

# GOVERNANCE IN THE EARLY COLONY



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**The History Trust of South Australia developed this education resource using the expertise, collections and resources of the History Trust of South Australia, its museums and partners. Our learning programs bring to life the stories, objects and people that make up South Australia's rich and vibrant history.**

## HISTORY TRUST OF SOUTH AUSTRALIA

The History Trust of South Australia operates three museums - the Migration Museum, the National Motor Museum and the South Australian Maritime Museum, along with the Centre of Democracy managed in collaboration with the State Library of South Australia. The History Trust's role is to encourage current and future generations of South Australians to discover this state's rich, relevant and fascinating past through its public programs and museums including the Migration Museum, the South Australian Maritime Museum, the National Motor Museum and the Centre of Democracy.



[history.sa.gov.au](http://history.sa.gov.au)  
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## CENTRE OF DEMOCRACY

The Centre of Democracy is a collaboration between the History Trust of South Australia and the State Library of South Australia. It is supported by the South Australian Government. Its vibrant program of education, public, and online programs engage and inform visitors about the ideas behind democracy, political participation and citizenship. The gallery features state treasures from History Trust and State Library collections, as well as items on loan from State Records of South Australia, the Art Gallery of South Australia, the Courts Authority, Parliament House, Government House and private lenders.



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## AN EDUCATION RESOURCE FOR SECONDARY & SENIOR TEACHERS

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### USING THIS RESOURCE

This resource is intended to be used in conjunction with three videos produced by the History Trust. It can also be used as a stand-alone resource on the colonisation of South Australia and developing historical analysis skills.

Activities have been designed to align with Australian Curriculum History, HASS, Civics & Citizenship and English at primary and secondary levels. Curriculum links include:

- Developing humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.
- The study of European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact.
- The study of colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development.
- Aboriginal and Torres Strait Islander perspectives.
- Developing historical inquiry and analysis skills.

### KEY INQUIRY QUESTIONS

- How have laws affected the lives of people, past and present?
- What were the short- and long-term effects of European settlement on the local environment and Indigenous land and water management practices?
- How have individuals and groups in the past and present contributed to the development of Australia?
- How have experiences of democracy and citizenship differed between groups over time and place?



## THE PROVINCE OF SOUTH AUSTRALIA

**South Australia was an unusual settlement within the British Empire. Unlike the older colonies on Australia's eastern seaboard there were to be no convicts, and this commitment to a 'free' settlement was fiercely maintained. Historians are divided about the lasting impact of the absence of the 'convict taint' on the province's society and culture, but an awareness of difference distinguishes South Australians to this day.**

South Australia was also created initially as a commercial and administrative partnership between the British Government (represented in the office of the Governor) and the South Australian Colonization Commission. The precise distribution of administrative powers between these two groups was never adequately defined and constant conflict between them marked the early years of settlement. To further complicate matters some members of the Colonization Commission had formed a joint stock company in 1835 to raise sufficient funds in land sales to satisfy the British Government that the new settlement was viable.

The South Australian Company became in effect the financial basis of the new settlement, building much of the early infrastructure and providing banking and other financial services. In 1836 the first three vessels to leave Britain for the Province, the *John Pirie*, *Duke of York* and *Cygnets*, were either purchased or chartered by the Company for the voyage.



SOUTH AUSTRALIAN LANDSCAPE, J. M. SKIPPER, C.1855 - SLISA - B70983

## THE PROVINCE OF SOUTH AUSTRALIA *Continued*

### SYSTEMATIC COLONISATION

South Australia is often described as a 'planned settlement'. Some have called it a 'social laboratory', an attempt to build an improved colony in a nineteenth century sense. It developed from the widespread critique of other colonising ventures current in liberal circles in Britain in the 1820s and 30s. Most famous perhaps was Edward Gibbon Wakefield, whose book *Letter from Sydney*, penned while he was confined in Newgate Prison in 1829, outlined many of the principles of 'systematic colonisation' that were to guide the creation of South Australia.

*Key principles of 'systematic colonisation' included a commitment to free settlement, the belief that land should be bought not granted, and bought at a sufficient price both to ensure an adequate supply of labour by preventing potential labourers from acquiring land too quickly, and to provide the funds for assisted emigration.*

There was also a preference for young, fit families as assisted emigrants, to ensure a balance of the sexes. A South Australian Association, formed in December 1833, actively promoted the creation of such a colony in South Australia. Its members included many who were active adherents of various dissenting sects and were influenced by prevailing radical and utilitarian ideas. Robert Gouger, a friend of Wakefield's, was a prominent member, as was Robert Torrens. Leading members of the Association later became Board members of the South Australian Colonization Commission. The dissenters continued to be very influential in the intellectual and political life of South Australia is reflected in a commitment to freedom of religious expression and to broader principles of social and political debate: the principles of 'systematic colonisation' that were to guide the creation of South Australia.

### FOLLOW UP ...

Think about these principles of 'systematic colonisation' as you look at the following sources and consider:

- 1 Were these principles upheld during the colonisation of South Australia?
- 2 Did these principles apply to everyone?

*The term Dissenter refers to Protestant denominations such as Presbyterians, Baptists, Quakers, Congregationalists, and others who refused to conform to the Acts concerning religious uniformity passed by the British Cavalier Parliament between 1661 and 1665.*





## THE LETTERS PATENT

**The South Australia Act of 1834 was created as the result of a long campaign by those who wished to establish a colony according to the principles of systematic colonisation. The Act empowered the King to establish South Australia as a British province and to provide for its colonisation and government. The preamble to the Act included a description of the lands on which such Provinces were to be erected as 'waste and unoccupied Lands, which are supposed to be fit for the Purposes of Colonization'.**

A period of intense negotiation followed between those planning to establish the province of South Australia and the Colonial Office, which administered Britain's colonies. One of the topics under discussion was provision for the Aboriginal inhabitants, particularly in relation to their proprietary rights to land; rights which those in the Colonial Office believed were beyond dispute. The Colonization Commissioners, seeking to establish the province, disputed that such rights would be found to exist, believing that Aboriginal people did not 'occupy' the land in a way that would be recognised by British institutions.



L-R SEAL FROM THE LETTERS PATENT - SRSA  
COLONEL GEORGE GAWLER, C.1848-50 - AGSA

Negotiations between the Commissioners and the Colonial Office continued. Finally, when the Letters Patent establishing the Province were signed by King William IV on 19 February, 1836, they included the clause:

*Provided always, that nothing in these our letters patent contained shall affect or be construed to affect the rights of any Aboriginal Natives of the said Province to the actual occupation or enjoyment in their own Persons or in the Persons of their Descendants of any Lands therein now actually occupied or enjoyed by such Natives.*

The first of the South Australian Company's ships, the *John Pirie*, set sail to establish the province of South Australia just three days later.

In 1838 the South Australia Act was amended, and wording conforming to (and referring to) the Letters Patent was inserted. An attempt to honour the spirit of the Letters Patent was made by South Australia's second governor, Governor Gawler.



In 1840 Governor Gawler allowed the Protector of Aborigines, Matthew Moorhouse, to select sections of land as reserves for Aboriginal people - ahead of the colonists who were holders of preliminary land orders. This caused a furore, as the landholders protested that they should have first choice of the land being surveyed and sold. Governor Gawler stood firm, arguing that his actions were consistent with his Royal instructions and, further, that it was well known that Aboriginal people's rights to land were to be recognised in the colony.

The subsequent history of colonisation shows that this was not to be the case; that with minor exceptions such as Aboriginal Reserves and the reservation later inserted into pastoral leases, colonisation in South Australia proceeded with little regard for the clauses in the Letters Patent relating to Aboriginal rights to land. No treaties were entered into. Land was sold, leased and granted to colonists, and its Aboriginal inhabitants were progressively dispossessed. It can be argued that recognition of First Nations rights to land was never going to happen as it was fundamentally incompatible with the colonial project.

In the early 21st century, the question of the potential legal implications of the disregard of the Letters Patent in the colonisation of South Australia became a focus of research. Some Aboriginal groups argue that the document recognised or conferred rights on Aboriginal inhabitants which survive, despite the actions of the colonists. The Letters Patent is again the source of discussion and controversy as its significance and legal meaning are debated.

## THE LETTERS PATENT *Continued*

### FOLLOW UP ...

- 1 In what ways was the establishment of South Australia different to the other Australian colonies?
- 2 In the South Australia Act of 1834 the setting for the new colony was described as 'waste and unoccupied Lands'. How accurate was this description? Do you think the writer believed this description to be true or was there another motivation for describing it this way?
- 3 Re-read the clause included in the Letters Patent (on the previous page). Try to simplify this section, in your own words.
  - a Do you agree or disagree that this clause was a good thing to include? Explain your answer.
  - b Colonists paid little regard to this clause relating to Aboriginal land rights. Why do you think it was included in the document but then disregarded?
  - c To what extent do you think colonisation would have been possible if this clause was adhered to?
- 4 What do you think can be done today to recognise the rights of Aboriginal people and their descendants to access and enjoy the land, as described in the Letters Patent?



## THE LETTERS PATENT: A FIRST NATIONS PERSPECTIVE

**People believe that Australia was discovered by the British but it was the First Nations people that discovered the land.**

South Australia in 1836 was a free colony. The British monarch at the time, King William IV, wanted Aboriginal people to be a part of building this nation. We saw that in the Letters Patent. He wrote that he wanted Aboriginal people to own and occupy the land they stood upon. Sadly for the local Aboriginal people, that didn't happen largely for two reasons: the King died six months after signing that document, and Governor Hindmarsh didn't follow through and share what was in the document. We also know the Letters Patent did not reach the shores of South Australia until 1904, three years after Federation in 1901, which brought six British colonies together to govern in their own right as the Commonwealth of Australia. The Federation did not make any such statement about equality for Aboriginal and Torres Strait Islander peoples.

It's been a journey for Aboriginal people of rediscovering and recognising connection to Country and the importance they play in that.

The flag of the Governor of South Australia featured two people: an Aboriginal man on a rock throne, and a woman (Britannia) representing Britain. The spear the Aboriginal man is holding, and the kangaroo above his head, demonstrate his connection to Country.

These images show the importance of the connection to First Nations people early in the imagining of the South Australian colony, where they were to be considered as equals to colonists.

### FOLLOW UP ...

- 1 **Why do you think King William IV put so much emphasis on equality and fairness with Aboriginal people in the South Australian colony, when other Australian colonies had already been established without this?**
- 2 **There are two key reasons why the equality dictated in the Letters Patent was not enacted listed above. What do you think some of the other reasons might be?**
- 3 **Investigate what the current South Australian flag looks like. Do you recognise any representation of Aboriginal people or culture on this flag?**
- 4 **ACTIVITY: Design a new South Australian flag that brings together elements of Aboriginal people and culture, life in SA today, and symbols of the state.**





## DEMOCRACY TIMELINE ACTIVITY: INVESTIGATE

Use the Democracy Timeline to investigate the following key dates and events in relation to the rights of and impacts on Aboriginal and Torres Strait Islander people. This activity could be done together as a class or in pairs. Additional research may be needed to answer some of the questions fully.

- 1 Scroll all the way to the bottom; what is the first marker on the Democracy Timeline?
- 2 How long have Aboriginal people occupied the land we call South Australia?
- 3 Scroll up to find what year the South Australia Act was created. This empowered the King to establish a British colony here in SA and referred to the land as “waste and unoccupied”.
- 4 What year was the Letters Patent created? Remember, this document shows that the King dictated equality and access for Aboriginal people in this region. How is this attitude in opposition to the description in the South Australia Act? Discuss with a partner how and why you think this discrepancy occurred.
- 5 The first Governor of South Australia was appointed in 1836- find out who it was and what his powers were as Governor.
- 6 When did the Governor deliver the Proclamation of South Australia? This Proclamation encouraged colonists to treat Aboriginal people with fairness and equality, and to help in converting them to Christianity.
- 7 When did Aboriginal men gain the right to vote for House of Assembly representatives in SA? Were women able to vote too at this time? If not, when was this right extended to all women in South Australia?
- 8 When was the referendum asking whether people in the Australian colonies wanted to become one centrally governed unit (referendum for Federation)?
- 9 When was the White Australia Policy (formally Immigration Restriction Act of 1901) enacted and what laws did this policy set out?
- 10 When was the first united Aboriginal activist group formed? What was the group called? What was their motivation and what were they fighting against?
- 11 What did some Aboriginal people publicly protest in 1938? What was the day called?
- 12 When were all Aboriginal and Torres Strait Islander people allowed to vote in Federal elections? What other important events happened in the same year?
- 13 Who founded the Council of Aboriginal Women of South Australia in 1965?
- 14 What did the 1967 National Referendum ask people to vote on?
- 15 When did the first Indigenous member of Commonwealth Parliament take a seat in the Australian Senate? What was their name? What other significant milestone for Aboriginal people happened in this same year?

### CONSIDER & DISCUSS

- Did anything you learned from the Democracy Timeline surprise you?
- Think about the years your parents, guardians or grandparents were born - which of these events would they have seen or been a part of in their lifetimes?
- What does the order of events tell you about the priorities and values of society and Government during this time?
- Do you think there are any significant events that are missing in this timeline?

### ACTIVITY

The most recent event on the Democracy Timeline is in 2017. With a partner, draw a continuation of this timeline, including any key events in recent years, and stretching 10 years into the future. Use a different colour to note events or milestones that you think WILL happen, or would LIKE to see happen in the future.



## PROCLAMATION OF SOUTH AUSTRALIA ACTIVITY: SOURCE ANALYSIS

**The first reading of the vice-regal proclamation at Holdfast Bay on 28 December 1836 is one of the best known events in South Australia's history, yet the intent of this is often misunderstood.**

It did not 'proclaim' the province of South Australia as such. That happened in Britain before the settlers left, with the passage of the South Australia Act in 1834, and the issuing of the Letters Patent of the province in February 1836.

Rather the proclamation issued by Governor John Hindmarsh announced to the colonists the commencement of colonial government (rather than management by officials of the South Australian Co.), and stated the Governor's intent to protect the rights of Aboriginal South Australians.

Nevertheless, the reading of the proclamation was a momentous event and provided a great excuse for South Australia's first official party.

The Proclamation is another valuable document from the early colonial period of the state. It tells us a lot about the values and intentions of the British Royals and early settlers, and prompts us to ask some important questions about the motivation behind this statement, and whether it was supported in action or attitudes.

### CONSIDER & DISCUSS

- 1 What can we tell about the values in society at the time through this document?
- 2 What do you think is meant by the phrase "promoting their advancement in civilisation"?
- 3 Are Aboriginal perspectives, attitudes or opinions addressed? How do you think Aboriginal people would have reacted to colonists attempting to 'promote their advancement in civilisation' and convert them to Christianity?
- 4 How do you think colonists would have responded to resistance from their objectives?

**Use the T.O.M.A.C.P.R.U. method to analyse the following source.**

### TYPE

What type of source is it? Is it a primary or secondary source?

### ORIGIN

Where did this source come from? Who wrote it?

### MOTIVE

Why was this source created?  
Is the motive obvious or hidden?

### AUDIENCE

Who did the writer have in mind when this source was created? Who was it written for?

### CONTENT

What information do we learn from the source? Is the tone formal or informal? Is it harsh or encouraging? What can we tell about the values of the writer? What parts of the document does the writer emphasise to show importance?

### PERSPECTIVE

What do we know about the creator of the source? Are their background, gender, culture or religious beliefs known? How might their background influence their beliefs and values (implicit bias)? How might their perspective be limited? Whose perspectives are missing?

### RELIABILITY

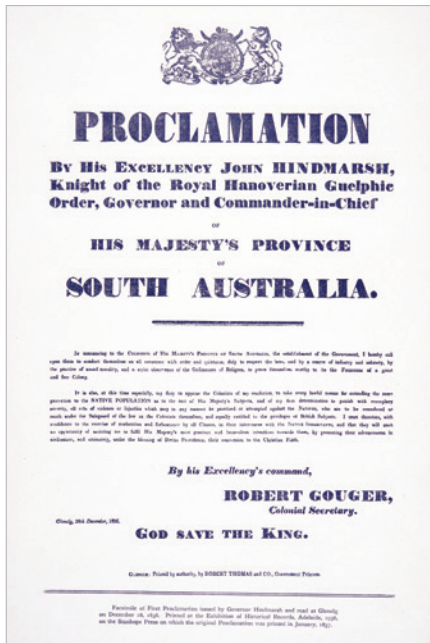
How authentic is this source? How can we trust that this source is what it says it is? Is it possible it has been altered in any way?

### USEFULNESS

In terms of learning about South Australia's colonial history, is this a useful source? Does it provide valuable information about the past?



PROCLAMATION OF SOUTH AUSTRALIA  
ACTIVITY: SOURCE ANALYSIS  
*Continued*



PROCLAMATION OF SOUTH AUSTRALIA

*"In announcing to the colonists of His Majesty's Province of South Australia, the establishment of the Government, I hereby call upon them to conduct themselves on all occasions with order and quietness, duly to respect the laws, and by a course of industry and sobriety, by the practice of sound morality, and a strict observance of the Ordinances of Religion, to prove themselves worthy to the be Founders of a great and free colony.*

*It is also, at this time especially, my duty to apprise the Colonists of my resolution, to take every lawful means of extending the same protection to the NATIVE POPULATION as to the rest of His Majesty's Subjects, and of my firm determination to punish with exemplary severity, all acts of violence or injustice which may in any manner be practiced or attempted against the NATIVES, who are to be considered as much under the Safeguard of the law as the Colonists themselves, and equally entitled to the privileges of British Subjects. I trust therefore, with confidence to the exercise of moderation and forbearance by all Classes, in their intercourse with the NATIVE INHABITANTS, and that they will omit no opportunity of assisting me to fulfil His Majesty's most gracious and benevolent intentions towards them, by promoting their advancement in civilisation, and ultimately, under the blessing of Divine Providence, the conversion to the Christian Faith."*

FOLLOW UP ...

The Premier of South Australia has asked YOU to write a new Proclamation for the people of SA, which will be shared far and wide! The aim is to set the rules and expectations for SA residents regarding how we should treat each other. Try to be firm in your rules, but encouraging too. The statement should be presented on a poster and written in formal language, like in the original Proclamation. You could also draw a symbol or decorative border that relates to our State.



## SIGNIFICANT FIGURES IN THE EARLY SOUTH AUSTRALIAN COLONY ACTIVITY: PICTURING DEMOCRACY

**Use Picturing Democracy to explore some of the significant figures involved in the early establishment of the South Australian colony.**

Working in pairs, select ONE name from the list on the left, and ONE from the list on the right. Search for these names on the Picturing Democracy website and create two profiles, one for each person you chose. Write information about them in your own words and try to find at least one picture of them. You can use additional resources to strengthen your research.

Here are some things to include in your profile:

- The person's name (with correct spelling)
- The years they were born and died
- Their job (write their title but also explain what they did in your own words)
- Famous quotes
- Significant achievements or famous moments
- Any groups or organisations they were members of
- Details you can find about their values, attitudes or beliefs
- Your own comments about the person
- Any fun facts or trivia you can find about the person

You could present your profiles as posters, assemble them all into a book, or introduce these famous faces to your class with an oral presentation.

You can see *Picturing Democracy* at <https://explore.centredemocracy.sa.gov.au>

*Mullawirraburka  
Kadlitpinna  
Ityamaiipinna  
Munaitya  
Kudnarto*

*King William IV  
Governor John Hindmarsh  
Governor George Gawler  
Robert Gouger  
Martha Berkeley  
Mary Thomas  
Edward Gibbon Wakefield  
Robert Torrens  
Christian Gottlob Teichelmann  
William South*

### **BONUS ACTIVITY ...**

**Once your class has researched and shared these historical figures, why not use them to play Celebrity Heads, or in this case, History Heads!**

**Write all the names of people that have been profiled on slips of paper and put them in a hat/box. Let two or three students at a time volunteer to come and sit up the front of the classroom, facing the class and away from the board.**

**Another student could choose the names at random from the hat and write one name on the board behind each student. As per usual Celebrity Heads rules; each student has a turn asking a question about their 'celebrity' with only 'yes' or 'no' answers. If they get a 'yes' they can ask another question, if they get a 'no' the next student has a turn.**

**Some students will now be experts on particular people so they will be able to help answer questions, or if needed, provide clues.**

## THE FIRST DINNER GIVEN TO THE ABORIGINES 1838 BY MARTHA BERKELEY



The event depicted in this watercolour painting by Martha Berkeley is sometimes referred to as Governor Gawler's feast. It was a party held in November 1838, only three weeks after Governor George Gawler arrived in the colony. The first Governor, John Hindmarsh, had been recalled to England after two years because the colony was having financial problems, and he had failed to establish positive relationships with Aboriginal people in the region.

You will see in the painting that the party was attended by a large group of well-dressed British and European settlers, as well as about 200-300 local Aboriginal people, with three elders. The tallest is Mullawirraburka, to his left is Kadlitpinna and to his right is Ityamaitpinna. These three men were prominent in the early years of colonisation.

The colony's second Governor, Governor Gawler, stands in the centre of the circle addressing the crowd. William Wyatt, the 'Protector of Aborigines' who stands by his side translated the address into Kaurna for the Aboriginal people present. The painting captures the moment when a barrel of food for the Aboriginal guests is being poured onto the ground.

We're fortunate to know a lot about this event because Martha Berkeley made many notes on the back of her painting, and because it was reported in the local *Gazette* the following day, including a copy of the speech made by Governor Gawler.

*Part of Governor Gawler's speech*

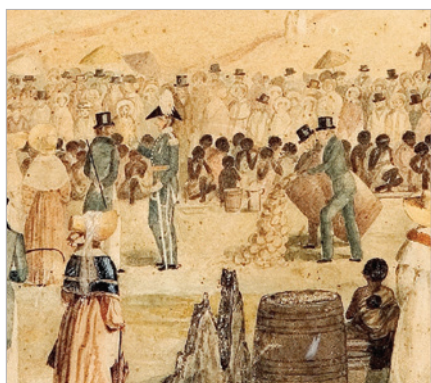
*"Black men! We wish to make you happy. But you cannot be happy unless you imitate white men. Build huts, wear clothes, work and be useful. Above all you cannot be happy unless you love God who made heaven and earth and men and all things. Love white men. Love other tribes of black men. Learn to speak English. If any white man injure you, tell the Protector and he will do justice."*

### CONSIDER & DISCUSS

- 1 This speech was translated into Kaurna by William Wyatt, the 'Protector of Aborigines'. How accurate do you think the translation would have been? Suggest how you think the message may have come across to Kaurna people.
- 2 What does this speech tell you about attitudes of the British towards local Aboriginal people? Use evidence from the speech to support your answer.
- 3 Governor Gawler urges the Aboriginal people present to imitate white men if they want to be happy. Do you think Aboriginal people were given the opportunity to do this? Look closely at the imagery in the painting while reflecting on this question.



**THE FIRST DINNER GIVEN TO THE  
ABORIGINES 1838 BY MARTHA BERKELEY**  
*Continued*



**TAKE A CLOSER LOOK**

The following questions prompt you to use Historical Visual Thinking Strategies to engage with this painting. These questions could be discussed BEFORE sharing information about the historical event with the class.

- 1 What's happening in this painting? Look closely at the details to try to guess or determine; what is happening at this gathering? Who is in attendance? What era is this taking place? What time of year is it? List the other details you notice about the people in the painting.
- 2 Look at the positioning of Aboriginal and European people in the circle. Are the groups of people separate or mixing together? Do you think they seem comfortable around each other?
- 3 On the right hand side we see three Aboriginal Elders standing together. They are dressed in clothing that was gifted to them for the occasion. How does their clothing look in comparison to the European leaders? Why do you think they were not given clothes more similar to the Europeans? What do you think the British colonists would have thought seeing the Kurna men in these garments?
- 4 What is happening in the centre of the circle? What is being poured from the barrel?
- 5 Look into the background of the painting; what do you notice about the land? What animals can you see in the background? Are there any features of the landscape that you recognise?



**THE FIRST DINNER GIVEN TO THE  
ABORIGINES 1838 BY MARTHA BERKELEY**  
ACTIVITY: SOURCE ANALYSIS



**SECONDARY STUDENTS**

- 1 Make a list of the different types of people in attendance at this event that you can see in the image. Based on their clothing, what social class do you think many of the attendees would have been a part of in Britain?
- 2 What evidence do you see that this event takes place several years after the colony has been established?
- 3 Comment on the relationship between local Aboriginal people and colonists, based on what you can learn from this source.
- 4 The painter Martha Berkeley was a British settler and created this work presumably soon after the event. How reliable do you think this painting is as a primary source?
- 5 Consider what kind of implicit bias might have affected Martha Berkeley's perspective on events in the colony.
- 6 Are there any aspects of the painting that make you question Berkeley's bias or reliability? Explain your answer using specific examples.

Use the painting, *The first dinner given to the Aborigines 1838* by Martha Berkeley as a historical source for the following questions.

**PRIMARY STUDENTS**

- 1 Is this a primary or secondary source?
- 2 What event is being shown in this painting?
- 3 Who is the creator? What do we know about this person?
- 4 What year was it created? Was it created around the same time as the event depicted?
- 5 Do you recognise any features of the landscape in the background?
- 6 Can you see the group of Kurna people in the painting? Why do you think they are standing separate to the others?



## DELVING DEEPER

Check out the History Trust collections online, and come and visit one of our museums.



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### Acronyms

HTSA - History Trust of South Australia  
SLSA - State Library of South Australia  
SRSA - State Records of South Australia  
AGSA - Art Gallery of South Australia  
RMG - Royal Museums Greenwich

Here are some handy resources to help expand your studies about rights and freedoms in Australia.

- Centre of Democracy: Democracy Timeline  
<http://centreofdemocracy.sa.gov.au/explore/timeline/>
- Adelaidia  
<http://adelaidia.sa.gov.au/>
- Adelaidia: The Letters Patent  
<http://adelaidia.sa.gov.au/subjects/letters-patent>
- SA History Hub  
<http://sahistoryhub.com.au/>
- SA History Hub: The First Reading of the Proclamation  
<http://sahistoryhub.com.au/events/the-first-reading-of-the-proclamation>
- Bound for South Australia  
<http://boundforsouthaustralia.com.au/>
- Welcome to Country (app)  
<https://www.sbs.com.au/nitv/article/2016/02/25/app-uncovers-secrets-australias-500-nations>
- State Library: the Manning Index of South Australian History. Aboriginal Australians  
<https://manning.collections.slsa.sa.gov.au/sa/aborigines/1858.htm>
- Centre of Democracy: Picturing Democracy  
<https://explore.centreofdemocracy.sa.gov.au>





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