

What's in store?

Shopping in Australia 1880 - 1930



What's in store? Shopping in Australia 1880–1930 is a permanent exhibition that explores Australia's retail history and heritage, migration and settlement. It examines the development of urban and rural stores and the social links between city and country that they fostered.

The exhibition is divided into three major themes:

- 'Selling in a modern world' focuses on the rise of the modern city department store and the dominance of brand names and advertising at the end of the 1800s. It also highlights technological advances in handling money, from the cash register to the centralised cash exchange system.
- 'The general store' explores the intimate relationship between local communities and their stores by telling the story of a pioneering Chinese–Australian family, the Wongs, and the small shop they ran on their grazing property near Crookwell, New South Wales.
- 'A shop family' takes a more intimate look at the Wong family and the community in which they lived and worked. The Wong family's story is an important example of cultural integration in an era marked by hostility towards Chinese people and 'racial mixing' in Australia.

What's in store? is a rich resource for stimulating student learning across a range of subject areas (as identified in the 'Syllabus links' section).

Your students' learning experience can be further enhanced through visits to other exhibitions in the Museum (see appendix I).

Syllabus links

The exhibition, together with the focus questions and suggested extension activities can be easily integrated into or adapted for units or areas of teaching in different syllabuses. The objects, images, touch-screen interactive and films in the exhibition provide an integrated, interactive, contextual and multimedia environment that encourages reflection, enquiry, experiential and collaborative learning.

1. HSIE (years K–6)

Syllabus strands:

- Change and Continuity
- Cultures
- Social Systems and Structures.

Units of work:

Early Stage 1

- 'Meeting needs'

Stage 1

- 'The way we were' and 'Workers in the Community'

Stage 2

- 'Places: then, now and tomorrow', 'Living in communities', 'Who will buy?' and 'Cooperating communities'

Stage 3

- 'Identity and values' and 'Global connections'.

Outcomes:

Early stage 1

- Identify ways in which their own needs and the needs of others are met, individually and cooperatively

Stage 1

- Explain how people and technologies in systems link to provide goods and services to satisfy needs and wants

Stage 2

- Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities



Wong Sat, 1904.

- Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment

Stage 3

- Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage
- Identifies some links between events in the world and the arrival and plight of immigrant groups
- Describes different cultural influences and their contribution to Australian identities
- Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities, cultural influences and their contribution to Australian identities
- Examines the contributions of some migrant groups to Australian culture and identity.

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2. Science and technology (years K–6)

Outcomes:

Early stage 1

- Recognise and use various means of communication
- Recognise the relationship between everyday products and people's needs

Stage 1

- Create a range of information products and communicate using a variety of media

Stage 2

- Create and evaluate products and services considering aesthetic and functional factors

Stage 3

- Create and evaluate products and services, demonstrating consideration of sustainability, aesthetic, cultural, safety and functional issues
- Develop and resolve a design task by planning, implementing, managing and evaluating design processes
- Evaluate, select and use a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks.

3. Creative arts (years K–6)

The exhibition allows students to appreciate the visual arts and how artworks can be used for different reasons.

4. Chinese (years K–6)

Aim:

- Encourage positive attitudes toward the Chinese language, including appreciation of the cultural identity of native speakers of Chinese.

Objectives and outcomes:

- Develop a receptiveness and a willingness to learn about the values and attitudes of Chinese culture
- Appreciate the multilingual and multicultural nature of Australian society.



This photograph was probably taken by Sat and Amelia's son Henry in about 1907, it shows the store's rural setting. The store is the second building from the right.

5. Commerce (years 7–10)

Objectives and outcomes:

- Develop knowledge and understanding of the commercial activities of consumers
 - Change in shopping methods
 - Explain the factors causing change in the commercial environment and the impact of these changes on consumers
 - Internationalisation of competition
 - Forms of exchange
- Develop knowledge and understanding of the nature and role of business organisation (types of markets including local store, department store, mail order)
 - Analyse the impact of technological change on business (methods of communication, product differentiation)
 - Advertising as a means of creating and maintaining markets
- Develop knowledge and understanding of the role of money and credit in commercial transactions
 - Types of exchange mechanisms.

6. History (years 7–10)

Areas of study:

- The purpose of historical study
- The nature of historical study
- Exploring heritage issues through a site study
- Living and working conditions.

7. Geography (years 7–10)

Outcomes:

- Describes differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments
- Accounts for differences within and between Australian communities.

8. Asian Social Studies (years 7–10)

Areas and requirements:

- 'Asia and its peoples' subject area
 - Looks at contemporary Australia in relation to Asia
- 'Asia and Australia' subject area
 - Australia's changing relationship with Asia – early contacts, 'White Australia' and cultural interrelationships
 - Asian influences on Australia
 - People in Australia of Asian descent — reasons for coming to Australia
 - Australia society reconsidered.

9. Studies in Society (years 7–10)

Areas of enquiry:

- Multicultural society
- Rural communities
- Cities and society.

10. Design and Technology (years 7–10)

Areas of study and requirements:

- The impact of technology on society
- Outline the effects of specific technologies in the personal, commercial/industrial and global domains
- Explain the interrelationship between technology and society.



Tea being packed in China, late 1800s.

11. Society and Culture (years 11–12)

Aim:

- Develop students' social and cultural literacy.

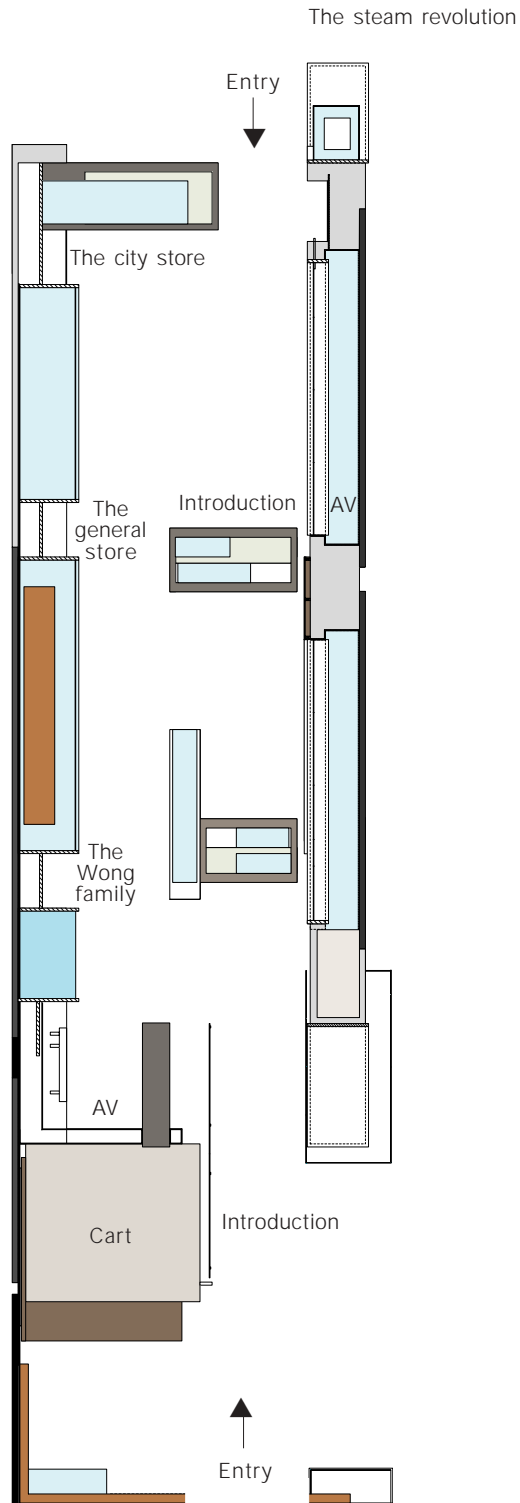
Objectives:

- Knowledge and understanding about:
 - Personal, social and cultural identity
 - Cultures shared by members of societies
 - Interactions of persons, societies, cultures and environments across time
- Values and attitudes towards:
 - A just society
 - Intercultural understanding.

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Exhibition map



'... never done'

Exhibition themes

Introduction

What's in store?

Shopping in Australia 1880–1930

By the late 1800s, shops and shopping had been revolutionised from the simple provision of goods, via markets and door-to-door pedlars, to a myriad of outlets and an extraordinary range of items. Wealth from gold and wool combined with a growing population to facilitate the expansion and transformation of shops across the country. From the general store to the department store, Australian retailers were noted for the diversity of their stock. More importantly, attitudes to shopping had changed. Where once shopping was done for necessity, by the 1880s it had also become a form of entertainment.

This exhibition focuses on the experience of shopping in the city and the country, looks at developments in marketing and display techniques and tells the story of the Wong family and their country general store.

What's in store? has three sections:

- The Wong family
- The general store
- The city store

Focus question

1. How is life in Sydney and country New South Wales today different from Wong Sat's time?

Objects you will see



This wagon belonged to Sat and Amelia and was used to pick up goods and make deliveries from the 1880s to 1916.



The cash register was invented in America in 1879, this one dates from 1900.

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Theme

The city store

selling in a modern world

'... in Pitt Street and George Street you will find "commercial palaces" equal to those in London itself.'*

Many Australians enjoyed a high standard of living in the late 1800s. Wealth generated by gold and wool exports, together with the expansion of cities and general prosperity, created a revolution in shops and shopping.

Following trends in Europe and the United States, new types of shops, such as the city department store and the modern grocery, developed. Where once goods had been piled randomly on shelves and on the floor, they were now carefully organised into 'departments' with their prices clearly marked. Stores and advertisers presented elaborate 'dream worlds' to their customers, challenging traditional ideas of thrift and economy. Sydney's Anthony Hordern's was typical, with the 'shimmering seductiveness' of its lavish displays designed to tempt customers.

Key themes

1. Types of retail: general store, department store, arcade, mail order.
2. Impact of technological, socioeconomic and cultural change on retailing and the culture of shopping.
3. Advertising as a means of creating and maintaining markets.
4. Product differentiation via trademarks and logos.

Audiovisual

A retail story (19 minutes)

See the development of retailing in Sydney, from the 1880s to the 1930s, through images of ever expanding

department stores, sophisticated arcades, lively markets and advertising signage.

An object/image you will see



This window display was produced by the Sydney firm O'Brien's Publicity Services. It cleverly combined Bushell's established use of exotic imagery with a familiar scene of middle-class domesticity.

Focus questions

1. What means did city stores and businesses use to promote their identity and advertise their products? Do you recognise any parallels today?
2. How did technological and socioeconomic change impact on the culture of shopping and the way retail business was conducted?
3. How were arts and design used by retailers to attract customers?
4. What did department stores do to make shopping more pleasurable in the late 1800s and early 1900s? Do you see any parallels with today?

Facts

1. Gas lighting introduced to Sydney streets in 1841.
2. First passenger train journey from Sydney to Parramatta made in 1855.
3. Electricity introduced to Sydney in the 1890s.

Theme

The general store a universal provider

General stores are the oldest, and most enduring, form of retailing in Australia. Wherever there was a settlement, there was a general store with a variety of goods 'from sugar candy, to potted anchovies; from East India pickles to Bass's pale ale; from ankle jack boots to a pair of stays.'

The objects on display here come from the Wong family's store which operated between 1880 and 1916 on a sheep farm at Bolong, north of Crookwell in New South Wales. The store carried a typically wide range of merchandise catering to the needs of a rural community. Like other small general storekeepers, the Wongs provided more than just merchandise. Their store was an important economic and cultural resource for the community.

Key themes

1. The impact of technologies and infrastructure development on retailing and shopping.
2. The global interconnectedness of Australian communities in the late 1800s as reflected by the availability of goods in stores.
3. Life in rural NSW as reflected in the range of goods and services available in general stores.
4. The social, economic and cultural role of the general store in Australia as illustrated by the material heritage on display.

Objects/images you will see



From crayons made in USA to tea from China.

Touch-screen interactive

Mail-order shopping, 1911

Shopping via catalogues gave country dwellers access to nearly all the goods to be found in large city stores. Try dressing a country teacher's family and find out the cost of your selection.

Focus questions

1. Imagine you were visiting Sat and Amelia's general store in Bolong. How different would the experience be compared with a visit to a convenience or corner store today?
2. One of the labels in this section of the exhibition is headed 'Providing for a community from the cradle to the grave'. Comment on this by checking the range of goods and services available in this general store.
3. 'The Wongs provided more than just merchandise'. Comment on this statement with evidence from the objects and information on display.
4. The store not only connected the country and the city but also Australia to the world. What were some of the technological advances that made the provision of such services possible?

Facts

1. A permanent doctor's practice was not set up until 1889 in Crookwell, some 30 km away from Bolong, at least a full day's round trip.
2. In 1913, half of Australia's imports came from Great Britain.

Theme

The Wong family

a story of migration and heritage

Both Amelia Hackney and Wong Sat arrived in Australia during the gold rush of the 1850s. Amelia had come with her family from Manchester, England. Sat came from southern China. Although it was common for European women to have commercial dealings with Chinese traders, it was less common for them to marry. However, despite their disparate backgrounds Sat and Amelia married and raised a family. The Wongs opened their first shop in the goldfields town of Tuena in 1864. They then ran a thriving retail business at Bolong, in the sheep-grazing district near Crookwell, New South Wales, from the late 1870s to 1916.

Despite official hostility towards the Chinese, culminating in the 'White Australia' policy of 1901, the Wong's were respected members of their community. This section explores the story of the Wong family and the community in which they lived and ran their general store.

Key themes

1. The differences in cultural identity and traditions between Amelia Hackney and Wong Sat.
2. The life of the Wongs in rural NSW back in the late 1800s.
3. The Wongs were successful despite their disparate backgrounds.

Object and image you will see



This wall-vase (made in China, 1880–1916) hung outside the door of Sat and Amelia Wong's house, next to their general store. It symbolised prosperity and was thought to ward off bad luck.

Focus questions

1. Find the horse-drawn wagon that was used by Sat and Amelia to pick up goods from as far away as Goulburn. How many days would it take for them to travel the 50 km from Bolong to Goulburn?
2. The Wongs had their first store in Tuena from 1864 to 1875. What was the community like in Tuena and what were some of the main items sold by the store?
3. The Wongs moved to Bolong in 1875. What was the community like in Bolong?
4. Using objects and information on display in this section of the exhibition, comment on the statement that 'the Wongs' was a well-educated and respectable household'.
5. Which objects on display would remind Sat of China and Amelia of England?

Audiovisual

The Wong family store (15 minutes)

Chinese-born Wong Sat and his English-born wife Amelia Hackney ran a general store at Tuena on the NSW goldfields, and then further south at Bolong, near Crookwell, from the 1880s to 1916. This is their story.

Facts

1. For the Chinese, the family name comes first, ie Wong is the family name.
2. In 1856, one year before Wong Sat arrived, 12 396 Chinese (a record for the time) came to Australia.

Extension activities (see appendix I)



Part of an NCR advertisement featuring Chynoweth Brothers. Photo reproduced courtesy Mitchell Library, State Library of NSW.

Students' learning experience can be further enhanced through visits to other exhibitions in the Museum. Choose those that are complementary to the themes or objectives that you have chosen.

1. Visit '*... never done*': *women's work in the home* and find out about life in the country and the role of women in the late 1800s and early 1900s.
2. Visit *The steam revolution* and appreciate the impact of steam engines and electricity on life in the mid and late 1800s.
3. Visit *Locomotive No 1* and *Transport* and discover the means of transport in Sydney and country New South Wales in Sat and Amelia's time.
4. Visit the 'Sold well' section of *Success and innovation* and compare how business and industry advertised their products from the late 1920s to the late 1980s.
5. Visit *Colonial to contemporary* and *Musical instruments: made and played* and gain a deeper insight into the creativity and diversity of Australian society in the late 1800s to early 1900s.
6. Visit *The Kings cinema: going to the pictures* to appreciate the culture and contribution of migrant communities to Australian society.

Appendix I

Links to other Powerhouse Museum exhibitions

| Exhibition | Section and relevance |
|--|--|
| <p><i>'... never done': women's work in the home</i> level 3</p> | <ol style="list-style-type: none"> 1. 1880s bush hut 2. 1920s suburban kitchen 3. Shirts for rich and poor 4. Fashionable dress 5. Five hours a day 6. Taking in sewing 7. Bush kids 8. Meat three times a day 9. Washing up 10. Pots and pans <p>Better appreciate what life in the country was like during Sat and Amelia's time.</p> <p>Understand the needs of country households in the late 1800s and early 1900s.</p> |
| <p><i>Locomotive No 1</i> level 4</p> | <ol style="list-style-type: none"> 1. First class wait here 2. A popular pastime in the parlour 3. Second class wait here 4. Third class wait here <p>Appreciate what a train journey was like, and would have cost, in Sat and Amelia's time.</p> |
| <p><i>Steam revolution</i> level 3</p> | <ol style="list-style-type: none"> 1. Turning on the tap 2. Steam goes bush 3. Steam on the move 4. Steam on the farm 5. All work ... no play 6. The city electric <p>Appreciate the impact of steam engines and electricity on every aspect of life in both the country and city in Sat and Amelia's time.</p> |

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| Exhibition | Section and relevance |
|--|--|
| <p><i>Transport</i> level 2</p> | <ol style="list-style-type: none"> 1. Hansom cab — taxi of the past (1880s to 1937) 2. Spring cart (1860s to 1940) 3. Horse bus (1860s to 1900) 4. C-class electric tram (1899) 5. Sydney's streets a century apart interactive (1880 and 1995) 6. The first post box in NSW (1856) 7. Central Station destination board (1906 to 1982) 8. Locomotive 1243 (1882) 9. The Governor's carriage (1891) <p>Appreciate the impact of modes of transport on people's lives in the late 1800s and early 1900s.</p> <p>Learn about the types of transport available to the people of New South Wales in the late 1800s and early 1900s.</p> |
| <p><i>Success and innovation</i> level 4</p> | <ol style="list-style-type: none"> 1. Sold well <p>See how slogans, jingles and other innovative means of advertising were used to promote sell products.</p> <p>See how an anthropometric survey was used to promote the sale of underwear in 1926.</p> <p>View 1950s Vegemite ads and 1988 Speedo ads.</p> |
| <p><i>Colonial to contemporary: a decade of collecting Australian decorative arts and design</i> level 4</p> | <ol style="list-style-type: none"> 1. Wedding dress (1887). 2. Day dress (1883). 3. Patchwork quilt by Elizabeth Prince (1860–1877). 4. Metalwork (late 1800s to early 1900s). 5. Numismatics. Domestic, utilitarian and decorative objects reflect and reveal information about society in Sat and Amelia's time. Appreciate Australian creativity through the objects on display. |

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| Exhibition | Section and relevance |
|--|---|
| <i>The Kings cinema: going to the pictures</i> level 3 | <p>1. A reconstructed 1930s art deco style cinema.</p> <p>Watch <i>The Wong family store</i> film (19 minutes).</p> <p>Watch Australian newsreels and films from the 1920s and 1930s and hear the magical sounds of the Fotoplayer, a mechanical music maker.</p> |
| <i>Musical instruments: made and played</i> level 2 | <p>1. Early Australian organ (1845).</p> <p>2. Australian violin makers.</p> <p>3. Violins (from the 1860s onward).</p> <p>4. <i>Yuen ch'in</i> or moon guitar (acquired in 1884).</p> <p>Appreciate musical culture in late 1800s Australia.</p> |
| (Online) Tyrrell Photographic Collection www.phm.gov.au/tyrrell | <p>A large collection of images from the studios of Charles Kerry (1857–1928) and Henry King (1855–1923).</p> <p>Enhance students' appreciation of life in the late 1800s and early 1900s.</p> |
| (Website) Migration Heritage Centre http://www.migrationheritage.nsw.gov.au | <p>Explore how migrants' languages, ideas, religions, traditions, philosophies, cultures and arts have transformed and enriched Australian society.</p> |

Appendix II

Some of the socioeconomic, technological or cultural changes that took place before the 1930s and their impact on Australia's shopping heritage

| Year | Socioeconomic, technological or cultural change | Change in nature of shopping and retailing |
|-------------|--|---|
| 1788 | Settlement at Sydney Cove. | Establishment of the commissariat, a government store that supplied essential provisions to the colony. |
| Early 1800s | Population in the colony increases. | Regular Saturday produce market located at what is now Circular Quay. |
| 1817 | Governor Macquarie establishes a regular currency and bank. | Exchange through bartering or bank drafts from London increasingly replaced by cash. |
| 1841 | Gas lighting installed along Sydney streets. | Trading after dark and window shopping possible. |
| 1850s | Development of clipper ships, a well-designed, streamlined and very swift sailing ship which cut up to four months off the London to Sydney sailing time with help from the Roaring 40s trade winds. | Taking the 'Great circle' route allowed for the China trade in tea and silk and included the eastern coast of Australia on their route; brought migrants from Great Britain, Europe, China to the goldfields and the cities and picked up cargoes of wool, wheat, and a wealth of minerals. |
| 1852–58 | Shortage of currency in the wake of gold rushes and population increases — prompting the British government to establish the Sydney Mint in 1854. | Traders use their own tokens as small change and as a subtle form of advertising. |
| 1854 | Sheets of thick and clear glass, known as plate-glass, become available. | First installed in Farmer's department store in Sydney. Window display and dressing becomes an art form. |

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| Year | Socioeconomic, technological or cultural change | Change in nature of shopping and retailing |
|----------------|---|--|
| 1855–1900 | <ol style="list-style-type: none"> 1. First steam passenger train in NSW begins operation between Sydney and Parramatta in 1855. 2. Horse bus becomes the public transport for most Sydneysiders in 1860s. 3. Sydney–Parramatta line extended to Bathurst through the Blue Mountains in 1876. 4. Sydney and Melbourne connected by railway in 1881. | Connects the country and the city and allows greater mobility of people. |
| 1875 | Aerial cash railway system, also known as 'flying foxes', patented in the USA. | The technology allows shop assistants to stay at the point-of-sale and also centralises control of cash transactions. |
| 1879 | Australia's first international exhibition showcasing invention and industry from around the world held at The Garden Palace in Sydney. | It was a great success, attracting as many as 30 000 visitors in a single day. The publicity was excellent, extending as far as remote homestead. |
| 1879 | Cash register patented in the USA. | The register allows reliable and efficient cash transactions. |
| 1880s to 1900s | Wealth from gold and wool combined with a growing population sees the rise of the department store and shopping arcade. | David Jones' George Street store was built in 1887, Anthony Hordern & Son's new Palace Emporium opened in 1905. The Sydney Arcade, built in 1881, was one of the first shopping arcades in Sydney. |
| Early 1900s | <ol style="list-style-type: none"> 1. Advances in production and packaging technology. 2. Competition between retailers for a unique identity. | Advertising in the form of branded goods. |

Appendix III

Some of the historical events in China during Wong Sat's time

| Year | Conflict | Consequence |
|---------|--|---|
| 1839–42 | 1st Opium War (China vs Britain) | Treaty of Nanjing (29 August 1842) <ul style="list-style-type: none"> – Allowed the British to sell opium freely in China and balance their trade with China. – opening of five Chinese ports to the British: Canton (Guangzhou), Amoy (Xiamen), Foochow (Fuzhou), Ningpo and Shanghai – payment of huge indemnity by China – China cedes the island of Hong Kong to Britain. |
| 1851–64 | Taiping Rebellion | 17 provinces ravaged, with more than 20 to 30 million people killed. |
| 1856–60 | 2nd Opium War or the Arrow War (China vs Britain and France) | Treaty of Tianjin (1858) <ul style="list-style-type: none"> – new trading ports open, allowing residence of foreign emissaries in Peking (Beijing) and granting free movement to Christian missionaries. <p>Attack on Peking and burning of the Summer Palace.</p> <p>Convention of Peking (1860).</p> |
| 1894–95 | Sino–Japanese War | Treaty of Shimonoseki (1895): <ul style="list-style-type: none"> – China cedes Taiwan and the Penghu Islands – payment of huge indemnity – China recognises Japanese hegemony over Korea. |
| 1898 | Between China and Britain | Treaty of Peking (1898): <ul style="list-style-type: none"> – China cedes the Kowloon peninsula of Hong Kong to Britain – Britain acquires a 99-year lease over New Territories of Hong Kong. |

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| Year | Conflict | Consequence |
|------|---------------------------------|--|
| 1900 | Boxer Rebellion | <p>The Boxers burned missionary facilities and killed Chinese Christians in north China then besieged the foreign concessions in Beijing and Tianjing.</p> <p>Attack on Beijing and north China by an allied force of eight nations.</p> |
| 1900 | Between China and eight nations | <p>The Boxer Protocol (1901):</p> <ul style="list-style-type: none"> - between China and 11 nations (Germany, Austria-Hungary, Belgium, Spain, United States, France, Great Britain, Italy, Japan, Netherlands and Russia) - suspension of arms imports into China - executions of ten high officials - stationing of foreign troops in China - payment of huge war reparation. |
| 1911 | Republican revolution | <p>a. End of 267 years of Manchu rule in China, on 12 February 1912, and the end of a 2000-year-old imperial system.</p> <p>b. Establishment of the Republic of China. However China remained very much divided under regional warlords and was not unified until 1928.</p> |
| 1914 | World War I | <p>Japan fought on the Allied side and seized German holdings in Shangdong Province.</p> <p>Japan presents the Twenty-one Demands to China.</p> |
| 1917 | World War I | China declares war on Germany. |

Appendix IV

Early Chinese immigration in New South Wales

Early Chinese immigrants worked in various occupations, most were attracted to gold mining and many later became involved in work such as market gardening, storekeeping, furniture-making, cooking, farming and fishing.

| Year | Event |
|---------------|--|
| Prior to 1820 | Chinese sailors begin staying in Sydney (fleet owned by the East India Company of Britain unloaded convicts in Sydney Cove and picked up tea from Canton [Guangzhou] in southern China on the return journey). |
| 1821 | Three Chinese — a carpenter, a servant and a cook — employed by John Macarthur and his wife Elizabeth at their farm in Parramatta, NSW. |
| 1848–52 | More than 2500 Chinese arrive in Sydney, most of them labourers shipped from ports such as Amoy (Xiamen) and Canton (Guangzhou). |
| 1850s | The era of the gold rush <ul style="list-style-type: none">– Migrants arrive from countries such as Britain, China and Europe– gold discovered in Bathurst, NSW– number of Chinese coming to NSW increases, the overwhelming majority working on the goldfields– over 50 000 migrants arrive in Australia during this period. |
| 1861 | Opposition to further importation of labour <ul style="list-style-type: none">– by 1861 there were about 13 000 Chinese in NSW, opposition grows to further importation of labour– Lambing Flat Riots break out on the goldfields near Young, in central New South Wales, between November 1860 and September 1861. Chinese diggers were attacked. <p>Poll tax</p> <ul style="list-style-type: none">– NSW Parliament passes the Influx of Chinese Restriction Bill in November 1861, charges a £10 poll tax per migrant and restricts entry to one Chinese for every 100 tons of shipping. |
| 1888 | Increase in poll tax to £100 per migrant. |
| 1898 | Dictation test enacted by the NSW government <ul style="list-style-type: none">– migrants were made to sit a dictation test in an unfamiliar language. |

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| Year | Event |
|------|--|
| 1901 | White Australia Policy – the Immigration Restriction Act enacted by the newly formed Commonwealth government. |
| 1950 | The Colombo Plan – provides education opportunities in Australia for young students from Commonwealth nations in the region. Many students stay on after their studies. |
| 1956 | Access to Australian citizenship open to Chinese who have lived in Australia for over 15 years. |
| 1973 | Abolition of the White Australia Policy. |

Appendix V

Wong Sat and Amelia Hackney

| Year | Location | Event |
|----------------|-------------------------------------|---|
| December 1853 | Sydney | <ol style="list-style-type: none">13-year-old Amelia Hackney arrives in Sydney with her family from Manchester where they had a drapery business.The Hackneys lease a farming property near Bathurst. |
| 1857 | New South Wales | Wong Sat, about 20 years old, arrives and becomes a trader and merchant. |
| 1864 | New South Wales | Sat and Amelia marry. |
| 1864–75 | Tuena, 70 km south west of Bathurst | <ol style="list-style-type: none">Sat and Amelia settle in the gold-mining town and run the Guang Yu Long Trading House, selling Chinese and European goods.Amelia gives birth to seven of her ten children. |
| 1875–1916 | Bolong, north of Crookwell | Sat and Amelia run a country store in the middle of a sheep farm, serving the local farming communities. |
| 6 January 1879 | Goulburn | <ol style="list-style-type: none">Sat, at 41 years of age, is naturalised.The Wongs begin purchasing land in the Bolong area and eventually buy over 400 hectares of land. |
| 1916 | Bolong | Sat dies and the store closes. |
| 1925 | Bolong | Amelia dies. |

Appendix VI

Resources

ScreenSound Australia videos

- *The birth of white Australia* (120 minutes)
- *The Conquest of distance: the history of transport in Australia* (60 minutes)
- *Women of the silent era* (83 minutes).
- *Federation films* (65 minutes)

For details, visit the website at
<http://www.screensound.gov.au>

Websites

- Migration Heritage Centre NSW:
www.migrationheritage.nsw.gov.au
- Department of Immigration and Multicultural Affairs
(photographic archive):
www.immi.gov.au/library/catalog.htm
- Tracking the dragon:
www.ahc.gov.au/chineseheritage
- Golden threads:
amol.org.au/goldenthreads
- Chinese Heritage of Australia Federation Project:
chaf.lib.latrobe.edu.au/index.shtml

Please note

These websites were available and suitable at the time of publication. We advise teachers to check sites before recommending them to students.

Books

Rolls E, *Sojourners: the epic story of China's centuries-old relationship with Australia*, University of Queensland Press, St Lucia, 1992

Rolls, E, *Citizens: flowers and the wide sea*, University of Queensland Press, St Lucia, 1992

McCann, Joy, *A lot in store: celebrating our shopping heritage*, NSW Heritage Office, 2002

Kingston, B, *Basket, bag and trolley: a history of shopping in Australia*, Oxford University Press, 1994

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