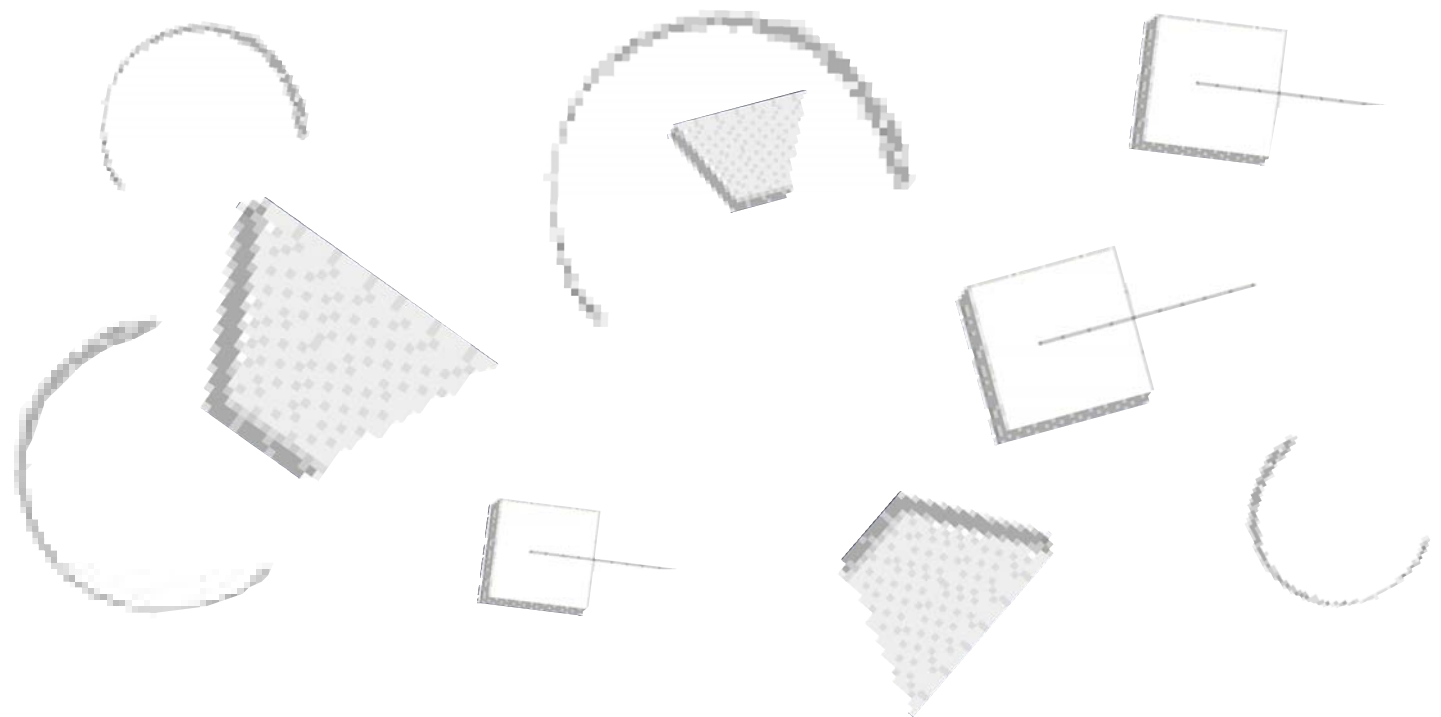




## Our Constitution



## CURRICULUM RELEVANCE

Primary Level	
Year 5	Swan River Settlement Heritage of the Past
Year 6	Western Australia's Government
Year 7	Theme: Change
Lower Secondary	
(Social Studies K-10 Syllabus, Curriculum Branch, EDWA, 1981)	<ul style="list-style-type: none"> <li>• Western Australia - Yesterday &amp; Today</li> <li>• Australia's Government</li> <li>• Australian Society</li> <li>• Law</li> </ul>
Upper Secondary - TEE & Non-TEE	
Year 11 - History	Investigating Change: Western Australia Local History
Year 11	Australian Studies
Year 11	Political & Legal Studies

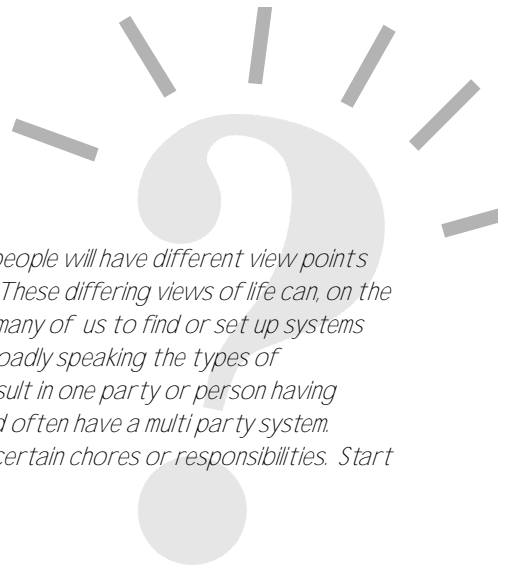
### *Student Outcome Statements*

The selection of student outcome statements depends very much on the teaching program and the different levels at which students are working. However, the education materials focus on an investigative approach and have a natural correlation with the skills strand in Society and Environment - Investigation, Communication and Participation. In addition the activities and tasks can easily be used as a vehicle to help students achieve the outcomes in the following conceptual strands:

- Time, Continuity and Change
- Culture
- Natural and Social Systems - Political and Legal Systems

The exhibition and education resources would also complement the curriculum areas of citizenship and values.





## How is your School Run?

*What are the main roles and responsibilities for a class teacher?  
How did they achieve this position?*

JOB TITLE/POSITION	HOW POSITION ACHIEVED	RESPONSIBILTIES



*What systems exist for the organisation of students by age, ability, social/sporting activities?  
Why are these systems set up? Are they reasonable?*

## Student Organisation

AGE	ABILITY	SOCIAL/SPORTING	WHY SET UP	REASONABLENESS

*What responsibilities and rights do the students have in a school?  
What are the main rules for students in the school? Who decided on them? Why are they there?  
Are they reasonable?*

## The Four 'R's

RESPONSIBILITIES	RIGHTS	RULES	REASONS FOR RULES



*When you have completed the tables then address the following questions.*

*a) How democratic or autocratic is your school?*

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*b) Is it possible for a school to be totally democratic? Why?*

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*c) What were the main areas of disagreement between students? Why?*

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*d) How might you resolve these areas of disagreement?*

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**An Original Classroom**

*"The new buildings in Havelock Street have proved a success. The Classrooms are lofty and well-lighted and the ventilation all that could be desired."*

Prospectus 1916





*There are a number of types or combinations of autocratic government:*

*Autocratic Monarchies - this is where a royal family has total political power which is passed on to a son or daughter*

*Individual Dictatorships - one person has total political power*

*Military Dictatorships - political power is held by a military council or junta*

*One Party States - there is only one political party and no alternative*

*Benevolent Dictatorships - usually a less self serving system of dictatorship which allows some human rights*

## Mix and Match

*Below is a list of people/countries. See if you can find out what type of autocracy they were/are and complete the table.*

*Henry VIII (England),*

*Stalin (USSR),*

*Ayatollah Khomeini (Iran),*

*Japan (1930s and 1940s),*

*Hitler (Germany),*

*Tsar Nicholas II (Imperial Russia),*

*Peron (Argentina),*

*Mao Zedong (China),*

*Napoleon (France),*

*Mussolini (Italy),*

*Governor Stirling (WA)*

AUTOCRATIC MONARCHY	INDIVIDUAL DICTATORSHIP	MILITARY DICTATORSHIP	ONE PARTY STATES	BENEVOLENT DICTATORSHIPS

*a) What would be the advantages of an autocracy?*

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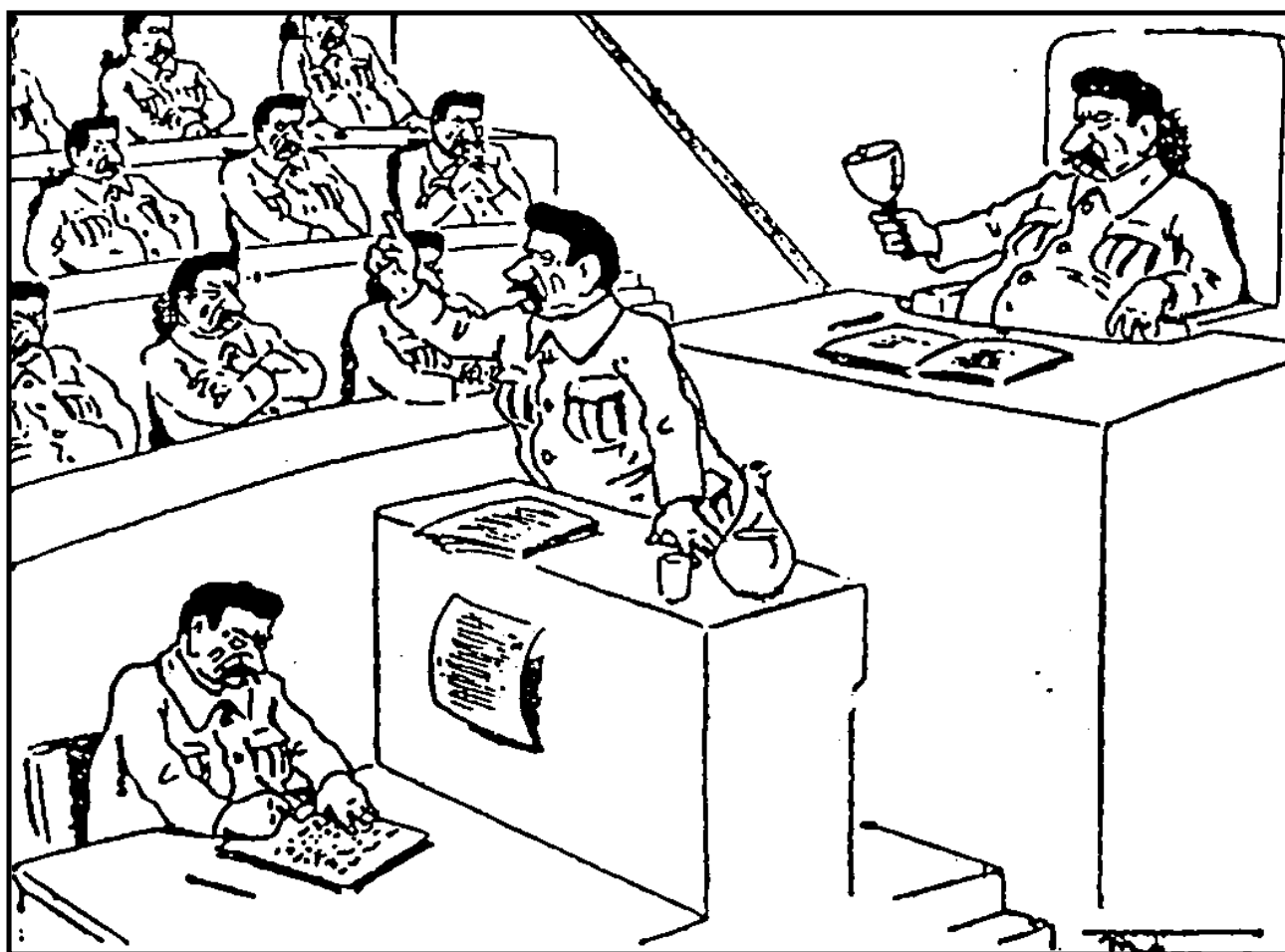


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b) What would be the disadvantages of an autocracy?

Autocracies can adopt different viewpoints such as Hitler's Nazism and Stalin's Communism. These are what we call on the 'right' and 'left' wing of the political spectrum. Choose any of the above autocracies or another of your choice and investigate and analyse its origins and political beliefs.



A cartoon published in Paris by those who had fled Stalin's Russia.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.





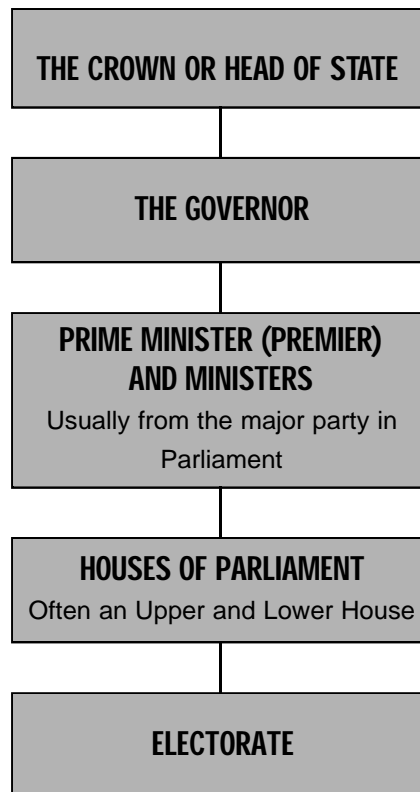
# Democracy Rules - Okay?

*The idea of democracy originated in Ancient Greece. The word comes from demos - meaning the people - and kratos - meaning authority or power. Today there are a number of types of democracies.*

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

*A Combination - in some parliamentary systems a President is elected as well as a Prime Minister but has more ceremonial powers like that of a monarch (India).*



a) List the advantages of a democratic system.

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b) List the disadvantages of a democratic system.

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*Research the origins of the Parliamentary system in Britain. As far back as Saxon times the kings ruled with the help of a Witan (council). Other important landmarks to help you include - Magna Carta, Simon de Montfort, and the English Civil War between Charles I (Royalists) and Parliament (Roundheads).*

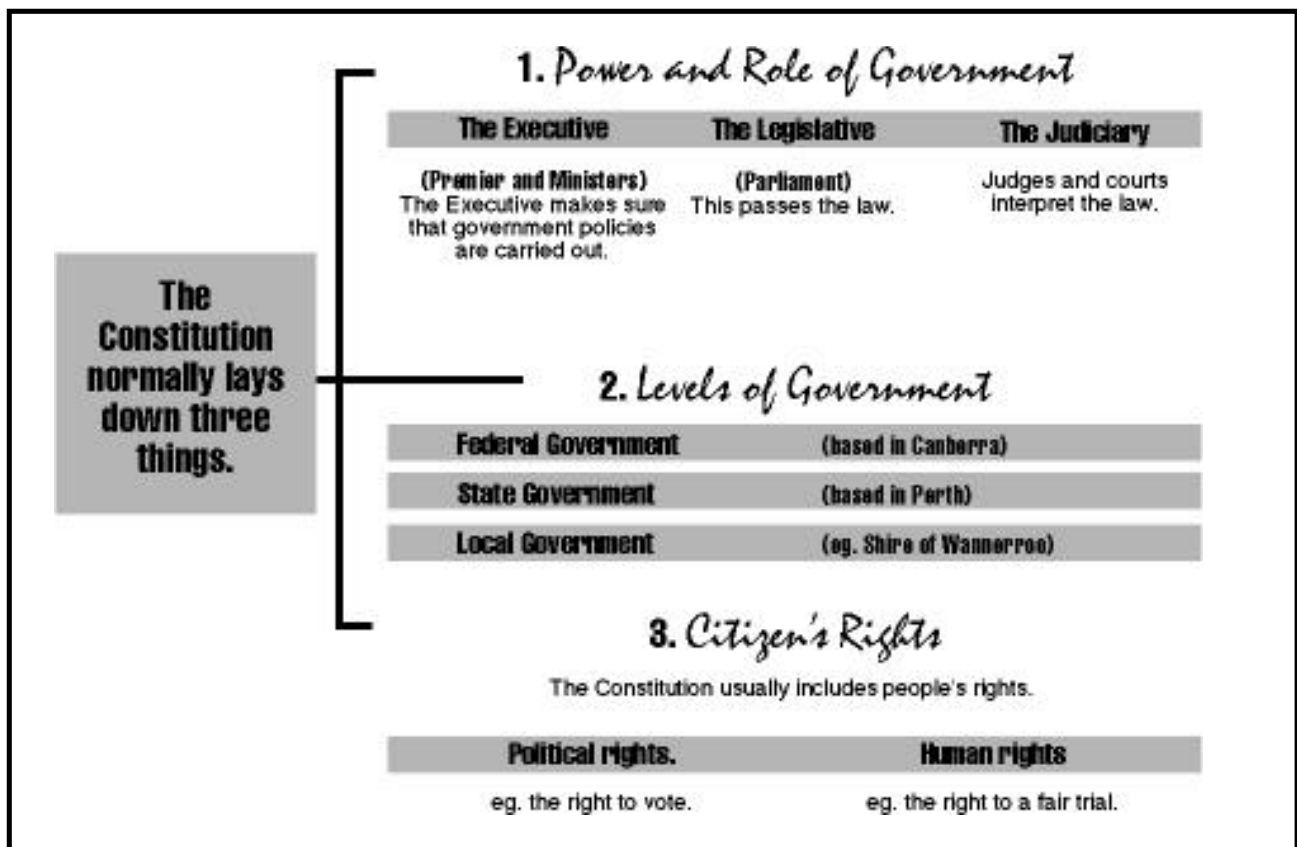




The majority of countries have a set of rules or laws which state the way in which a country should be governed. This applies to both autocratic and democratic governments. A Constitution normally lays down three things

1. The power and role of the government
2. The levels of Government
3. The citizen's rights

Usually a Constitution is a written document, as in Australia and Western Australia, but sometimes it is based on laws and customs as in Great Britain.



Imagine that you have to make up a Constitution for your school. Using the above framework as a guide now complete the diagram below to illustrate a School Constitution.

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**School  
Constitution**

**1. Role of School Staff**

**2. Levels of Responsibility**

Responsibilities of Staff

Responsibilities of Student

Responsibilities of Others

**3. People's Rights**

**Staff Rights**

**Student Rights**

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# FOUNDING A COLONY

Aboriginal people had lived in Western Australia for tens of thousands of years with their own systems of social organization, before the arrival of British settlers in 1829. The early settlers were ruled by a government appointed by the British Government in London. At that time the British parliamentary system was a limited democracy. There were two Houses of Parliament but the House of Commons' powers were limited by a property qualification for both the electorate and Members of Parliament. By 1884, after a long and hard fought campaign, most men were granted the vote at the age of 21. Women were not seriously considered at this time for the same privilege! James Stirling was the first Governor of the Colony and the sources which follow provide some information about the autocratic role of Governors in the infant Colony.



Captain James Stirling

## Source 1 The population of the Colony

The census of 1832 provides some indication of the size and distribution of the population of settlers at that time (about the size of a large school!). The original Aboriginal population was not included. The Swan Settlement was divided into 8 geographical areas as shown below.

GEOGRAPHICAL AREA	NUMBER OF PERSONS IN AREA
Upper Swan	38
Guildford	229
York	18
Rottneest	33
Perth	390
Fremantle	304
Rural grants on Swan River	162
Rural grants on Canning River	70



*a) What is the total population in 1832? Which are the most populated areas? Why?*

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*b) Suggest the main occupations and tasks for the settlers in these early years.*

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*c) Where would the Governor have resided? Why?*

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*d) What would have been the main methods of communication and transport?*

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Bivouac on the banks of the Swan River: preparing for supper, 1827 by Fredrick Garling

Courtesy, Collection Art Gallery of Western Australia



PROBLEM	DIFFICULTIES THIS WOULD PRESENT
<i>Political</i>	
<i>Economic</i>	
<i>Social</i>	
<i>Cultural</i>	
<i>Other</i>	

f) Research the impact of European settlement on the way of life of the Aboriginal people.

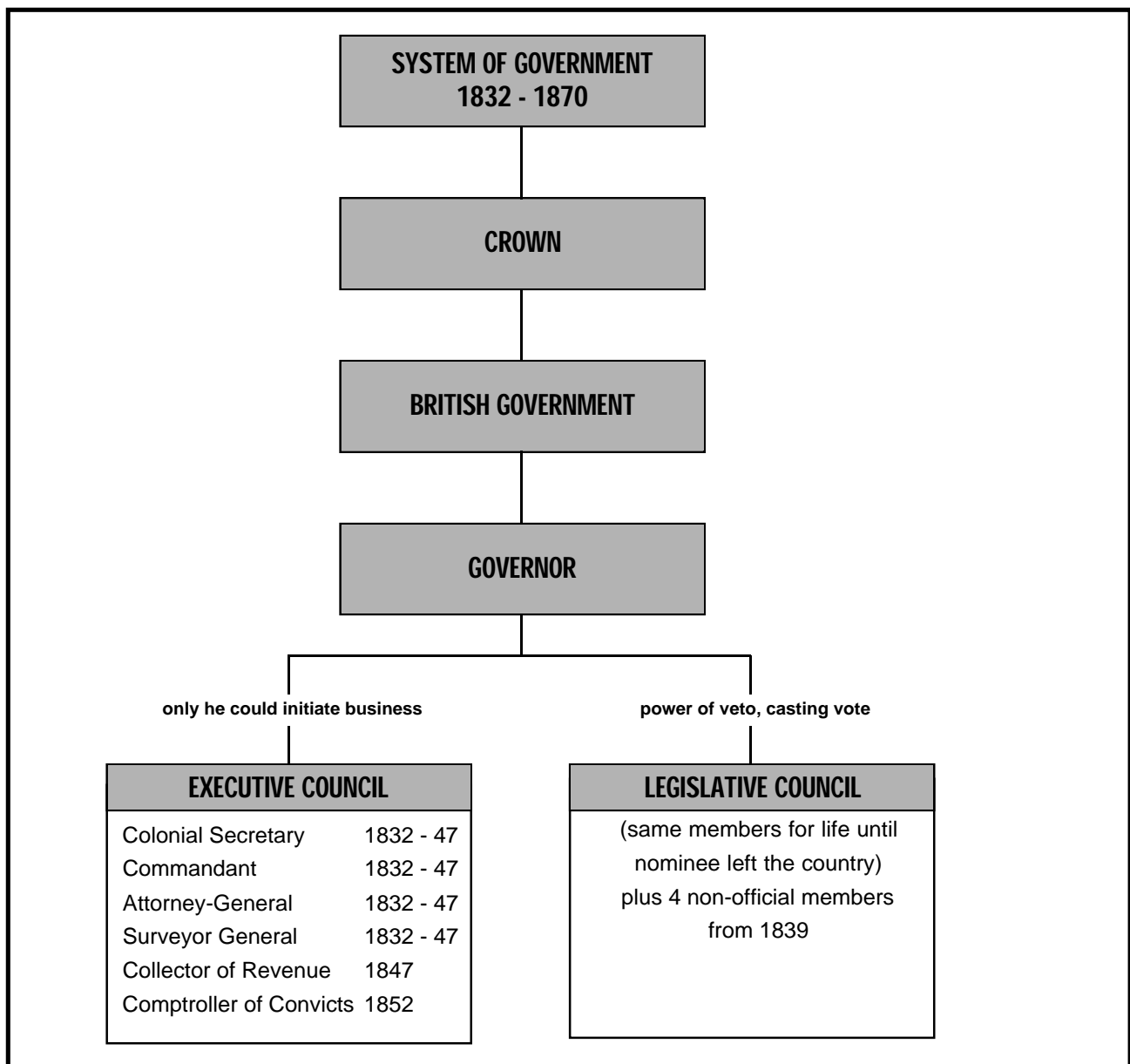


## Source 2a What is a Colonial Governor?

*"A Colonial Governor is a ruler who has no permanent interest in the colony he governs; who perhaps had to look for it in the map when he was sent thither, who takes years before he really understands its parties and its controversies; who, though without prejudice himself, is apt to be a slave to prejudices of local people near him; who inevitably, and almost laudably governs not in the interest of the colony, which he may mistake, but in his own interest, which he sees and is sure of.... He is sure to leave upon the colony the feeling that they have had a ruler who only half knows them and does not so much as half care for them. We hardly appreciate this common feeling in our colonies, because we appoint their sovereign, but we should understand it in an instant if, by a political metamorphosis, the choice were turned the other way - if they appointed our sovereign. We should then say at once, 'How is it possible a man from New Zealand can understand England? How is it possible that a man longing to be back in the antipodes can ever care for England?'"*

(Bagehot W. The English Constitution, 1867, Fontana Edition, London, 1963, p.225-226)

## Source 2b



## Source 2c

*"For... forty years Western Australia was a crown colony ruled by governors who were primarily responsible to the British government rather than the colonists over whose welfare they presided. After the first two and a half years the governor had to work with and through a small Legislative Council but the members of this body were officials, who were subject to his authority.... The politics of the day therefore revolved around the governor and his officials rather than around elections, parties or cabinets"*

*(De Garis, B.K. 'Political Tutelage' in Stannage, C.T. (ed) A New History of Western Australia. 1981, p. 298-299)*

a) How and why does Bagehot criticise the way in which Governors are appointed? Is he implying that a different system would be better?

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b) How could you check the accuracy of Bagehot's comments?

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c) To what extent are his comments supported by De Garis?

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d) Are these primary or secondary sources of evidence? Does this affect the accuracy?

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e) Using all the above sources, list the evidence that indicates the extent of the powers of a Colonial Governor.

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f) List the adjectives that you could use to describe this type of power.

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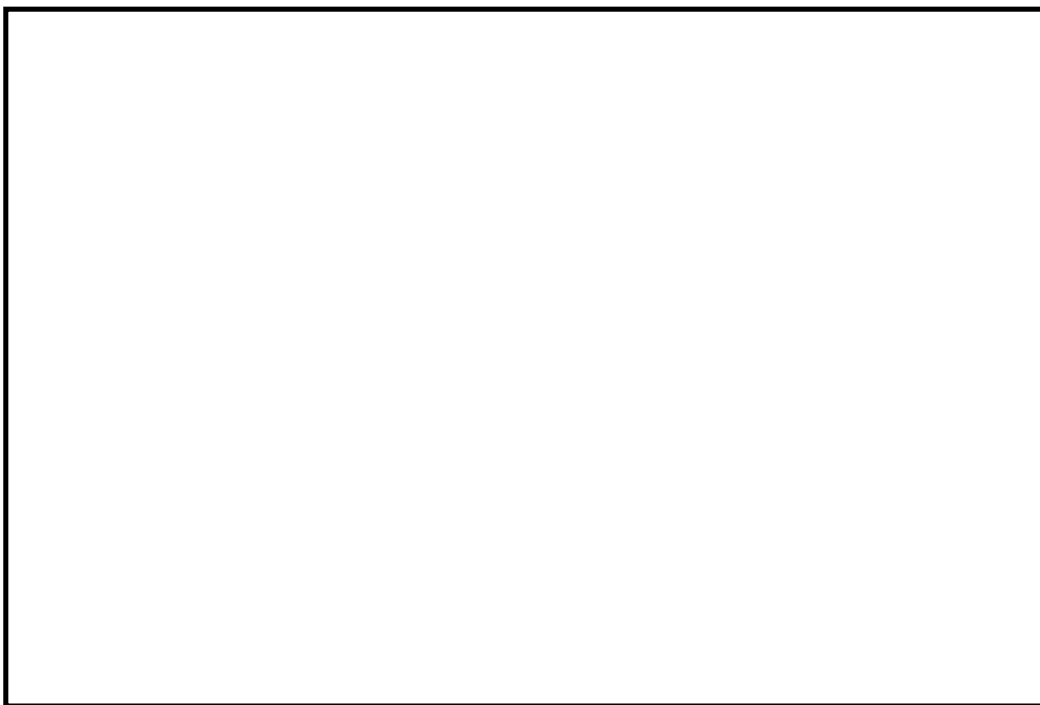
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Draw a cartoon which satirises the role of a colonial governor



## Source 3A Governors of Western Australia

*SOME COLONIAL GOVERNORS' SALARIES IN 1870*  
(In English pounds)

Victoria	10,000
Canada	10,000
New South Wales	7,000
Cape Colony	6,500
Tasmania	6,500
Queensland	5,124
British Guyana	5,000
New Zealand	4,500
British Colombia	4,000
Barbados	4,000
West Africa Settlements	3,500
Antigua	3,000
Bermuda	2,746
Western Australia	2,500
Bahamas	2,000
St Helena	2,000
Newfoundland	2,000
Falkland Islands	1,000
Labuan	800
Heligoland	500

*(Boyce, P. Role of the Governor in Western Australia, 1829-1890.  
Unpublished thesis, 1961, Battye Library)*



## THE GOVERNORS 1829 - 1997

### Crown Colony

<i>Captain James STIRLING, RN</i>	1829-1839
<i>John HUTT Esq</i>	1839-1846
<i>Lieut-Colonel Andrew CLARKE, KH</i>	1846-1847
<i>Captain Charles FITZGERALD, RN</i>	1848-1855
<i>Arthur Edward KENNEDY, Esq (later Sir Arthur)</i>	1855-1862
<i>John Stephen HAMPTON, Esq</i>	1862-1868
<i>Frederick Aloysius WELD, Esq (later Sir Frederick)</i>	1869-1875
<i>Sir William Cleaver Francis ROBINSON, KCMG</i>	1875-1877
<i>Major-General Sir Harry St George ORD, RE, KCMG CB</i>	1878-1880
<i>Sir William Cleaver Francis ROBINSON, KCMG</i>	1880-1883
<i>Sir Frederick Napier BROOME, KCMG</i>	1883-1889

### Self Government

<i>Sir William Cleaver Francis ROBINSON, KCMG</i>	1890-1895
<i>Lieut-Colonel Sir Gerard SMITH, KCMG</i>	1895-1900
<i>Captain Sir Arthur LAWLEY, KCMG</i>	1901-1902
<i>Admiral Sir Frederick George Denham BEDFORD, GCB</i>	1903-1909
<i>Sir Gerald STRICKLAND, KCMG</i>	1909-1913
<i>Major-General Sir Harry BARRON, KCMG CVO</i>	1913-1917
<i>Sir William Grey Ellison MACARTNEY, PC, KCMG</i>	1917-1920
<i>Sir Francis Alexander NEWDIGATE-NEWDIGATE, KCMG</i>	1920-1924
<i>Colonel Sir William CAMPION, KCMG DSO</i>	1924-1931
<i>(Lt-Governor) Hon. Sir James MITCHELL, GCMG</i>	1933-1948
<i>Hon. Sir James MITCHELL, GCMG</i>	1948-1951
<i>Lieut-General Sir Charles Henry GAIRDNER, GBE, KCMG, KCVQ CB</i>	1951-1963
<i>Major-Gen. Sir Douglas KENDREW, KCMG CB, CBE, DSO</i>	1963-1973
<i>Air Commodore Sir Hughie EDWARDS, VC, KCMG CB, DSO, OBE, DFC</i>	1974-1975
<i>Air Chief Marshal Sir Wallace KYLE, GCB, KCVQ CBE, DSO, DFC</i>	1975-1980
<i>Rear-Admiral Sir Richard TROWBRIDGE, KCVQ</i>	1980-1983
<i>Professor Gordon REID, AC</i>	1984-1989
<i>Sir Francis BURT, AC, KCMG QC</i>	1990-1993
<i>Major-General Michael JEFFERY, AQ MC</i>	1993-



*a) Compare the salaries of the Governors in Australia. What does this information suggest to you about the position of the Western Australian Governor?*

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*b) How do you think an Englishman might have viewed his appointment to Western Australia?*

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*c) Look carefully at the list of Governors for Western Australia. What qualifications seem to have been necessary or popular for the position? Why?*

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*d) What personal qualifications do you think that the Governors would have needed up to 1870? Why?*

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*Using all the information from the sources and your responses, debate, or write a critical essay, on the following statement 'It was necessary for Western Australia to have an autocratic Governor in the early colonial years'.*

