

**“Twixt Heather and Wattle”:
Scottish and Australian Presences
in Early C20th School Readings**

**Robert Burns Celtic Festival,
Camperdown
June 2024**

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Before reading this presentation
title ...

who had heard of
Joan Torrance?

Taking you back over a century
to different times in schools ...

also some tips for family and local
historians on how to find and present
this history ...

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Google me for my email address



Fig. 19 'Camperdown State School No. 114' (c. 1930)
[Collection : Author]



Fig. 20 'Camperdown State School No. 114 : Destroyed by Fire in February 1965
[CDHS Collection]

Allan Willingham, *We Strive to Save: Fires, Firemen and the Fire Brigade at Camperdown, Fitzroy*, 2012, p. 25.



Teacher Edward Sweetman, Lindenow Railway Station State School (Gippsland), 1910 – ‘interior’ promoted in *Education Gazette*, May 1914, as typical, high quality E.D.V. resourcing: ‘Note **piano** and **pictures**’.

F. Maddern

[The 24th of May is Empire Day.
EDUCATION DEPARTMENT, VICTORIA.

THE SCHOOL PAPER.

FOR GRADES V. AND VI. (1915).

No. 201.] [Registered at the General Post Office, Melbourne, for transmission by post as a newspaper.] MELBOURNE. Price 1d. [MAY 1, 1915.

* THE EMPIRE'S CALL.

Kindred, relatives.

Troth ("o" as in *old*), faithfulness.

As-pire; aim at; desire eagerly.

Realm (*relm*), country over which a king reigns.

Guard, keep safe from injury.

Tra-dition (*shun*), story handed down from father to son.

In-spire; breathe thoughts into the mind.

1. Sons are we and
brothers, but
what more
beside?

Knit by bonds
of birth to
village, town,
and shire:

Kindred, home,
and country
—these our
troth divide;

Yet to vaster
union still
our hearts
aspire.

Continents and
kingdoms,
lands and
realms afar,

Linked in love
and loyal to
one island
throne,

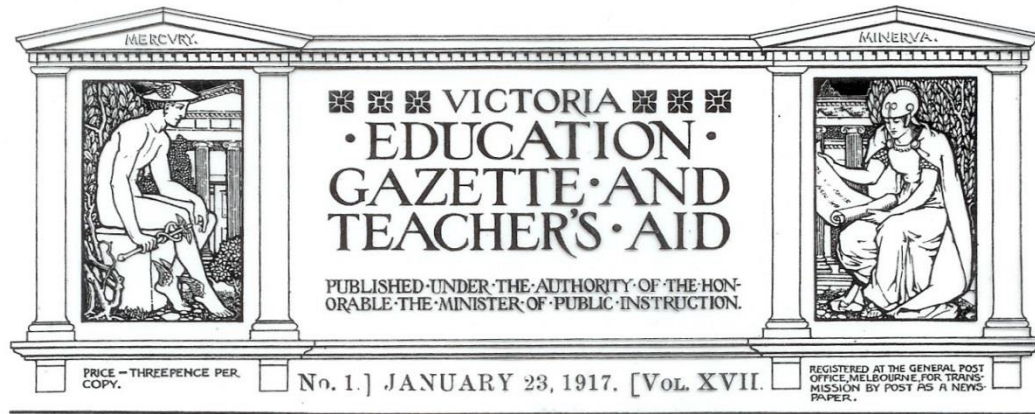
Bearing overseas
one flag, our
guiding star,
Till the hearts
of many
nations beat
as one.



THE RALLY ROUND THE FLAG.

School Paper

- compulsory reading and teaching
- also in many Victorian private schools, as well as Tasmanian and Western Australian State/Government and private schools ...
- its lessons spread far beyond Victoria ...



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NOTICES.

INSTRUCTIONS REGARDING THE *EDUCATION GAZETTE*.

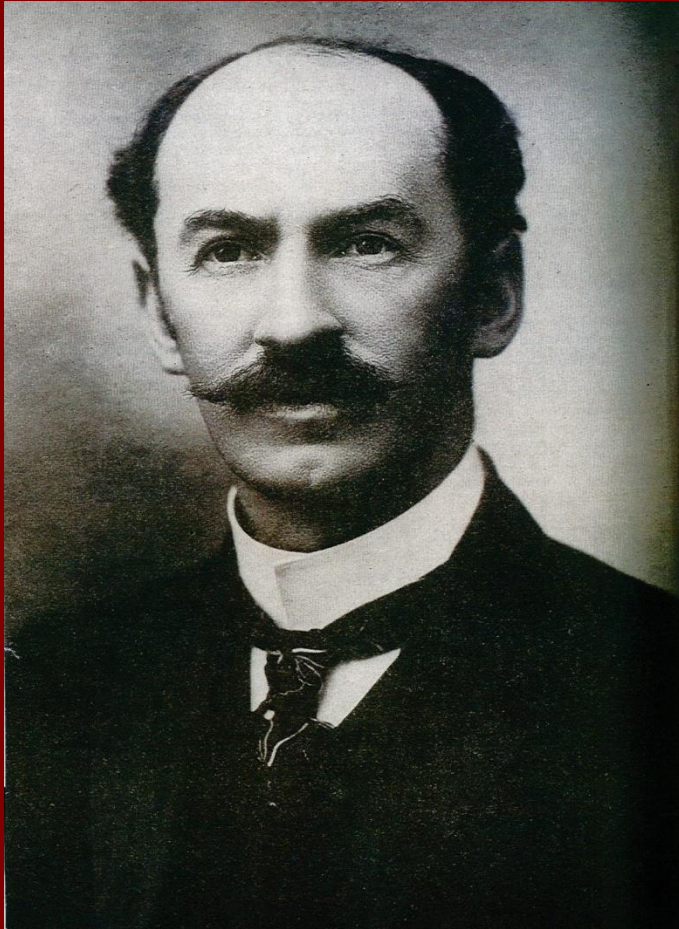
The reduced supply of copies of the *Education Gazette* to the larger schools will not permit of the receipt of a copy by each member of the staff, as formerly. Arrangements should be made to ensure that all the teachers in the school become acquainted with the contents of each number of the paper. A copy must be initialed by all members of the school staff, and filed by the head teacher for reference.

APPOINTMENTS.—DECEMBER, 1916.

HEAD TEACHERS.—W. R. Paul, VI., 1, 283, P.82, Bamawm, 1769; R. P. Walters, V., 1, 384, Clarendon, 2081; T. W. Winn, VI., 1, 84, P.12, Woodleigh, 2463; W. G. Williams, IV., 1, 203, Brooklyn, 2465; J. A. Sutcliffe, V., 1., 433, Rokeby, 2882; W. Robinson, VI., 1, 317, P.83, Wallacedale, 3217; C. M. Waters, V., 2, 62, Wando Vale, 3397; L. Lamb, VI., 1, 322, P.84, Boolarra South, 3670; J. Little, V., 1, 189, Hurstbridge, 3939; S. Websdale, VI., 2, 350, Deep Lead, 721; E. J. Sleep, VI., 3,

42, Ullina, 763; V. Vale, VI., 1, 705, Coomoora, 836; E. M. Barlow, C.40, Murroon, 940; E. Turner, VI., 2, 78, Mangalore West, 969; A. Birch, VI., 3, 82, Cooramook, 1226; L. Pickering, VI., 3, 417, Prentice Freehold, 1314; E. E. Torgrimson, B.193, Eurobin, 1355; I. E. Gorman, C.1007, Green's Creek, 1381; B. Duffy, VI., 2, 355, Wurdi Boluc, 1556; C. C. Chalker, VI., 3, 109, The Heart, 1617; L. M. Wild, VI., 3, 256, Upper Axe Creek North, 1788; E. Smeathers, D.27, Waurup, 1987; T. Macartney, VI., 1, 217, Mt. Duneed, 2036; A. E. Price, C.822, Wattle Creek, 2057; M. S. Young, A*16, Pine Lodge North, 2150; W. Spowart, VI., 1, 209, Garibaldi, 2173; I. E. Adelskold, VI., 2, 318, Kinglake, 2188; C. Canty, D.97, Gymbowen, 2356; H. A. Stenbeck, VI., 1, 320, Menzies' Creek, 2457; L. Threlfall, VI., 2, 92, Moolerr, 2637; M. G. Hallam, E. 131, Moffat, 2683; A. P. Moulden, D.77, Morri Morri, 2697; E. F. Boatman, E.92, Patyah, 2887; E. J. Henderson, E.57, Lowan, 2919; R. Appleby, VI., 3, 101, Pepper's Plains, 3121; I. E. Mills, VI., 2, 230, Willenabrina North, 3202; M. I. Thomson, C.503, Lardner's Junction, 3359; C. E. Batey, D.95, Mirboo West, 3371; M. G. Durham, C.784, Dadswell's Bridge, 3391; J. E. Fitzgerald, VI., 3, 533, Powlett River, 3404; M. E. McQuinn, C.892, Lawler, 3414; M. L. Chisholm, VI., 3, 146, Korumburra South, 3435; E. F. Butters, D.92, Boolarong,

Frank Tate
Director of Education



Charles Long
SP and *EG* editor/writer



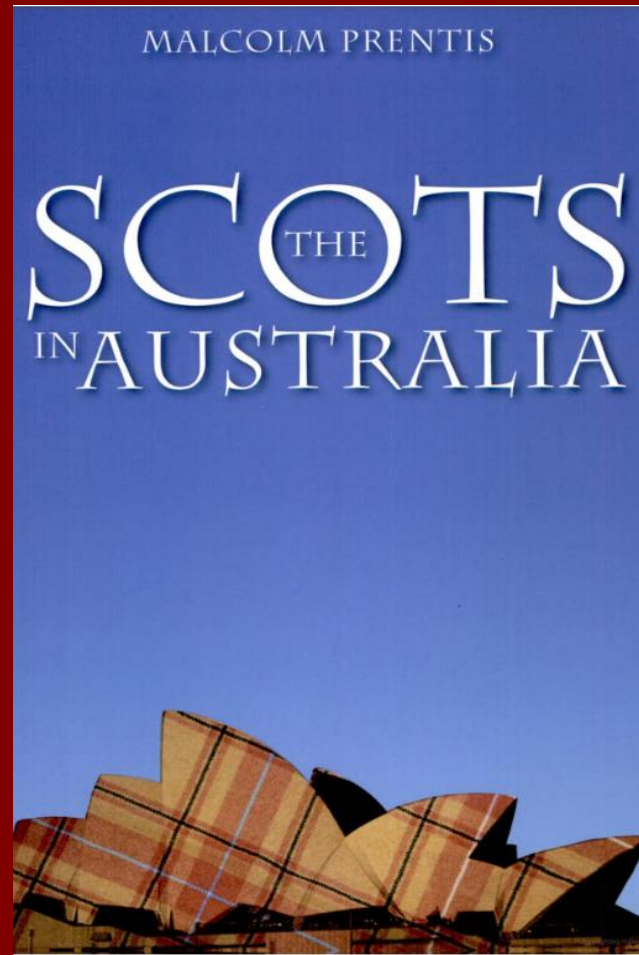
L.J. Blake, ed., *Vision and Realisation: A Centenary History of State Education in Victoria*, E.D.V., Melbourne, 1973, vol. 1, pp 309, 1062.

Could speak for 50+ mins if addressing portrayals of the 'Welsh' and 'Irish' ...

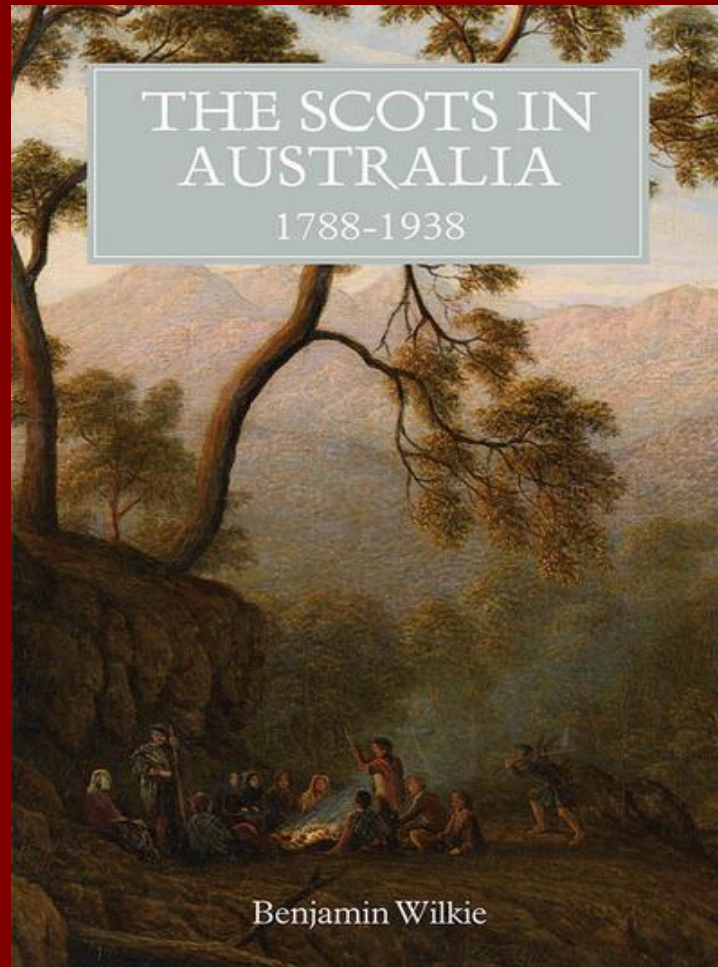
but had already started researching 'Scots' after 2023's festival ...

This includes accessing references (which I recommend) such as ...

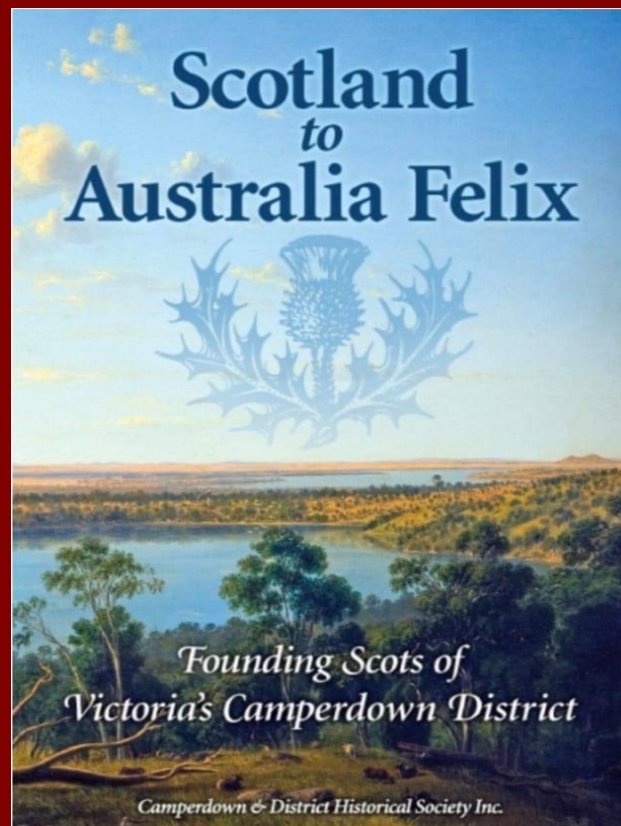
Malcolm Prentis, *The Scots in Australia*,
UNSW Press, Sydney, 2008.



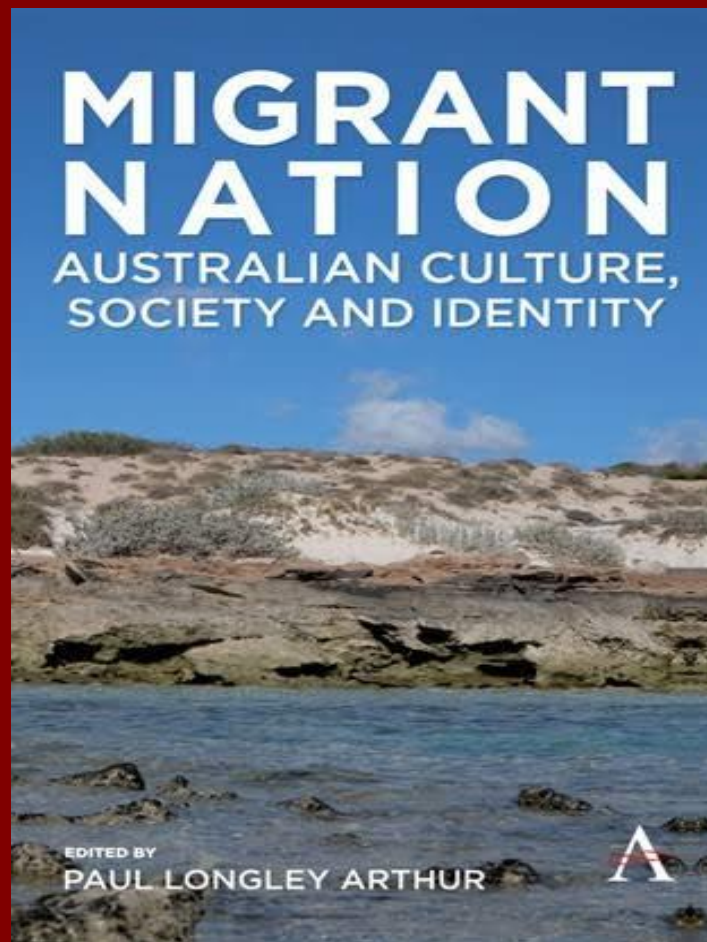
Benjamin Wilkie,
The Scots in Australia, 1788-1938,
Boydell & Brewer, Martlesham, 2017.



Camperdown Historical Society,
*Scotland to Australia Felix: Founding Scots
of Victoria's Camperdown District,*
Star Printing, Terang, 2018.



Paul Longley Arthur, ed.,
*Migrant Nation: Australian Culture, Society
and Identity*, Anthem, London, 2017.



- Melbourne Museums /
Immigration Museum Victoria:

<https://museumsvictoria.com.au/immigrationmuseum/>

> 'Origins', especially 'Census',
'Glossary' and 'Countries'

<https://origins.museumsvictoria.com.au/>

Immigrant Communities in Victoria

What are your origins?

Where have **Victorians
come from?**

Why did they come?

Origins is based on government census information gathered in Victoria since 1854 until 2016. The 2021 census data is not yet reflected on this website. The 1971 Census was the first Australian Census to fully include Aboriginal and Torres Strait Islander people. Because of this, the Immigration Museum acknowledges that Census data preceding 1971 cannot provide an accurate representation of the Australian population.

Immigration History from Scotland to Victoria

Poverty, famine and epidemics in Scotland in the 1820s and 1830s caused the first significant Scottish emigration to Australia. Victoria was the most popular colony in which to settle. Scottish squatters and rural workers established farms, and urban settlers worked as skilled artisans and professionals.

In the first Victorian census of 1854, Scotland-born people were the third largest group after the English and Irish, with 36,044 people. Within three years a further 17,000 had arrived, many hoping to make their fortunes on the goldfields. Immigration assistance schemes also swelled the number of Scottish arrivals. By 1861 the Scotland-born population of Victoria reached 60,701 – the highest level it would ever reach.

Immigration History from Scotland (Scots) to Victoria

Poortith, yawpishness an deid i' Scotland i' the 1820s an' 1830s causit the foremaist meikle Scottish emigration till Australia. Victoria war the maist faur ben colony i' whilk tae settle. Scottish squatters an' landwart winners makit mailens, an' ceetie settlers warkit as skeelie artisans an' professionals.

In the foremaist Victorian census o 1854, Scotland-born folk war the thrid gausiest when ahint the Sassenachs an' Irish, wi 36,044 folk. Wi'in thrie towmonds a furder 17,000 haen arrivit, mony howpin tae gar thair gear on the gowdloanings. Immigration forder schames eke swellit the when o Scottish winin. Gin 1861 the Scotland-tholit population o Victoria reachit tae 60,701 – the hie'est nummer hit wad evir ryket.

- Australian Bureau of Statistics:

<https://www.abs.gov.au/>

On this page

[Key statistics](#)

[Australia's population by country of birth](#)

[State and territory](#)

[Age and sex](#)

[International comparisons](#)

[Data downloads](#)

[Related ABS publications](#)

[Methodology](#)

[Media releases](#)

Countries where Australia's population was born

Over time, waves of migrants from different countries have arrived in Australia, influencing the diversity of Australia's population. In 2023, nearly every country from around the world was represented in Australia's population.

As at 30 June 2023, England, India, China and New Zealand were the most common countries of birth within the overseas-born population. Together, they made up over one third of Australians born overseas.

- Those born in England (962,000) continued to be the largest group born overseas. However, this population has been steadily decreasing from a peak of just over one million in 2013.
- Those born in India (846,000) made up the second largest group, with the population for 2023 surpassing the previous peak of 754,000 in 2022.
- The third largest group was those born in China (656,000). The Chinese-born population peaked at 661,000 in 2019, before decreasing in 2020 and 2021.
- Those born in New Zealand (598,000) were the fourth largest population, surpassing the previous peak from a year earlier (586,000 in 2022).

The estimated resident population at 30 June 2023 contained 18.5 million people born in Australia; an increase of 141,000 since June 2022. This change comprised of 170,000 people being added to the population from natural increase (births minus Australian-born deaths) and 29,000 being subtracted due to net overseas migration (Australian-born arrivals minus Australian-born departures).

**Table 1.2 Estimated resident population by country of birth(a)
(b)**

Download

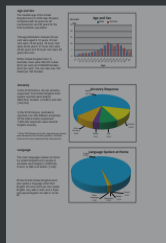


- Department of Home Affairs:

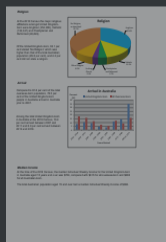
<https://www.homeaffairs.gov.au/>



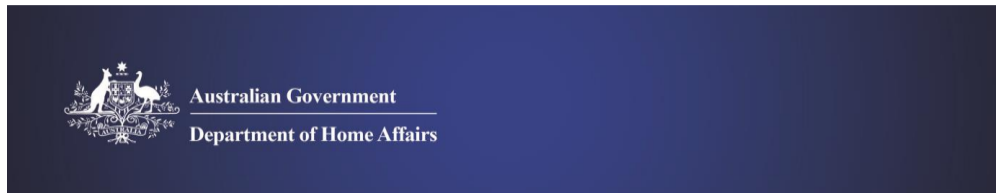
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2



3



United Kingdom-born Community Information Summary

Historical Background

The United Kingdom Government initiated British settlement of the Australian continent by establishing a penal settlement at Sydney Cove in 1788. Between then and 1852, about 100,000 convicts (mostly tried in England) were transported to eastern Australia. Scotland and Wales contributed relatively few convicts.

The convicts were augmented by free settlers, including large numbers who arrived during the gold-rush in the 1850s. As late as 1861, people born in England, Wales, Scotland and Ireland outnumbered even the Australia-born population. The number of settlers in Australia who were born in the United Kingdom peaked at 825,000 in 1891, from which point the proportion of British among all immigrants to Australia steadily declined.

Following World War II the Australian Government entered into agreements with the British Government to provide free and assisted passages to British ex-servicemen, selected civilians and their dependants. Schemes to encourage British migration included the 'Bring Out a Briton' campaign launched in 1957, under which employers and organisations were encouraged to sponsor particular families and assist in their settlement. Between 1947 and 1973, immigrants from the United Kingdom constituted 41 per cent of Australia's total immigration intake of more than 2.5 million.

Despite the gradual withdrawal of government assistance to new settlers, the post-war immigration program had the effect of pushing the United Kingdom-born population in Australia to 1,107,119 in 1991 or 30 per cent of the total overseas-born population. Since that time, numbers have fluctuated but remain the largest overseas-born group in Australia while the United Kingdom remains a top three source country of migrants to Australia.

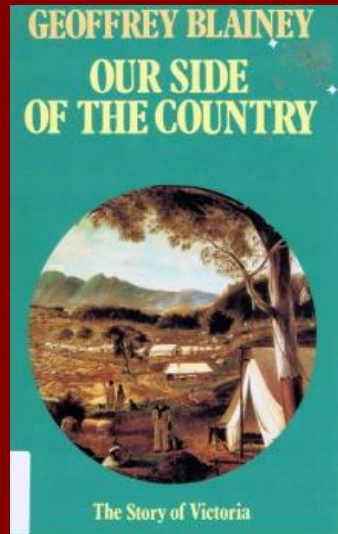
How could Australian national identity and pride be defined in the late C18th and early C19th?

Not a 'singular' identity, but ...

‘Dual identity’: Geoffrey Blainey

‘Proud of the Empire and proud to be Australian [and] the two prides did not usually conflict’.

- Geoffrey Blainey, *Our Side of the Country*, Methuen Hayes, Sydney, 1984, p. 134.

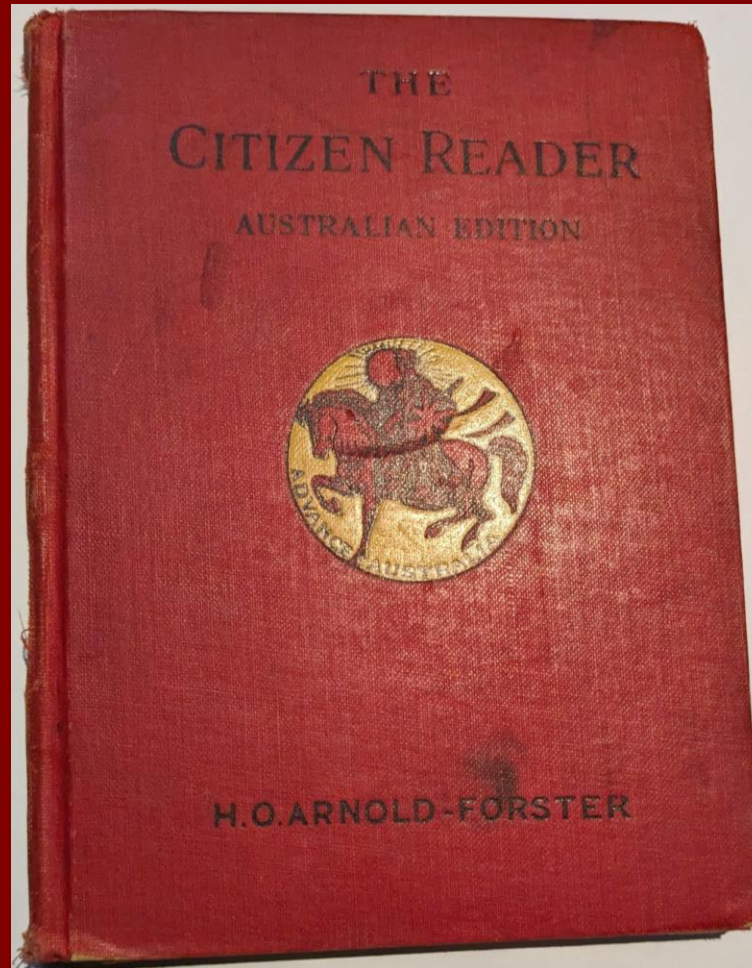


‘Dual identity’: H.O. Arnold-Forster and Charles Long

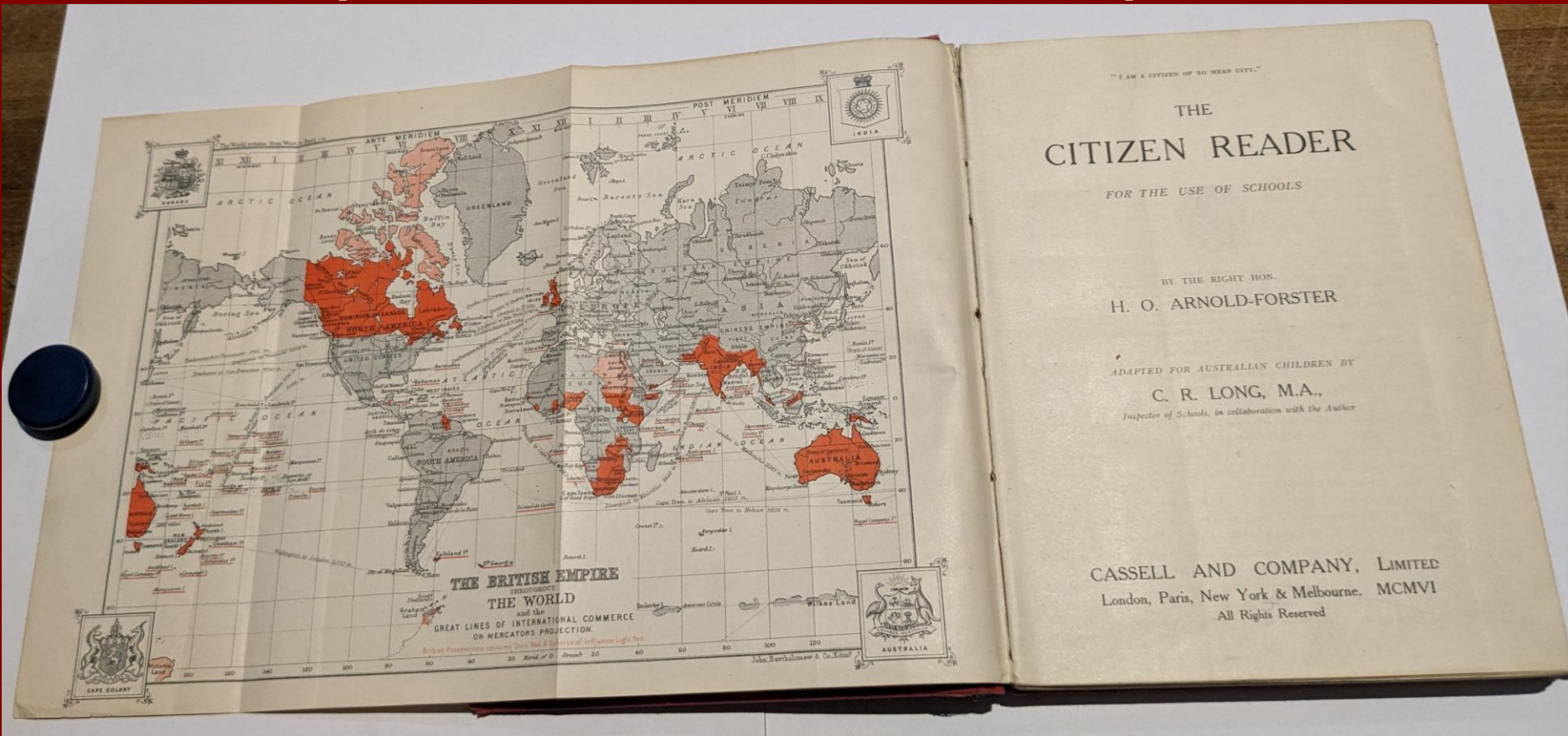
**asked pupils from 1906 onwards,
‘What is meant by being a good citizen?’
to which their answer was, simply,
‘[l]iving in Australia or in any part of the
great British Empire’.**

- H.O. Arnold-Forster, *The Citizen Reader for the Use of Schools*, 2nd edn, rev., C.R. Long, n.p., London, 1906, p. 17.

'Dual' identity



'Dual' identity: loyalty to one's home and the greater 'red' of Empire, (which incs Scotland) ...



'Fifth loyalty': Brendan Murray

for *most* within the greater imperial model
= 'loyalty to *England'.

- Brendan Murray, Citizenship and Schooling ... in Victorian State and Catholic Systems, 1910-18, M.A. Thesis, Monash University, 1981, p. 58.
- **TRIOLO** says * could be loyalty to Ireland, Wales or **Scotland** ...



**For example, ‘Scottish readings’ in
the *School Paper*, often repeated in
WWI years, 1914-18 ...**

There were many examples in my 2023 presentation
of **Australo-Scottish
identity and patriotism**

to bolster support for the war effort of WWI
- at the battle-front,
and
- on the home-front

12. The seeds, or beans, as they are usually called, are green in color when they are taken from the fruit. In this state, they are sent to our country, where they are first roasted in a closed iron box, which is turned round and round so that all the beans get the same amount of heat. The coffee is then ground in a mill, either at a warehouse, where the mill is a large one, or in a small hand-mill at home.

13. The ground coffee sold in tins is sometimes flavored with the root of a plant known as chicory, which is also ground to a powder. Chicory is a plant with a pretty, blue flower. It is largely grown in Victoria on Phillip Island, at the entrance to Western Port.

—*The Children's Hour*, S. A.

1. **Cey-lon**, a pear-shaped island south of India. Cocoa, rice, cinnamon, tea, and coffee are there grown.

2. **A-ra-bi-a**, a great peninsula in the south-west corner of Asia. The climate is one of the driest in the world. The most fertile tracts are in the south-west, where dates, coffee, spices, sugar, cotton, &c., are grown.

3. **Ol-i-ver Crom-well** (*from or krum*), an English general and statesman, was Lord Protector of the Commonwealth from 1653 to 1658.

4. **Tur-key**, a country in the south-east of Europe, whose ruler, the Sultan, has extensive dominions in Asia also. The area of European Turkey is much less than before the recent war between that country and the neighboring States.

5. **West In-dies**, an archipelago to the east of the Caribbean Sea and the Gulf of Mexico. The largest islands are Cuba, Hayti, Porto Rico, and Jamaica.

* THE SOLDIER'S DREAM.

Truce, short period of rest between two armies.
Sen-ti-nel, *adj.*, watching.
Re-pos-ing, resting.
Pal-let, poor or rude bed.
Scar-ing (the "a" as in *ale*), frightening.

Fag-ot, bundle of sticks.
Ar-ray, arrangement in regular lines.
Des-o-late, lonely.
Trav-ersed, wandered over.
Fain, desirous; strongly inclined.



T. Campbell

1. Our bugles sang truce, for the night-cloud had lowered,¹
 And the sentinel stars
 their watch in the sky;
 And thousands had sunk on the ground overpowered—
 The weary to sleep, and the wounded to die.
2. When reposing, that night, on my pallet of straw,
 By the wolf-scarving fagot that guarded the slain,²
 At the dead of the night, a sweet vision I saw;
 And, twice ere the morning, I saw it again.
3. Methought, from the battle-field's dreadful array,
 Far, far I had roamed on a desolate track;

- 'Twas autumn, and sunshine
 arose on the way
 To the home of my fathers,
 that welcomed me back.
4. I flew to the pleasant fields,
 traversed so oft
 In life's morning march, when
 my bosom was young;
 I heard my own mountain
 goats bleating aloft,
 And knew the sweet strain
 that the corn-reapers sung.³
5. Then pledged we the wine-cup,⁴
 and fondly I swore,

From my home and my weep-
 ing friends, never to part;
 My little ones kissed me a
 thousand times o'er;
 And my wife sobbed aloud
 in her fullness of heart—

6. "Stay, stay with us! rest;
 thou art weary and worn."
 And fain was their war-
 broken soldier to stay;
 But sorrow returned with the
 dawning of morn,
 And the voice in my dream-
 ing ear melted away.

—THOMAS CAMPBELL (1777–1844), a British poet.

1. **The night-cloud had low-ered**, darkness had come. Note that "lowered" and "powered" are intended to rhyme. "Lowered" (sometimes spelt *lowred*) means became dark, gloomy, and threatening.

2. **Wolf-scar-ving fag-ot that guard-ed the slain**, fire of wood to keep the wolves away from the dead bodies.

3. **Sung**. The usual form of the past tense is "sang," but "sung" is often used, especially in poetry.

4. **Pledged we the wine-cup**, we caused our glasses to clink, at the same time expressing goodwill and kindness.

* THE STORY OF KATE DOUGLAS.

High-souled, having a high, noble mind; generous.

Schol-ar (*skol'ar*), here, learned man.

Po-et, one who makes poetry, lofty thoughts put into suitable words, and full of power to move the feelings.

Gov-ern, here, put laws in force.

Jus-tice, fairness toward all.

Suc-cess, outcome of an effort.

Cru-el-ty, fondness for giving pain.

Threats, intimations of intention to do injury.

Reign, time of kingly power.

Ab-bey, religious house in which monks or nuns live.

Guests, those received and kindly treated in a person's house.

De-fend, keep from danger; guard.

Sta-ples, loops of metal into which bolts or hooks catch.

Loy-al-ty, faithfulness to king, country, or duty.

Her-o-ine (*her'o-in*), brave woman.

Hon-our, regard shown to a great or good person.

1. Few kings have left behind them a fairer fame than James I. of Scotland.¹ High-souled, large-hearted, a scholar, and a poet of no mean order, he tried to govern with justice; but the people were not used to having a king of this kind. Up to the date of his coming to the throne, might had been right in Scotland. The strong robbed the weak; the weak robbed the helpless; the nobles fell to fighting whenever it pleased them to do so, and, for a whim, plunged the country in the horrors of civil war.

2. This state of things made the king very unhappy. The cruelty of the strong made him angry, while the sufferings of the weak made him sad. He set to work to try to improve matters by giving equal laws to all.

Our bugles sang truce, for the night-cloud
had lowered,

And the sentinel stars set their watch in the
sky;

And thousands had sunk on the ground
overpowered-

The weary to sleep, and the wounded to die.

**Thomas Campbell, 'The Soldier's Dream',
School Paper, V-VI, Feb. 1914 and V-VI, May 1915.**

7. The king set forth for Dara's province straight.
 There, as was fit, outside the city's gate
 The viceroy met him with a stately train,
 And there, with archers circled, close at hand,
 A camel with the chest was seen to stand:
 The king's brow reddened, for the guilt was plain.

Still to the unstained past kept true and leal,
 Still on these plains could breathe the mountain air,



TREADING OUT THE CORN IN PERSIA.

8. "Open me here," he cried,
 "this treasure-chest!"
 'Twas done; and only a worn shepherd's vest
 Was found therein! Some blushed and hung the head.
 Not Dara; open as the sky's blue roof,
 He stood, and, "O my lord, behold the proof
 That I was faithful to my trust!" he said.

9. "To govern men, lo, all the spell I had!
 My soul, in these rude vestments ever clad,

And fortune's heaviest gifts serenely bear,
 Which bend men from their truth and make them reel.

10. "For ruling wisely, I should have small skill
 Were I not lord of simple Dara still;
 That sceptre kept, I could not lose my way."
 Strange dew in royal eyes grew round and bright,
 And strained the throbbing lids; before 'twas night,
 Two added provinces blest Dara's sway.

—JAMES RUSSELL LOWELL (*lo'-el*), American poet, born 1819, died 1891.

1. *Pers'ia*, country between Asiatic Turkey and Afghanistan, formerly a very powerful empire.

PURPOSE IN LIFE.

The man without a purpose is like a ship without a rudder: a waif, a nothing, a no-man. Have a purpose in life . . . and, having it, throw such strength of mind and muscle into thy work as has been given thee.—THOMAS CARLYLE.

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arose on the way
To the home of my fathers,
that welcomed me back.
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In life's morning march, when
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Her^o-ine (*her^o-in*), brave woman.

Hon^{or}, regard shown to a great or good person.

1. Few kings have left behind them a fairer fame than James I. of Scotland.¹ High-souled, large-hearted, a scholar, and a poet of no mean order, he tried to govern with justice; but the people were not used to having a king of this kind. Up to the date of his coming to the throne, might had been right in Scotland. The strong robbed the weak; the weak robbed the helpless; the nobles fell to fighting whenever it pleased them to do so, and, for a whim, plunged the country in the horrors of civil war.

2. This state of things made the king very unhappy. The cruelty of the strong made him angry, while the sufferings of the weak made him sad. He set to work to try to improve matters by giving equal laws to all.

‘1. Few kings have left behind them a fairer fame than James I, of Scotland. High-souled, large-hearted, a scholar and a poet of no mean order, he tried to govern with justice; but the people were not used to having a king of this kind ... [M]ight had been right in Scotland. The strong robbed the weak; the weak robbed the helpless; the nobles ... plunged the country in the horrors of civil war.

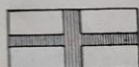
2. The state of things made the king very unhappy. The cruelty of the strong made him angry, while the sufferings of the weak made him sad. He set to work ... by giving equal laws to all.’

THE UNION JACK.

Subject, one under the sway of a ruler.
Re'al-ize, think of as actual.
Em'b'lem, visible sign of an idea or other object; symbol.
Re-vere', regard with profound respect and affection, mingled with awe or fear.
Brit'on, member of one of the tribes inhabiting Britain previous to the Anglo-Saxon invasion, which began in 449; used also, as in the text, for a person of British descent who is a subject of the sovereign of Great Britain. (The term *Briton* is preferred to *Britisher*, which has the same meaning.)

Know'ledge, information; something made known.
In-ven'tive, that which urges one to action.
Cir-cum-stance, incident; situation; condition. *Under the circumstances*, or, better, *in the circumstances*, the state of affairs being such as it is.
Regi-ment, body of soldiers commanded by a colonel, and consisting of a number of companies, troops, or battalions. (In the British army, the regiments are of varying composition and size.)
Ad-mi-ral, commander of a fleet.

1. I should like to think that every boy and girl who is a subject of King George realizes that the Union Jack is the flag of the British Empire—the emblem of its greatness, and as such should be revered by all true Britons. I should like to think, also, that every boy and girl has learnt that the red patches on the maps of the world in their schools mark those islands and countries which go to form that Empire; for, without



ST. GEORGE'S CROSS.



UNION FLAG, 1606.



ST. ANDREW'S CROSS.



ST. PATRICK'S CROSS.



THE "UNION JACK," 1801.

Red—Vertical lines. White—Plain spaces. Blue—Horizontal lines.

The Union Flag, or "Union Jack," as it is usually called, is made up of three crosses, namely, the red cross of St. George on a white ground (the old English flag), the white cross of St. Andrew on a blue ground (the Scottish flag), and the red cross (or, strictly speaking, saltire) of St. Patrick on a white ground. The crosses of England and Scotland were united soon after James VI. of Scotland became, in 1603, James I. of England; and, in 1801, after the union with Ireland, that of St. Patrick was added.

such knowledge, it is not possible for boys and girls to understand what the flag ought to be to them—an incentive to conduct themselves in such a way that, at all times and under all circumstances, they may prove themselves worthy of being members of the great Empire which the Union Jack represents.

2. The Union Jack, I have said, is the outward emblem of the British Empire. Our soldiers and our sailors salute it whenever they see it; our regiments used to carry it into battle; and many a brave man has died to save it from falling into an enemy's hands. That emblem should, I repeat, be understood and revered by every one of us, man or woman, boy or girl.

3. Once, when we were at war with Holland, a British admiral found himself, with only two ships, face to face with the whole Dutch fleet.

13. The rock just missed the boat, but it made such a big wave that the Greeks were in danger of sinking; so they kept very quiet for a while, rowing all the time as hard as they could. Then, Ulysses called again, and told the giant his true name.

14. When Polyphemus knew that it was the great Ulysses, he pretended to be very sorry he had been hard to so noble a man, and asked the Greeks to come on shore again to see how kind he would be to them now that he knew who they were.

But they had more sense, and sailed away, and were soon far away from the Cyclops and their island.

—Adapted from HOMER.

1. U-lyss-es. See the March number of this paper.

* THE EDUCATION DEPARTMENT'S WAR RELIEF FUND AND THE BELGIANS.

1. Charity begins at home, and does not end there. The children of Victoria have nobly helped, and are dally helping, their own countrymen. From firing trench and hospital ward, grateful thoughts will be directed towards the army of little people across the sea.

2. It is not only for our own folk, however, that we have kindly feelings. The distress of our foreign friends makes a claim on us almost as strong as the needs of relatives. We are proud to own as friends the heroic Belgians, who have done and suffered so much for freedom; and their widows and orphans, homeless and starving, are our care also. They are truly "the world's wards."

3. In last month's paper, it was mentioned that £3,000 from the Education Department's War Relief Fund had been sent to aid the Belgians. The Agent-General for Victoria replied from London thus:—"Referring to your telegram of the 12th February, I have presented the donation of £3,000 to the Belgian Minister, who desires me to convey his most grateful thanks to teachers, officers, and scholars for their generous gift and their practical sympathy with suffering Belgium."

4. At a more recent meeting of the committee of management, it was decided to send an additional £2,000 for the relief of the Belgians, and to devote all cash subscriptions, until further notice, to the same object. This does not mean that the making of garments and supplying of comforts for our own men will cease.

AULD LANG SYNE.

[NOTE.—Moderately fast, with strong accents throughout. The song may be sung through first by a few select voices, the whole class joining in at the chorus.]

BURNS.

Scotch Tune.

Should auld ac-quant-ance be for-got, And nev-er brought to min'? Should

auld ac-quant-ance be for-got, And days o' lang syne? For

FLAG SONG.

Roy'al, kingly.

Loy'al, true to one's king, country,
or duty ; obeying the law.

Hon'or, fine feeling of what is
right and true.

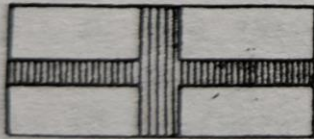
Re-frain', line or verse repeated at
the end of each part of a song.

Du'ty, what one ought to do.

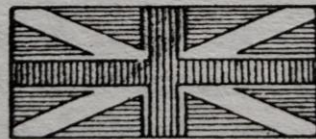
Har'di-hood, boldness ; firmness.

Furled, rolled up.

The Union Flag, or "Union Jack," as it is usually called, is made up of three crosses, namely, the red cross of St. George on a white ground (the old English flag), the white cross of St. Andrew on a blue ground (the Scottish flag), and the red cross (or, strictly speaking, saltire) of St. Patrick on a white ground. The crosses of England and Scotland were united soon after James VI. of Scotland became, in 1603, James I. of England ; and, in 1801, after the union with Ireland, that of St. Patrick was added.



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Red—Vertical lines.

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THE "UNION JACK," 1801.

Blue—Horizontal lines.

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‘Flag Song’, *School Paper*, III-IV, May 1915, p. 52.

Before going into the fight, from which, owing to the great odds against him, he knew there could be no return, he measured the depth of the sea beneath his ship, and, finding it was not deep enough to cover the mast on which waved the Union Jack, he told his sailors how glad he was to think that, even when their ship had gone down, and he and they were all dead, the British flag would still be flying above the waters.

4. What that admiral meant to say was that it did not matter what happened to themselves, so long as their country, of which that flag was the emblem, was safe.

5 I should like to think that every boy and girl in the Empire looked on our flag in the same light as did that British admiral.

—The late FIELD-MARSHAL EARL ROBERTS, in *Essays on Duty and Discipline* (Cassell and Company).

* THE BLACK DOUGLAS.

Tanned, browned by the sun.

Nick-named, given a name in fun or in contempt.

Naught'y, perverse ; wicked.

Un-a-ware's, when not thought of.

En-joy-ing, feeling pleasure in.

Care-less-ness, want of care ; lack of thought.

Climb-ing (the "b" silent), mounting ; scaling.

Twilight, faint light before sunrise or after sunset.

By sur-prise, unawares.

1. In Scotland, in the time of King Robert Bruce,¹ there lived a brave man whose name was Douglas. His hair and beard were black and long, and his face was tanned and dark ; and, for this reason, people nicknamed him the Black Douglas. He was a good friend of the king, and one of his strongest helpers.

2. In the war with the English, who were trying to drive Bruce from Scotland, the Black Douglas did many brave deeds. By and by, the fear of him spread through the land. Women told their children, when they were naughty, that the Black Douglas would get them ; and this made them very quiet and good.

3. There was a large castle in Scotland which the English had taken early in the war. The Scottish soldiers wanted very much to take it again, and the Black Douglas and his men went one day to see what they could do. It happened to be a holdiay, and most of the English soldiers in the castle were eating and drinking and having a merry time. But they had left watchmen on the wall to see that the Scottish soldiers did not come upon them unawares ; and so they felt quite safe.

4. In the evening, when it was growing dark, the wife of one of the soldiers went up on the wall with her child in her arms. As she looked over into the fields below the castle, she saw some dark objects moving toward the foot of the wall. In the dusk, she could not make out what they were, and so she pointed them out to one of the watchmen.

5. "Pooh, pooh !" said the watchman. "They are the farmer's cattle, trying to find their way home. The farmer is enjoying the holiday, and has forgotten to bring them in. If the Douglas should happen this way before morning, he will be sorry for his carelessness."

6. But the dark objects were not cattle. They were the Black Douglas and his men, creeping, on hands and feet, toward the foot of the castle wall. Some of them were dragging ladders behind them through the grass.

They would soon be climbing to the top of the wall. None of the English soldiers dreamed that they were within many miles of the place.

7. The woman watched them until the last one had passed around a corner out of sight. She was not afraid, for, in the darkening twilight, they looked indeed like cattle. After a while, she began to sing to her child:—



"DON'T BE SO SURE ABOUT THAT!"

the castle. But the English were so taken by surprise that they could not do much. Many of them were killed; and, in a little while, the Black Douglas and his men were the masters of the castle.

9. As for the woman and her child, no harm was done to them. After a while, they went back to England; and, whether or not the mother made up any more songs about the Black Douglas, I cannot tell.

—JAMES BALDWIN, in *Fifty Famous Stories Retold*.

1. King Robert Bruce, the most heroic of the Scottish kings, was born in 1274. As Earl of Carrick, he joined in the Scottish revolt under Wallace, but afterwards made his peace with King Edward I. After that monarch's death, he led the Scots against Edward II., and won the great battle of Bannockburn, 24th June, 1314, which secured the independence of Scotland. Bruce died at Cardross Castle, on the Clyde, in 1329. It is said that, on his death-bed, he charged Lord Douglas to bury his heart in Jerusalem. Douglas, faithful to his promise, sailed for the Holy Land; but, on the Spanish plains, near Gibraltar, he died in battle with the Moors. When he saw that death was certain, he threw the king's heart among the enemy, crying, "Pass in fight as thou wert wont to do, and Douglas will follow thee or die." The casket was recovered, and brought back to Scotland.

"And a thrill of pride it will aye impart,
That Scottish earth wraps the prince's heart."

"Hush ye, hush ye,
little pet ye;
Hush ye, hush ye,
do not fret ye;
The Black Douglas
shall not get ye."

All at once, a gruff voice was heard behind her, saying, "Don't be so sure about that!"

8. She looked around, and there stood Black Douglas himself. At the same time, a Scottish soldier climbed up a ladder and leaped upon the wall; and, then, another came, and another, until the wall was covered with them. Soon, there was hot fighting in every part of

‘King Robert Bruce, the most heroic of the Scottish kings ... he led the Scots against Edward II, and won the great battle of Bannockburn, 24th June, 1314, which secured the independence of Scotland. Bruce died at Cardross Castle, on the Clyde, in 1329 ...’

"And a thrill of pride it will aye impart,
That Scottish earth wraps the prince's heart".’

‘King Robert Bruce’, *School Paper*, V-VI, Feb. 1916, p. 4.

14. Then, they sleep, and wake up to remember only the pleasant things. They had eaten such a fine supper, and learned such nice new games! When the next party is to be held, every one will look forward to it as merrily as ever; and, again, they will all forget their parents' good advice.

15. Now that the British are building schools for little Kaffirs, they will, perhaps, have less time for play. Teachers will train their black pupils in all sorts of useful ways. Books will bring them new thoughts; they will be less content with savage life and savage play.

16. We hope, however, they will always be kind to the new babies, and friendly to their companions in the kraal. And, then, think what a comfort it will be to black mothers if their naughty little Kaffirs should learn how to go to a children's party without fighting.

—Adapted from *The School Journal*, New Zealand.

MY MOTHER.



From a picture by Thomas Faed, a Scottish painter.

1. Who sat and
watched my
infant head,
When sleep-
ing on my
cradle-bed,
And tears of
sweet affec-
tion shed?
My mother.

2. When sleep
forsook my
open eye,
Who was it
sung sweet
lullaby,
And rocked
me that I
should not
cry?

**'My Mother', *School Paper*, III-IV, Aug. 1916, p. 106.
'From a picture by Thomas Faed, a Scottish painter.'**

BABY-LAND.

Flight, row of stairs without a turn.
Cra-dle, child's bed on rockers.

1. How many miles to Baby-land?

Anyone can tell:
Up one flight,
To your right;
Please to ring the
bell.

2. What do you see in Baby-land?

Little folks in white,

Odd'est, strangest.

Guides, sets in the right path.

Downy heads,
Cradle beds,
Faces pure and bright.

3. What do they do in Baby-land?

Dream and wake and
play,

Laugh and crow,
Shout and grow;
Jolly times have they.



From a photograph by A. A. Gleeson, in the *Photo Era*.

"THEN SHALL MY CHILD GO SWEETLY ASLEEP,
AND DREAM OF THE BIRDS AND THE HILLS AND THE SHEEP."

4. What do they say in Baby-land?

Why, the oddest things,
Might as well
Try to tell
What a birdie sings.

5. Who is the queen of Baby-land?

Mother, kind and sweet;
And her love,
Born above,
Guides the little feet.

—GEORGE COOPER, in *The School Magazine*, published by the
Education Department, New South Wales.

George Cooper, 'Baby-Land', *School Paper*,
III-IV, Mar. 1917, p. 30.

4. The committee of the Gardeners' League proposes to send to members seeds of vegetables and flowers at a halfpenny a packet at an early date. Look out for them.

THE LOSS OF THE "ROYAL GEORGE."¹

Toll, ring a bell slowly.

Native, belonging to the place where one was born.

Shrouds, ropes that help to support a mast.

Over-set; turned over; upset.

Com-plete; whole; full.

Tem-pest, storm.

1. Toll for the brave,
The brave that are no more!
All sunk beneath the wave,
Fast by their native shore.
2. Eight hundred of the brave,
Whose courage well was tried,
Had made the vessel heel,
And laid her on her side.
3. A land breeze shook the
shrouds,
And she was overset;
Down went the *Royal George*
With all her crew complete.
4. Toll for the brave!
Brave Kempenfelt² is gone;
His last sea-fight is fought,
His work of glory done.
5. It was not in the battle;
No tempest gave the shock;
She sprang no fatal leak;
She ran upon no rock.

Fatal (the "a" as in *fate*), causing death.

Dreaded, feared very much.

Mingle, mix.

Weigh, lift; raise.

Charged, loaded.

Distant, far off.

Main, open sea.

Victo-ry, success; triumph.

6. His sword was in its sheath,
His fingers held the pen,
When Kempenfelt went down
With twice four hundred
men.
7. Weigh the vessel up,
Once dreaded by our
foes!
And mingle, with our cup,
The tear that England
owes.
8. Her timbers yet are sound,
And she may float again,
Full charged with England's
thunder,
And plow the distant main.
9. But Kempenfelt is gone;
His victories are o'er;
And he and his eight hundred
Shall plow the waves no
more.

—WILLIAM COWPER (1731-1800), an English poet.

1. "*Royal George*."—The accident happened on the 28th of June, 1782. To effect repairs, the ship was made to lean over, and, while in this position, some heavy cargo was taken on board, with the result that she sank.

2. *Kempenfelt*; an English admiral on board the *Royal George*.

* THE GREY MOTHER.

East and south my children
scatter;
North and west the world they
wander;
Yet they come back to me;

Come, with their brave hearts
beating,
Longing to die for me,
Me, the grey, old, weary mother,
Throned 'mid the northern waters.

—Lines from *The Grey Mother*, by LAUCHLAN MACLEAN WATT.

The retail price of *The School Paper* is One Penny per copy. Any overcharge should be reported at once.

AULD LANG SYNE—continued.

auld lang syne, my dear, For auld lang syne, We'll

tak' a cup o' kind-ness yet For auld lang syne.

2. We twa ha'e run about the braes,
And pu'd the govans fine;
But we've wandered many a weary foot
Sin' auld lang syne.

Chorus—For auld lang syne, &c.

3. We twa ha'e paidt in the burn,
Frae morning sun till dine;
But seas between us braid ha'e roared
Sin' auld lang syne?

Chorus—For auld lang syne, &c.

4. And there's a hand, my trusty friend,
And gie's a hand o' thine;
And we'll tak' a cup o' kindness yet
For auld lang syne.

Chorus—For auld lang syne, &c.

KEY G. *mf*

{ :s₁ | d : -d | d : m | r : -d | r : m | d . d : - | m : s | l : - | - }

{ :s₁ | d : -d | d : d | s₁ : -l₁ | t₁ : s₁ | d . d : - | d : m | f : - | - }

Should auld ac-quaint-ance be for-got, And never brought to min'?

{ :l | s : -m | m : d | r : -d | r : m | d : -l₁ | l₁ : s₁ | d : - | - }

{ :f | m : -d | d : d | s₁ : -l₁ | t₁ : s₁ | l₁ : -f₁ | f₁ : f₁ | m₁ : - | - }

Should auld ac-quaint-ance be for-got, And days o' auld lang syne?

{ :l | s : -m | m : d | r : -d | r : m | s : -m | m : s | l : - | - }

{ :f | m : -d | d : d | s₁ : -l₁ | t₁ : d | m : -d | d : m | f : - | - }

For auld lang syne, my dear, For auld lang syne;

{ :l | s : -m | m : d | r : -d | r : m | d : -l₁ | l₁ : s₁ | d : - | - }

{ :f | m : -d | d : d | s₁ : -l₁ | t₁ : d | l₁ : -f₁ | f₁ : -m₁ : - | - }

We'll tak' a cup o' kind-ness yet For auld lang syne.

Robbie Burns, 'Auld Lang Syne', School Paper, III-IV, Mar. 1917, p. 32.

*

LOVE OF COUNTRY.

Wan-der-ing, roving; moving hither and thither.

For-eign (*in*), away from one's own country.

Strand, shore; coast.

Min-strel, poet who sang his verses while playing on an instrument.

Rap-tures, extreme delights; ecstasies.

Breathes there the man, with
soul so dead,

Who never to himself hath said,
"This is my own, my native
land!"

Whose heart hath ne'er within
him burned

As home his footsteps he hath
turned

From wandering on a foreign
strand?

If such there breathe, go, mark
him well:

For him, no minstrel raptures
swell;

Ti-tle, name marking rank or honor.

Wealth, riches.

Pelf, ill-gotten gain; booty.

Wretch, miserable being.

Con-cen-tered, wholly directed to-
wards one central point.

For-feit (*fit*), lose by wrongdoing.

Un-hon-ored (the "h" silent), not
respected.

High though his titles, proud his
name,

Boundless his wealth as wish
could claim—

Desp'te those titles, power, and
pelf,

The wretch, concentered all in
self,

Living, shall forfeit fair renown;
And, doubly dying, shall go
down

To the vile dust from whence
he sprung,

Unwept, unhonored, and un-
sung!

—SIR WALTER SCOTT (1771-1832), an eminent Scottish poet and novelist.

'Sir Walter Scott (1771-1832) an eminent Scottish poet and novelist,
"Love of Country", *School Paper*, VI-VIII, Sept. 1918, p. 125

[Thursday, the 24th of May, is Empire Day.
EDUCATION DEPARTMENT, VICTORIA
(AUSTRALIA).]

The School Paper.

FOR GRADES III. AND IV. (1917).

No. 240.] (Registered at the General Post Office, Melbourne, for transmission by post as a newspaper.) MELBOURNE. Price 1d. [MAY 1, 1917.

* CHILDREN OF THE EMPIRE AND OF THE ALLIES.
HOW THEY HELP IN WAR-TIME.



From a colored picture in My Magazine, edited by Arthur Mes.

THE ALLIES JUNIOR.

[At the top, India listens to young John Bull and Miss Britannia, and Russia and Canada are taken up with the sad story of Miss Belgium. In the center, La Belle France lays down the law to Heather Jock and the Little Woman from Wales. Lower

‘Children of the Empire and the Allies: How they Help in War-time’, *School Paper*, III-IV, May 1917, p. 49.



'La Belle France lays down the law to Heather Jock [and the Little Woman from Wales] ...'
'Children of the Empire and the Allies: How they Help in War-time',
School Paper, III-IV, May 1917, p. 49.

Fund. Everybody is doing raffia work; and the serviette rings sell at two shillings a dozen. Then the children make baskets also, and collect horse-



BUTTONHOLE BOUQUETS.

shoes and waste paper, and rabbit skins and stray tufts of wool. Aleck Lockhart has sold his pet lamb and given the money to the Fund.

SCOTS, WHA HA'E.

(See the January number of this paper (Grades VII. and VIII.) for sol-fa notation.)

ROBERT BURNS.

Scottish Air

mf *slowly.*

1. Scots, wha ha'e wi' Wal-lace bled, Scots, wham Bruce has of-ten led,
Wel-come to your go-ry bed, Or to vic-to-ry.
Now's the day and now's the hour, See the front of bat-tle low'!

**Robbie Burns, 'Scots, Wha Ha'e', School Paper, III-IV,
Nov. 1916, p. 150.**

‘A patriotic geography’,
included Scotland and Australia ...



"I AM A CITIZEN OF NO MEAN CITY."
THE
CITIZEN READER

FOR THE USE OF SCHOOLS

BY THE RIGHT HON.
H. O. ARNOLD-FORSTER

ADAPTED FOR AUSTRALIAN CHILDREN BY
C. R. LONG, M.A.,
Inspector of Schools, in collaboration with the Author

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‘A patriotic biology’:

For today, the Scottish flower is
heather ...

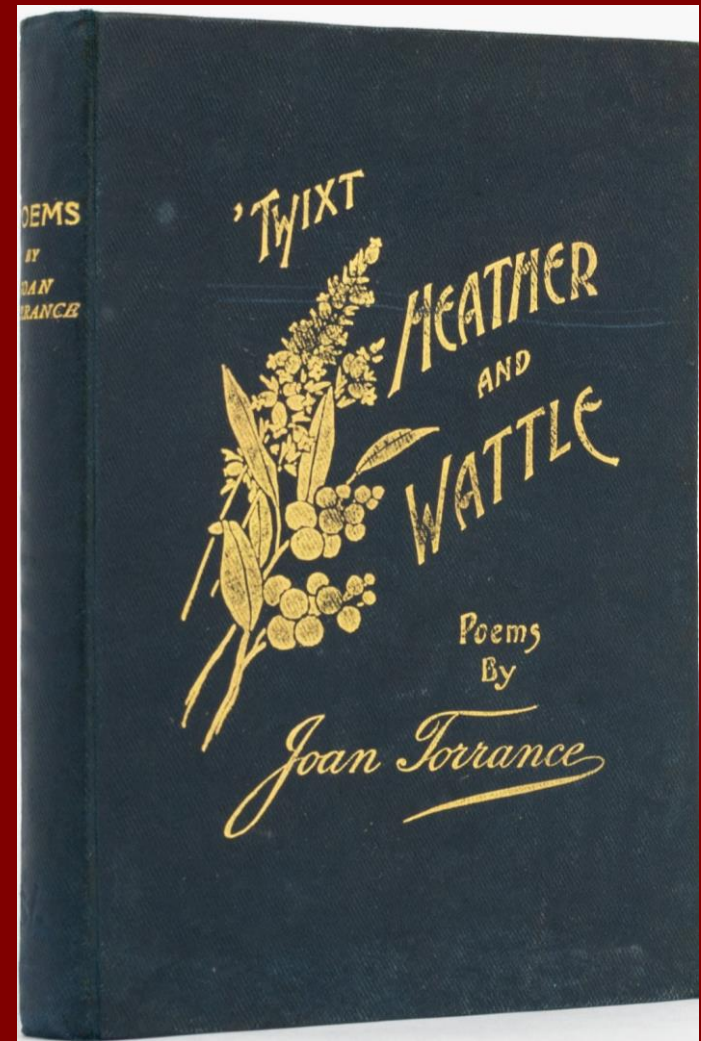
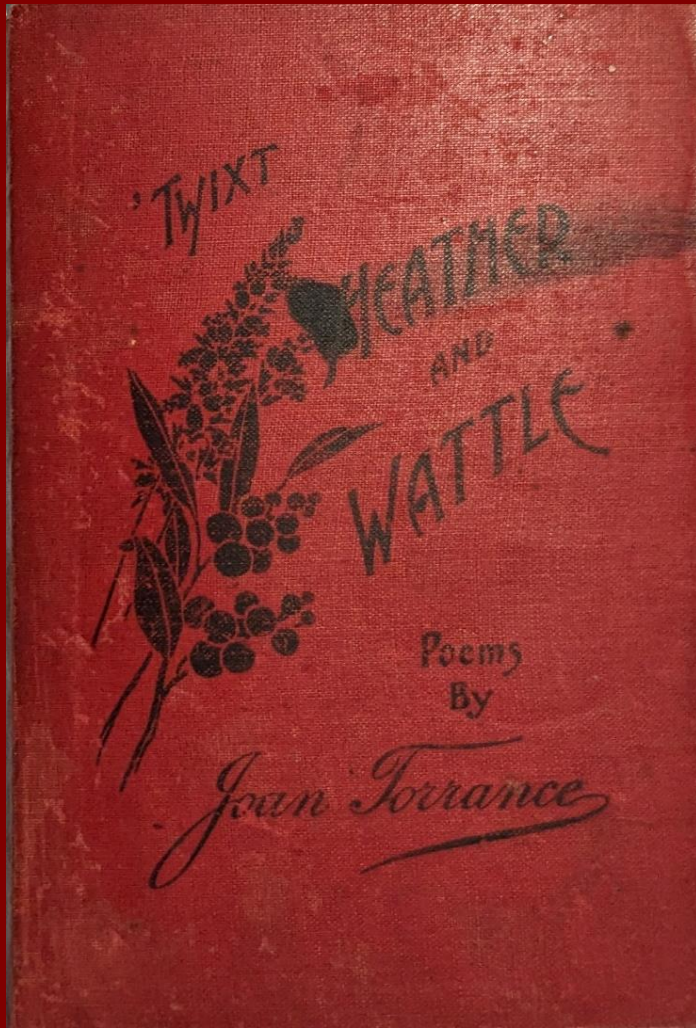


‘A patriotic biology’:

For today, the Australian flower is
wattle ...



The two are united
and celebrated in ...



Joan Torrance, *'Twixt Heather and Wattle*, George Robertson, Melbourne 1904 / [larger, hard-back, illustrated edition] Sydney 1911.

Australia at this time? 'The Bush Legend'

From late C19th into early C20th:

- Education Department was accepting some elements of the 'bush legend'
- actively increased Australian content in its curriculum
- declared new pride in, 'things Australian': landscape, flora, fauna and the conservatively admirable people of 'bush legend' –

NOT the 'larrikins', gamblers, smokers or
alcohol drinkers

School Paper

- First item in first *School Paper*, 1896 = Henry Kendall's poem 'Song of the Cattle Hunters'
- referred to introduced livestock, but conveyed popular, confident images of Australian bushman and beauty of bush.

The School Paper.

FOR CLASS III.

VOL. 1, No. 1.]

MELBOURNE.

[FEBRUARY, 1896.

SONG OF THE CATTLE HUNTERS.

Ech-o, a sound repeated, or given back.
Fern-mat-ted, covered closely with ferns.
Gulch, a deep bed of a torrent when dry; a gully.

While the morning light beams on the
fern-matted streams,
And the water-pools flash in its glow,
Down the ridges we fly, with a loud ring-
ing cry—
Down the ridges and gullies we go!
And the cattle we hunt, they are racing
in front,
With a roar like the thunder of waves.
As the beat and the beat of our swift
horses' feet
Start the echoes away from their caves!
As the beat and the beat
Of our swift horses' feet
Start the echoes away from their caves.

Like a wintry shore that the waters ride
o'er,
All the lowlands are filling with sound!
For swiftly we gain where the herds on
the plain,
Like a tempest, are tearing the ground!
And we follow them hard to the rails of
the yard,
Over gulches and mountain-tops grey,
Where the beat and the beat of our swift
horses' feet
Will die with the echoes away!
Where the beat and the beat
Of our swift horses' feet
Will die with the echoes away!
—KENDALL.

(The poet, Henry Clarence Kendall, was born in New South Wales in 1841, and died there in 1882. His best verses are those descriptive of Australian scenery.)

AN ADVENTURE IN A GARDEN.

Ad-vanc-ing, going forward.
Ad-ven-ture, a stirring event.
Ap-proach-ed, drew near.
At-ti-tude, position of the body.
Bal-ance, to make steady.
Beau-ti-ful, pleasing to the sight or the mind.
Blanched, became white.
Con-sist-ed, made up of.
Ex-cit-ed, roused into action.
Gazed, fixed the eyes in a steady look.

Pad-dock, an enclosed piece of land.
Pro-ceed, to go forward; to act.
Re-plied, answered.
Rep-tile, an animal that crawls.
Re-treat-ing, moving back from a place.
Schoon-er, a kind of ship.
Sit-u-a-tion, a state of things.
Stead-i-ly, without shaking.
Trem-bling, shaking; quivering.
Un-fas-tened, loose; not fixed.



“TAKE hold of my hand, Trix—that way, and walk slowly at first.
You'll soon be able to go alone.”

'Song of the Cattle Hunters', *School Paper*,
Class III, February 1896, p. 1.

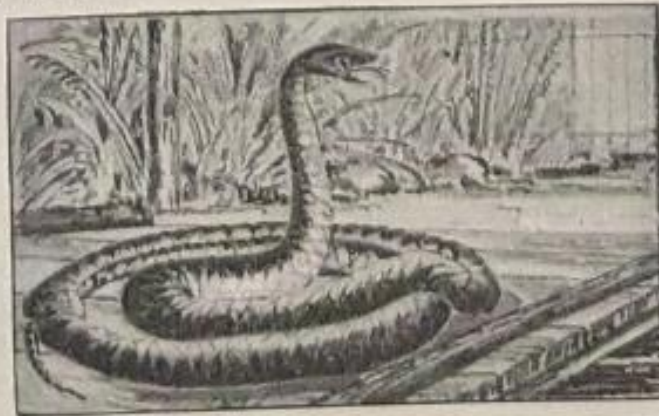
School Paper

- Second item in first *School Paper*, 1896 = about an Australian snake:
'An Adventure in a Garden'

AN ADVENTURE IN A GARDEN.

Ad-vanc^{ing}, going forward.
Ad-ven^{ture}, a stirring event.
Ap-proach^{ed}, drew near.
At^{titude}, position of the body.
Bal^{ance}, to make steady.
Beau^{tiful}, pleasing to the sight or the mind.
Blanched, became white.
Con-sist^{ed}, made up of.
Ex-cit^{ed}, roused into action.
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“TAKE hold of my hand, Trix—that way, and walk slowly at first.
You’ll soon be able to go alone.”

‘An Adventure in a Garden’,
School Paper, Class III, February 1896, pp. 1-3.

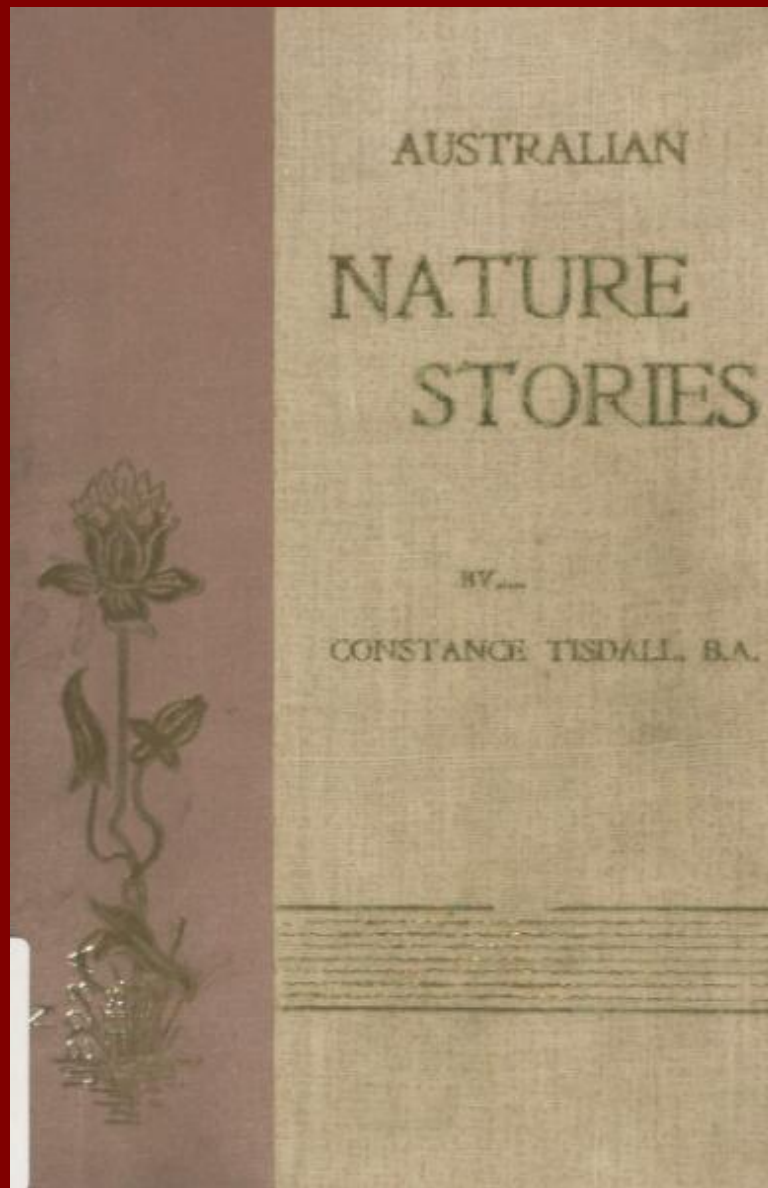
Exemplar books [note titles]

recommended by

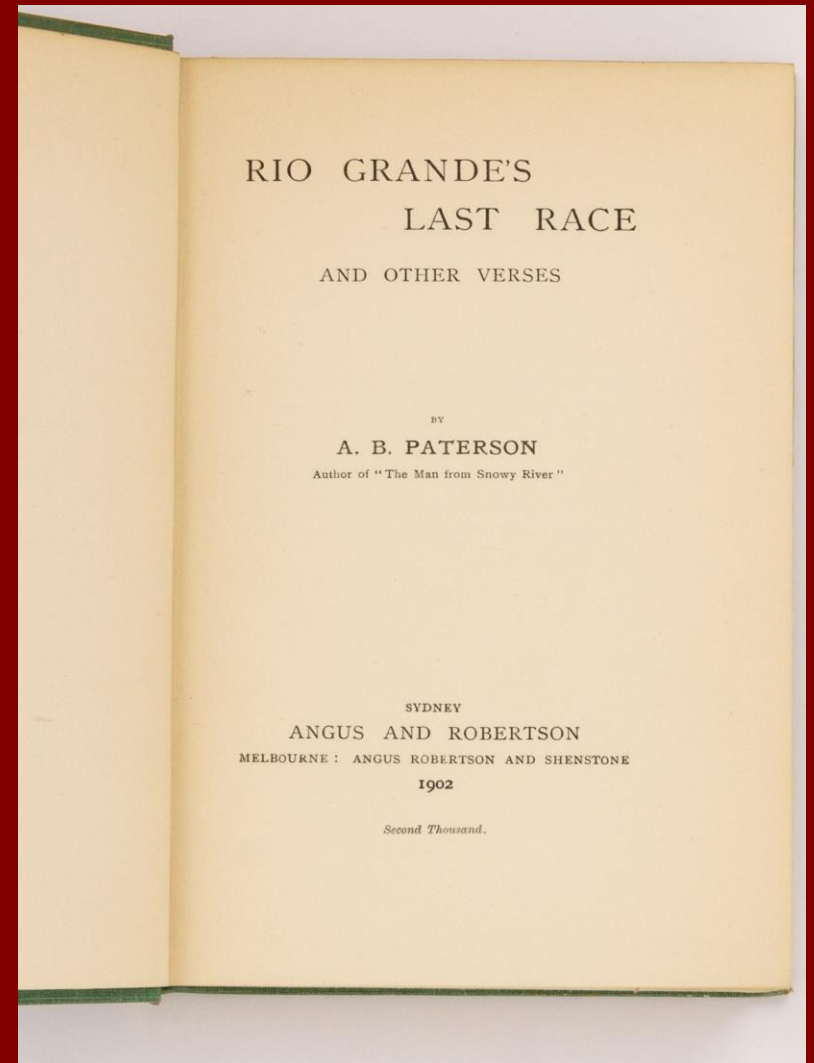
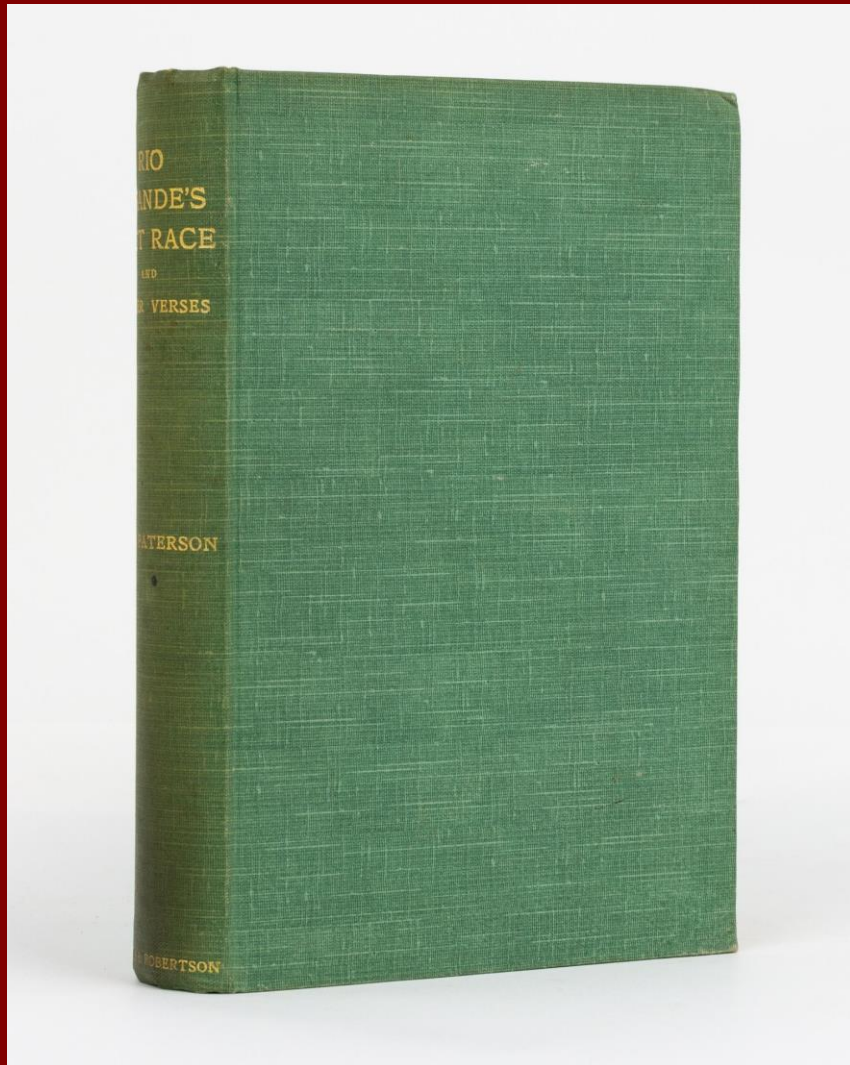
Frank Tate and Charles Long

in 1902-1905:

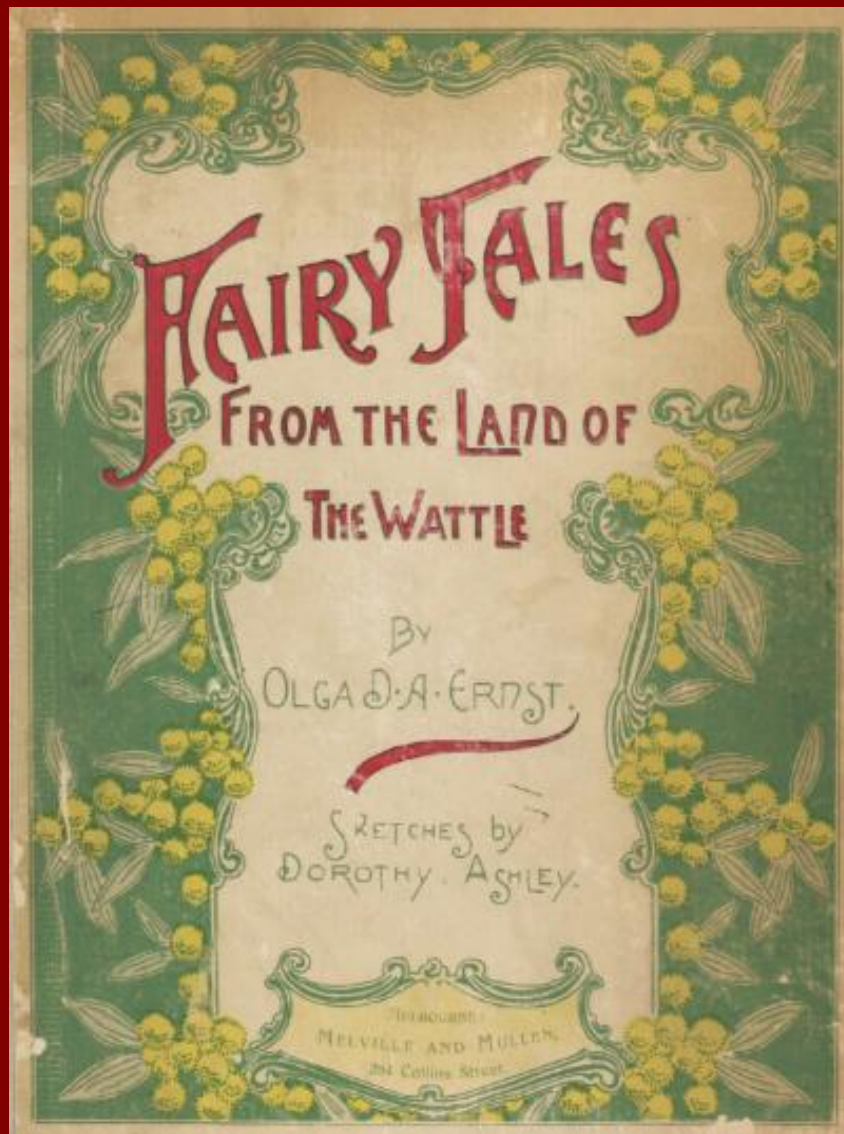
'Notices of Books', *Education Gazette*, 1902-05.



Constance Tisdall, *Australian Nature Stories for Children*, James Ingram & Son, Melbourne, [ca.] 1902.



A.B. 'Banjo' Paterson, *Rio Grande's Last Race*,
Angus & Robertson, Melbourne, 1902.



Olga Ernst, *Fairy Tales from the Land of Wattle*,
Melville & Mullen, Melbourne, 1904. [NOW RARE: \$1,950.]

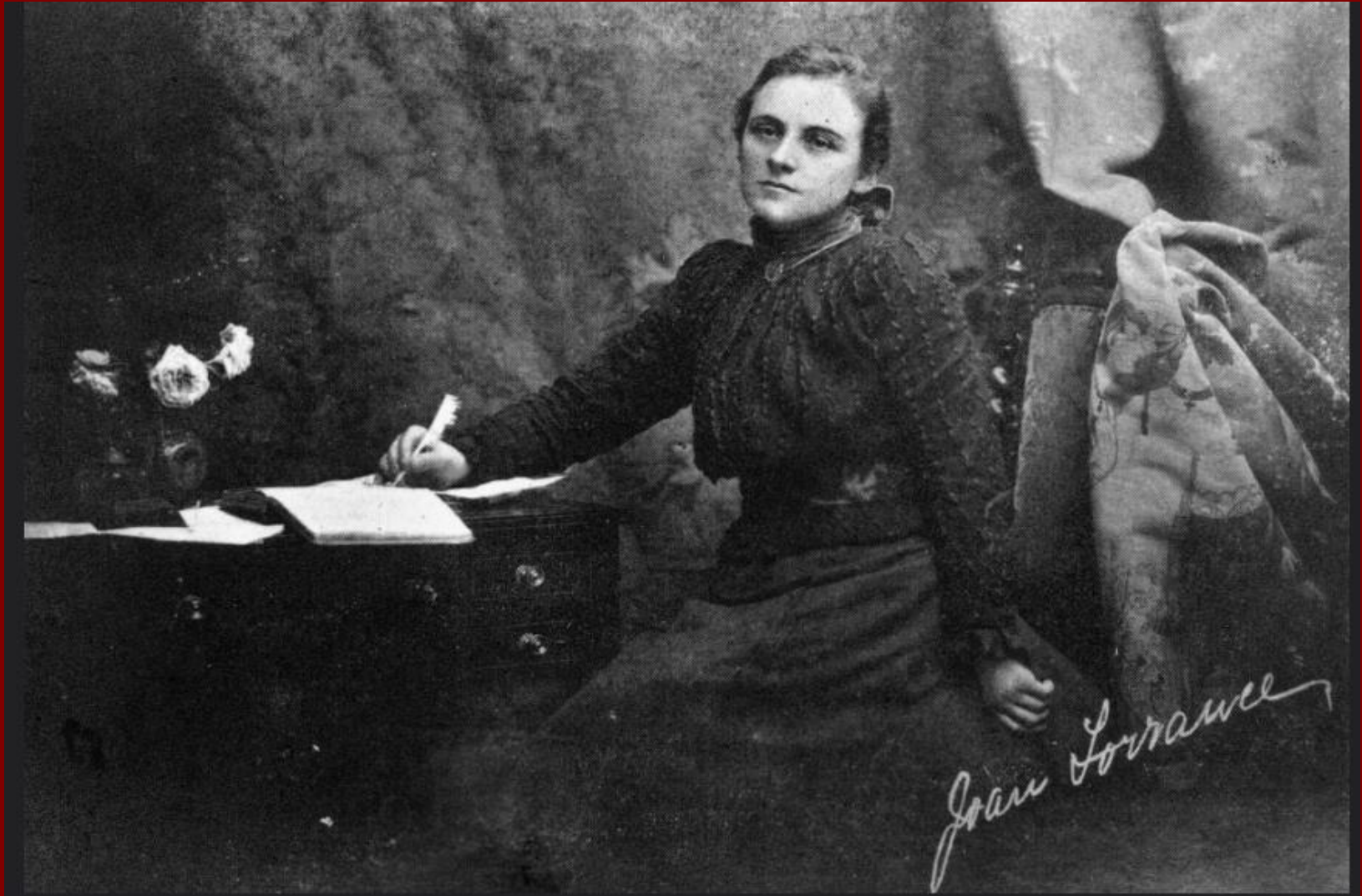


Ida Rentoul-Outhwaite, *Mollie's Bunyip*,
Robert Jolley, Melbourne, 1904. [NOW RARE: \$1,450.]

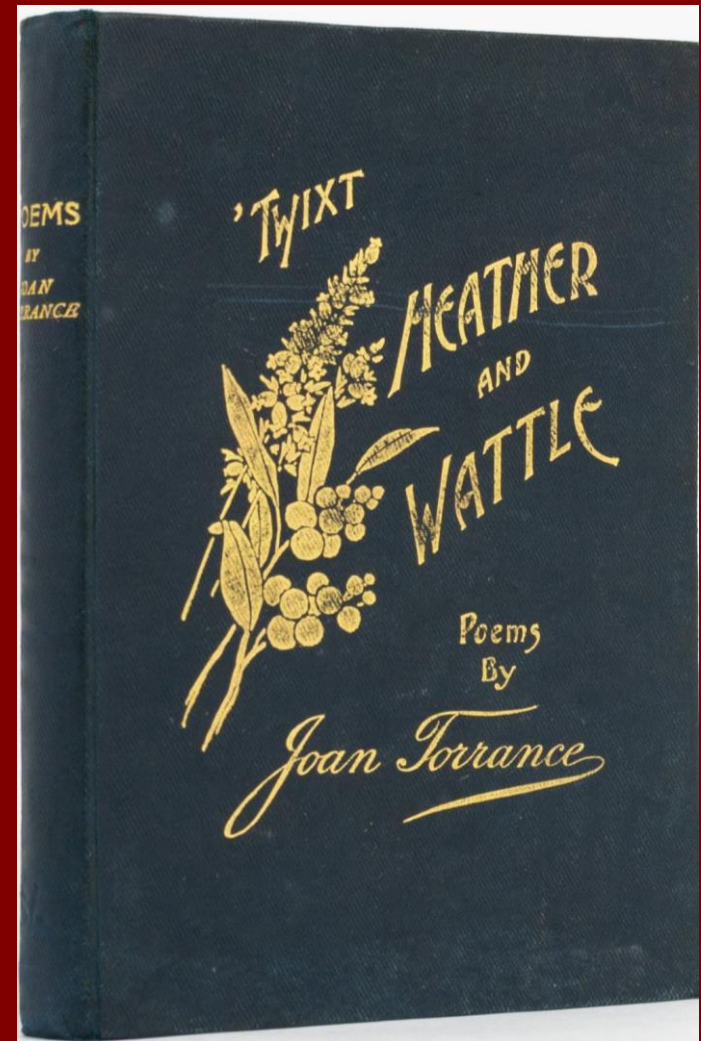
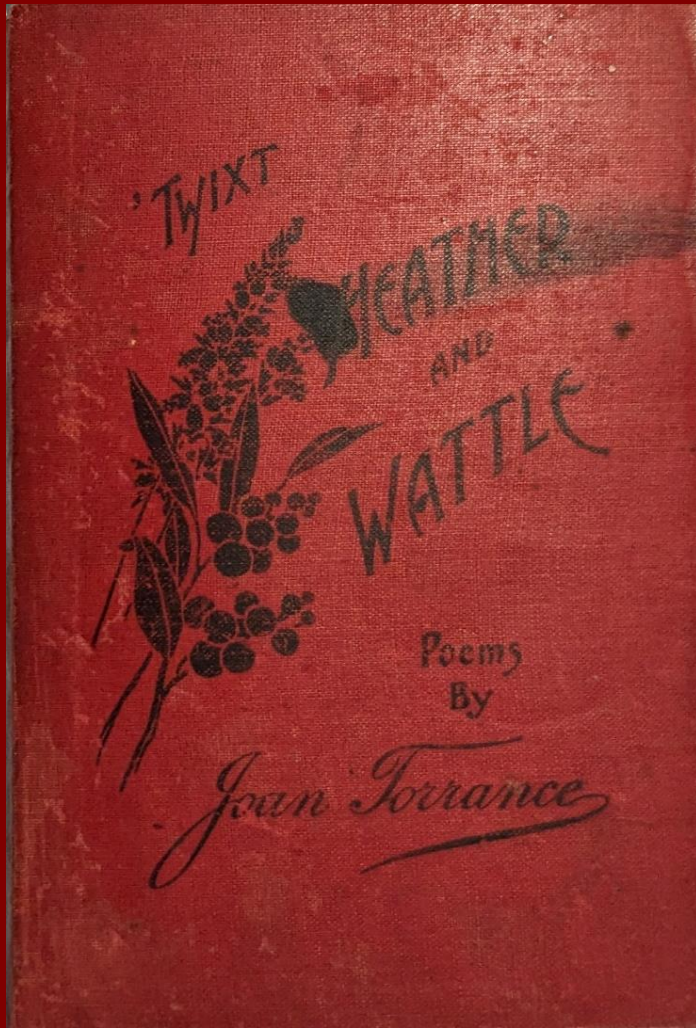
A ‘patriotic geography and biology’
in school readings
included Scotland and Australia ...



**Joan Torrance, born Scotland 1867-
died Abbotsford, Victoria, Australia, 1943**



State Library of Queensland, n.d.



Closer look ... Joan Torrance, *'Twixt Heather and Wattle*, George Robertson, Melbourne 1904 / Sydney 1911.

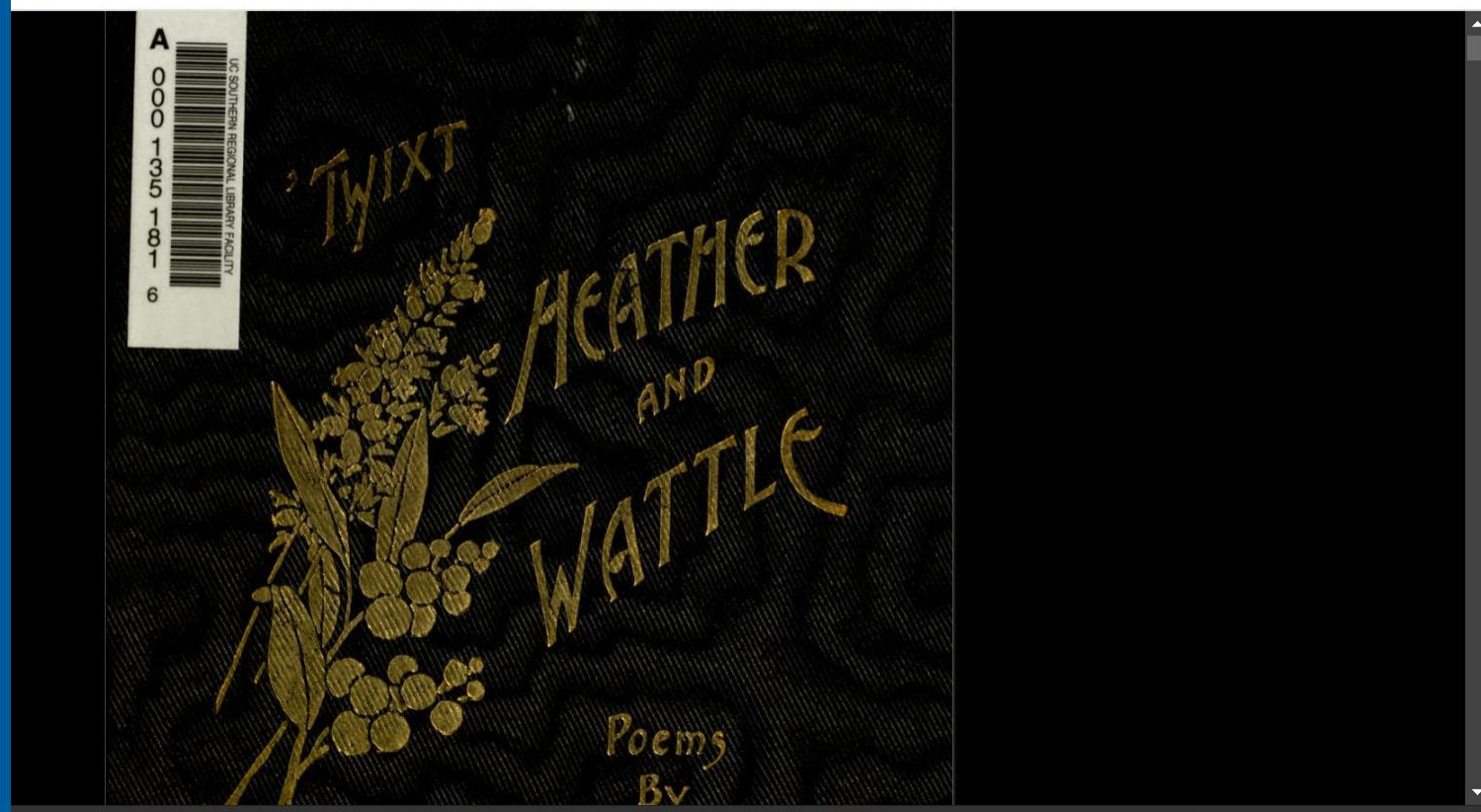


Joan Torrance, *'Twixt Heather and Wattle*,
George Robertson, Melbourne, Sydney 1911

Available 'free' online at

University of California Library Internet Archive:

<https://archive.org/details/twixtheatherwatt00torriala/page/n2/mode/1up?view=theater>



Charles Long, 1904, declared:

'This book contains poems on many topics – nature and patriotism having a large share ... they form specially pleasant and stimulating reading ... The value and interest ... is enhanced by the many excellent illustrations, several of them by distinguished Australian artists, Messrs. Tom Roberts, A. Colquhoun, Henry J. Recknell, Charles Nuttall, Harry J. Weston, and Theo. Brooke Hanson being represented.'

'Notices of Books, School Material, etc', *Education Gazette*, December 1904, p. 91.

POEMS BY JOAN TORRANCE.

A Cheap Edition of 96 pages, under the title of "Twixt Heather and Wattle," may be had from all Booksellers. Price, 2/6.

ALL RIGHTS RESERVED.

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*Those thus marked are illustrated.



PART I.

DEDICATED TO THE MEMORY OF A
BELOVED SISTER.

I PASS through an open west doorway
To gaze on a storm-stricken sky,
Where purple, and orange, and silver,
Commingle, disperse, change, and die.

Where cloud-shapes, fantastical surging,
Depart on their mystical way,
And sunset's gold fleeces, converging,
Brighten up, the end of the day.

The masses of pinnaced vapour,
Tossed high into the roseate glare,
Make mountains of Tyrian colour
That float on an ocean of air.

When light turns from amber to ashes,
Sweet visions unfold to mine eye,
A legend of fire forms with flashes
Dim spaces of star-spangled sky.

Heav'n's portal of pearl flying open
Discloses an angel of light—
A loved one who left me heart-broken
When touched by pale Death in his flight.

She stands in the sheen of a rainbow
That clasps with its arch the globe's girth,
And looks as her fair form would fain go
To join my sad spirit on earth.

SECTION: Under Heather (Scottish): 'Welcome'

[7]

And listening to the stirring song
The aged drover's arm grows strong,
His stockwhip rings once more,
He sees old skies of cloudless blue,—
Memory's rent veil old mates peep through,—
Dearest of all—the hearth he knew
In happy days of yore!

The swagsman as the day grows dim
Is cheered that one should think of him,
Feels dormant courage wake!
And with the rosy flush of dawn,
No longer feeble, faint, forlorn,
Shoulders his swag, old, soiled, and worn,
A brighter start to make.

The shepherd as he hears the lay
Is borne on fancy's wing away;
He tends a flock long dead.
Stretched by the camp-fire's ruddy glow,
The ash within his pipe burns low,
And dreams—sweet dreams of long ago—
Have bowed his snowy head.

WELCOME.

TO THE EARL AND COUNTESS OF HOPETOUN.

SCOTLAND'S frien's are left ahint ye,
Scotia's hame is far awa',
And a welcome we wad gie yie,
Earl and Countess, ane and a'.
Ye'll find southern hearts richt loyal,
And their frien'ship leal and true;
May the greatest Frien' o' a' frien's
Cast His holy cloak o'er you.

Under Heather (Scottish): 'Welcome'

WELCOME.

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Cast His holy cloak o'er you.

Under Heather (Scottish): 'Mother's Wish'

[43]

The cares of life fly far away,
Grey skies have turned at last to blue;
The earth with rainbow tints is gay,
And all because one heart is true.
The magic touch of her white hand
Hath led my soul to lovers' land.

Too oft its meads a mirage are—
That sunny land of life and love;
For some its joys are ever far—
A mocking glimpse of heaven above.
Yet few but know of one dear hand
Whose tender touch is lovers' land.

THE MOTHER'S WISH.

Aye, laddie, 'tis oor ain auld hoose,
Sair tears bedim mine een,
As looking roun' the wa's I see
The changes that ha'e been.

Your gran'sire laid the mossy stanes,
An' this wee but an' ben
Was added when his winsome lass
Was coming hame—ye ken?

Your mither was a bonny maid
Wi' bright an' lauching een,
She lo'd upon yon stane to watch
The boats return at e'en.

Under Heather (Scottish): 'Mother's Wish'

THE MOTHER'S WISH.

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She lo'd upon yon stane to watch
The boats return at e'en.

Under Heather (Scottish): 'Sir Walter Scott'

[70]

SIR WALTER SCOTT.

Illustrious scribe, thy deathless name,
Is carved upon the heights of fame ;
And, through the avenue of years,
A beacon to the world appears.

You took from nature's gracious hand,
The deeds and legends of your land ;
And, with your pen, as with a key,
Unlocked old Scotia's history.

When the evenings' sunset, threw
Romantic veil o'er Benvenue,
You summoned forth, the wondrous throng,
Of beings whom you dwelt among.

Then, Caledonia's chieftains bold,
Would rise from turret, heather, hold,
Their Claus, from every mount, and glen,
Marshelling forth, their kilted men.

There came the dauntless Saxon Heir,
Snowden's brave knight, and Helen fair ;
For, fain would he woo, wed, and take,
The beauteous Lady of the Lake.

Wandering, where soft moonlight fell
O'er locks, old crannies, lye, and dell
She faltered forth, to him the truth :—
Grahame, was lover of her youth.

Under Heather (Scottish): 'Sir Walter Scott'

[70]

SIR WALTER SCOTT.

Illustrious scribe, thy deathless name,
Is carved upon the heights of fame ;
And, through the avenue of years,
A beacon to the world appears.



SIR WALTER SCOTT.

Page 70

He took from nature's gracious hand,
The deeds and legends of his land;

And with his pen, as with a key,
Unlocked old Scotia's history.

SECTION: Under Wattle (Australian): 'Wattle Blossom'

[41]

WATTLE BLOSSOM.

AUSTRALIA'S charm is hills that gleam
With pendent leaves of dusky green,
In ranks that mock the mighty main,
They sink and swell, and sink again.

The rustling foliage of thy trees
Bends 'neath each breath of fragrant breeze;
Each lifted knoll with gold is gay,
Each crest a foam of wattle spray.

Here spring-tide strews in mimic rage
Its bursting bloom of tender sage;
Or paly pink, or blue, or white,
Or wattle glowing in the light.

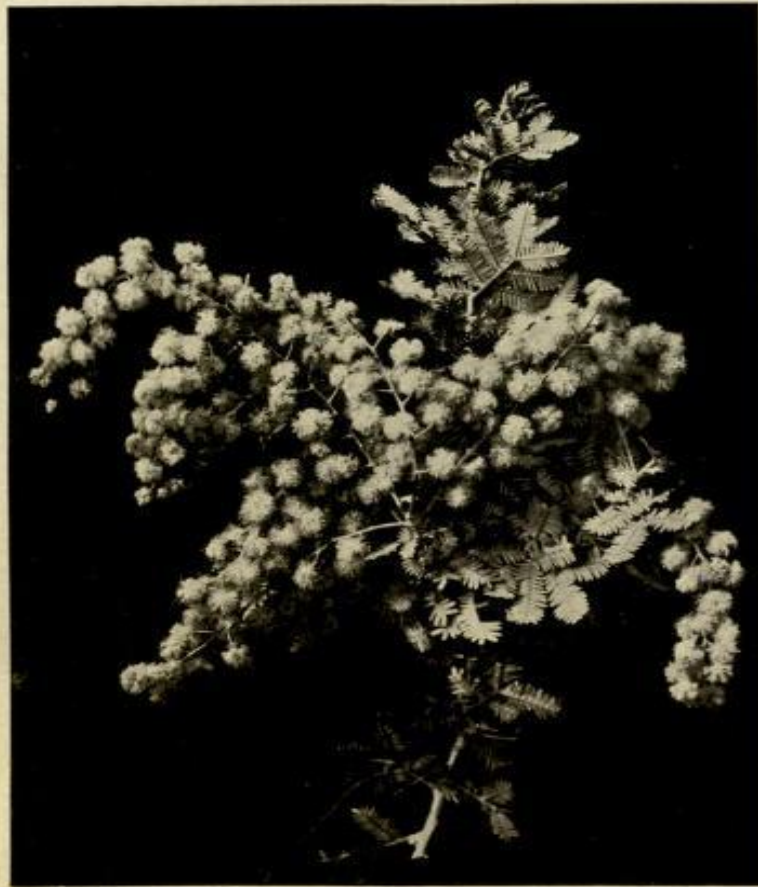
And who that breathes in dewy morn,
Loves not the rose, or fragrant thorn?
Yet morn, or eve, or night or noon,
No incense burns like wattle bloom.

And when the sun peeps oe'r the hill,
When skies are blue, and breezes still,
Nowhere is found such grateful shade
As spreads along the wattle glade.

Its boughs by day are gay with song,
Thither, at night, birds homeward throng;
The leaves enfold the cosy nest
That hides the mother's brooding breast.

Under Wattle (Australian): 'Wattle Blossom'

The rustling foliage of thy trees
Bends 'neath each breath of fragrant breeze ;
Each lifted knoll with gold is gay,
Each crest a foam of wattle spray.



WATTLE BLOSSOM.

Page 40

The rustling foliage of the trees
Bends 'neath each breath of fragrant breeze;
Each lifted knoll with gold is gay,
Each crest a foam of wattle spray.

Under Wattle (Australian): 'The Mountain Ride'

[32]

And now, when I enter that gateway
Lit up by the mystical moon,
My heart aches with passionate anguish,
That knows no relief but the tomb.

THE MOUNTAIN RIDE.

THE morning sun lit up the ranges,
The meadows slept 'neath misty veils,
The magpie's note with ringing changes
Awoke the drowsy hills and dales.

I heard the tramp of running horses,
I caught the click of sliprails too,
The dogs, with joy, ran circling courses,
Now here, now there, thro' glitt'ring dew.

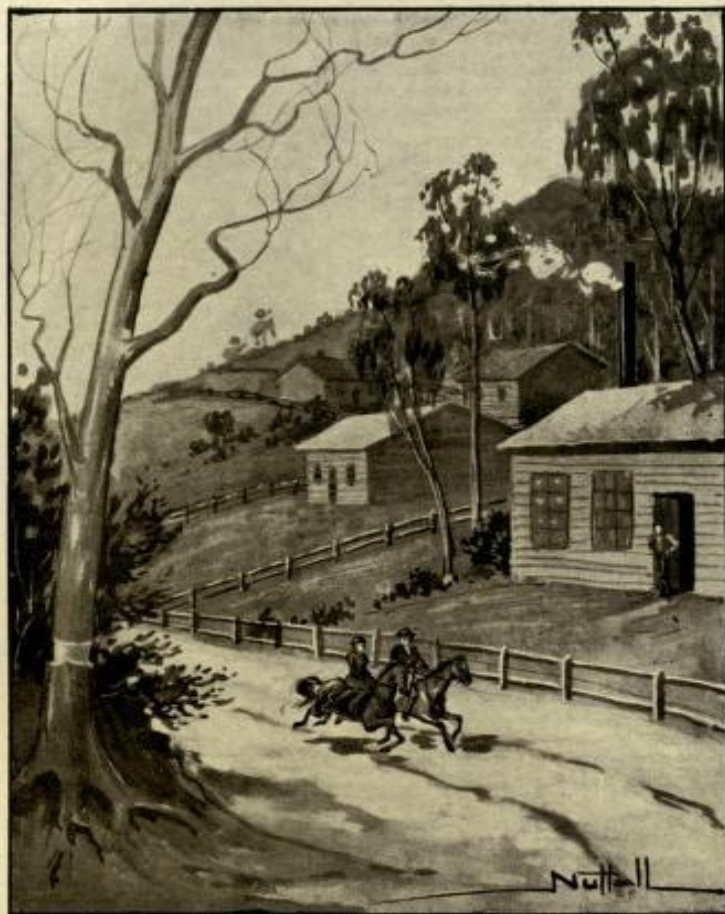
The steeds are soon brought saddled ready,
They snort, and stamp, and paw the ground;
There's Peg, with plaited mane, so steady,
And Rob, that shies at every sound.

We mount, and start, with "good-bye" cheery,
Tho' roads are long, the morning's young,
We draw no rein, nor feel we weary
Till eve 's shades are eastward flung.

We cross the creek where golden wattle
Drops feath'ry tufts on water clear,
We scale the rise where sleepy cattle
Lift up their heads as we draw near.

Under Wattle (Australian): 'The Mountain Ride'

We cross the creek where golden wattle
Drops feath'ry tufts on water clear,
We scale the rise where sleepy cattle
Lift up their heads as we draw near.



DRAWN BY CHARLES NUTTALL.

Page 34

THE MOUNTAIN RIDE.

Beyond the crest in hollow lying,
We pass grey huts and plots of green;
We hear the hiss of saw-mills flying,
With rhythmic puff of lab'ring steam.

SECTION: Under the Flag (National)

Scotland and Australia
= 'related as British sons'

'a shared military patriotism'

incs Boer War (1899-1902)

Under the Flag (National): 'Forward and Fear Not'

[72]

FORWARD, AND FEAR NOT.

[THE WORDS OF THE POPULAR PATRIOTIC SONG, "SONS OF THE SOUTHERN SEA," WERE TAKEN FROM THE FOLLOWING LINES, WHICH WERE DEDICATED BY THE WRITER TO THE CONTINGENTS LEAVING AUSTRALIA AND NEW ZEALAND FOR AFRICA. OCTOBER 23RD., 1899.]

WHEN Austral sons, heard war-notes peal,
It stirr'd their blood, and fired their zeal.
"Ho! o'er the seas, to British guns?"
The South-land answer'd with her sons.
Where scorching sun smites blinding sand,
Through Koppje's Pass, on parched rand,
The star of Duty sheds her ray,
To show our boys the Empire's way.

Refrain—

We sadly eat our daily bread,
When, lo! in many a home,
War casts its clouds, dark, dour, and dread,
Whence soldier sons have gone.
They rallied nobly at the call,
Sons of the Southern Sea!
If, for the Empire, men must fall,
Let ours that glory be.

When sounds the bugle's martial call,
When death's dark veil, hangs over all;
When furtive rush, or ordered tramp,
Disturbs the watches of our camp;
When flies, our flag, in battle tide,
O'er Britons fighting, side by side,
Britain will have no braver band,
Than those who hail from Austral strand.

Under the Flag (National): 'Forward and Fear Not'

WHEN Austral sons, heard war-notes peal,
It stirr'd their blood, and fired their zeal.
"Ho! o'er the seas, to British guns?"
The South-land answer'd with her sons.
Where scorching sun smites blinding sand,
Through Kopje's Pass, on parched rand,
The star of Duty sheds her ray,
To show our boys the Empire's way.

Under the Flag (National): Sons of the Southern Sea



DRAWN BY CHAS. NUTTALL.

Page 72

SONS OF THE SOUTHERN SEA.
War casts its clouds dark, dour and dread,
Whence soldier sons have gone.

Under the Flag (National): 'The Relief of Mafeking'

[68]

That the same Eternal Father,
Despite colour, kith or kin,
Leaves us life's great theme to ponder.
Leaves us just to trust in Him.

THE RELIEF OF MAFEKING.

Triumphant do the joy bells ring ;
Ring wild, in pride and glee ;
Millions of lips his praises sing :
" Powell, at last, is free."
Long sad sufferings are over now ;
And glory crowns the brow.
Brave band ! Your names shall ever live,
Where Britain's banners wave.
Loyal hearts shall, proud honor give,
To the undaunted brave.
The Union Jack is waving high ;
" Rule Britannia " the cry.

BIRTHDAY GREETINGS TO THE PRINCE OF WALES.

[WRITTEN ON THE OCCASION OF CELEBRATING THE
ANNIVERSARY OF THE PRINCE OF WALES, FOR
THE FIRST TIME.]

Born to noble destiny ;
Heir of an ancient name.
May Peace and Prosperity,
Uphold his way to fame.

Under the Flag (National): 'The Relief of Mafeking'

Brave band! Your names shall ever live,
Where Britain's banners wave.
Loyal hearts shall, proud honor give,
To the undaunted brave.
The Union Jack is waving high ;
" Rule Britannia " the cry.

Under the Flag (National): 'Elands'

[80]

PART III.

E L A N D S.

Historic day, when shot and shell, raging,
Riddled the ensign of Britain's great pow'r ;
And shattered the Red Cross flag while waving ;
An emblem of truce, in war's lurid hour.

Mem'able time, when noble steeds prancing,
Were blinded by smoke, and maddened by pain.
Faithful horses ! When death was approaching,
Caught ye the sound of the bugle again ?

Heard ye not the command of your master,
Urging you onward, through pass and o'er hill,
In your eagerness, faster and faster,
Doing man's bidding—grand horses now still ?

Hallowed flag, over graves, you have waved,
And o'er treach'rous veldts where loved are asleep ;
How many dangers our heroes have braved,
Even to cold death, the remnants to keep ?

Wave the grand flag, from bush-home and tower ;
Flag, that our sons, held so sacred and dear ;
Shielded at Elands, in that grim, fierce hour,
By Austral's brave sons, who never know fear.

October, 15th, 1901.

P E A C E.

ON THE DECLARATION OF PEACE IN SOUTH AFRICA.

Prayer from our thankful hearts ascends,
Peace once more on us descends.
War trumpets cease ; no bugles sound.
Guns and swords, have respite found.

Under the Flag (National): 'Elands'

Wave the grand flag, from bush-home and tower ;
Flag, that our sons, held so sacred and dear ;
Shielded at Elands, in that grim, fierce hour,
By Austral's brave sons, who never know fear.
October, 15th, 1901.

Under the Flag (National): [Victory 'as one'] 'The Returned Soldiers'

[81]

Unfurl the flags, let banners fly.
Hold the British Ensign high.
The campaign's o'er, the victory's won,
Martial spirit's work is done.

The day-winds sob, the night-winds sigh ;
Never, shall the memory die
Of those who for their country bled.
Britain's silent valiant dead.

Yet, mighty war, with thy death stings
A tale to every hour clings ;
And carries, through the realms of time
Deeds most noble, grand, sublime,—

Deeds, that for ever hold a part
In each British loyal heart.
And o'er thy ruins, and great strife,
Peace shall reign in better life.

2nd June, 1902.

THE RETURNED SOLDIERS.

MEN, who heard the bugle's martial call ;
Who saw their comrades, around them fall ;
Who watched, blood-stained banners, float in pride,
And saw, friend and foe, die side by side.
Australian soldiers, ye fought as true,
As Old-world sons—and, we honor you.

Under the Flag (National): [Victory 'as one'] 'The Returned Soldiers'

THE RETURNED SOLDIERS.

Men, who heard the bugle's martial call ;
Who saw their comrades, around them fall ;
Who watched, blood-stained banners, float in pride,
And saw, friend and foe, die side by side.
Australian soldiers, ye fought as true,
As Old-world sons—and, we honor you.

Joan Torrance's and others'
early C20th patriotic
Australo-Scottish literature of
geographies, biologies and
pride in military prowess ...
helped prepare Australo-Scots
for ready service on
the battle- and home-fronts
of WWI ...

EDUCATION DEPARTMENT, VICTORIA.

THE SCHOOL PAPER.

FOR GRADES VII. AND VIII. (1913).

No. 185. [Registered at the General Post Office, Melbourne, for transmission by post as a newspaper.] MELBOURNE. Price 1d. [MAR. 1, 1915.]

LIGHT HORSE.

Fare-well, parting good wish; good-bye.

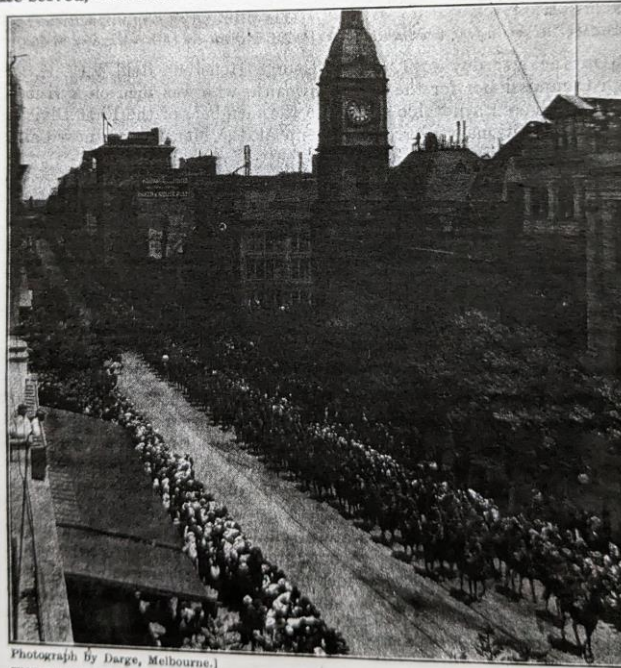
A-dieu' (*ah-deu'*, French *ad-yuh'*), good-bye.

Re-solved, determined.

Squadrons, here, bands of horse-soldiers.

Sabres, broad, heavy, curved swords.

Honor (the "h" silent), fine feeling of what is right and true.



Photograph by Darge, Melbourne.]

THE THIRD AUSTRALIAN LIGHT HORSE ON A RECENT MARCH THROUGH MELBOURNE.

1. Farewell to home, and farewell, friends!
Adieu, each tender tie!

Resolved, we mingle in the tide,
Where charging squadrons
furious ride,
To conquer or to die.

'Light Horse?' 'The final stanzas of "War Song of the Edinburgh Light Dragoons" by Sir Walter Scott (1771-1789) a great Scottish novelist and poet', *School Paper*, VI-VII, Mar. 1915, p. 17.



Lake Bookaar State School, 30 June 2023 [courtesy former-pupil Stewart McArthur].



Lake Bookaar State School interior, 30 June 2023 [courtesy Brian Meehan].



Lake Bookaar State School, Great War Honour Board, 30 June 2023
[courtesy Brian Meehan].



Camperdown WWI memorial [with Brian Meehan], 30 June 2023.

But not all is grim ...

- Australo-Scot communities owe poet Joan Torrance a great deal ...



Joan Torrance ...

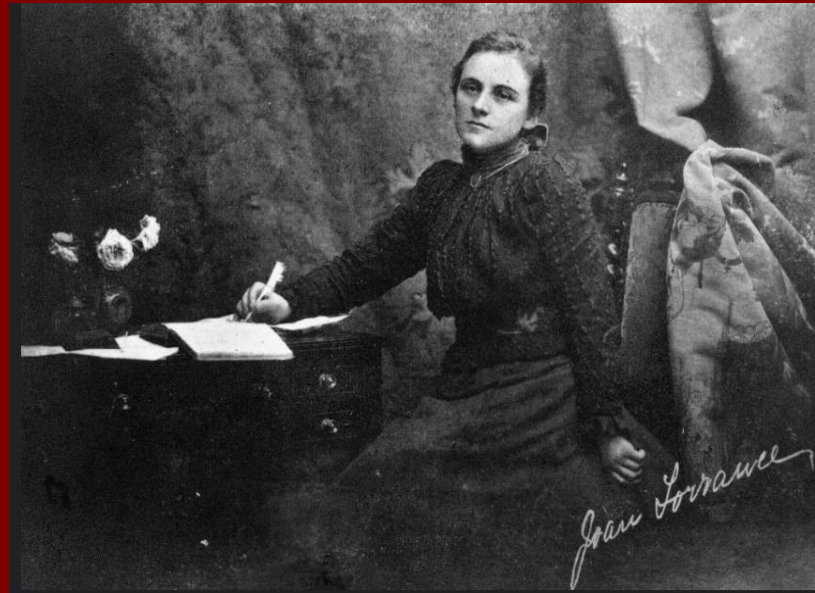
- she – *she* - was clearly respected in her day
 - her success quite possibly exceeded what she (and others) anticipated



Joan Torrance ...

'Twixt Heather and Wattle ...

I hope to have brought your attention to her.



Recommended [Book] Reading

- H.O. Arnold-Forster, *The Citizen Reader for the Use of Schools*, 2nd edn, rev., C.R. Long, n.p., London, 1906
- Geoffrey Blainey, *Our Side of the Country*, Methuen Hayes, Sydney, 1984
- L.J. Blake, ed., *Vision and Realisation: A Centenary History of State Education in Victoria*, E.D.V., Melbourne, 1973, vol. I
- Camperdown Historical Society, *Scotland to Australia Felix: Founding Scots of Victoria's Camperdown District*, Star Printing, Terang, 2018
- Education Department, Victoria, *Education Gazette*, December 1904
- E.D.V., *School Paper*, 1896-1918
- Olga Ernst, *Fairy Tales from the Land of Wattle*, Melville & Mullen, Melbourne, 1904
- Paul Longley Arthur, ed., *Migrant Nation: Australian Culture, Society and Identity*, Anthem, London, 2017
- Ida Rentoul-Outhwaite, *Mollie's Bunyip*, Robert Jolley, Melbourne, 1904

Recommended [Book] Reading

- A.B. 'Banjo' **Paterson**, *Rio Grande's Last Race*, Angus & Robertson, Melbourne, 1902
- Malcom **Prentis**, *The Scots in Australia*, UNSW Press, Sydney, 2008
- Constance **Tisdall**, *Australian Nature Stories for Children*, James Ingram & Son, Melbourne, [ca.] 1902
- Joan **Torrance**, *'Twixt Heather and Wattle*, George Robertson, Melbourne 1904 / [larger, hard-back, illustrated edition] Sydney 1911
- Rosalie **Triolo**, 'Our Schools and the War', Australian Scholarly Publishing, Kew, 2012
- Gerald **Warner**, *Homelands of the Clans*, Collins, London, 1980
- Benjamin **Wilkie**, *The Scots in Australia, 1788-1938*, Boydell & Brewer, Martlesham, 2017
- Allan **Willingham**, *We Strive to Save: Fires, Firemen and the Fire Brigade at Camperdown*, Fitzroy, 2012
- Rosalie **Triolo**, 'Our Schools and the War', Australian Scholarly Publishing, Kew, 2012 – available via RHSV Bookshop

Recommended Websites

- **Australian Bureau of Statistics:**
<https://www.abs.gov.au/>
- **Department of Home Affairs:**
<https://www.homeaffairs.gov.au/>
- **Melbourne Museums / Immigration Museum Victoria:**
<https://origins.museumsvictoria.com.au/>
- **University of California Library Internet Archive:**
<https://archive.org/details/twixtheatherwatt00torriala/page/n2/mode/1up?view=theater>