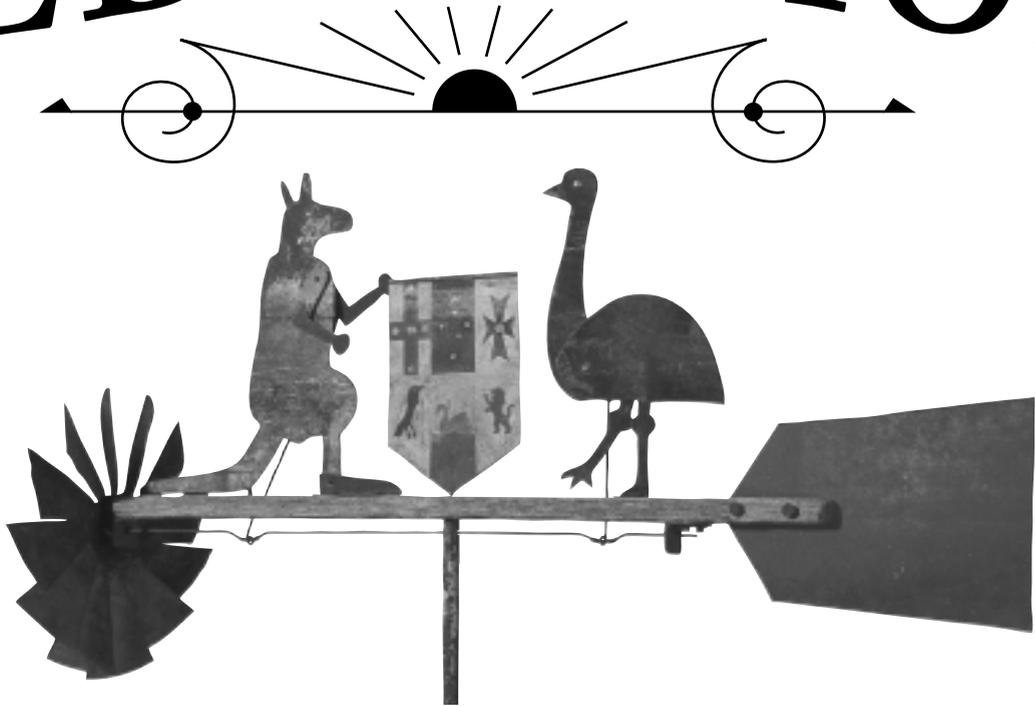


FEDERATION



A THREE-PART JOURNEY TO NATIONHOOD 'The Land', 'The People', 'The Nation'

3 x 55 minute documentary programs

A Film Australia National Interest Program produced with the assistance of the Australian Broadcasting Corporation.

TEACHERS' NOTES

Subject areas

General interest and key curriculum areas including Civics & Citizenship–Discovering Democracy, Australian History, Politics, Studies of Society, Media, and English

Level

Primary, secondary, VET, tertiary, general public

Contents

• Introduction	2
• Program synopsis	2
• Table of key points	3
• Federation 'lingo'	4
• Who's who of federation	4
• Issues, values and attitudes	5
• What they said	6
• Considering the past, present & future	7
• Images of federation	7
• Useful references	8

INTRODUCTION

'We can easily take our democratic freedoms for granted.'
Dr John Hirst, Chair of the Commonwealth
Government's Civics Education Group

'Federation was not inevitable.'
Greg Craven, constitutional lawyer

The three-part series FEDERATION has come at the right time for anyone involved in citizenship education or general public awareness of such issues. This entertaining product of seven years' work and research brings to life the events, personalities and experiences that led up to the federation of the Australian colonies in 1901.

FEDERATION depicts a struggle to create an Australian democracy. It does not glorify events or characters or avoid the nastier facts of our past. It faces the hard issues of who was excluded from the rights and privileges of Australian citizenship, and so includes the voices of women and Indigenous people who were largely ignored at the time.

It is told as a 'ripping good yarn', narrated at a cracking pace by John Doyle (aka Rampagin' Roy Slaven) from ABC-TV and Radio 2JJJ. The story is enlivened through the use of interviews with descendants of federation characters and contemporary commentators, interwoven with well-known actors speaking the words of characters of the period. Leo McKern (*Rumpole*) is the voice of the grand patriarch of the federation movement, Sir Henry Parkes.

FEDERATION focuses on primary source material such as photographs, letters, journals and newspapers from last century. It even includes rare cinema footage of federation celebrations in 1901.

Discovering Democracy: School Materials Project

Film is one of the best learning resources for bringing the past to life. The Federation series can be a particularly effective education tool when used with the *Discovering Democracy: School Materials Project* which is available as a kit and also on the Internet. See <http://www.curriculum.edu.au/democracy/about/material.htm> or www.curriculum.edu.au/democracy/teaching/teaching.htm These teachers' notes offer suggestions as to how the two could be used together. You will also find a list of books and key websites on the subject of civics and citizenship on page 40 of *Discovering Democracy: School Materials Project*. These provide excellent guides for primary and secondary levels through developmental units on key themes. The units include key ideas, indicators of student outcomes, and suggested content areas.

Hints for using Federation

- The FEDERATION series consists of three 55-minute episodes, although each episode can stand alone.
- For younger students, it may be easier to divide the program into even smaller sections, as there are many characters and events to identify and understand.
- You will need to prepare students for issues such as women's suffrage, the treatment of Aboriginal people and the overt racism that is evident in the thinking, writing and images of the time.
- Make sure you have seen the program yourself first.
- Alert students to what you want them to look for in a particular segment or episode.
- Find out what they already know about the topic first, so that you don't assume too much and so they feel that they know something.
- When you watch the program, listen for the key words and alert students to them.
- Turn key words into a 'bingo' sheet for each program as a quick pre-test for understanding the concepts.
- The three programs in this series cover a wide range of topics and can be used across the curriculum. They raise questions that teachers can help students answer through preparatory and extension activities. However, no television series can cover everything, and time constraints mean that some episodes gloss over or ignore some important issues. This can be turned to the teacher's advantage by making a note of these issues during an episode and exploring them afterwards as a challenge for students. Omissions or gaps can stimulate discussion and help set research topics.

PROGRAM SYNOPSIS

EPISODE 1–The Land

*Winner of an AWGIE from the Australian Writers Guild,
Documentary-Public Broadcast Category 1998*

This episode tracks our first attempts at making a nation. In the winter of 1889, Henry Parkes, the grand patriarch with the big white beard and three-time premier of NSW, decides he can federate the colonies.

However, he is dealing with isolated regions separated by armies, train gauges and customs houses, with every capital setting its own time. It will take more than the grand vision of one elder statesman to create a nation. A constitution is written, but the squabbling colonies can't agree.

They do agree on a national political map. The next generation of politicians would use these boundaries to create the modern nation called Australia.

EPISODE 2–The People

*Highly commended by the History Council of NSW,
Max Kelly Medal*

The federation issue, which had been left floundering in the doldrums of the Depression of the 1890s, was revived. Some now realised that creating a nation would require the will of the people. But in creating a nation, they were also creating Australians and now there were new demands for a fair go, for the right to vote, and for a fairer, more egalitarian society.

But what does it mean to become part of one nation? How was Australia defined in the decades leading up to federation? Some people would become Australians, others would be deliberately excluded by the constitution.

This is the story of the winners and losers, of the struggle not just to create an Australian nation but to make an Australian democracy.

EPISODE 3–The Nation

For years federation had defeated all those who'd tried. In 1897 the 'men with beards' tried again, in three conventions in three cities to bring the colonies together into one nation. Western Australia remained defiantly apart until the last moment, insisting on a better deal.

This is the story of the bargains struck, the drunken arguments, lost tempers, lost causes, the constitutional crises, and bad poetry all written in the name of federation. The constitution, rejected by the people in the first poll, would be accepted in the second. And then the haggling with Britain begins, because the constitution had to be an act of the British Parliament.

TABLE OF KEY POINTS

Some of the key themes, issues, people, dates, terms and images from the FEDERATION programs are listed in this table. The list is just a sample: some concepts and people appear in all episodes, and you will find many others. See also 'Aims of civics and citizenship education' in *Discovering Democracy: School Materials Project*, page 7.

	Themes	Issues	People	Dates	Terms	Images
Episode 1 The Land	Emerging national feeling Distance Identity Groundwork for federation A democratic constitution A 'map' of Australia	Borders and taxes Protectionism Provincialism Republicanism <i>The Bulletin</i> Chinese people Aboriginal peoples Women Republic Workers' rights The Depression	Parkes Barton Deakin Kingston Forrest Reid Lawson Jandamarra Quong Tart	1889-1891	The Commonwealth Tenterfield speech Woman's Christian Temperance Union	Advertisements Cartoons Designs Aboriginal photos
Episode 2 The People	Time of change The people Women's rights Premiers Women in politics Western Australia Voting rights	Aboriginal rights Universal suffrage Environment	Deakin Quick Barton Parkes Spence Wilson Reid	1891-1897: the Depression 1893: The Corowa Plan, the vote for women in SA, first election with women voting, Premiers' Conference 1897: Elections in SA	Women's suffrage 'Soothing the pillow of the dying race' One people, one destiny	Woman on soapbox Cartoons The lion tamer
Episode 3 The Nation	Constitution Time WA Gold Rushes Democratic Document The Senate Referendum in WA and Qld The Privy Council Aboriginal voices Separation from Britain	The arbitration power White Australia Chinese people	Kingston Reid Forrest Deakin Balzano Isaac Isaacs The Lord Chamberlain	1897: Premiers' Conference 1898: Constitutional Convention	Night of the long drinks Compromise and conciliation Balance of power States' House Convention Delegation	Contemporary drawing of Australia Political cartoons

FEDERATION 'LINGO'

Talking about politics, federation and the republic involves many specialised political words that may be new to some students. Whatever their age, students need to have an understanding of these terms in order to participate effectively in the political process. Listed here are some of the words used in the FEDERATION series (you will be able to identify many more). The words could be sorted in various ways eg by program or topic.

balance of power	'native' Australians
bill of rights	'one man, one vote' slogan
caricatures	parliament
citizenship	patriarch
colonies	petition
commonwealth	protectionists
conservative	provincialism
convention	quasi-national
customs	racism
delegate	radical
federation	referendum
founders	republic
founding fathers	statesman
founding mothers	strikes
free traders	sympathies
head of state	temperance
imperial	the ballot
isolation	the Depression
Labor party	'white Australia'
monarch	women's suffrage
nationhood	

Activities

- Younger students can write some of these terms, as well as other words that they identify, in large print on cardboard 'bricks' to make a federation 'wall' in the classroom. Photocopied images could be added to help bring the words to life. Or you could play a word version of the game bingo, with a federation theme.
- Older students could explore some of the terms in detail. For example, what does the term provincialism mean? What did it mean in the 19th century and what evidence of it remains in modern Australia? Compare this to the provincialism of the United States and that country's civil war in the 1860s, as well as in countries such as the republics of the former Yugoslavia or ethnic rivalry in Indonesia today.
- Identify which of the listed terms remain part of our political world today. One way to do this is through a discussion on the republic—ask students to read articles on the current republican debate.
- You may need to introduce students to the more formal style of language used in the 19th century. As an exercise, ask students to translate some of Anthony Trollope's writing (quoted in FEDERATION) into colloquial Australian English. For example, in writing about the

customs search he experienced when travelling between states he wrote 'I personally encountered no difficulty, but I presume that I have no trace of smuggling ingenuity in my countenance'.

- Show students how opinions in any community vary, by setting up a human 'graph' in the classroom or against any wall. Choose any controversial topic such as the republic, and ask students to arrange themselves in separate lines, starting with those who are 100 percent in favour to those who are absolutely opposed. You can then add new factors to see what might make the students change their minds about where they stand on that topic.

WHO'S WHO OF FEDERATION

The people listed here are some of the key characters in the story of federation:

Edmund Barton	Mary Lee
John Brown Gribble	Louisa Lawson
Lord Carrington	Justice Nicholls
Alfred Deakin	Elizabeth Nicholls
John Forrest	Sir Henry Parkes
Robert Garran	Dr John Quick
Samuel Griffith	George Reid
Andrew Inglis-Clarke	Sir John Robertson
Isaac Isaacs	Catherine Spence
Jandamarra	Quong Tart
Charles Kingston	Peter Yu

Activities

- Ask students to develop a profile of these people from the information given in the FEDERATION series and from further research, and then have them present their characters to the group.
- Create and play a 'guess who' game using these profiles.
- Identify the characters who came from your area or city. Arrange a visit to any historical sites that are linked to them. Investigate historical records, diaries or letters that may be held in archives or accessible online.
- Make a link to the present by helping students to identify and prepare profiles on the main characters in the current republican debate. What are the obvious differences between the group that attended the 1890s conventions and the group that attended the constitutional convention in 1998 in Melbourne?

You will find a thumbnail sketch of the key characters on the FEDERATION website. For further information on research tools, see the 'Useful references' section of these teachers' notes.

ISSUES, VALUES AND ATTITUDES

Before federation, there were six squabbling colonies, separated by distance and by different laws and attitudes. Each colony had its own particular history and conditions.

Some of the barriers to federation that are discussed in detail in the FEDERATION series are:

- the origins of the colonies
- interstate rivalry
- the railways
- the borders
- stamps
- armed forces
- customs and excise

Each of these areas presents opportunities for research, reports and project work as well as possible links to current events. If students are interested in a particular issue, there are many other videos, poems, short stories, paintings and CD-Roms available. The *Discovering Democracy: School Materials Project* is one excellent source of information and suggestions.

Activities

- The issues at the time of federation can be compared to the present. Ask students to identify the key issues of the late 1990s. Does everyone agree?
- Discuss different possible futures Australia might have. What is the students' vision for Australia in the year 2099?
- Defending the continent was a main argument in favour of federation. What countries were the colonial governments scared of? Why did they think these countries might invade? What evidence remains of defence preparations?
- Investigate the arguments and prepare a role-play featuring people for and against federation for defence reasons.
- Investigate what the federal government regards as the main defence issues for Australia today and current responses.

Our system of government

FEDERATION offers opportunities to explore Australia's relationship with Britain and why we have the kind of parliament we have.

- Visit a seat of government that represents you, whether local, state or federal.
- Research and discuss Australia's parliamentary tradition.
- What do we mean by the 'rule of law'? Can students give examples of how this works in Australia and what happens when it fails, in Australia or in other countries?

The constitution

Our constitution is a law, not a revolutionary document like that of the USA. It is unique because Australia was the first country to seek the democratic approval of the people in a referendum. Students can explore the significant differences between the constitutions of the two countries.

- What influence did the USA have on the founders of the Australian constitution? What are the differences between the founding of the two nations and between our constitutions?
- What is the US Bill of Rights? What do you think is good about it? What do you think its drawbacks are?
- 'This is a constitution, not a Dog Act', remarked Edmund Barton at the Premiers' Conference in London in 1897. What do you think he meant?

For information on the US constitution and that country's journey to nationhood, you can try the following websites:

- Library of Congress <http://www.loc.gov>
- Ken Burn's eight-part television series *The West* <http://www.pbs.org/weta/thewest/>

Republicanism

'It is high time that the sensible and self respecting lifted up their voices for separation and independence'—*The Republican*, 1890s

- Compare the arguments for a republic in the 1890s with the arguments for a republic in the 1990s. What is the same? What has changed?

The Australian nation

Prejudice and fear against people of colour was an important element behind why some people voted for federation. It has emerged as a critical issue in Australia again in the 1990s. Talking about these issues involves deeply held opinions and, for any class, will require careful preparation. Students may need to understand and agree on the rules of debate and 'respectful listening and respectful talking' before you begin work on the subject.

- As a preliminary activity, watch appropriate segments of the Film Australia series *Rewind* (26 x 5 minutes) and *Our Century* (26 x half-hour). This will give students some background information before delving further into controversial issues such as racism and its role in federation and votes for women and Aboriginal people.
- Discuss with students what it feels like to be left out or ignored by a group. What are some ways—both successful and unsuccessful—in which we deal with this in our daily lives?
- Use media reporting of current ethnic conflicts in places such as Northern Ireland, Indonesia, Africa and the republics of the former Yugoslavia to illustrate the possible effects of prejudice.
- For an Aboriginal point of view of the Australian nation, see the article 'The Meaning of Citizenship for Aboriginal and Torres Strait Islander People as Indigenous Australians' by Penny Tripcony at

Discovering Democracy: School Materials Project online <http://www.curriculum.edu.au/democracy/resource/pd/tripconp.htm>

- Gather together or identify everyday images of people—those we see at school or at home and those we see in the media. Do the people we see in the real world match the people we see in the media? How are they similar? How are they different?
- There was only one Roman Catholic representative at the 1898 constitutional convention. Investigate the reasons for this, and compare representation at the 1890s conventions with the 1998 convention. What has changed in the meantime?

The *Discovering Democracy: School Materials Project* supports ‘values such as tolerance, acceptance of cultural diversity, respect for others and freedom of speech, religion and association’. The activities above are particularly relevant to the curriculum theme of ‘The Australian nation’.

WHAT THEY SAID

One of the stated outcomes of citizenship education programs is to help students into ‘critical understandings of identity, heritage, systems, cultures, rights, responsibilities and values’ (*Discovering Democracy: School Materials Project*, p 21). It is often easier to develop such skills by talking about issues in an historical context before dealing with current controversies.

Racism, Aboriginal people, women and the land are four issues that are raised in FEDERATION. A quote relevant to each of these issues has been selected from the series and is used as a discussion starter for the suggested questions and activities.

Racism

‘No nigger, no Chinaman, no lascar, no kanaka, no purveyor of cheap labour is an Australian’—*The Bulletin* in the 1890s

- This kind of statement is not only socially unacceptable in 1999 but would be illegal on the grounds of racial hatred and vilification. What has changed between then and now? Who do these racist terms refer to? If the writer thought these groups could not be Australian, how did the writer define ‘an Australian’?
- Compare this comment to some of the recent published statements of representatives from the One Nation Party. What is similar? What is different?
- Investigate the laws relating to racial vilification. When do they apply?
- National identity was an issue in the 1890s and it is still an issue now. In terms of national identity, who do you think ‘we’ are? Who does the census say we are? Compare the latest census portrait with media portrayals of Australians. As an example, you could compare

popular television programs such as *Home and Away* and *Neighbours* with *Wildside* and *Heartbreak High*, and the people and lifestyles they depict.

- For a well-documented critique of Australia’s immigration policy, watch the Film Australia documentary programs, *Admission Impossible* (1992), *Destination Australia* (1984), *Immigration: the Wave that Shaped Australia* (1986) or *Our Century – Through New Eyes* (1999).

Aboriginal people

‘We have learnt all we have by our own efforts... and if we possessed the advantages of the white people we could do as well’—Mark Wilson, Aboriginal elder, South Australia, 1890s

- Aboriginal people lost their vote when Australia became a nation and only regained it in 1967. What arguments did the writers of the constitution give for this action? What long-term effects do you think it has had on Australia and Australians?
- For a look at Australian history that is funny, clever and challenging, watch *Babakiueria* (Australian Film Institute, 1998) which reverses the roles of Aboriginal and non-Aboriginal Australians.

Women

‘I will fight until I die for women’s suffrage and if I die before the vote is won, I will write it in my heart’—Mary Lee, South Australian suffragette

- Ask students to brainstorm any issues that they feel as strongly about as Mary Lee does.
- What difference did it make for women to get the vote and the right to stand for parliament? What difference would it make if women were suddenly denied the vote now?
- Research the struggle for women to get the vote in Australia and Britain. What arguments did men give at the time to refuse female suffrage? Compare this with the situation of women’s rights in at least one other country of the world today.
- Louisa Lawson left her husband, which was very unusual in the 1890s. Read other stories that describe life for women in Australian cities and rural areas at the turn of the century.

‘Dinner was cooked on Election Day much the same as usual’—Elizabeth Nicholls, South Australian suffragette

- What did Elizabeth Nicholls mean by this ironic comment? How different is life for female politicians today?
- There is still argument over women’s right to be priests in some Christian churches in Australia. Research the main points of the various sides of this debate.

The land

‘The Australian desert is truly in a primitive state in its loneliness and lifelessness—but under federation every dry creek bed and parched billabong should be filled with water and thousands of miles of productive territory added to our possession’—*The Bulletin*, 1895

- Discuss this 1890s view of the Australian landscape. What would a conservationist now say about this approach to land?
- Investigate Indigenous perspectives to land.
- Investigate appropriate and inappropriate approaches to land use today.
- Identify the main issues to do with land care in your area. How can each of us contribute to sustainable land use?

CONSIDERING THE PAST, PRESENT AND FUTURE

With the centenary of federation approaching, it is an ideal time to not only reflect on Australia's past but also to consider its future.

One of the principles guiding the *Discovering Democracy: School Materials Project* is a 'past, present and future focus' (page 43).

The centenary is also an opportunity to think about what democracy means generally and what it means to Australia at this point in our history. You can use the FEDERATION series along with the wealth of other material on the subject, to help students understand how Australian democracy works and what it means to be a responsible citizen in a democratic system.

Activities

- Compare the decade of the 1890s with the 1990s. What similarities and differences do you see? What are the challenges, concerns and achievements for each period of time?
- What seems important to us now may seem ridiculous in 100 years time. Use sources such as newspaper articles to identify the main issues and personalities in the debate about Australia becoming a republic in the year 2000. Then create a report that looks back from 2099 at the republican debate of the late 20th century.
- Imagine the Australia you hope your grandchildren will live in. What does it look like? What do you hear, see, smell and taste as you look around this Australia of 2099? What do the people look like? How are they travelling around, communicating, celebrating, and entertaining themselves?
- In order to create this imagined world, identify what changes happened and what decisions people made from 2001 to 2099.
- View a current science-fiction movie (for example, *Gattaca*). What are the key elements of the future envisioned by the filmmaker? Ask students if they agree with this vision and to give reasons for agreeing or disagreeing.
- Debate what it might mean to be a responsible 'global citizen' in the 21st century?
- Consider the EGGS model (environment, globalisation, gender and sustainability)

IMAGES OF FEDERATION

Images from the time of federation can give insights into the issues and attitudes of the day, and quickly convey differences and similarities between then and now. Some of these images (particularly depictions of Chinese people) are likely to cause offence. It may be helpful to discuss the issue of stereotyping and caricatures before you work on these pictures with the students.

National symbols

- What are the official symbols of Australia that were created at federation? How have they changed over time?
- Compare the symbolic images of Australia from the 1890s with the symbols of Australia used by mass media today.
- Compare Australian national symbols with those of several other nations.
- Consider the various flags that have been suggested to replace the current Australian flag and vote for the favourite in your classroom (this is a good opportunity to carry out and judge the benefits of a secret ballot). For a history of the current Australian flag as well as hot links to other web sites related to the debate over the flag and world flags generally, visit the website at <http://www.ausflag.com.au/flags/aushist.html>
- You may be able to create a classroom display of different symbols representing the cultural heritages of the students.

Political cartoons

- Freeze-frame some political cartoons from your videotapes of the FEDERATION series. What is their message? Compare these cartoons to those in major newspapers today. What elements are different and what remains the same?
- Compare the 19th century cartoons demonising Chinese people with Nazi propaganda cartoons, cartoons about the recent Gulf War, or current cartoons about the war in the Balkans. (State and Education Department video libraries have videos on 20th century propaganda images.)
- Research Hop and May, two *Bulletin* cartoonists of the turn of the century. Who are Australia's main political cartoonists today? Set up a wall gallery for a week with newspaper clippings of the main issues being reported and the political cartoons used to illustrate them. Choose a variety of sources, including the ethnic press.

Advertisements

- Images of black people as happy, laughing caricatures that you see in the FEDERATION series in the Swallow and Ariel biscuit advertisements would not be acceptable today. What has happened to change images of people of colour in advertisements?
- What messages are accepted in print or broadcast advertisements today that may not be acceptable in 20 years time on the grounds of health concerns or discrimination? You could use this opportunity to discuss issues such as smoking or depictions of gender, ethnicity or violence in the media.

USEFUL REFERENCES

Discovering Democracy: School Materials Project online

<http://www.curriculum.edu.au/democracy/about/material.htm>

This website describes the *Discovering Democracy: School Materials Project* and offers details about related CD-Roms that contain source material for federation and civic education. The site was developed by the Curriculum Corporation for the Commonwealth Department of Education, Training and Youth Affairs under the Discovering Democracy Program © 1998.

Curriculum Corporation, PO Box 177,
Carlton South, Victoria 3053
tel: +61 3 9207 9600 fax: +61 3 9639 1616
email: sales@curriculum.edu.au
<http://www.curriculum.edu.au>

Other sites

- Centenary of Federation and associated State and Territory committee websites www.australia.gov.au/about-australia/australian-story/federation
- NSW Heritage Office (for details of upcoming centenary of federation events and excellent links to cultural and historical organisations, archives and libraries)
<http://www.environment.nsw.gov.au/topics/heritage>
- The Constitutional Convention (a guide to the February 1998 Constitutional Convention, Old Parliament House Canberra and links to other sites)
<http://www.dpmc.gov.au/convention>
- Referendum on the Republic 1999 (a guide to the referendum, its history and components)
<http://www.dpmc.gov.au/referendum/index.htm>
- Australian Politics (a useful general site for finding information and links to sites about most aspects of Australian government and politics)
<http://politicsir.cass.anu.edu.au/centres/centre-for-the-study-of-australian-politics/publications>
- National Library of Australia—libraries of Australia gateway
<http://www.nla.gov.au/libraries/>
- National Film & Sound Archive: Digital Learning -
<http://dl.nfsa.gov.au/module/1611/>
- Australian War Memorial (on-line pictorial collection and research facility) <http://www.awm.gov.au>
- Screenrights (guidelines for off-air copying from television broadcasts) <https://www.screenrights.org/>

Film Australia Collection website

<http://www.nfsa.gov.au/collection/film-australia-collection>

NFSA's Film Australia's website lists documentaries and teacher resources on Australian studies, history, culture and politics. It includes an expanded version of these FEDERATION teachers' notes with brief biographies of the people, both historical and contemporary, who feature in the program. You can also print off teachers' notes to other Film Australia documentary programs including:

- *Rewind* (26 x 5 minutes) as screened on SBS-TV
- *Our Century* (25 x 26 minute) as screened on the Nine Network.

Ordering DVD's

All the Film Australia Collection titles mentioned in these teachers' notes are available on DVD from the NFSA. For further information or to order, contact National Film and Sound Archive of Australia - Sales and Distribution | PO Box 397 Pyrmont NSW 2009 T +61 2 8202 0144 | F +61 2 8202 0101
E: sales@nfsa.gov.au | www.nfsa.gov.au

Federation—the video

FEDERATION is a Film Australia National Interest Program produced with the assistance of the Australian Broadcasting Corporation. All three episodes, as screened on ABC-TV, are available from NFSA or ABC shops and centres.

Federation—the publication

A book to accompany the television documentary series. *Federation* by Brian Matthews, published by Text Publishing, Melbourne, ISBN 1 876485 116, paperback, 184 pages, RRP \$24.95

Contact us at the NFSA

The National Film and Sound Archive of Australia welcomes your comments on the FEDERATION series and these teachers' notes and how you used them in the classroom. You may like to share teaching ideas or thoughts and work from your students, or let us know about related websites that we could link to our site. You can contact us via the feedback facility on our web site - <http://www.nfsa.gov.au/about/about-site/feedback/>



Writer Sue Castrique
Director Ian Munro
Producer Anna Grieve
Editor Stewart Young
Narrator John Doyle
Director of Photography Kim Batterham
Composer Martin Friedel
Archival Researcher Jeannine Baker
Voices Leo McKern

Produced with the assistance of the Australian Broadcasting Corporation

ABC Commissioning Editor Geoff Barnes

Executive Producers Sharon Connolly, Megan McMurchy

Teachers' notes prepared by Patricia Kelly

© NFSA 1999 ISBN 0-6425652 4 4

For educational classroom use only. All other rights reserved. No part of this Film Australia Study Guide may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Film Australia.

ACN 008 639 316