

Building towns, cities and the garden state

6. Building towns, cities and the garden state

... covers the development of gold rush cities and agricultural service centres, as well as the emergence of Melbourne as a world leader in suburban development and the expression of this in the range and variety of Melbourne's suburbs. Victoria's areas of ethnic and cultural diversity, and the distinctive heritage of our country towns, are also important under this theme.

6.1 Establishing Melbourne Town, Port Phillip District

6.2 Creating Melbourne

6.3 Shaping the suburbs

6.4 Making regional centres

6.5 Living in country towns

6.6 Marking significant phases in development of Victoria's settlements, towns and cities

6.7 Making homes for Victorians

6.8 Living on the fringes

Case Study 1

A disappearing act

Sometimes we don't notice all the important and interesting architectural and environmental features of Victoria, but it's even more difficult to remember things which aren't there anymore. There were several forces which were responsible for the changing face of Victorian towns and cities. Whelan the Wrecker was a demolition company which operated between 1896 and 1992 and pulled down many of Melbourne's city buildings. This was often because the buildings were badly made, became unfashionable or were replaced by something else.*

How do you burn water? As ridiculous as it may sound, in 1953 Melbourne's Aquarium burned down!**

In 1956, the town of Tallangatta, in northern Victoria was moved by 8 km when the Hume dam flooded. All houses, shops and residents had to relocate.***

*Annear, Robyn, 'Whelan the Wrecker' in Brown-May, Andrew & Swain, Shurlee (ed.), 'The Encyclopaedia of Melbourne', Melbourne, Cambridge University Press, 2005, p771.

** Dunstan David, 'Aquarium' in Brown-May, Andrew & Swain, Shurlee (ed.), 'The Encyclopaedia of Melbourne', Melbourne, Cambridge University Press, 2005, p25

*** Culture Victoria, 'Tallangatta: The Town that Moved', <http://www.cv.vic.gov.au/stories/tallangatta/7005/tallangatta-the-town-that-moved/>, accessed 17/6/11.



*Tallangatta Station prior to the area being flooded. The station house and track are now underwater.
Source: Public Record Office of Victoria*

Case Study 2

Victoria: The Garden State

Victoria has many notable gardens and was once known as 'The Garden State', a slogan which was printed on car number plates. This slogan or nick name related to the greenery in Victoria and the heavy rainfalls which once made it a desirable area for planting. One of the most beautiful public gardens is the Royal Botanic Gardens in Melbourne which was designed by Ferdinand Von Muller, a German immigrant. He was responsible for introducing a many new species of plants to Victoria, but also sent specimens of the Eucalyptus tree known as 'Blue Gum' all over the world.



Royal Botanic Gardens, Melbourne



An image of Ferdinand von Mueller on a 1996 German postage stamp.

Case Study 3

Living on the Fringes

Homelessness and slums are as much the history of Victoria as important heritage buildings. Events throughout Victorian history such as the Gold Rush, The Depression, recession and periods of high unemployment have resulted in many Victorians experiencing homelessness or living below the poverty line. Currently housing situated close to the city has become very desirable and expensive, but in early Melbourne, wealthier people lived away from the grime of the urban central in what is now dubbed 'suburbia'. Many organisations such as 'The Salvation Army', which has been established in Melbourne since 1882, have been founded to combat poverty and homelessness in both urban and regional centres.

Lower Primary

1. Work with a year six Buddy and have a look at the 'What House is That?' media presentation at Heritage Victoria <http://www.dpcd.vic.gov.au/heritage/heritage-places-and-objects/What-house-is-that>. Which house did you like the most? Which house did you like the least? Write two reasons for each.
2. Invite a gardener to talk to your class about growing local plants. Work with them to choose and plant some native plants in your school grounds.
3. Go for a walk around your school. Are there any signs or plaques on buildings in your school which tell you about its age?

Upper Primary

1. Part of the 'great Australian dream' in the 1950s was to own a house with a backyard, a Hills Hoist clothes line and a barbeque. For many reasons, more houses no longer have backyards. Where have they gone and why?
2. What sort of things would organisations such as 'Save Our State' (formerly 'Save Our Suburbs') like to see happen in relation to building regulations in Victoria? Look for an image of a house in your area on <http://www.realestate.com.au/>.
3. Have a look at the 'What House is That?' media presentation at Heritage Victoria <http://www.dpcd.vic.gov.au/heritage/heritage-places-and-objects/What-house-is-that>. Choose an architectural style which has been used in Victoria's architectural past and design a 3D model to present to the class and put on show.

Upper Secondary

1. Take a photo of a monument, heritage site, or building and add it to a class flickr account with a caption describing it, its context and the history of its significance. Alternatively find an image of a building or monument which is no longer standing and upload it with a caption explaining the reason for its disappearance.
2. Homelessness and slums are as much the history of Victoria as important heritage buildings. View stories of poverty in early Melbourne on the 'Culture Victoria' website. <http://www.cv.vic.gov.au/stories/the-unsuspected-slums/1412/north-melbourne.-group-of-children-in-erskine-place>. Have a class discussion about the places and spaces of poverty in your local area. If you live in Melbourne, you might consider taking an 'Urban Seed Walking Tour' http://www.urbanseed.org/City_Walks___Education/Urban_Issues.aspx to find out about the stories of homelessness in the CBD.
3. Download a map of Victoria and create a 'The Garden State Trail' for international visitors to follow. Label at least four notable gardens with information about its history and flora. Create a hyperlink on each garden site to a useful image or website which you think tourists will find interesting and informative. If you are studying another language, make a translation for international visitors.



Governing Victorians

7. Governing Victorians

... covers the phases of government in Victoria's history, as well as the varied heritage associated with defence, law and order and local government. It features the role Victoria played as a centre for reform campaigns, including reform of Aboriginal policies in the 20th century.

7.1 Developing institutions of self-government and democracy

7.2 Struggling for political rights

7.3 Maintaining law and order

7.4 Defending Victoria and Australia

7.5 Protecting Victoria's heritage

Case Study 1

The Missing Parliamentary Mace

The Mace was stolen on the night of the 8th October 1891 from the speaker's chamber at Parliament House in Spring St. The key suspect was Thomas Jefferey, parliamentary handyman and electrician who was seen running away from Parliament House with a long parcel wrapped in brown paper. There are many theories as to where the mace might have ended up, but it remains missing to this day. In 2001, the Victorian Police decided to offer a \$50,000 reward for whoever managed to find it.

Source: Wright, Ray, 'Parliamentary Mace Mystery', in Brown-May, Andrew & Swain, Shurlee (ed.), 'The Encyclopaedia of Melbourne', Melbourne, Cambridge University Press, 2005, p535.



Current Parliamentary Mace

Case Study 2

The Canine War

In the 1840s there was a problem with savage dogs in Melbourne which put the residents in danger of being attacked and injured. This led to the first 'Dog Act' in Melbourne. It has been claimed that this Act led to an understanding that police officers were allowed to kill unregistered dogs and were paid half a crown for every dog they killed. In order to prove that they had disposed of the dog, they were required to bring the tail to the Police Revenue Office. Due to the cash incentive Police allegedly began sneaking into yards and killing people's pet dogs in order to obtain a tail and consequently their payment!

Source: Annear, Robyn, 'Bearbrass: Imagining Early Melbourne', Melbourne, Black Inc, 2005, p97.

Case Study 3

Preserving historic buildings

The Coop's Shot Tower was built between 1889-1890 to produce lead shots for firearms. They were made by letting a drop of molten lead fall from the 50m tower into a drum of water at the bottom. As this practice is now defunct, the shot tower is no longer needed for its original design.

There have been many solutions to the problems of conserving and repurposing Victoria's historical buildings. Rather than being pulled down, the Shot Tower at Melbourne Central Shopping Centre was incorporated into the design of the railway station and shopping precinct through the process of building a glass cone over the top. This protects it from the elements of wind and rain, effectively slowing its decay. The internal structure has been used as a museum and refitted for shops.

Source: Brown-May, Andrew, 'Coop's Shot Tower', in Brown-May, Andrew & Swain, Shurlee (ed.), 'The Encyclopaedia of Melbourne', Melbourne, Cambridge University Press, 2005, 172.



Coop's Shot Tower, Melbourne Central Station

Lower Primary

1. Make up a story about where you think the missing parliamentary mace disappeared to. Did it fall into the Yarra? Was it melted down and made into a gold necklace? You Choose!
2. What are three laws for keeping pets in Victoria? Look at http://www.lawhandbook.org.au/fact_sheets/ch16.php to find the answers.
3. Get a copy of the school rules and work out what you think would be a suitable punishment for the following:
 - Being late
 - Not doing homework
 - Bullying

Upper Primary

1. Research the Mystery of the Missing Mace and create a 'Who Dunit' set in 1891. You will need to work out four to six possible suspects and create a background and motive for each of them. Choose four people in your class to act out the roles. You will also need some other characters such as policemen. The class will interview each of the suspects and decide who they think is guilty. Once the suspect has been chosen, you will need to have a court case to decide what their punishment will be. For this you will need to find out what kinds of sentencing was handed out in the late 19th century.
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2. Bearbrass was one of the earliest names given to Melbourne in the early colonial period. Why was it eventually named Melbourne? What does the name signify? If you had to make up a new name for Melbourne, what would you choose and why?

3. Much of Victoria's heritage is in the form of objects. Watch the story of Jim Simpson's Knitted War Trophy <http://www.cv.vic.gov.au/stories/but-thats-another-story/9394/jim-simpsons-knitted-war-trophy/> and the story of the restoration of 'Shearing the Rams' <http://www.cv.vic.gov.au/stories/restoring-shearing-the-rams/7604/shearing-the-rams/>. You have been asked to write an application to the Victorian Government for grant money to fund the restoration of a piece of Victorian history which has been damaged. Choose a subject such as a painting in the National Gallery of Victoria or an object at the Melbourne Museum (they don't really have to be damaged!) and write a letter to a government officer explaining why this piece of history needs to be conserved.



Building community life

8. Building community life

... highlights the role of churches, schools, hospitals and community halls in transferring old-world belief systems, ideals and institutions to the new colonial offshoot. This includes the range and influence of women's organisations; for example the Country Women's Association had a larger membership in Victoria than any other state and was a major political force. Victoria's pioneering role in providing for women's secondary school education is also an important aspect of this theme.

8.1 Maintaining spiritual life

8.2 Educating people

8.3 Providing health and welfare services

8.4 Forming community organisations

8.5 Preserving traditions and commemorating

8.6 Marking the phases of life

Case Study 1

Education

Bacchus Marsh Primary School is Victoria's oldest primary school and opened its doors on 13th May 1850 as the Bacchus Marsh National School, a one-teacher school with a voluntary enrolment of 34.

Since then, education in Victoria has grown and expanded into many different kinds of educational organisations for people of all ages and backgrounds. Some interesting learning institutions are: the Candlebark School established by writer John Marsden, The University of the Third Age (for the continued learning of older people) and Mechanic's Institutes, which acted as a library and college for adults, mostly men who worked full time and wanted to continue their education.



Bacchus Marsh Primary School

Case Study 2

The Country Women's Association

The Country Women's Association was founded in 1928 as a group dedicated to the issues facing women who lived in rural areas. They often baked or made jam for relief packages or fundraisers for their cause.

Case Study 3

Commemoration

Remembrance monuments and memorials mark towns all over Victoria. The largest is the Shrine of Remembrance on St Kilda Rd in Melbourne. It was built in 1934 to commemorate all who fought in WW1, then known as 'The Great War'. There are many types of markers which surround the memorial to recognise the diversity of participation in WW1. There is even a trough-shaped cenotaph to recognise war horses.

While the Shrine is architecturally impressive, there are many simpler monuments such as plaques and trees around Victoria which also tell the stories of lives lost in subsequent conflicts.



Shrine of Remembrance, Melbourne



ANZAC Poppy

Lower Primary

1. Find out about the history of your school. You might start with asking a teacher or librarian to give a talk and find out whether your school has an archive. You may even be able to interview somebody who went to your school a long time ago. Find the answers to the following questions:

When was your school built?

Are there more students now than in the past?

Did earlier students wear the same uniform as you?

How were they rewarded or punished?

Have any of the buildings at your school changed?

2. The Country Women's Association of Victoria was created to help women living in the country. They are often remembered because of the cakes or jam they make to fundraise for their organisation. As farmers are often the victims of extreme weather such as floods, drought or bushfires, they often need extra support. Work with a parent or guardian to bake something for a class fundraiser to support a rural organisation.

3. Discuss the idea of 'Remembrance' in class. Why do we remember those who have participated in a conflict? Go to the 1000 Poppies website <http://1000poppies.org/network/> and plant a virtual poppy.

Upper Primary

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3. Visit the 1000 Poppies website and plant a virtual poppy <http://1000poppies.org/network/>. Upload a photograph of a local war memorial - it could be a statue, grave or tree. You could look at the Royal Historical Society of Victoria's online database of memorials to see if your local one is included. Have a go at designing a memorial yourself using a program such as 'google sketch up'.

Upper Secondary

1. Imagine that you are a recently retired 60 year old who would like to continue their education. Choose an area of interest and research what options may be open to you in terms of further study. Write a 100 word report on why your chosen course is suitable (cost, location etc) and what you would like to get out of it.

2. Class discussion: Do you think that the role of the Country Women's Association of Victoria has changed since its inception in 1928? What were some of the issues facing women in the country then? What are they now?

3. Visit the 1000 Poppies website <http://1000poppies.org/network/> and plant a virtual poppy. Watch the videos of veterans and academics on the site. Create a short video or digital story on remembrance (one to three minutes) and upload it to the website. It can be about any conflict in any country.



Shaping cultural and creative life

9. Shaping cultural and creative life

... covers the rich legacy of places and strong interconnecting creative culture, supported locally, which is highly valued by the community as part of its history and identity. Victoria's cultural life in its many facets: sport, arts, popular culture and science.

9.1 Participating in sport and recreation

9.2 Nurturing a vibrant arts scene

9.3 Achieving distinction in the arts

9.4 Creating popular culture

9.5 Advancing knowledge

Case Study 1

Creative Minds

The claim that Victoria is a very creative place can be supported by the fact that so many important inventions were created here!

Vegemite

Black Box Flight recorder

Aspro

Kiwi shoe polish

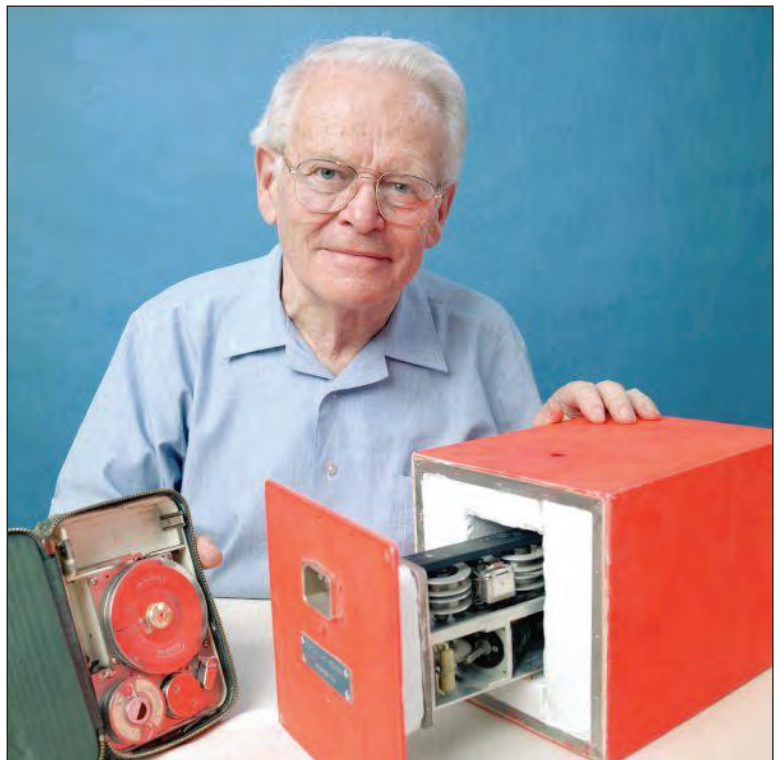
Bionic ear

Footy - Australian Rules Football

Refrigeration

First full length feature film

Kelpie (Casterton)



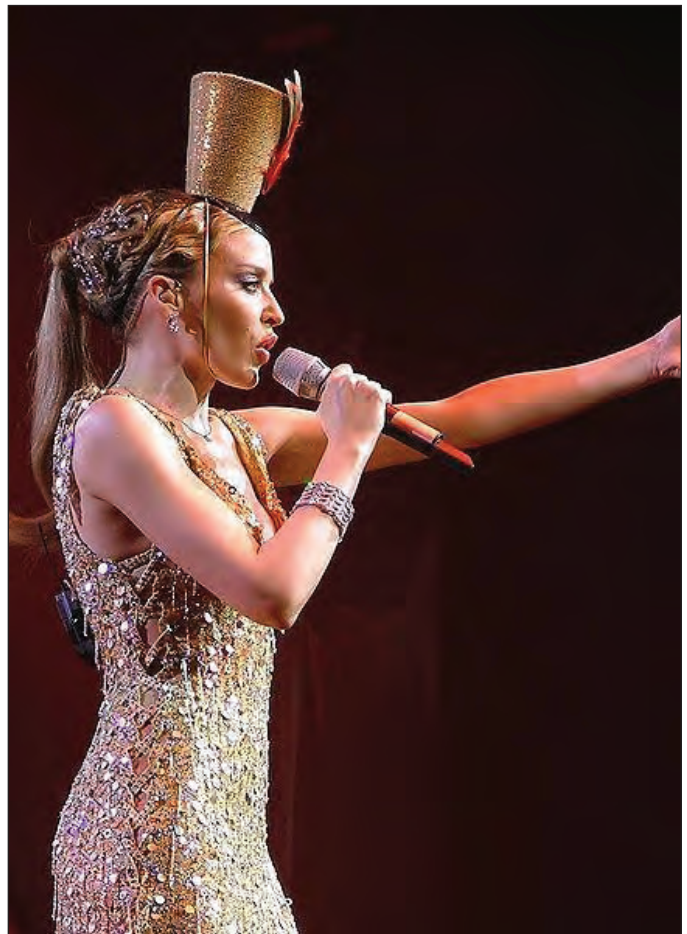
Dr David Warren with the first prototype of the Black Box Flight Recorder

Case Study 2

Dame Nellie Melba was born in Richmond, Victoria in 1861 and rose to fame as a famous opera singer. She was especially acclaimed for her roles in 'Faust', 'La Boheme' and 'Aida'. After performing extensively in Europe, she built her home 'Coombe Cottage' near Lilydale. Many buildings and products are named after her including a singing conservatorium, a kindergarten and a desert called 'Peach Melba'.



Dame Nellie Melba



Kylie Minogue

Case Study 3

There are many festivals in Victoria which celebrate the diversity of the population and showcase talent from all around the world.

Antipodes festival, Moomba, Comedy Festival, Fringe Festival, International Arts Festival, Port Fairy Folk Festival, Royal Melbourne Show, Melbourne Food Festival, Chocolate Rush Festival, Fair Trade Festival and Market, Indigenous Arts and Culture Festival, Kyneton Antiques Fair, Medieval Festival (Kryal Castle Ballarat), Melbourne Writer's Festival, Next Wave Festival, National Science Week, History Week, The Light in Winter, Victoria Street Festival and Chinese New Year.



Chinese New Year Melbourne, 1995
Source: National Archives of Australia
A6135, K4/3/91/42

Lower Primary

1. Many of the inventions in Case Study 1 were created before everybody had a television. Create a radio jingle to tell the public about one of the inventions. Make sure you let the listener know how useful it can be!

2. You have been asked to write a 'Who am I' for a new line of Fantail sweets. Choose a famous Victorian and write down some clues. Wrap up a lolly in the paper and ask a parent or grandparent to guess who the person is. They only get the lolly if they answer correctly! Some sentences you might use are:

I was born in...

I was famous for...

My name begins with...

3. Watch a video clip about the Moomba Festival here: <http://www.cv.vic.gov.au/stories/moomba/>.

Create a model of a Moomba float which responds to one of the following themes: History, Multiculturalism, Conservation, Victorian Flora & Fauna, Victorian icons.

Upper Primary

1. Choose one of the inventions listed in Case Study 1 and write a research report about it using the following headings:

What do we know about the inventor/s?

Why was it invented?

What other things were happening in Victoria at the time it was invented?

How has this invention contributed to the lives of Victorians?

Make sure to write a bibliography for your report which includes the books and websites you have used.

2. You can listen to a recording of Dame Nellie Melba at the online Nellie Melba museum <http://www.cv.vic.gov.au/stories/dame-nellie-melba/>. Now listen to a song by Kylie Minogue. Have a class discussion on the two styles. How have female music stars and their music changed over the past 100 years?

3. Create an entry for a guide book to the festivals of Victoria. Choose one of the festivals listed in Case Study 3 or one of your own. Attend the festival and write a 200 word review of your experience. What sorts of things were there to see and do? Make sure to include at least two images.

1. Have a class discussion about the list of Victoria inventions noted in Case Study 1. Which is the most important and why?
2. Write a comparative essay on Victorian musical divas: Melba vs. Kylie Minogue. Both are musical icons. Compare the following points:
 - How they presented themselves in advertising material.
 - Musical styles i.e. tonal quality, lyrics etc. You can listen to a recording of Dame Nellie Melba online at <http://www.cv.vic.gov.au/stories/dame-nellie-melba/>.
 - Differing standards of beauty at the time.
 - Choice of clothing. See Kylie Minogues costumes here: <http://www.cv.vic.gov.au/stories/kylies-costumes/>.
3. Create a cultural walking tour of Melbourne CBD which includes at least six stops. These may be statues, an important building or a piece of art. You can use Google Maps to draw your route. At each stop write a tour blurb of what you will say to your tour group and include an image of what you will show them.



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