

COAL SHAPED THE MEN AND WOMEN WHO LIVED THE MINING LIFE...

BENEATH BLACK SKIES

AUSTRALIA'S LARGEST INDUSTRIAL DISASTER
A HISTORY OF COAL MINING IN THE ILLAWARRA



A **STUDYGUIDE** BY ROGER STITSON



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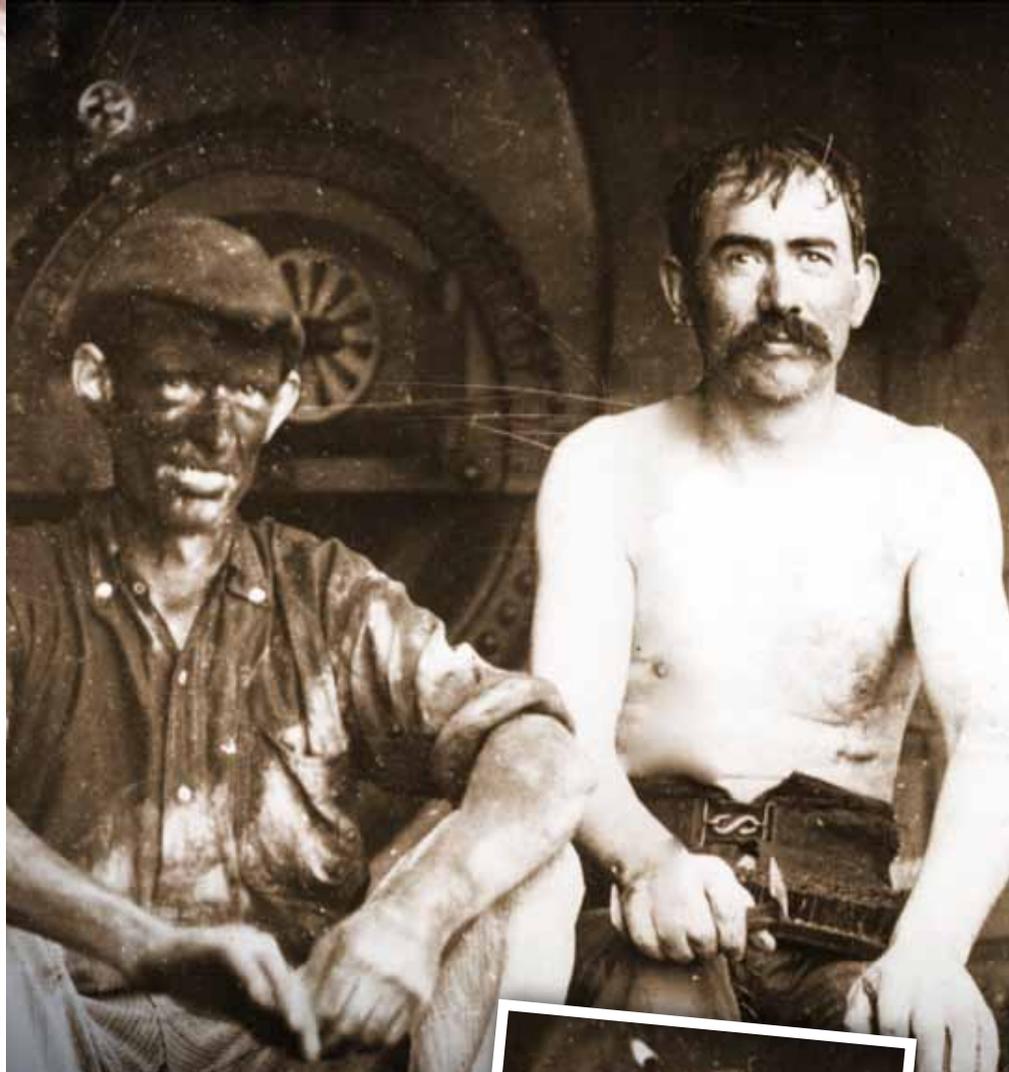
In 1887 coal miners at the Old Bulli Colliery in Illawarra, New South Wales went on strike, demanding better conditions and pay increases.

During the strike company officials tried to bring in an outside workforce to replace the striking miners. It was the women who stopped this so-called 'scab' labour getting to the pits; holding their babies, they stood in front of a train carrying the non-union men and pleaded with them to return home. The strike ultimately proved fruitless.

Two months later, on 23rd March 1887, the Bulli pit blew up, killing eighty-one men and boys and devastating a community. The core of the strike leaders who were not rehired after the Battle of Bulli were left behind.

During July 1902 the introduction of the safety lamp was a key issue that was being debated by the miners and officials. Around that time, an incident occurred in which gas came into contact with the naked flame from a mining lamp. This came to be known as the Mt Kembla Disaster, and it was to be Australia's largest industrial disaster to date. Ninety-six men and boys were killed; grandfathers, fathers and sons who worked together perished together, and 120 children were left fatherless.

The South Coast miners were regarded by some as the most militant in the industry, as they were at the forefront of campaigns such as the fight against dust and the push for a 35-hour week. In 1944, young miners aged from the Southern District aged between eighteen and twenty-five were sent to war over an industrial dispute and for the first time in Australian history a coal



Curriculum links

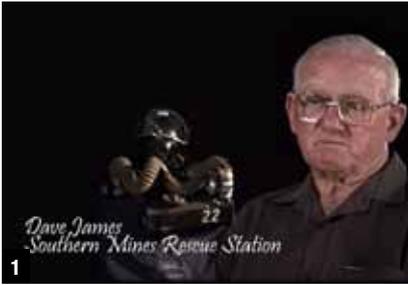
This study guide is mainly aimed at middle and upper secondary school levels, and has relevance to English, Media Studies, History, SOSE, HSIE, Politics, Industrial Relations, Women's Studies, Civics, Environmental Studies and Indigenous Studies.

mine was taken over by the federal government.

How did coal, Australia's first mineral export, shape the lives of the men and women who were enmeshed in the mining life? *Beneath Black Skies*, a history of mining in the Illawarra region, is told from the perspective of the miners, their wives, the union, historians and mining officials. Narrated by Australian actor David Field and featuring a musical score and re-enactments of events from the late nineteenth and early twentieth centuries, the film is a community resource of great significance to Australia.



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BACKGROUND CONTEXT

Beneath Black Skies covers about two hundred years in its examination of the history of coal mining, miners' trade unions, labour-management relations and the role of women's auxiliary organisations in the Illawarra district of New South Wales.

Note that there is a website containing information about the program, and a page where you can contribute viewer feedback. (See *Beneath Black Skies* in website references.)

Timeline, maps, wider context

- Having viewed the program, construct a timeline of significant events and socio-industrial changes in the development and history of coal mining in the Illawarra from the eighteenth century to at least the late twentieth century. You should initially refer to the importance of coal to the British Industrial Revolution, the link between this and Captain James Cook's voyage along the east coast of Australia, the development of the British system of convict transportation, and the beginnings of British colonialism and settlement in Australia.
- Draw a map of New South Wales. Indicate Sydney on the map, as well as the Illawarra district south of the capital city and its major coal mining regions. As the program also refers to the coal-mining region to the north of Sydney, mark Newcastle on the map. (Why



do you think the major city in the northern mining region was named 'Newcastle'?)

- To place the story into a wider Australian context, carry out research to discover where other major coal extraction mining takes place, then draw a map of Australia, labelling those regions. Indicate approximate years when mining began in those regions.
- There are two types of coal extraction processes: below-ground mining, characterised by shaft mines and tunnels such as those found in the Illawarra, and open-cut mining as practised, for example, in Victoria's Latrobe Valley. Carry out research then write a short description explaining the differences between the two types of coal mining, the reasons why one type is preferred over another

from one region to another, and the differences in method and technology used to extract the coal. You may wish to include drawings and photographs to illustrate your material.

Who were Bass and Flinders?

- The program refers to the British explorers of early colonial Australia, George Bass and Matthew Flinders, both of whom died young. Bass disappeared at sea somewhere between Sydney and Chile, while Flinders, who had been imprisoned on the island of Mauritius for six years by the French during the

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Napoleonic Wars, died of ill health after returning to England. Carry out research and write a brief account of their explorations and their importance to Australian history. List some Australian locations named after them.

Beginnings of trade unionism

- First, in class, define your understanding of what a trade union is, and the meaning of trade unionism.
- Referring to Great Britain, why do you think trade unions began to develop, particularly from the early nineteenth century, and what was the attitude of employers (such as factory owners), the legal system and government towards union activities?
- Write a short account of the beginnings of trade unionism in Australia, and its links to both unionism in Great Britain and convict transportation. In what ways might the combination of these elements in Australia have produced a long-standing mutual mistrust between workers and employers?
- The program informs us that the first coal miners in colonial Australia were transported convicts who worked in the mines of Newcastle, north of Sydney. Their working conditions were brutal. Write a letter home to a relative in the British Isles telling them about your existence, your experiences and your observations about the conditions encountered by yourself and other convicts. What have you got to say about your masters, the mine owners, and the military government that supports them?

Australian Agricultural Company

- The Australian Agricultural Company, referred to during the program, was established in 1824 and is still in existence today. Write a short commentary on the reasons for the company's formation in 1824, the status, positions and busi-

ness ethics of the original owners of the company, its links to coal mining in Australia, and its central activities in the present day. (See 'Australian Agricultural Company' in website references. For more on the 'ethics' of businessmen, and the relationship between business and politics in the nineteenth century and early twentieth century, see the next section, on Edmund Barton.)

Who was Edmund Barton?

- During the program historian Dr Glenn Mitchell discusses the ill-fated formation of the Illawarra Harbour and Land Corporation, of which the attorney-general of the colony of New South Wales, Edmund Barton, was a director during the 1890s. Discuss in class why Mitchell claims that if he were alive today, and doing what he did in the 1890s, Barton would 'serve time as a convicted corporate criminal'. In your discussion consider the concept and relevance of the term 'conflict of interest'.
- Following on from the previous activity, carry out appropriate research then plan and write a commentary discussing Edmund Barton's place and reputation in Australian history. What, for example, were the events that led to Barton becoming Australia's first prime minister?

New Guard and the Militant Minority Movement

- Research, discuss in class and write notes on the rise of the New Guard in Australia during the years of the Great Depression (1929–1930s). Refer to the reasons for the New Guard's existence, its aims and activities, who in general constituted its membership, its influence as a social and political force, and the reasons why it eventually faded away. One question to examine is why the New Guard were concerned about the rise in membership of the Communist Party of Australia during

the Depression. In what way is the New Guard now associated with the opening of the Sydney Harbour Bridge in 1932?

- Write an account of the reasons behind the formation of the Militant Minority Movement. Who generally constituted its membership? Assess its influence and power in Australian politics and society.

The Cold War

- What we know today as the Cold War began after World War Two ended in 1945. Although it lasted until the collapse of Communism in the USSR (and most of Eastern Europe) in the 1990s, it was at its height from the late 1940s to the 1960s. As such, the Cold War forms an important international backdrop to the events surrounding the 1949 coal miners' strike in New South Wales, the defeat shortly afterwards of the Chifley federal Labor government, and the eventual, devastating split in the Australian Labor Party in 1954 that helped to keep Labor out of office until 1972. Carry out research then discuss in class and make notes on the meaning of the term 'Cold War' and the reasons behind the Cold War's existence, particularly during the 1940s and 1950s. List the principal nations (and their allies) that were aligned against each other during this era. What were their respective political and ideological differences? What role did the coming of the 'nuclear age' and the 'space age' play in the Cold War? Why were citizens around the world fearful of the future during those years? Find out the meaning of the 'domino theory' and the term 'Reds under the bed'. Against this background of growing international tension, how did the Cold War play out in Australia during the 1940s and 1950s? (Note, for example, the construction of Woomera in South Australia, and the so-called Petrov Affair of 1954.)



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carry out appropriate research then plan and create an illustrated poster display of the Wadi Wadi heritage through which you examine these questions.

- Following on from the previous activity, write a commentary on the impact on the Wadi Wadi people of the incursion into their environment of European explorers and settlers, who brought their own concepts of land ownership and usage, and the introduction into the ecology of non-indigenous animals such as cattle, sheep and horses. What else might have an impact? Consider things like language differences, religious and spiritual values, purposes and styles of

THE ILLAWARRA – INTRODUCTION

This section looks at the background to and the location and development of European settlement of the Illawarra district from the early nineteenth century to the present day, and the effects of this settlement on the local Indigenous populace.

Location and settlement

- Draw a map of the Illawarra region, and label the main cities and the locations of coal mining areas. On or near the map add a brief description of the main geographical and natural environmental characteristics and resources, and the climate of the region.
- Research and write a short history of the early years of European colonial exploration and settlement of the Illawarra region, to about the mid-nineteenth century. Was the region settled purely for the extraction of coal, or were there other reasons for its settlement?
- In terms of attracting new residents, tourists and employment, how does the region promote itself today? As an industrial region, are environmental issues such as air,



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soil and water pollution a concern? Research then discuss whether there are any ongoing medical and health issues arising from living and working in the region.

Indigenous population

- We are informed during the program that the original inhabitants of the Illawarra, at the time of European arrival, were the Wadi Wadi people. Who were the Wadi Wadi? What were their customs and cultural mythologies? In what ways did they interact with other tribal and clan groups? What was their relationship to the land? In pairs,

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clothing, attitudes to food gathering, production and consumption. Over successive decades through to the present day, what has been the long-term impact of these changes on the Wadi Wadi? Has their culture survived?

- Plan and write a short fiction story about first contact between the Wadi Wadi and the arrival of Europeans. One of your themes, for example, might be the effects of culture clash, where two worlds, with their two different value



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systems, collide. Present the story from the Indigenous viewpoint; you may even consider using a first-person narrator, such as a young boy or girl who observes white British people for the first time. Also consider story characters and character behaviour and conflict, settings and story events.

MINING IN THE ILLAWARRA

Although coal mining takes place in many locations around Australia, *Beneath Black Skies* is principally a dramatised documentary about the history and development of mining in the Illawarra district of New South Wales – the scene of Australia’s worst industrial accidents – and of the lives of the mining community and their struggle for improved labour, safety and health conditions.

A ‘godsend’?

- The first coal mine, opened in Wollongong in 1849, was regarded as a ‘godsend’ by the local residents. Discuss in class why this was so. Describe the economic and employment situation in the general Illawarra region before the Mt Keira colliery opened.
- Describe the general working conditions of coal miners from 1849 through the next few decades of the nineteenth century. Why were many miners working until well into their seventies, and not retiring earlier? Comment on such issues as employers’ terms regarding payment of wages, supply of mining equipment, occupational safety, and the way mine owners (and shareholders) treated the labouring classes who worked for them. How might these issues lead miners to form tight bonds with each other and how might the

issues engender a sense of class conflict?

- Following on from the previous two activities, work in pairs to plan and write two personal ‘before and after’ viewpoints, each of 100–150 words, expressed as though you were a local citizen of the mid nineteenth-century era. The first should be about your feelings, thoughts and hopes when you hear that coal mining is to come to your district. The second should arise from your feelings and thoughts about two or three years later, after mining has commenced.

BULLI, 1886–1887

- From the program and from further reading, discuss in class and take notes on the reasons for the six-month miners’ strike in the Illawarra district in 1886–1887. Define the meaning of the words ‘scabs’ and ‘blacklegs’ then comment on the reaction and behaviour of the mine owners towards the strikers. Describe the ways in which the women in the local mining community became involved in the dispute, and the reasons for their participation. What effect did they have on the ‘scabs’ or ‘blacklegs’, and how did the latter react? How did the strike end, and what were the after effects of this? (See ‘Battle of Bulli’ in website)



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references. Note that the website in question contains ‘on-the-spot’ newspaper reports, commentaries and letters to the editor, and illustrations. It may be a worthwhile exercise to analyse the newspaper reports of the day – they tended to use poetic imagination rather freely, and contained elements of unconscious class bias and racism.)

- Drawing in any way you think suitable from the material you’ve looked at in the previous activity, plan and write a short-fiction story set during or after the Bulli strike, narrated from the viewpoint of a wife, sister or daughter of a miner. For example, you may wish to concentrate on the general effects of the strike on women and children in the home, or confine the story to the efforts to blockade a train of blacklegs. Consider, also, the effects on the community after the strike was broken.
- Write two newspaper reports about the Bulli mine explosion of March 1887, each of about 150 words. One report should be for a miners’ union newspaper, while the other should be for a capital city daily newspaper with a wider read-



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ing audience and clientele. You may first wish to discuss in class the likely differences in approach, style and language between the two newspapers. Include headlines and illustrations with captions as required, and ensure your reports are formatted as newspaper columns.

Mt Kembla 1902

- Discuss in class and write notes on the differences between the two types of lamps used in the coal mines at the time of the Mt Kembla disaster: the naked light (also known as the tallow light) and the safety lamp (an enclosed oil flame). Which of the lights was the more dangerous to working conditions in the mines, and why? Explain why miners persisted in using this kind of lamp. (For newspaper reports



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of the mine explosion, see ‘Mount Kembla mine disaster of 1902’ in website references.)

- Write a short biography of Ebenezer Vickery. What was his general attitude to the miners? Comment on and explain your own attitude to Vickery, and look at whether he understood the working and living conditions experienced by miners and their families. During the program why does historian Dr Henry Lee refer to Vickery and the miners as ‘universes apart’? How does the program visually support or emphasise this concept in terms of camera shots during this sequence about Vickery? Discuss Vickery’s views about child labour. What assumptions does he make about ‘lads between twelve and fourteen’ who are not ‘usefully employed’? Compare



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this to today's Australian attitudes and laws relating to child labour. (See 'Ebenezer Vickery' in website references.)

- From the program and from further research, write a commentary about the findings of the Royal Commission into the causes of the mining disaster. Imagine you were one of the surviving miners, and a member of the miners union. Write a letter to a relative in which you express your opinion about the disaster, the mine managers and the owners (such as Ebenezer Vickery) and the Royal Commission findings.
- Individually or in pairs plan and create a display poster commemorating the lives lost in the 1902 Mt Kembla disaster and looking at its aftermath. You may wish to compose a short poem to include on the poster.

Coal mining and the Great Depression of the 1930s

- The narrator of the program, David Field, refers to the Wollongong mine workers and their families as experiencing a 'depression within a depression' during the 1930s. Explain what he means. We are informed that families were evicted from houses owned by the mining



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- companies for being unable to pay rent after being laid off due to mine closures. Could this happen today? Discuss. Adopting the persona of a miner, a miner's wife, or the son or daughter of a miner, plan and write a set of personal diary entries about being affected by these experiences in the 1930s.
- From the program and from further research, in pairs produce an illustrated double-page magazine spread about the work of the Miners' Women's Auxiliary. Consider including interview material, extracts from letters, diaries and newspaper items from the era – you may create these yourself, or take them from existing historical sources. Use desktop publishing software to design, lay out and format your presentation. (See 'Miners' Women's Auxiliary' in website references.)

Coal and World War Two

- First, as essential background, research and write a short report on the relationship between coal mining and 'black lung disease', or pneumoconiosis. What are the effects of 'dusting', and how can it be treated? What are the preventative ways in which the incidence of pneumoconiosis among miners can be minimised? What was the mine owners' reaction, during World War Two, to union concerns about the prevalence of the disease among miners? (See the Media Studies section for an activity on archival film of a 'dusted' miner. For more on black lung disease see website references.)
- The outbreak of World War Two in 1939 meant that coal extraction had to increase rapidly as it was needed to fuel factories manufacturing war armaments and equipment. The program depicts some propaganda illustrations of the era, in which the work of coal miners is linked to the war efforts of Australian soldiers fighting overseas. Find examples then examine and discuss in class the content, themes

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nation of the causes for the long-lasting miners' strike of 1949 and the impact it had on the Australian people and on Australian industry, particularly in New South Wales, where most of the strike action was centred.

Note that for a detailed examination of the coal miners' strike of 1949, and the attempts of the Chifley Labor government to break it and smash its leadership, see the reference to the documentary film *Infamous Victory: Ben Chifley's Battle for Coal* in the film references section.

- If you wish, look back over your notes on the international and Australian background to the Cold War

and messages of these types of propaganda images, then plan and produce your own wartime propaganda poster that combines ideas about coal production and labour with the fight for military victory. Consider the dramatic and emotional impact of a well-designed illustration, and of the accompanying text.

- Discuss in class why coal miners went on strike in 1944 while World War Two was still being fought. Comment on the strength or 'rightness' of their case. Why, for instance, does historian Alan Murray say during the program that the trade union's maintaining of the strike was 'one of the great public relations disasters of the twentieth century'? Do you think the miners were being exploited, or do you agree with the action that the Curtin federal government took against the strikers? Why does Murray say that the government and mine owners' behaviour was an act of 'pure bastardry'?
- In a previous activity you have created a 'war effort' poster. Now, using the same persuasive elements of design and text, plan and construct a poster supporting the mining union's viewpoint and the plight of the miners.
- The program informs us that in



1947, two years after the war finished, the coal miners' battle to eradicate black lung disease took major steps forward. From the program details and further research, present these advancements and improvements as a newspaper article of the era. Give the report a suitable headline, add illustrations and captions where necessary, include quotes from various sources, and format the presentation into newspaper columns.

Miners' strike of 1949 – Chifley and the army

- In your own words write an expla-

era. Discuss in class and make notes on how the Cold War and the fear of the spread of Communism in the western world related to the trade-union movement, and specifically to the activities of the miners' union membership and leadership during the coal strike of 1949.

- Examine the comments made during the program by Fred Moore, Miners' Federation life member. Explain his reference to the federal government going on a 'Red-bait-

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ing witch-hunt' in a bid to break the miners' strike. Why does he consider the Labor government's actions 'unforgivable'?

- Why did prime minister Ben Chifley make the decision to use Australian Army troops to break the miners' strike? Comment on whether his actions were justified or whether he over-reacted, and consider whether his actions may have been a deliberate political tactic. Explain whether the membership of the Miners' Federation at the time was Communist-dominated and controlled by the Communist Party of Australia.
- Discuss in class the probable attitude of most large daily newspapers towards trade unions and strike action, and the reasons behind this. On this basis, write two newspaper editorials about the use of army troops on the coalfields, each of about 250–300 words. One should be for a large metropolitan daily; the other should be for a trade union newspaper aimed at union members and their families. Add a short commentary explaining the differences in approach between the two editorials.

Mechanisation and the 35-hour week

- Describe the ways in which mechanisation changed the methods of coal mining. What did these changes mean for the miners themselves? Comment on the improvements to conditions for the



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miners over the decades after the 1949 strike. Explain the comments of Merv Haberley who suggested that, in the end, 'fighting them [the mine owners] on the job' was preferable to strike action.

- Write a short-fiction story from the viewpoint of an old pit pony.
- Despite safety improvements over the past decades, coal-mine disasters have continued to occur. From the program, write your own report of the 1979 mine explosion, and the resultant enquiry into the causes of it.

COAL, THE FUTURE AND THE ENVIRONMENT

Issues such as the effects of fossil-fuel carbon emissions on the world's climate and the export of large quantities of Australian coal to Asia have put coal mining in Australia under

the spotlight.

(Note that at the time of writing this study guide in April 2010, a *Four Corners* report was screened on ABC TV. The report is titled 'A Dirty Business' and it looks at the rise in air pollution in the Hunter Valley of NSW, caused by an expansion in open-cut coal mining, and its effects on the health of the local populace. This is an ongoing story, and is essential viewing in relation to themes raised in *Beneath Black Skies*. It is also an example of how an understanding of the past can inform us about contemporary issues and events, and their relevance to our future. See Film and TV references.)

Finite resources

- Coal is not a renewable resource. As a class, carry out research to find out how much coal is currently mined in Australia. How much is mined from the Illawarra? How much of it is sold overseas, how much is consumed within Australia, and for what purposes? How important to the Australian economy is the coal-mining industry? Economically, can Australia survive without it? What is the extent of Australia's unmined coal reserves, and how long, at the current yearly rate of extraction, will those reserves last?

Employment and the environment

- What are Australia's employment

figures within the coal industry? Discuss the likely effects on local communities such as the Illawarra if the production and use of coal declines. If, for example, coal-fired power stations closed down, what might be alternative means of employment for those affected? Discuss the 'knock-on' effects of unemployment within a local community and across entire regions and even the nation.

- Research, discuss in class and write a commentary on the effects on the environment, as set out by ecological and environmental scientists, of the long-term mass use of coal by industry. In what ways do they argue that it is related to the reality or the concept of climate change over the twentieth century and into the twenty-first century? You may wish to create a display poster about the coal industry and its effect on both the macro (large) and micro (local) environment.
- To what extent do we as an entire community currently rely on electricity, and more specifically, on coal-fired power stations to generate electricity? What are the practical, affordable and sustainable alternatives to this? Also discuss whether there are ways of reducing and controlling carbon pollution emissions caused by the burning of coal.
- Do coal miners have a right to expect continual employment in the industry in the face of environmental issues? Debate.
- Following on from the previous question, environmentalist groups argue that old coal-fired power stations should be closed down (such as those in the Latrobe Valley brown coal region of Victoria). Is mass redundancy of miners and others in the coal industry therefore an option? Discuss, then write a commentary on whether Australia as a society, as a nation, and as a hierarchy of federal and state governments has a moral responsibility to protect the livelihood of workers and their families and others in the community equally af-

ected, beyond redundancy packages and unemployment benefits for those fit and willing to work.

- Write a letter to the editor of 250–300 words expressing your viewpoint about the viability of coal into the future.

MEDIA STUDIES

Carry out the following activities.

- Why do you think the program is titled *Beneath Black Skies*? Give the program a suitable alternative title, and explain your choice.
- The dramatised or re-enacted scenes in which actors are used are presented more or less in sepia tones, whereas others, such as 'talking heads' scenes, are presented differently. Discuss in class the possible reasons for the choice of sepia.
- Write a commentary on the purpose and the effectiveness of the dramatised scenes, drawing on examples from the program. Also discuss issues of authenticity and historical truth that may be raised by the use of dramatisation in history-based documentary programs.
- Discuss the choices made with regard to the accompanying soundtrack. For example, a women's choir is heard during the scenes of mining accidents, while folk songs and ballads may be heard elsewhere.
- Discuss in class the wide range of issues involved in researching for a documentary film such as *Beneath Black Skies*. Look at the sourcing and selection of archival material such as documents, photographs and film, the problem of authentication and copyright, and issues involved in the inclusion of eyewitnesses and historians. An examination of the end credits of the program will be of assistance in this activity.
- Discuss in class then write your own commentary on the overall approach by the filmmakers towards the content and themes of the program. For example, what point of view do you think the film takes towards the miners and their families, the mine managers, the mine owners, the capitalist investors and the government of the day? Does it sympathise one way or another, or is it objective? Provide examples from the program to support your views, looking at such elements as voice-over, editing and framing, style of dramatisations, selection of archival material, and the interview subjects (historians and eyewitness participants and their own perspectives and viewpoints).
- The producers of *Beneath Black Skies* have incorporated archival film of a 'dusted' miner into the program. Check the closing credits and discuss where you think this archival material was located. Write a commentary on your own reaction to viewing this material, and of the effect of dusting on human health.
- Plan and create an illustrated promotional poster or magazine advertisement for *Beneath Black Skies*. Consider the effectiveness of layout in catching audience attention, and the use of text.
- In 300–350 words write a review of the program for a newspaper's weekly TV lift-out. You will be aiming the review at a generalist audience who wants to know what is worth viewing on TV during the evening.

CONCLUSIONS

Carry out the following activities.

- Write a commentary on the role of women throughout the history of coal mining and in the mining community in the Illawarra district from the mid-nineteenth century onwards. For example, why does mining historian Alan Murray refer to the women's auxiliaries as 'the steel in the backbone'?
- Describe what you have learnt about the lives of coal miners and their families as a result of having viewed *Beneath Black Skies*.
- Write a personal appraisal of the

historical relationship between labour, management, ownership and government in the coal-mining industry. Explain the way this relationship has altered over the decades, and the possible reasons for it.

- Discuss the content of the ballad heard at the end of the program. What is it about? What is its point of view? Working individually or in small groups, you may wish to compose some further verses. Ensure that you use the same rhythm and rhyming structure.
- If a nineteenth-century coal miner and his family could meet and talk to an early twenty-first century miner and his family, what would they say to each other? What questions would they ask? What observations would they make? In pairs or small groups, create the dialogue as a script. Carry out a reading of the script, revising as necessary. You may wish to rehearse then record the script for playback on your school's intranet.

References and further resources

Books and periodicals

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- Anne Deveson (ed.), 'The Women of Wollongong' in *Faces of Change*, ABC/Fontana, Sydney, 1984.
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- Donald P. Dingsdad, *The Bulli Mining Disaster 1887: Lessons from the Past*, St Louis Press, Darling Heights, Qld, 1993.
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Historical Publications, Woonona, NSW, 1989. (Note: collection of articles first appearing in the *Illawarra Mercury* newspaper, 12 October 1923 – 8 May 1925.)

Stuart Piggin and Henry Lee, *The Mt Kembla Disaster*, Oxford University Press in association with Sydney University Press, Melbourne, 1992.

For junior readers:

Michael Pelusey and Jane Pelusey, *Coal*, Macmillan Library, South Yarra, Vic, 2009.

Film and TV

Four Corners, 'The Coal Nightmare', ABC TV, 7 September 2009.

Infamous Victory: Ben Chifley's Battle for Coal, Screen Australia, 2008.

(Note: there is also a study guide on *Infamous Victory*, available from the Screen Australia website.)

Four Corners, 'A Dirty Business', ABC TV, 12 April 2010.

Kemira: Diary of a Strike, (Tom Zubrycki, 1984).

(Note: for an analysis of this film, see 'Kemira analysis' in website references. Also contact the website for the film's distribution details.)

Websites

Australian Agricultural Company:

<http://www.jenwillets.com/Australian%20Agricultural%20Company.htm>
<http://libguides.newcastle.edu.au/content.php?pid=70409&sid=521496>
http://en.wikipedia.org/wiki/Australian_Agricultural_Company

Edmund Barton:

<http://adbonline.anu.edu.au/biogs/A070202b.htm>
<http://www.michaelorgan.org.au/bulli1887.htm>

Beneath Black Skies:

<http://www.beneathblackskies.com.au/>

Black lung disease:

http://en.wikipedia.org/wiki/Coal_Workers'_Pneumoconiosis

Coal extraction – history:

http://www.australiancoal.com.au/resources.ashx/Publications/22/Publication/5E099651309BC529F582CC194F0CD7A4/Itam_Coal-

[Coal_Mining_72dpi.pdf](http://www.illawarracoal.com.au)
 Illawarra Aborigines (Wadi Wadi)
<http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1022&context=asdpapers>

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