

Learning Sequence 4, Teacher Resource 1

The Mercy Community 1846-1900

Historical Inquiry Framework

This Framework provides a clear sequence of the stages of an inquiry. It is addressed to the students and can be used directly or scaffolded further to support your range of students.

Step 1

Clearly focus on the topic you are to research.

Why were the Sisters of Mercy a significant group in shaping the Swan River colony during the nineteenth century? In what ways are their actions still evident in WA today?

Step 2

Brainstorm ideas you already have related to this topic. For example:

The Sisters strong belief in education of women, the role of women in society compared to the role of the Sisters of Mercy - resourceful, determined, support for Aboriginal girls, support for the poor and weak, strong leadership stirred by justice and compassion. The bringing of Irish beliefs, traditions and attitudes to Australia: Mother Ursula's perseverance and courage in helping to support expansion through education of the Roman Catholic religion in the colony. The importance today of our heritage buildings and artefacts to help tell the story?

Step 3

Developing FOCUS QUESTIONS:

- ◆ What questions must you research answers to in order to guide research on the inquiry topic.
- ◆ NOTE: The answers to these questions should not be included on this page. They are to be in your notes section.
- ◆ Make sure you include the date when you created a focus question to indicate when you added more questions.

Date	Focus Questions

Step 4

Conducting your research

- You will need to access a range of resources to gather notes for your Inquiry.
- You must make sure you have referenced all your reading/ viewing correctly.
- Ethical Protocol: You should never simply copy and paste notes as this is called **plagiarism**. You must always acknowledge the source of your information.

You should complete the following searches for your Inquiry:

Library Search

- Search all libraries (school, local, state).
- Record sources accessed on the 'Library Search' page.

Internet

- Use both Keyword searches.
- Record results on the 'Internet Search' Page.

Our Community

- Interviews and information via email, phone. There may be members of your family or friends who attended Mercy schools during the last century.
- Reading information and asking questions at the Mercy Heritage Centre

Other Media

- TV/Video/DVD, Newspaper, Radio, the Record newspaper

<https://www.onthestone.com.au/abc-regional-radio-interviews-sisters-about-their-mercy-life/>

<http://www.abc.net.au/local/stories/2012/07/20/3549804.htm>

Step 5

You should complete a reference list as you progress through your Inquiry. That is, as you find a good resource, include the references by using an Online Reference Generator and pasting it into the table below.

Step 6

Good note-taking includes the following features:

- Dot points
- Key words only
- Hand written
- Include new information only

Note-making is important.

Referencing your notes is important as it is time-saving when you have to go back and check information. You can easily access the correct source and page number or URL (if it is from a web site). Simply write the source and page number under the notes as you write them.

Skim down the key headings in the left hand margin of your notes to make searching or revision through your notes a simple task.

To help you out before you start your assessment program here is the model.

Note-making

Importance of notes

- * helps concentration while reading
- * helps in revision for exams and assessments
- * will be marked for notes

Content of notes

- * must be in point form & brief
- * must contain main points, not trivia
- * must be your own words, not plagiarised

References for notes:

- *Author's name, book title and the date of publication or the URL if it is a web site

Step 7

Processing your Historical Inquiry from a set of detailed notes.

Before you complete your final presentation, you need to complete the following:

- Organise
- Bring ideas together
- Plan how you will communicate your answer
- Understand

This is called PROCESSING information.

You can select a range of graphic organisers to assist you in processing your information. They may include:

- Brainstorms
- T Charts
- Venn Diagrams
- Tables
- Timelines

Step 8

Applying and communicating your Historical Inquiry

You may apply and communicate your Historical Inquiry in a variety of presentations

Teachers may request to check student planning at this stage to support the final stage of the inquiry.

How do you share information on this significant group of women in the Swan River Colony?

***Adapted from SIDE Historical Inquiry Booklet, Author Ros Keron**

Learning Sequence 4, Teacher Resource 2

The Mercy Community 1846 - 1900

Bishop Griver and Governor Weld



Governor Frederick Weld (Governor of the Swan River Colony from 1869 to 1877)

Frederick Weld and his wife Filomena were very strong Catholics. They had 13 children and all of their daughters attended the Sisters of Mercy School. Governor Weld visited the Sisters of Mercy in their new convent that was built during Weld's time as Governor of the Colony. The beautiful lead light windows in the Mercy Heritage Centre Perth chapel were donated by Governor and Mrs Weld in 1871.

Source 1 An extract from a newspaper report of a visit by Governor Weld and his family to the Sisters of Mercy schools in 1869

VISIT OF HIS EXCELLENCY, GOVERNOR WELD AND FAMILY TO THE SCHOOLS AND ORPHANAGE OF THE SISTERS OF MERCY, PERTH...

On Thursday the 21st [October], His Excellency the Governor, accompanied by Mrs. Weld and family, [and the Governor's Secretary] paid a visit to the Schools and Orphanage in the care of the Sisters of Mercy, Perth.... His Excellency then visited the "Middle" School. Here the pupils presented an address thanking the Governor for the honour paid them, and praying in return for his happiness and that of Mrs. Weld and family. After 'God Save the Queen' had been sung and the address had been delivered, His Excellency, in a few words, returned thanks to the children ...and said, "They were being educated in knowledge, in loyalty and religion, so as to make them intelligent and good citizens and Christians. They owed, and the colony owed, much to the [efforts] of the good Sisters, who had given up everything to devote themselves to the work of education. He trusted they would profit to the utmost of the lessons of their teachers."

Source: Herald, Fremantle, WA: 1867 - 1886), Saturday 30 October 1869, page 3.

Source 2 The Elementary Education Act

July 1871 Governor Weld successfully introduced a Bill to the Legislative Assembly 'to provide for Public Elementary Education and to encourage voluntary efforts in support for schools'. This became the Elementary Education Act [which provided for], Government and Government-assisted schools. ... Government schools were controlled by the Central Board of Education and religious or "assisted schools" were administered by their religious denomination.

The Act led to the expansion of the State's Catholic school system as Catholic schools were often seen as providing better education than the Colonial schools. The Sisters of Mercy in particular were recognised for their quality of teaching. New convents and schools were built in the Colony from the 1870s. For example convent schools were established at York (1871), Bunbury (1883), Geraldton (1883), West Perth (1888) and Toodyay (1889).

Administrator and Bishop Martin Griver: 1862 to 1886

Source 3 Changes during Griver's leadership of the Catholic Church in the Colony 1862 - 1886

1862 (Martin Griver became Administrator of the Diocese of Perth)	1886 (The year Bishop Griver died)
A small cathedral (the Pro Cathedral)	St Mary's Cathedral
2 chapels in Fremantle	12 churches
A chapel in Dardanup	14 schools
A chapel in York	Two orphanages
A chapel in Albany	Several chapels
4 schools	Sisters of Mercy convents in Victoria Square, York, Geraldton, Bunbury and Toodyay
A Benedictine monastery in Subiaco	A Benedictine monastery in Subiaco

Source: Adapted from O'Brien, O., *Martin Griver, Unearthed*, p. 240, 2013.

Bishop Martin Griver and his successor, Gibney were two strong supporters of the Sisters of Mercy. "The order was filling a social welfare gap within colonial society.... These children were trained in skills that often resulted in employment within domestic service and associated works at a time when labour was in short supply as a result of the ending of convict transportation". - (Source, p. 167 Odhran O'Brien)

Bishop Matthew Gibney Bishop of Perth 1887 to 1910 recruited members of the Catholic teaching orders to the Colony and actively supported the development of churches and schools.

Source analysis:

1. With your students discuss Governor Weld's attitude toward education provided by the Sisters of Mercy from Source 1. Give examples of words he used to describe the work of the Sisters.
2. Discuss how Governor Weld assisted Colonial and Catholic education in Western Australia.
3. Describe the main areas of growth in the Catholic Church during the time of Griver's leadership of that community.

Useful reading

<http://adb.anu.edu.au/biography/weld-sir-frederick-alloysius-4829>

<http://www.govhouse.wa.gov.au/western-australia.html>

Timeline of the Governors and major changes in the Swan River Colony

<http://www.therecord.com.au/news/local/the-life-of-bishop-griver-remembered-at-bicentenary-mass/>

Learning Sequence 4, Student Resource 1

The Mercy Community 1846 -1900

The new convent 1871

This report appeared in the local Perth newspaper on the 20th October 1871.

“OPENING OF THE NEW CONVENT OF MERCY, PERTH.—On Wednesday last the interesting ceremony, of formally opening the new Convent of Mercy, Perth, was performed by His Lordship Dr. Griver. There was a very large attendance of citizens on the occasion, and the religious ceremonies having been concluded, those present were invited to partake of a luncheon, which had been provided by the Sisters.”

Source: The Perth Gazette and West Australian Times, Friday, 20th October 1871 p. 3

The growth of the number of students attending the schools in Victoria Square led to overcrowding of the convent living area for the Sisters. A foundation stone for the new convent was laid by Bishop Griver in 1868. After some delays the new convent was opened in October 1871. The building, beautifully adorned with jarrah doors and staircase, provided much needed space for the Sisters including a community room, two reception rooms, and special areas for the novices, a kitchen and refectory (dining room). The second floor had fourteen rooms (cells) for the sisters and an area overlooking the chapel for Sisters who were unwell.

As indicated in the newspaper source from 1871, the Sisters invited the guests at the opening ceremony to stay for lunch. There is little evidence of what was on the lunch menu for this special occasion. However, a series of bills from the time show that the Sisters ordered pork and veal, mustard, vegetables, flour and sugar for the opening of the new convent. The cost of the luncheon for the new Convent was £6/12/10d.

What was the menu for this special lunch?

Activity

In pairs create the menu that the Sisters may have planned for this special day. Try to include some of the items purchased for the day such as pork, mustard, and vegetables and so on. Design and illustrate the menu card that you create. What activities do you think the Sisters would have included after the religious services on the opening day?

Remember, Catherine McAuley urged the Sisters of Mercy to “meet all with peace and ease” and to “have a comfortable cup of tea”.



Moving to a new Home



There always seems to be extra expenses – the Mercy Perth Account Book showed these extra items during the Month of October 1871.

2 pairs of blankets	27 shillings
dust brush	3/6
buckets	13/6
oven:	14/10.1/2
Saucepans	17/6
12 yds calico	4/6
sheeting	26/6
matches	3/6
mustard	2/-
Basin stand	15/-
6 chairs	54/-
meat	70/-
pork	13/-
veal	5/-
10 bags sugar	S12.3.6
vegetables	10/-
bran	20/5
Expenses of luncheon of Opening of new Convent	S6.12.10



1871 Jarrah Staircase , photograph MHCP 2016