



With A Vote Of Her Own

An exhibition commemorating
the centenary of women's suffrage
in Western Australia.

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CURRICULUM RELEVANCE

SOCIETY AND ENVIRONMENT LEARNING AREA

Learning Area	Strand	Sub Strands	Activities
Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement social action.	Investigation, Communication and Participation	Planning investigations Conducting investigations Processing and interpreting information Evaluating and applying findings	Pgs 12,13,17,38,39, 42,43,46,47 Pgs 5,12,13,17,38, 39,42,43,46,47 Pgs 3,5,6,7,9,12,13,16,17, 19,23,25-35,38,39,41,42, 43,46,47 Pgs 5,6,9,12,13,16,17,38, 39,40,42,43,45,46,47
Students understand that the interactions people have with places in which they live are shaped by the location, patterns and “processes associated with natural” and built features.	Place and Space	Features of a Place People and Places Care of Places	Pg 4 - -
Students understand that people attempt to meet their needs and wants by making optimum uses of limited resources in enterprising ways.	Resources	Use of Resources Management and Enterprise People and Work	- - Pg 40
Students understand that people from groups because of their shared understandings of the world, and, in turn, they are influenced by the particular culture so formed.	Culture	Beliefs and Culture Cohesion and Diversity Personal, Group and Cultural Identity	Pgs 45 Pgs 5,38,45 Pgs 5,6,13,16,19,25-35,39,40,42,45,46
Students understand that people’s actions and values are shaped by their understanding and interpretation of the past.	Time, Continuity and Change	Time and Change Understanding the Past Interpretations and Perspectives	Pgs 43,45 Pgs 13,17,40,43 Pgs 13,42
Students understand that systems provide order to the dynamic natural and social relationships occurring in the world.	Natural and Social Systems	Natural Systems Political and Legal Systems Economic Systems	Pgs 5,6,7,9,12,19, 45,46,47
Students demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with democratic process, social justice and ecological sustainability.	Key values (1) Democratic process (2) Social justice (3) Ecological Sustainability		Pgs 38,46 Pg 46

Teachers reference (T)

WHY HAVE RULES?

One of the main characteristics of human beings is their individualism. In other words people will have different view points and interests. It would be a very dull and boring society if we all behaved like robots. These differing views of life can, on the negative side, result in war or conflict. However, on the positive side, they encourage many of us to find or set up systems whereby common sense and justice prevail whilst allowing people their individuality.

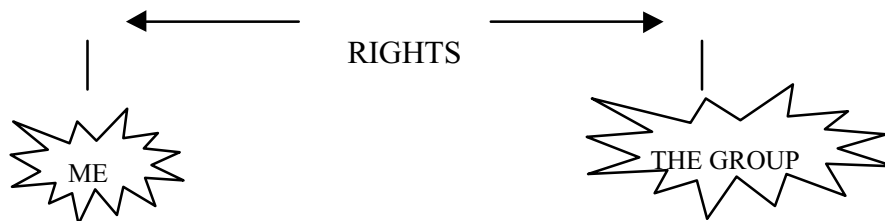
Wherever we go, whatever we do, we come to know that there are certain rules operating. Think of riding a bike, going to Hungry Jacks, choosing a CD at a store, or even using the kitchen at home.

If you were totally by yourself on a small isolated place you would not need rules. You could do anything you wanted to, any time at all. You could eat, sleep, yell, think, toilet, build, move, hunt, just as you wanted. But if you were joined by other people – say another 50 people – things would change. If everyone did exactly as they wanted they would eventually interfere with and upset each other. For example 51 people could not yell, toilet, build or hunt wherever they wanted; some kind of agreement or arrangement or “rule” would need to be established. Some kind of balance is needed between what the individual wants and what the group needs.

Student Activity

Can you see that what an individual wants may clash with what the group needs? Different cultures resolve the conflicts in different ways.

Q: Can you add to these lists?



I want the freedom to speak whenever I want to.	Versus	- We need to take turns to speak and listen.
I want the freedom to move where I wish.	Versus	- We need private space where only our family groups live.
_____		_____
_____		_____
_____		_____
_____		_____

Q: What would be a fair and just rule to resolve each of the above “clashes”?

Strand: Natural and Social Systems / Sub Strand: Political and Legal Systems
 Strand: Culture / Sub Strands: Cohesion and Diversity, Personal, Group and Cultural Identity
 Strand: Investigation, Communication and Participation / Sub Strands: Conducting Investigations, Processing and Interpreting Information, and Evaluating and Applying FINDINGS

RULES RULE!

The rules which operate for groups of people can vary from:-

- broad statements of principles (like the Constitution)
- sets of rules of law (like tax and traffic regulations)
- organisational practices (like rubbish bin collection times)
- social mores or customs (like making queues or shaking hands)
- family rules (like sharing or taking turns.)

Class Activity

What are the rules at your home? Who decided on them? Why are they there? Are they reasonable? Complete this chart.

RULES AT HOME

Rule	Reason for it?	Who decided it?	My rights and responsibilities
1)			
2)			
3)			
4)			

Share this information with someone in your class and check on those details which are similar and those which are very different. Why the differences?

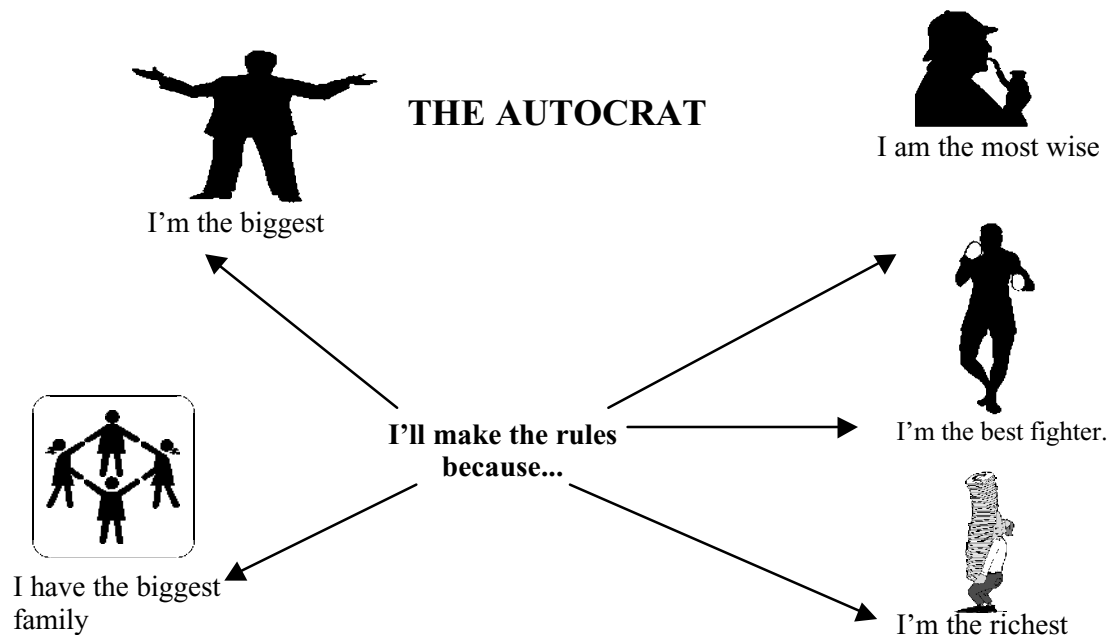
Strand: Culture / Sub Strand: Personal, Group. Cultural Identity

Strand: Natural and Social Systems / Sub Strand: Political and Legal Systems.

Strand: Investigation, Communication, Participation / Sub Strands: Processing and Interpreting Information and Evaluating and Applying Findings

WHO DECIDES THE RULES?

When ONE person makes the decisions and governs the rules it is called an AUTOCRATIC form of government, or an AUTOCRACY.



(a) What would be the advantages of an autocratic ruler?

(b) What would be the disadvantages of an autocratic ruler?

(c) List any autocratic rulers of past or present times.

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WHO DECIDES THE RULES

DEMOCRACY

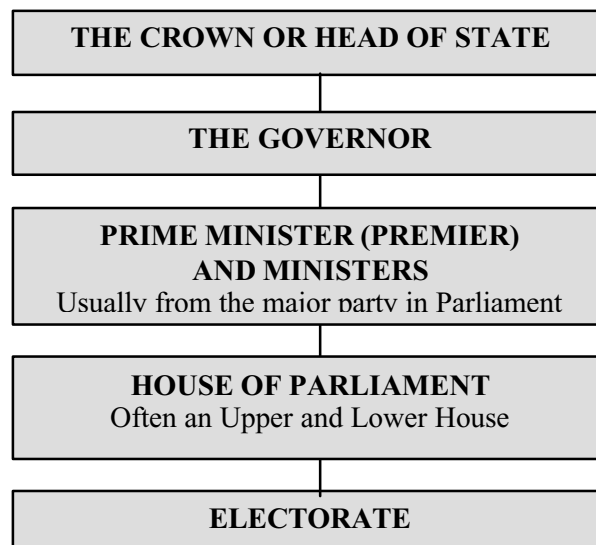
The idea of democracy originated in Ancient Greece. The word comes from demos – meaning people – and kratos – meaning authority or power. In Ancient Greece men who were interested could attend, speak and vote at special meetings called The Assembly. The Assembly was held on forty days each year and its business was the affairs of the country. It was Government for the people, by the people.....but only a limited group of the population (i.e. the free men) were involved.

Democracy means that the power to make rules and to govern is given to the people, rather than to one person.

Today there are a number of different models of democratic Government.

A Presidential System -where the general public elects the President who is the executive branch of government (USA).

A Constitutional Monarchy/Parliamentary system – this is where the royal family reigns but does not rule and accepts the will of the people as voiced through a Parliament (Great Britain, Australia).



A Republic-is a model in which all the main governing bodies are chosen democratically, and no public position is inherited. If Australia wants to become a Republic then new arrangements will have to be made to replace the head of state (The Queen) and her representative (The Governor General).

A Combination- is a model where there is a President as well as a Prime Minister. The President has more ceremonial powers so in some ways is like a monarch. This is the system in India.

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DEMOCRACY

Democracy- which is government of the people, for the people, by the people- demands that a selections and voting procedure be put into place.

This is a very complex matter and, to be sure that it is fair and just, many issues have to be resolved.

Who is eligible to be a candidate?
Who will be a good representative or candidate?
How can the people know the candidates?
Who is eligible to vote?
Who collects and counts the votes?
Who decides the leadership positions?

The Constitution outlines the rules and principles which determine how we should be governed.

In Australia we have in place a Representative Democracy, where we give the people who are elected the authority to govern on our behalf, and we have set up electoral offices to oversee the operations of the elections.

a) List the advantages of a democratic system. _____

b) List the disadvantages of a democratic system. _____

c) How is the student representative group in your school elected? What are the responsibilities of the group? How important is the group to your school's life? _____

DEMOCRACY IN WESTERN AUSTRALIA: THE EARLY DAYS

You would know that Australia was settled state by state, each ruled by a Governor appointed in England. The states were colonies of the British Empire and the Governors had to answer to the British Government.

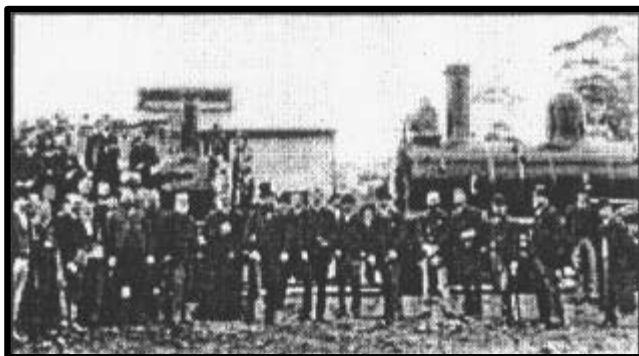


Captain James Stirling

Captain James Stirling was the first Governor of the colony of Western Australia. He and his successors governed as virtual autocrats until 1870 and were supported by a Legislative Council appointed by the Governor. It was not until 1869 that colonists were elected to the Legislative Council and the Council slowly developed into a mini-parliament. Even then, only men over the age of 21 who owned or leased property could vote. This meant, for instance, that professional men could usually vote, but that artisans, labourers and others could not. Women and Aboriginal people were also excluded from voting.

From 1829 – 1889 Western Australia experienced rule by Colonial Governors and by the 1880s many in W.A were frustrated by this form of government. Too much power was in the hand of few people; delays were incurred in many governmental matters as they had to be referred back to Britain; and the settlers who were moving further away from Perth felt isolated and misunderstood.

Calls for political representation and self government were converted into action. Petitions were forwarded to Britain, a draft Constitution was prepared, and a deputation from WA was sent to the Government in Britain to argue and persuade. Eventually on 21st October 1890 Western Australia was proclaimed an independent State, with its own constitution. A new Governor, Sir William Robinson was sent from London to supervise the change in Government.



Journey to Perth 1890

The Governor, Sir William Robinson and other colonial dignitaries on the way to Perth to proclaim the constitution.

Proclamation Day, 1890 Fremantle

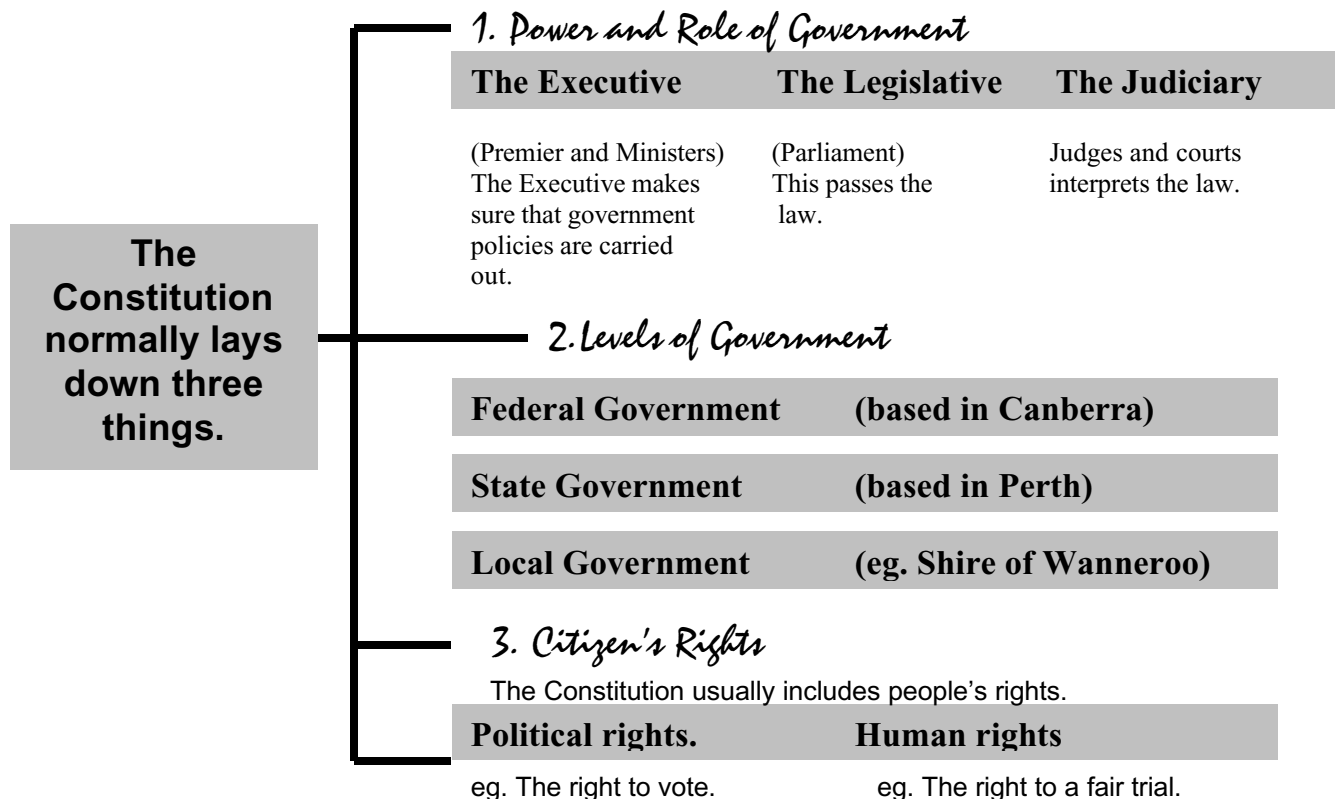
People lined the High Street of Fremantle to celebrate Proclamation Day and the town was decorated with flags and bunting.



THE CONSTITUTION FOR THE STATE OF WESTERN AUSTRALIA

The majority of countries have a set of rules or laws which state the way in which a country should be governed. This applies to both autocratic and democratic governments.

The Constitution



The new Constitution for Western Australia focussed mainly on the first two matters. The 1889 Constitution Act gave Western Australia the framework for a parliamentary system of self-government. A new Legislative Assembly, or "lower house", was added to a remodelled Legislative Council, or "upper house", to form a parliament. The power to govern was substantially transferred from the Governor to the elected members.

Based on the British parliamentary system, the new Constitution was to lay the foundation for our governments, but in the early 1890s it was far from democratic. Only men aged over 21 who owned or leased property to the value of 10 pounds per annum could vote. Ten pounds was equivalent to more than six months wages for the average worker. The majority of men and women, including Aboriginal people, could not vote. Thus, only a small number of relatively wealthy men held political power in the colony.



John Forrest

The first elections under the new Constitution were held in November and December 1890. John Forrest formed a Cabinet and became the first Premier. Stephen Henry Parker, who had campaigned for self-government, was Leader of the Opposition.

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Research Activity



Western Australia.

ANNO SEXAGESIMO TERTIO

VICTORIÆ REGINÆ.

This is the British coat of arms, which was on the cover of the new Constitution of Western Australia, in 1890.

1. Why is this decoration called a “coat of arms”?
2. What are the animals on this coat of arms? What does each represent?
3. There are 4 separate phrases on the coat of arms.....all written in Latin.
What does each phrase mean?



The Australian Coat-of-Arms

1. What do the features on The Australian Coat of Arms represent?
2. How would you change the Coat of Arms if Australia moved to become a republic?
3. Map out a campaign to design a new Coat of Arms. The campaign needs to involve as many Australians as possible.

THE EARLY SETTLERS

The early settlers in Australia were a very special group. They were mainly British by birth so they brought British customs, manners, and ideas of government to the new colony. Their main concern was survival. The roles of men and women were well defined and markedly different.

The men were expected to be the leaders.

- All the exploration for new land was done by men.
- All decisions about land settlement were made by men.
- All decisions about transport, communications, law and order, and town planning were made by men.
- Decisions about finances- state, local, and family- were made by men.
- Husbands legally “owned” their wives and children.

The roles for women were specific:

- Marriage was the expectation and ambition for most women.
- Caring for a husband, rearing children, and looking after domestic affairs were the women’s key responsibilities.
- Colonial ladies were expected to supervise the servants and the children, to speak modestly, pour tea, attend to the husband’s comfort and entertain his guests.
Women of lesser privilege were there to fill the ranks of servants, needlewomen, milliners and shop assistants.
- The Established Churches taught women their place was in the home and that they must ‘honour and obey’ their husbands

Activity

The above lists point to the differences in the roles of men and women in the early settlement days. Write down a separate role list for men and one for women for the present time.

What things have changed? Why do you think they have changed? What differences have the changes made to families, to schools, and to communities?

Strand: Culture / Sub Strand: Personal, Group and Cultural Identity.
Strand: time, Continuity and Change / sub Strands: Understanding the Past and Interpretations and Perspectives.
Strand: Investigation, Communication and Participation / All Strands.

THE STATUS OF WOMEN

The Constitution of Western Australia did not detail many changes regarding citizen rights. Women and Aboriginal people were presumed to have a lesser place in society.

Aboriginal people were regarded as inferior and not capable of understanding the new governing system.....so they were not expected to have any opinions.

If women had opinions on family, community or state matters which they regarded as important, they had to present their ideas to men and have those men take the matters further. This was a frustrating situation for many women.



Women in other countries were experiencing the same frustrations, i.e. those of being a “lesser group”. Women in Britain and in the United States were receiving education in the late 1890s and they believed that any debates on issues like health, education, employment and wages, and domestic violence were unfair if only men could take part.

They believed that having the right to vote would show that women could think for themselves; that they were significant beings; and that they were interested in community and national matters.

Groups of women in the Northern Hemisphere had begun to canvas and publicise their ideas. These women were called **suffragettes**, and their actions initiated the **suffragette movement**.

The suffragettes sent literature and speakers to Australia. Women in Western Australia began to join together to talk freely about the matters which concerned them. Women’s groups were soon advocating reforms of the laws and practices which disadvantaged women.

WOMEN'S ORGANISATIONS

In Western Australia three organisations of women worked to publicise and action the women's franchise movement.

- (1) 1892 The Woman's Christian Temperance Union was formed to "restore Christian morals to the colony, and to make the home the heart of society".

Many women and children suffered abuse and poverty because alcohol was such a big part of the male life. Because the women had so few rights they could do little to change the circumstances of their lives. The Woman's Christian Temperance Union held meetings which combined prayers and discussions, and soon the women were of one mindthat without the vote they had no way of changing the inequalities between the sexes.

The Woman's Christian Temperance Union formed a Central Suffrage Department, to publicise and further the move towards votes for women. Janet Foulkes became the first Superintendent of this department: Christina Clark was the second.



In an effort to discourage the consumption of alcohol, the Woman's Christian Temperance Union, along with many church groups, distributed pledge cards especially to young people. The dangers of alcohol would be discussed, then people would promise to abstain from all alcoholic beverages. The pledge card would be kept by the individual as a constant reminder of that pledge. The pledge card above belonged to Dr Roberta Jull. She signed this as a young girl in Scotland.

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WOMEN'S ORGANISATIONS

- (2) 1894 **The Karrakatta Club** was founded in Perth, with Madeline Onslow (wife of the Chief Justice) as its first president. The club's aim was 'mutual help and self improvement'. Its members debated social and political issues; the club and its members took a keen interest in the whole issue of women's legal status and women's suffrage. They debated and discussed issues at the club and gave many women their chance to speak in public, in front of peers.

The Karrakatta Club is still in existence.

- (3) 1896 **The Women's Suffrage – Political League** was formed to further the push for voting rights (separately from the W.C.T.U's debates on sobriety and alcohol). The group held public meetings throughout WA from which resolutions and petitions were drawn up and forwarded to the Premier, Sir John Forrest. This league of women was incorporated into The Women's Franchise League of WA, which had one aim only..... "To win the vote for women on the same conditions as those which applied to men".

At public meetings these organisations rallied the women of the colony, giving them information about their own legal and political disadvantages and explaining the power of the vote. They all believed that the "emancipation, protection and the welfare of women" would need - as a first step - the women's vote.

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Suggested Activity

At any public meetings these organisations advertised who they were by means of huge cloth banners (hand made of course).

Design a banner to represent **ONE** of the three women's groups mentioned on Pages 15 and 16.

Keep the banner simple, but try to advertise the key purpose of the group.

Strand: Culture / Sub Strand: Personal, Group and Cultural Identity.

Strand: Investigation, Communication and Participation / Sub Strands: Processing and Interpreting Information and Evaluating and Applying Findings.

THE WOMEN'S VOTE

This petition was circulated and a deputation from the Woman's Christian Temperance Union was received by Sir John Forrest on November 20, 1893, asking for his support in granting suffrage to women. Sixteen reasons were listed, supporting women's Franchise.

PETITION

1. Because it is the foundation of all political liberty that those who obey the law should be able to have a voice in choosing those who make the law.
2. Because Parliament should be the reflection of the wishes of the people.
3. Because Parliament cannot fully reflect the wishes of the people when the wishes of women are without any direct representation.
4. Because a Government of the people by the people and for the people should mean all the people and not one half.
5. Because most laws affect women as much as men.
6. Because the laws which affect women especially are now passed without consulting these persons whom they are intended to benefit.
7. Because some of these laws press grievously on women as mothers. As, for instance, those relating to the guardianship of children.
8. Because some set up a different standard of morality for man and woman.
9. Because such laws are thereby rendered insufficient for protecting women from wrong.
10. Because the enfranchisement of women is a question of public well-being and not a help to any political party or sect.
11. Because the votes of women would add might and power to the more settled and responsible communities.
12. Because the possession of vote would increase the sense of responsibility amongst women towards questions of public importance.
13. Because public spirited mothers make public spirited sons.
14. Because large numbers of intelligent, thoughtful, hardworking women desire the Franchise.
15. Because the objections against their having the Franchise are based on sentiment, not reason.
16. Because to sum up all reasons in one – it is just.

Source: Woman's Christian Temperance Union of WA Inc.

Discussion

- 1) Which points of the petition do you think are logical and reasonable? Which points are more emotional?
- 2) Why would a petition include both logical and emotional arguments?
- 3) Which points indicate that this is a petition of 1893, rather than a current petition?
- 4) Design a petition, on behalf of women, asking for the current Government's support for Improved Child Care services.

THE WOMEN'S VOTE -- WHAT DID THE MEN THINK?

*.....women are weak and need a man's protection in all things
.....women are not interested in voting
.....women are not equal to men: the bible says so.*

Many men shared the view that politics was a male preserve.

“...having more than they can do well in all that appropriately belongs to them, to add evil and political duties of men, would be unjust and oppressive.”

Victorian Express, 6 August 1870



Member of Parliament - 1894

Frederick Illingworth

“If you bring into your home the debate, the contest, the phases of thought and feeling which political questions necessarily awaken, you bring into it influences which are absolutely destructive of the very first

“If we gave women the vote, the result would be that women would give more attention to politics and political questions, and less attention to their social duties and the comforts of their homes.”

Sir John Forrest, 1899.

Mr Illingworth read this poem in Parliament

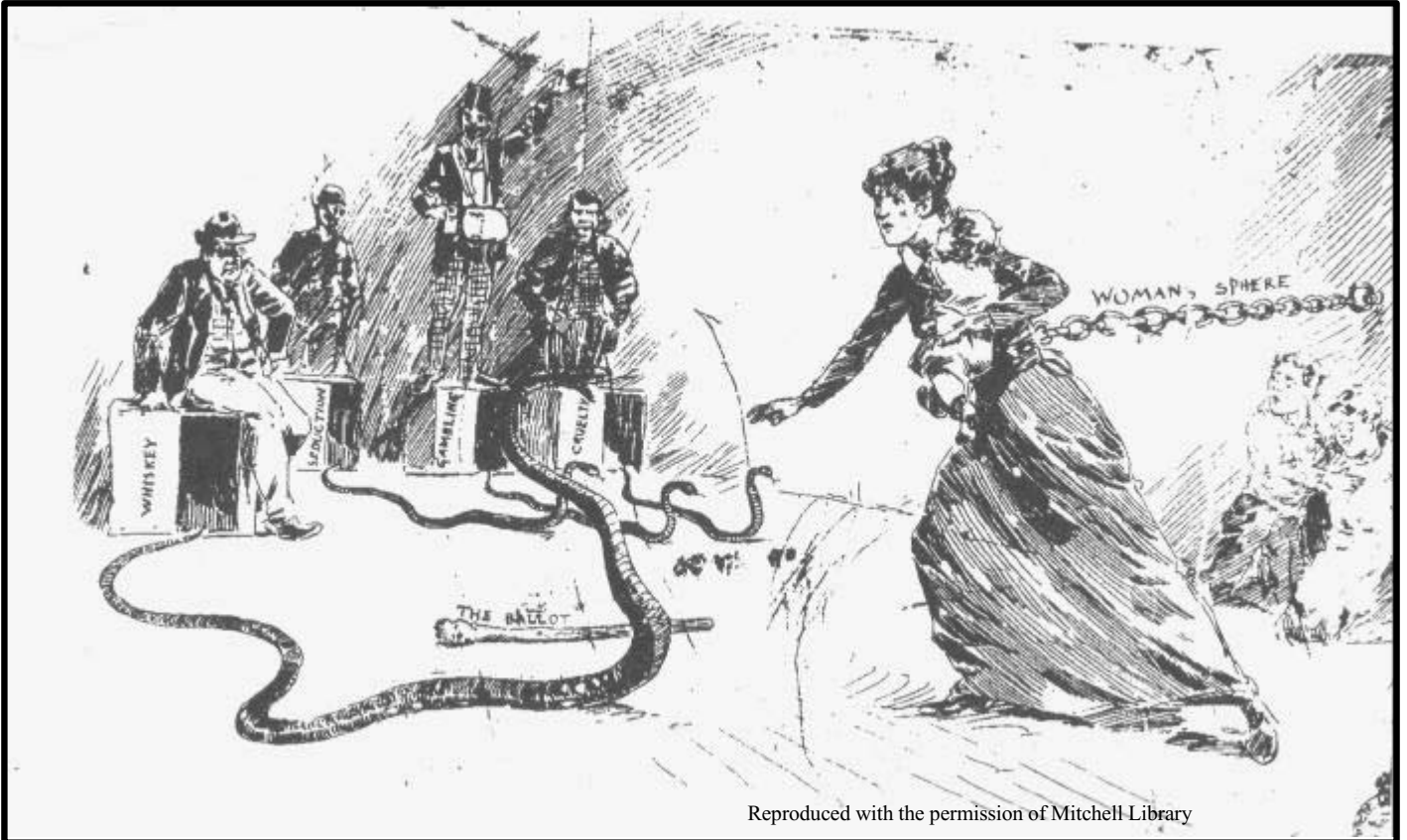
The rights of women – what are they?
The right to labour and to pray;
The right to watch while others sleep;
The right o’er others’ woes to weep;
The right to succour in reverse;
The right to bless while others curse;
The right to love whom others scorn;
The right to comfort all who mourn;
The right to shed new joy on earth;
The right to feel the soul’s high worth;
The right to lead the soul to god;
Along the path her Saviour trod;
The path of meekness and of love;
The path of patience under wrong;
The path in which the weak grow strong;
Such women’s rights and God will bless
And crown their champions with success.

Mr Illingworth stated that these were the only women’s rights he recognised.

(T)

THE WOMEN'S VOTE

Women and the vote



In this cartoon what do each of the following signify:-

- The drawings of the four men?
- The woman leaning forward?
- The chain?
- The children?
- The snakes?
- The ballot stick?

This cartoon expresses a viewpoint of the issues of the women's suffrage movement. What, do you think, is that viewpoint?

Strand: Natural and Social Systems / Sub Strand: Political and Legal Systems

Strand: Culture / Sub Strand: Personal Group and Cultural Identity.

Strand: Investigation, Communication and Participation / Sub Strand: Processing and Interpreting Information.

THE FINAL STEPS

From the women's organisations emerged excellent organisers and good speakers. Eventually the matter of women's voting rights was debated seriously at public meetings, written about in the press, and debated in the Legislative Assembly. This increased following the granting of Women's Suffrage in New Zealand in 1893 and in South Australia in 1894.



Janetta Foulkes



Christina Clark



Madeline Onslow



Walter James



Margaret Forrest

The Premier, Sir John Forrest was initially opposed to women's rights to vote, but by 1899 events in the State-and probably pressure from his wife Margaret Forrest – changed his mind.

Success

- In 1899 a Constitution Acts Amendment Act was introduced into Parliament. It contained many motions, among them the principle of women's suffrage.
- In towns and communities all over WA women gathered to discuss the issue. Bunbury declared for female suffrage. Cottesloe, Fremantle and York joined the cause.
- In June the Premier announced that a proposal to extend the vote to women would be debated with a re-adjustment of boundaries.
- On July 1 the Mayor of Perth, Alexander Forrest called a meeting in the Perth Town Hall on women's suffrage. His brother the Premier, in an about face, spoke in favour for the first time.
- MLA Walter James again raised a motion to extend the Franchise to women on the same basis as men. Premier Forrest, voted in favour. Goldfields members of both houses saw his change of heart as a rort to reduce the power of their fast-growing, largely male, communities. The Premier said women had shown they wanted the vote and could see that now the conservative Council might pass the amendment.
- On July 12 the motion was passed in the Assembly by eleven votes.
- On August 17 the motion passed the Legislative Council by two votes.
- On December 16, 1899, the Constitution Acts Amendment Act was reserved for Royal Assent and proclaimed on May 18, 1900
- **Women had won the vote.**

A VOTE OF HER OWN

The new Constitution Amendments Act, 1899 of the Statutes of Western Australia stated

“EVERY person of the age of twenty-one years, being a natural born or naturalised subject of Her Majesty and not subject to any legal incapacity, who shall have resided in Western Australia for six months, shall, subject to the provisions of this Act, if qualified as in this section is provided, be entitled to be registered as an elector, and when registered for six months to vote for a member to be elected to serve in the Legislative Assembly for the Electoral District in respect of which such person is so qualified”

See how Western Australia compares.

WHEN AND WHERE THE VOTE FOR WOMEN WAS WON

1869-Wyoming (USA)
1893-Colorado (USA); New Zealand
1894-South Australia
1896-Utah and Idaho (USA)
1899-Western Australia
1901-Australia (Federal)
1902-New South Wales
1903-Tasmania
1905-Queensland
1906-Finland
1908-Victoria
1913-Norway
1915-Denmark; Iceland
1917-Russia (and states of the former Union of Soviet Socialist Republics)
1918-Canada; Germany; England-1918 (for women 30 and over), 1928 (for full adult suffrage)
1919-Austria; Luxembourg; Netherlands; Poland
1919-1920 Czechoslovakia
1920-United States of America
1921-Sweden
1921-35-India; Pakistan
1922-Burma
1930-South Africa
1931-Ceylon
1932-Thailand
1934-Turkey
1936-Costa Rica
1937-Philippines
1940-Cuba
1942-Dominican republic; Uruguay
1944-Mongolia
1945-Bolivia; Brazil; Guatemala; Hungary; Italy; Japan; Liberia; Portugal; Romania; Yugoslavia
1946-Albania; Ecuador; El Salvador; France; Panama
1947-Argentina; Bulgaria; People's Republic of China; Venezuela
1948-Belgium; Israel; Korea
1949-Chile; Greece; Indonesia; Syria
1952-Lebanon
1955-Honduras; Jordan
1956-Egypt
1971-Switzerland

A VOTE OF HER OWN -- WHAT DID IT ACHIEVE?

When women won the vote it was a clear indication that women were as able and responsible as men.

The women's right to vote meant women would participate in selecting representatives for government. So candidates at election time now had to listen to the view points and opinions of women if they wanted the women to vote for them. Candidates needed to be up to date with women's issues and to be ready to advance them if they were elected.

The right to vote did not take away all the disadvantages women experienced because many of the laws that were in existence discriminated against women. These laws would have to be changed before women would have the same opportunities as men.

But from 1900 onwards the power of women voters would influence which laws and acts would be passed in Parliament, and which past injustices would be removed.

Federation

At the same time that women in Western Australia received the vote, discussions between the states about cooperating on matters such as mail, roads and railways were happening. As the States developed economically it was clear that a single Australian market and one common external tariff would be an advantage. A united defence was also a matter of interest.

A meeting in Sydney in 1891, called the National Australasian Convention, was organised to debate the basic principles upon which a Federation of States should be based. It took nine more years of debating, lobbying, changing State Acts, drafting proposals, and finally putting the idea to a referendum in all six colonies.

The Commonwealth of Australia Constitution Act, containing the Australian Constitution, was passed by the British Parliament in 1900. On 1 January 1901, the Australian Constitution came into effect. It brought the six separate, self-governing Australian colonies together in a form of government known as a 'federation'.

Women in South and Western Australia voted in the referendum that ratified the Federation of States and the Constitution. The women in the other states did not vote.

WORD SLEUTH

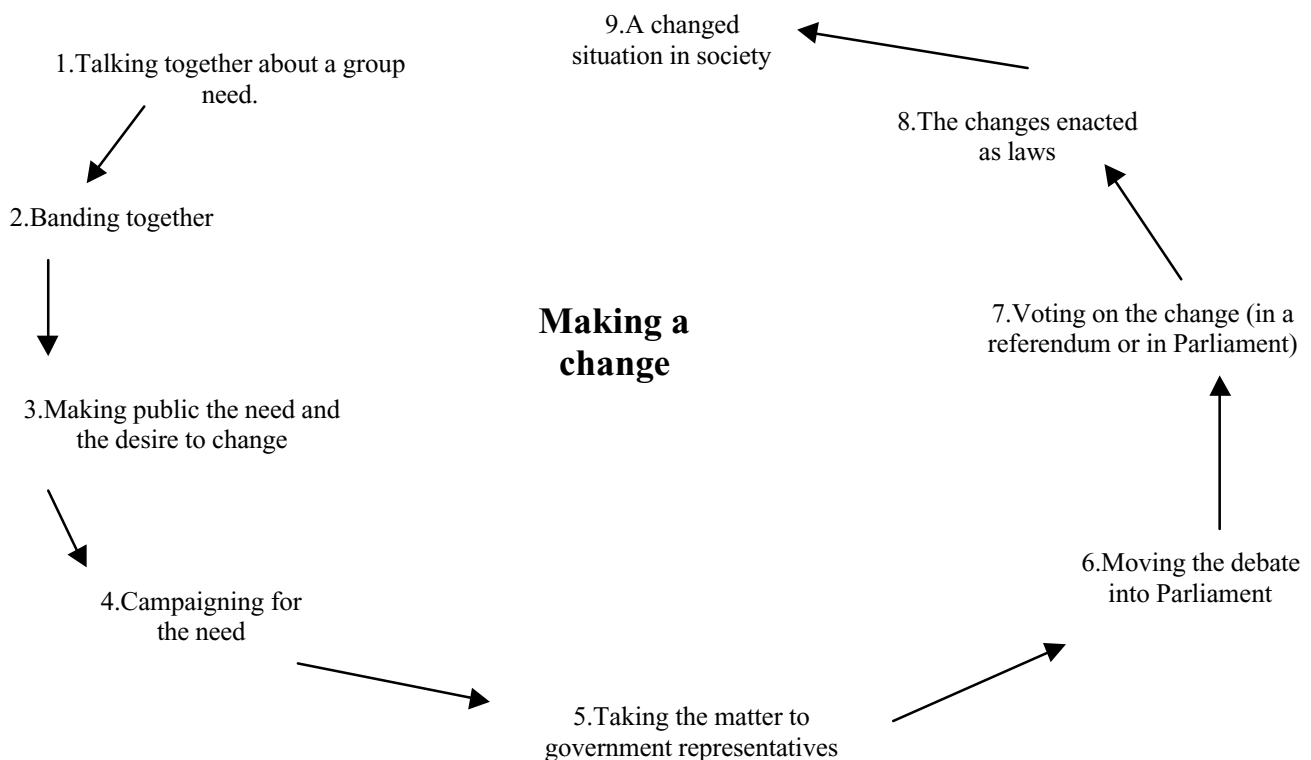
T	I	M	E	W	S	W	O	R	K
E	M	P	L	O	Y	M	E	N	T
M	P	H	O	M	E	N	Y	A	U
N	F	R	A	N	C	H	I	S	E
C	O	L	O	N	Y	V	O	T	E
I	R	I	G	H	T	S	W	I	D
P	L	A	N	C	H	O	I	C	E
A	G	I	R	L	S	L	N	E	A
T	E	Q	U	A	L	I	T	Y	R
E	G	P	R	O	T	E	S	T	N

Can you find the 20 words and 4 abbreviations in this word sleuth. (Check the words in the glossary at the back of this booklet).

Design a sleuth of this size and see if you can include 20 words and 4 abbreviations. The words **MUST** come from this topic.

MAKING A CHANGE

The women's suffrage movement began simply with like-minded women talking together about their situation. The action which followed brought about a significant change. The process of making a change is represented in this diagram as an nine step process.



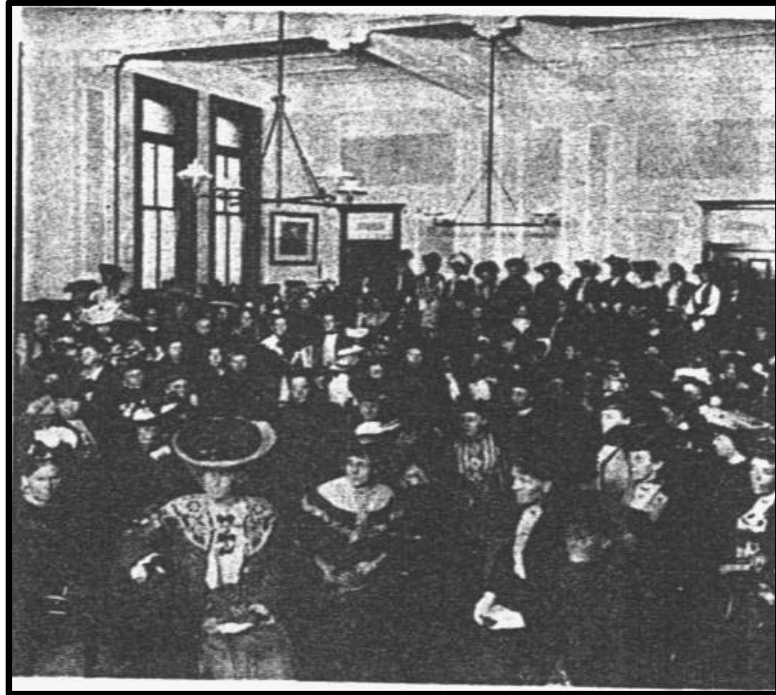
Suggested Activities

- Your class group has identified a group need ie. "That teenagers, over 15 years, should not have to compulsorily attend school". Map out the steps and actions you would take to bring about the change, using the above diagram as a guide.
- Using the process of mapping out a plan bring about a change to a situation in your school.

Strand: Culture / Sub Strand: Cohesion and Diversity
Strand: Investigation, Communication and Participation / All Sub Strands.
Strand: Active Citizenship / Democratic Processes

CAMPAIGNING

Campaigning for change is hard work. Designing and delivering written material is exciting and fairly easy : media appearances are challenging : public meetings can be very testing situations.



National Council of Women New South Wales, Annual Meeting, 1904.

Suggested Activity

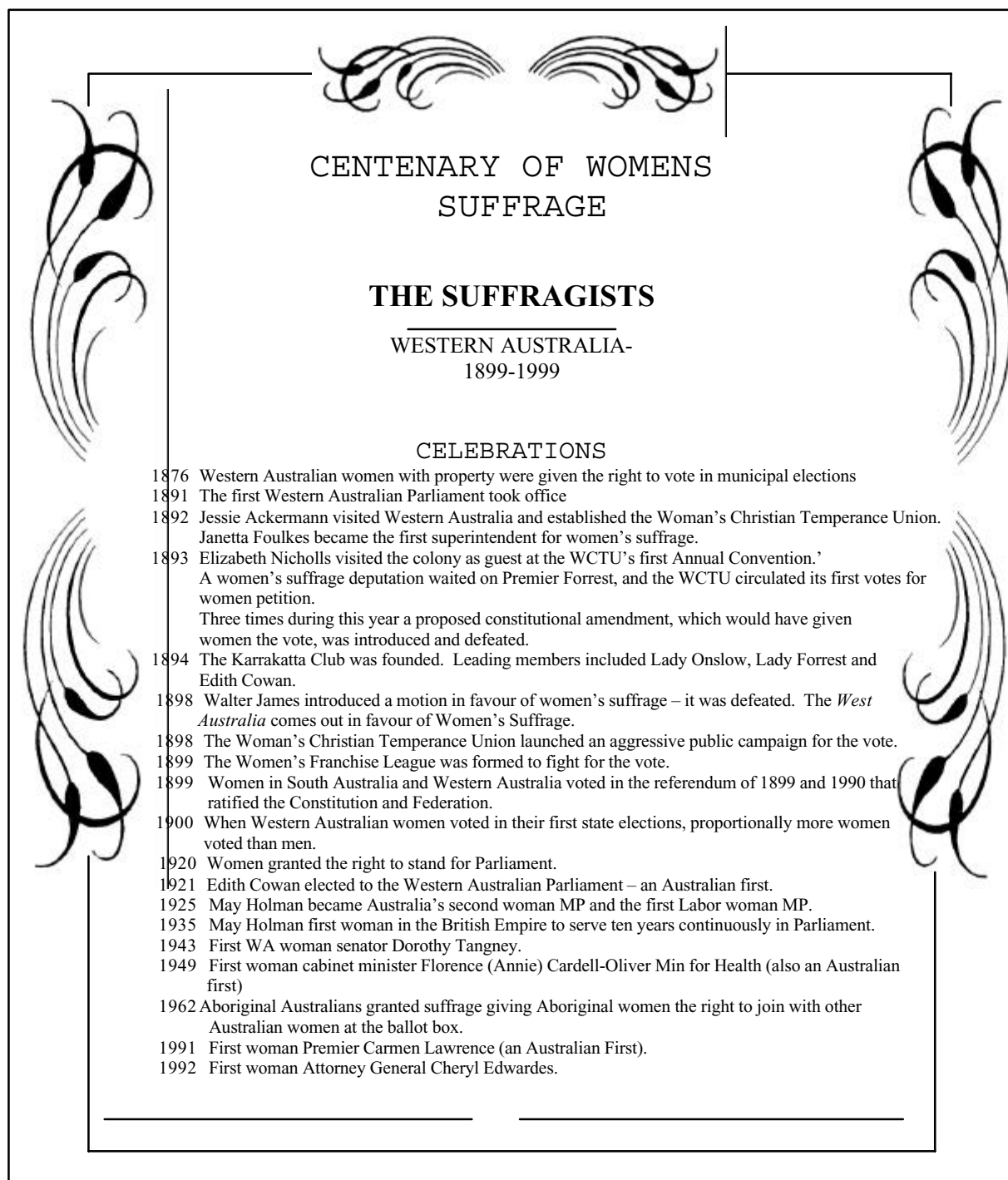
Dramatise a public meeting which the Women's Christian Temperance Union of WA held in 1895. The meeting is being held in Perth. A group of men call into the meeting on the way home from work and from the pub.

OR

Dramatise a public meeting which your group organizes to further your cause... i.e. "That teenagers over 15 years should not have to compulsorily attend school."

Strand: Culture / Sub Strand: Personal, Group and Cultural Identity.
Strand: Investigation, Communication and Participation / All Sub Strands.

This poster advertises the centenary of Women's Suffrage.



Suggested Activity

Class discussion.

- Were any of the changes on this poster significant for the five exhibitors at the exhibition?
- In our two houses of Parliament in Western Australia, currently only 20 of the 91 parliamentarians are women. Why do you think the numbers are so low?
- Are there still issues for women which need to be attended to?

Strand: Culture / Sub Strand: Personal, Group and Cultural Identity

Strand: Time, Continuity and Change / Sub Strand: Understanding the Past

Strand: Resources / Sub Strand: People and Work

Strand: Investigation, Communication and Participation / Sub Strand: Evaluating and Applying Findings.

WATCH YOUR LANGUAGE!

The women in Western Australia felt disadvantaged because they could not have a voice in deciding the Government representatives in Parliament. When we read the letters and documents of that time the language discriminates against females. It is not just the ideas in the writing, but the actual words used.

By selecting words carefully, writers can set up positive, negative or neutral descriptions in their texts.

Suggested Activity

Can you complete this chart?

A neutral term for the person or activity.	A Positive description.	A Negative description.
• A hotel owner.	A service provider	A booze bandit
• A Suffragette	A man hater

• A politician	A servant of the people
• Servants	Slaves.....
• A feminist
• Unemployed people
• A prejudiced person	A strong minded individual
• A deaf person
• A male ballet dancer
• A single parent
• A very very small teenager
•
•
•

Can you add extra words to the list?

Share your completed chart with your classmates.

SIGNIFICANT STEPS

The women's vote did not solve all the inequalities and discriminations experienced by them. Since 1900 women's issues have been on the agenda at every election time.

DATE	EVENTS
1900-1920s	<p>In 1902 women in every State won the right to vote in Federal elections.</p> <p>Various Acts of Parliament improved conditions for women in Western Australia.</p> <p>..... Criminal Code Act</p> <p>..... The Factories Act</p> <p>..... State Children Act No. 31</p> <p>..... Invalid Old Age Pension Act (Federal Health Act)</p> <p>..... Justices Act Amendment</p> <p>After the 1914 – 1918 War the lifestyle of women changed. The strict codes of female behaviour which had been in place before the war were no longer accepted by women. During the war they had supported the War Services, they had managed farms and family businesses, and they had stepped in to take “male” employment positions.</p> <p>In 1921 Edith Cowan became the first woman Member of Parliament in Australia.</p>
1930s, 1940s	<p>The 1930s were the Depression years, and resulted in huge numbers of unemployed people throughout Australia. Families had to forfeit their homes; makeshift camps and settlements sprung up; and charities and governments had to provide food for destitute families.</p> <p>When the Second World War began in 1939, women again took up the jobs of males. They also served in the Armed Forces and worked to establish war industries. Coupons were issued for the purchase of food, and women were expected to manage their homes with very few resources.</p>
1950s 1960s	<p>The economy of Australia thrived, and we were called “The Lucky Country”. Unemployment was below 2%, and home ownership was a priority for families. During the 60s women joined the work force in large numbers and they began to agitate for better pay conditions. (In 1950 females received 75% of the male wage). Women artists, writers and musicians were reaching the public because television was introduced to Australia.</p> <p>In 1962 Aboriginal people over 21 won the right to vote.</p> <p>Australia's involvement in the Vietnam War was controversial and public protest meetings became a way of advertising the opinions of a group.</p>

CLASS ACTIVITIES

Whole Class Discussions

- A. In the 1990s, citizen rights which are being debated in Australia include euthanasia; abortion; freedom of information; the right to own firearms; homosexuality; land rights; “stalking”; and the right of women to become priests.

What knowledge and opinion do you have about these matters? Do you know of any minority or interest groups supporting the above matters? How does an interest group push forward its cause?

Working in Pairs

“Social Justice” is a term used to refer to justice and fairness for all groups of people within society. Currently we hear the term most usually applied to the situations of:-

- women and girls
- migrants
- Aboriginal and Torres Strait Islanders
- physically or mentally disabled people
- geographically isolated people
- single parents

With a partner record your answers to the following questions, and then use your notes to present your ideas to the class.

1. Which of these groups, do you believe, have not been fairly treated in the past?
2. Are there situations for men and boys which are not “socially just”?
3. What can the **individuals** who belong in any of these groups do to overcome injustices?
4. What can **we** do to make life “socially just” for them in the 1990s?
5. What can a **government** do to make “socially just” for the groups in the 1990s?

Panel Presentation

Organise a television panel programme in which representatives from minority groups discuss their situation and argue for government support.

MAKING DEMOCRACY WORK

Democracy means government, of the people, for the people, by the people. At elections we formally authorise a person from the community to become our representative, our voice, in Parliament.

To vote for any person as a representative we should know something about the ideas, principles, values and political opinions of that person. We should also know the situation, environment and the issues of the area he or she is representing and in which we are involved.

Suggested Activity

Here is a set of statements from voters - from the disinterested to those most committed to our democracy. Would you change the order of any of the statements?

I will vote, because it is compulsory

I will join in any community, district or state group which is involved in my hobby or interest.

I will study and learn more about our system of Government.

I will work to clarify, express and share my ideas about Government.

I will actively support political endeavours, which interest me.

I will be employed in a political arena.

I will become a political representative -- a
Member of Parliament.

I will become the leader of a government.

WHAT WILL BE YOUR COMMITMENT ?

**What would be your responsibilities if you committed yourself to
statements 2,3,4,5 or 6?**

GLOSSARY A VOTE OF HER OWN

AFFIRMATIVE ACTION	Action designed to provide increased employment opportunities for groups who have previously suffered from discrimination.
ARENA	Area of action
ATTITUDE	A way of thinking
AUTOCRACY	Absolute government by one person
BRITISH SUBJECTS	Any person (except a Monarch) living under a Monarchy or any form of government
CANDIDATE	A person who seeks or is nominated for an office
CENTENARY	One hundredth anniversary
CIVICS	The science of civic affairs/ citizenship
CLARIFY	To make clear
COLONY	A group of settlers in a new community fully or partly involved with the mother country
CONSTITUTION	A set of laws or fundamental principles by which a nation is governed. It protects the rights and freedoms of citizens by defining the specific powers and operation of governments
CUSTOMS	A) A particular established way of behaving B) Established usage having the force of law
DEMOCRACY	Practising government by the people
DISABLED	Unable to act or move
DISCRIMINATE	To make distinctions between
ELECTION	The process of electing or being elected
EMANCIPATION	To free from restraint
EMPLOYMENT	Regular work or service for payment
EQUITY	That which is fair and just
FEDERATION	A unity of states
FORFEIT	Lose or surrender
FRANCHISE	A citizen's right to vote at elections
GENDER	A set of classes such as masculine and feminine
INDEPENDENT	Not dependent on others

GLOSSARY A VOTE OF HER OWN

INDIGENOUS	Native of, belonging naturally to
INJUSTICE	Unfairness
LEGISLATION	A law or set of laws
LEGISLATIVE ASSEMBLY	The Lower House of Parliament
LEGISLATIVE COUNCIL	The Upper House of Parliament
LIBERATION	Freedom from restraint
LOGO	Symbol of advertising, a drawing
MIGRANT	A person who moves and settles in a new place
PETITION	Written request
POLITICS	Affairs of the State
PRESIDENT	Head of an organisation
REFERENDUM	A vote by all voters on a questions
ROYAL ASSENT	Consent by the reigning monarch
SETTLERS	Those people who pioneer or settle in a different place
SHACKLES	Restrictions
SOCIAL JUSTICE	Fairness to social groups
STEREOTYPE	To characterise according to a conventional idea or concept
SUFFRAGE	The right of voting in political elections
SUFFRAGETTE	A Northern Hemisphere term for a female committed to the right of women to vote.
SUFFRAGIST	A Southern Hemisphere term for a female committed to the right of women to vote.
TARIFF	A set of charges
TO DRAFT LAWS	To write a preliminary version of laws
VOTE	To give ones opinion at a ballot or by a show of hands
WAR INDUSTRIES	Employment and business which support the activities of a war

SOURCES

Government Documents and Newspapers:

The Government Gazette

Parliamentary Debates, Legislative Assembly and Council

Statutes of Western Australia

The West Australian Newspaper

Women's Policy Development Office, Fact Sheets

Constitutional Centre's Resource Material:

Fact Sheet

Research Papers (Bobbie Oliver)

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Books and Articles:

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Other

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