mary Lee was an Irish migrant to South Australia who campaigned for the right of women to vote. This was granted in 1894.

**SOURCE 4.3 An Irish Protestant presence in the Loyal Orange Lodge**
The Loyal Orange Lodge was an organisation of Irish Protestants, who were mostly from the northern counties of Ireland. It was loyal to Britain, and opposed the move to separate Ireland into an independent republic.
**SOURCE 4.4**  Phoenix railway engine model

The Phoenix Foundry was established in Ballarat by Northern Irish engineer and ironfounder William Henry Shaw in 1856, after he had failed as a gold seeker. At its peak it provided work for over 350 men, and produced over 200 steam locomotives. Shaw became a prominent local citizen.

**SOURCE 4.5** An Irish Catholic presence

St Patrick’s Day (March 17) is the national day of Ireland. It has long been celebrated in Australia with marches of Catholic organisations and schoolchildren.

The Children of Mary was an organisation for Catholic girls. They took part in the St Patrick’s Day march.

**SOURCE 4.6**  A piano factory

The Beale Piano Factory in Annandale, Sydney, was once praised as the ‘largest piano factory in the British Empire’. It was founded by Octavius Charles Beale, who came as a child from Ireland during the gold rush of the 1850s. By the mid-1920s the factory had turned out more than 60,000 instruments.

**SOURCE 4.7**  Catholic schools

Many Catholic schools were established around Australia, to combine secular education with the Catholic faith. Most were primary schools, and most were in working class areas. One exception was Riverview, an exclusive Jesuit school in Sydney for the education of the sons of wealthy Catholics. It competed in school sports against the colony’s most exclusive and wealthy private schools.

**SOURCE 4.8**  Attitudes to the Irish influences on Australian identity

Here are two quotes from NSW leaders, Premier Parkes, and Catholic Archbishop Cardinal Moran.

A  Premier Parkes 1872:

I protest against Irishmen coming here and bringing their national grievances to disturb this land of ours ... I object to seven Irishmen coming here to every three Englishmen.

B  Cardinal Moran 1888:

And whilst the Australians are thus one in heart and one in hand with their brothers of the dear mother country, we are not the less loyal to the empire of which we are proud to form part. In our sympathy with your struggles in the cause of liberty, we are impelled, not by hatred of England, but by love of Ireland. The freedom which we enjoy is the mainstay of the empire’s strength; and we desire that Ireland should, to the fullest extent, enjoy the same freedom, without which the empire cannot stand.


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Revising your ideas

Go back to your answers on page 5 about the contribution of the Irish to nineteenth century urban development in Australia and make any changes needed.

Drawing conclusions and reporting back

List the main knowledge and understandings about the contribution of the Irish to nineteenth century urban development in Australia that you have gained from this evidence. Explain these to the class.

Investigating further

List at least three aspects of the contribution of the Irish to nineteenth century urban development in Australia that you would be interested in learning more about.

In my community

Identify any ways that the contribution of the Irish to nineteenth century urban development in Australia might still exist in your community.

If you visit the *Not just Ned: A true history of the Irish in Australia* exhibition

1. Place a tick beside any of the evidence above that you see in the exhibition.
2. List up to three other exhibits that you see that are relevant to the theme of nineteenth century urban development in Australia.
3. What image or impression does this exhibition give you about the Irish convict experience? You may like to compare this with the image you get from other research or from text books, and comment on the similarities and differences.
You have recorded your initial ideas about the Irish in Australia on pages 4 and 5. It is now time to test some of these ideas by investigating some of the objects, images and information in the National Museum of Australia’s ‘Not just Ned: A true history of the Irish in Australia’ exhibition.

Here is some evidence about the Irish and World War I in Australia. Look at this evidence and decide what it tells you about this aspect of Australian history — such as whether Irish Australians volunteered in proportion to their numbers in the population, their attitudes to the war and conscription, and the way non-Irish in the community judged their commitment to the war. At the time there was a strong public identification of the link between Irishness and Catholicism in Australia.

Note that in considering the evidence you will need to consider to what extent you can draw valid conclusions from it.

A suggested approach is:
1. Look carefully at each piece of evidence for this theme
2. Decide which of the key questions being investigated this evidence helps you answer
3. Decide if it supports or challenges your initial ideas about this aspect of the nature of Irish experience in Australia
4. Prepare a brief report on your findings and the reasons to support them to the rest of the class.

### INVESTIGATING THE EVIDENCE

#### SOURCE 5.1
Statistics on the proportion of Catholics in the AIF compared to the general population

The national figures were:
- % of Catholics in the total population: 21.8%
- % of Catholics in the AIF: 20.0%

In an area of north-eastern Victoria studied by historian John McQuilton that was unusually heavily influenced by Irish settlement:
- % of Catholics in the region: 28.5%
- % of Catholics from that region who volunteered for the AIF: 23.1%

McQuilton put this down to the fact that most eligible men in the area worked on family farms. He points out that the events of the Easter Uprising of 1916, when the Irish political and nationalist group Sinn Fein tried to forcibly expel the British and set up an independent Irish government in Ireland, had no impact on recruiting figures.


What does this evidence help us understand about the Irish contribution to social cohesion and national identity in World War I Australia?

#### SOURCE 5.2
A conscription cartoon

“A Vital Question: Will the Favourite Fall, and let the Imported Outsider Win?”

In 1916 and 1917 the Commonwealth Government, led by Prime Minister William Morris Hughes, held two plebiscites, or popular votes, on whether the government should introduce conscription for overseas service. Both were narrowly defeated. One of the main opponents of conscription, particularly in 1917, was the Irish-born Catholic Archbishop of Melbourne, Dr Daniel Mannix.

What does this evidence help us understand about the Irish contribution to social cohesion and national identity in World War I Australia?

#### SOURCE 5.3 Les Darcy

Les Darcy, born into a poor family of Irish Catholic origin, was Australia’s champion middleweight boxer. He died in 1917 in America, trying to earn money from his fighting to support his family. Darcy was accused of cowardice for leaving Australia during the war rather than joining up to fight.

Mourning locket, containing a photograph of Les Darcy and a lock of his hair, belonging to Darcy’s sweetheart, Winnie O’Sullivan 1917

What does this evidence help us understand about the Irish contribution to social cohesion and national identity in World War I Australia?
**SOURCE 5.4** Martin O’Meara

Martin O’Meara was born in Ireland in 1885. He arrived in Australia as a worker on a ship. He enlisted in the AIF and was awarded the VC for his bravery in rescuing 27 wounded men while under deadly fire in France in 1916.

**SOURCE 5.5** Irish internees

In 1916 the Irish Easter Rebellion failed to overthrow British rule and achieve independence for Ireland. Members of the small Irish National Association of New South Wales, were interned in Sydney as suspected members of the militant and illegal pro-Irish nationalist association, the Irish Republican Brotherhood.

**SOURCE 5.6** Some attitudes towards Irish Catholics in Australia

Mrs Alice Davies was the mother of a nurse, Sister Evelyn Davies, who was on service overseas with the Australian Army Nursing Service in the First World War.

Mrs Davies lived in Healesville, a small country town in Victoria.

1 December 1917

There is great excitement over the conscription. The Irish and Germans and Trades Hall* are sending round the most pernicious [terrible] lies and howl down anyone who speaks at loyal meetings, the police are mostly Sinn Fein* and won’t arrest anyone of the hooligan crowd indeed things are in a very bad way here, the R.C.* priests at the head of the Sinn Fein …

25 December 1917

You will know long before this that conscription was voted out. The disloyalist R.C.s and Trades Hall, it was a frightful time. They picked out returned Soldiers for ill treatment, it was dangerous for one to wear uniform as the hooligans set upon them and the police refused to act …

24 March 1918

Healesville works well for Patriotic Funds but the R.C.s [Roman Catholics] always get up something to counteract their efforts, every week it is the same …

*Trades Hall = Unionists

Sinn Fein = An Irish group that wanted Irish independence from England

R.C. = Roman Catholic

Tim Gurry, Robert Lewis, Richard Reid, What did you do in the War, Mummy/HTAV 1990

**Revising your ideas**

Go back to your answers about the Irish in Australia and World War I on page 5 and make any changes needed. Explain these to the class.

**Drawing conclusions and reporting back**

List the main knowledge and understandings about the Irish in Australia and World War I that you have gained from this evidence. Explain these to the class.

**Investigating further**

List at least three aspects of the Australian experience of World War I that you would be interested in learning more about.

**In my community**

Identify any ways that the Irish experience of Australia in World War I might still exist in your community.

**If you visit the Not just Ned: A true history of the Irish in Australia exhibition**

1. Place a tick beside any of the evidence above that you see in the exhibition.
2. List up to three other exhibits that you see that are relevant to the theme of the Irish in Australia and World War I.
3. What image or impression does this exhibition give you about the Irish convict experience? You may like to compare this with the image you get from other research or from text books, and comment on the similarities and differences.

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**Identifying aspects of the Irish heritage around us**

Here are some photographs from Melbourne that show evidence of the past and present influence of the Irish in Australia. These were taken in an older area of Melbourne. More modern areas may have fewer or different types of evidence. Don’t forget that people may be evidence, too!

1. Match the photographs to the descriptions. Note that in some cases there will be several examples shown in the images.

2. What does this collection of visual evidence tell you about the Irish connections of this community?

3. Brainstorm and ask local residents if there are any similar examples or evidence in your own community. Identify and caption these, and arrange them on a display board.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>PHOTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statues tell us about significant local community leaders</td>
<td>![A]</td>
</tr>
<tr>
<td>House names can indicate ties to other places</td>
<td>![B]</td>
</tr>
<tr>
<td>Headstone inscriptions can tell us stories of the past</td>
<td>![C]</td>
</tr>
<tr>
<td>Headstone designs can indicate national origins</td>
<td>![D]</td>
</tr>
<tr>
<td>Churches can indicate the strength of an immigrant culture</td>
<td>![E]</td>
</tr>
<tr>
<td>Schools can indicate the origins of the organisation that created them</td>
<td>![F]</td>
</tr>
<tr>
<td>Traditional Irish music is popular in many Australian hotels</td>
<td>![G]</td>
</tr>
<tr>
<td>Buildings can incorporate symbols that tell us about national origins</td>
<td>![H]</td>
</tr>
<tr>
<td>Irish dancing shows the continuation of Irish culture in Australia</td>
<td>![I]</td>
</tr>
<tr>
<td>Irish migrants can still contribute to local culture through excellence in sport</td>
<td>![J]</td>
</tr>
<tr>
<td>Symbols tell us of national origins and attachments</td>
<td>![K]</td>
</tr>
<tr>
<td>The participation of Irish horses in the Melbourne Cup remind many Australians of their heritage</td>
<td>![L]</td>
</tr>
<tr>
<td>Several young Australian women have travelled to Ireland and been crowned the ‘Rose of Tralee’, making links with their heritage</td>
<td>![M]</td>
</tr>
</tbody>
</table>

© National Museum of Australia and Ryebuck Media 2011
Some states’ history curriculum documents ask you to carry out a site study — critically analysing what the site tells you about the past.

A museum display can be used as a site study.

Here are some questions that you can use to critically analyse all or part of Not just Ned: A true history of the Irish in Australia exhibition at the National Museum of Australia.

**ASPECTS TO CONSIDER**

- What does the display show?
- Is the historical context explained clearly?
- Is a variety of types of evidence displayed?
- Are these objects the best possible ones to be displayed?
- Do the surroundings influence my impression of the display?
- Is there a particular message being conveyed?
- How is the display arranged?
- Are the objects displayed authentic for that event or period?
- Are a variety of types of evidence displayed?
- Are the text descriptions clear and informative?
- Is the nature of the event clearly identified (e.g. am I told if it is controversial or contested)?
- If so, is a variety of viewpoints clearly and fairly put?
- Is it giving me a particular message?
- Is its purpose to present objects (neutral), or to explain (impartial), or to argue a particular view (partisan)?
- At the end, do I feel that I really understand the situation?
- My initial impression of the display?
- My final judgement about the display?

**THE MUSEUM DISPLAY**
MARTIN CASH,
THE
IRANGER OF VAN DIEMEN'S LAND
In 1843.

PRICE ONE SHILLING.

Tasmania:
HOBART: J. WALCH & SONS.
LAUNCESTON: WALCH BROS. & BIRCHALL.
CERTIFICATE OF FREEDOM.

By Order of His Excellency Lieutenant-General RALPH DARLING, Captain General and Governor in Chief of the Territory of New South Wales and its Dependencies, &c. &c. &c.

THIS IS TO CERTIFY, that Edward Ryan, having elapsed since Sentence of Transportation for that Term was passed on him, who was tried at Strangways County on the of January 1816, and who arrived in this Colony by the Ship Surry, in the Year 1816, the said Edward Ryan, who is described on the other Side, is restored to all the Rights of a Free Subject under such Circumstances.

Given at the Colonial Secretary's Office, Sydney, this Seventeenth Day of January, One thousand eight hundred and thirty-six.

Registered in the Office of the Principal Superintendent of Convicts.
Female Emigration to New South Wales.

Committee:
William Hawkesworth, Government Agent.
Charles Smith, Under Agent.

The Committee for promoting the Emigration of Single Women to New South Wales, hereby announce, that a Superior First Class Ship of 500 Tons, bound for Sydney, will sail from Cork on Thursday, the 26th of May next.

This Ship will carry Single Women who are acceptable to the Committee, and who shall be recommended by their friends or relations.

The Committee will provide suitable accommodations on board, and will ensure a safe and comfortable voyage to the colony.

Admission to the Ship will be upon payment of the free passage, including all necessary provisions for the voyage.

Applications for embarkation may be made to the Committee, or to the Agents of His Majesty's Government in London.

By Authority:
J. DENHAM PINNOCK, Esq. His Majesty's Agent-General for Emigration.
LETTER FROM AN IRISH EMIGRANT TO LORD MONTEAGLE.

Melbourne, Port Philip,
30th of March, 1848.

My Lord,

I, as in duty bound, feel called upon to inform your Lordship how the Emigrants who obtained a passage through your lordship’s intercession are situated. All the Girls are employed in the Town of Melbourne, at the rate of Twenty-five to Twenty-six pounds per annum; they are all respectable pieces. Thos. Sheahan is employed in the Town adjoining, attending Bricklayers at Four Shillings and Six pence per day—John Enrigh on Public work, at the same rate. The general hire for Labourers of every description, my lord, is from Twenty-eight to Thirty-two pounds per annum, with board and lodgings. There is nothing in such demand in this Colony as Male and Female Servants: I was employed myself, my lord, on board the Lady Peel, by the Colonial Doctor, filling up forms of agreement between Masters and Servants, so that I had an opportunity of knowing all the particulars concerning wages, term of employment, occupation, &c. &c.

I would mention all, but I consider your lordship will feel satisfied when you know they are all in good situations, and with respectable masters and mistresses. I have seen a good deal of the Emigrants whom I knew at home, that obtained a passage through your lordship’s intercession, about eleven years ago, some of them live in the Town of Melbourne, and are living comfortably. Ellen Sheahan (Loughill), is married to one Rockford, in this Town, and keeps a Hotel. Maurice Conners, of Foynes, is living in this Town, and has as much money spared as exempts him from personal labour. I have heard from some more of them who live in the Country, and as far as I can learn, my lord, they are living independently. Ellen Sheahan is just going up to her brother accompanied by her first cousin, Daniel Mulvaree, of Clonlikard, himself and his brother has lived some time in this Town, and keeps a Grocer’s Shop. They have acted the part of a brother to me, my lord, they gave me the best of entertainment, and procured a situation for me with one Mr. Ham, a Surveyor. I am going up the Country to the Avoca River to survey a Station; my wages are Twenty-one pounds for six months. Mr. Harley has sent for his nephew and his aunt, they are on their way up by this time. I expect, my lord, to be able to remit some money to your lordship in recompense for the expenses incurred on my and my sisters’ accounts by your lordship, as well as some relief to my poor mother, brothers and sister. I hope, my lord, this humble but imperfect epistle will find your Lordship, Lady Montagle, Mr. Spring Rice, and all his family in good health. Any information I can give your lordship respecting the interlocutor of this Country, will not be lost sight of on my part. Mr. Thos. Ham, of Great Collins Street, Melbourne, would forward any commands to me, my lord, if your lordship should want any more information concerning any of the late or former Emigrants. Every thing in this Colony, my lord, is from three to four times as dear here as it is in England or Ireland, except Bread, Beef, Potatoes, &c., the best of which is obtained at Three half-pence to Two-pence per lb.

I am, My Lord, with profound veneration,
Your Lordship’s most devoted Servant,

P. DANAHAN,

P.S. My Sisters also, my lord, beg leave to return their most sincere thanks to your Lordship and Lady Montagle.

John Flanagan and Wife are both employed by a man of the name of Murphy, a Brewer, about twelve miles out in the Country, wages Fifty pounds per annum.
Erected
in the
Parliament of Victoria
in memory of
POLICE- SERGEANT
MICHAEL KENNEDY
native of Westmeath, Ireland,
aged 36 years.
who was
CRUELY MURDERED BY ARMED CRIMINALS,
in the WOMBAT RANGES near MANSFIELD
on the 26th October, 1876.
He died in the service of His Country
of which he was an ornament.
highly respected by all good citizens, and
a terror to evil-doers.
also
BRIDGET MARY
beloved wife of the above
Died 5th Nov. 1924, aged 73 years.
May their souls rest in peace.
Erected by his fellow-countrymen

IN MEMORY OF

CORNELIUS OMAHONY

Macroom, Co. Cork, Ireland

Released Political Prisoner

Died 5 - March 1879,

Aged 41 years.

R.I.P
ERECTED
BY A GRATITUDE PUBLIC
TO PERPETUATE THE MEMORY
OF INVALUABLE SERVICES
RENDERED TO VICTORIA BY
SIR REDMOND BARRY Kt
DOCTOR OF LAWS
AND A JUDGE OF THE SUPREME COURT
OBIT MDCCCLXXX.