

# Impact of Social Darwinism on Australia (pages 93-101)



# Map of Australia



# Convicts were some of the first English settlers



a convict chain gang in Sydney, New South Wales

# Aboriginal war prisoners



Some aboriginals have still kept their culture today.



# Intro: The colonisation of Australia

- **Indigenous people (Aborigines) were hunter-gatherers**
- **1788: British set up penal colony called New South Wales**
- **» Became wealthy from export of wool**
- **Other penal colonies established in Tasmania, Perth and Victoria**
- **1850s: Gold discovered in Victoria**
- **1901: Australian colonies united to form Australian Federation**

# Impact of colonisation

- **Negative impact on Aborigines**
- **» Indigenous use of land was ignored**
- **» Could not continue to live as hunter-gatherers**
- **» Had to work on settler farms for low wages**
- **» Many died as result of smallpox**

- » Debates about whether it was genocide or because Aborigines could not adapt to change
- Numbers declined from between ½ to 1 million to 60 000
- Social Darwinists thought that Aborigines would die out because they could not compete in modern society
- » Saw unemployment, alcoholism as signs of "racial decay"
- » They saw it as "racial suicide"



- **Debates among Australian settlers about what should be done:**
- » Some suggested separate reserves to help Aborigines survive
- » Some wanted reserves to keep "inferior" Aborigines separate from whites
- » Some believed they should be integrated into settler society

- **Passed laws to control lives of Aborigines:**
- » They could be forced to move to a reserve
- » They could not vote, drink alcohol, carry guns or own dogs
- » Marriage between Aborigines and others needed special permission
- » White superintendents had total control over lives of Aborigines in reserves
- » Aborigines had to live in separate areas of towns and to use separate facilities

# White immigration policies

- **Immigration Restriction Act restricted immigration of Asian, especially Chinese, immigrants**
- **» Wanted to protect jobs of white Australians**
- **» "White Australia" policy lasted until 1960s**
- **But government wanted white population to increase**
- **» Maternity allowances to encourage larger families**
- **» Tried to get immigrants from Britain to work as labourers and domestics**

- **» After First World War many ex-soldiers from Britain went there, but not willing to work as labourers**
- **Children from Britain sent to Australia after the First World War**
- **Orphans from children's homes in Britain went to Australia**
- **Lived in institutions and then worked on farms or in domestic service**
- **Immigration schemes reduced during Great Depression**
- **Started again after Second World War (until 1967)**
- **Later, stories of abuse and neglect emerged**

## The "Stolen Generation": treatment of "mixed race" children

- **Over 100 000 mixed race children taken**
- **Placed with white families, missionaries or in orphanages**
- **Aim was to "assimilate" them into white society**
- **Trained to be domestics and farm workers**
- **Known as the "Stolen Generation"**
- **Dr Cecil Cook and A.O. Neville and assimilation programmes for "breeding blackness out"**
- **Programme promoted by government officials**
- **Cecil Cook and A.O. Neville**
- **Both enforced the policy ruthlessly**
- **Strictly controlled the lives of the children**

- **In order to ascertain the impact that Social Darwinism had on Australia one must first define Social Darwinism, then look at colonisation, the Stolen Generation and immigration policies.**

- In order to ascertain the impact that Social Darwinism had on Australia, this essay will first define Social Darwinism. Once there is a clear definition of Social Darwinism one will be able to identify such policies and assess the impact that they had on Australia. This essay will show that Social Darwinism impacted negatively on Aboriginal society and on Australia's immigration policies.

# TEXTBOOK ACTIVITIES

- Do all the following activities
- Activity 1 p.94
- Activity 2 p. 96
- Activity 3 p. 100