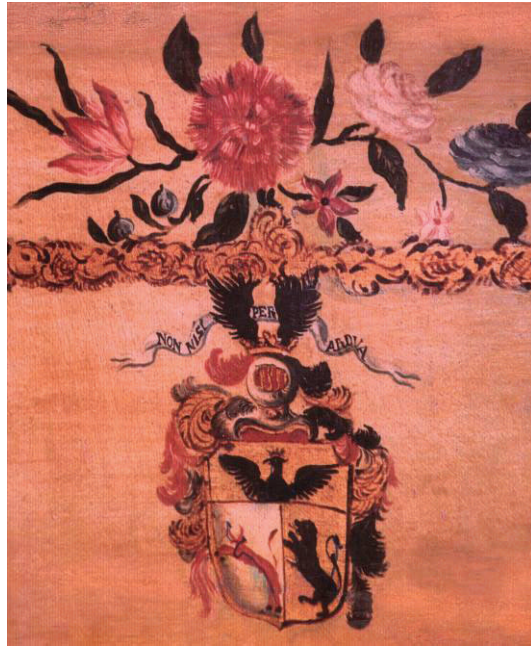


# Constitutional Development During the 19th Century



## Constitutional Development History

*Jesmond Grech*

*Carlo Diacono Girls' Junior Lyceum  
2005*

# Constitutional Development During the 19th Century

## General Information

**Author:** Jesmond Grech (Subject Coordinator History)  
**School:** Junior Lyceum Carlo Diacono  
**Subject:** History Option (o)/ General (g)  
**Category:** Recent Maltese History  
**Level:** Form 3 (o) / Form 4(g)  
**Duration:** 2 lessons

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**Contents:** Lesson Plan  
Worksheet  
PowerPoint Presentation

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**Goals:** To revise the topic *Constitutional Development*

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**Requirements:** Worksheets  
PowerPoint Presentation

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**Time:** 2 lessons

**Classroom Management:** Pair Work

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## Acknowledgements

Mr D. Zammit

# Constitutional Development During the 19th Century

## Overview:

The presentation of the PPT is ideal when the topic “Constitutional Development” has been already covered in class during previous lessons. Consequently the PPT and worksheet serve for revision purposes.

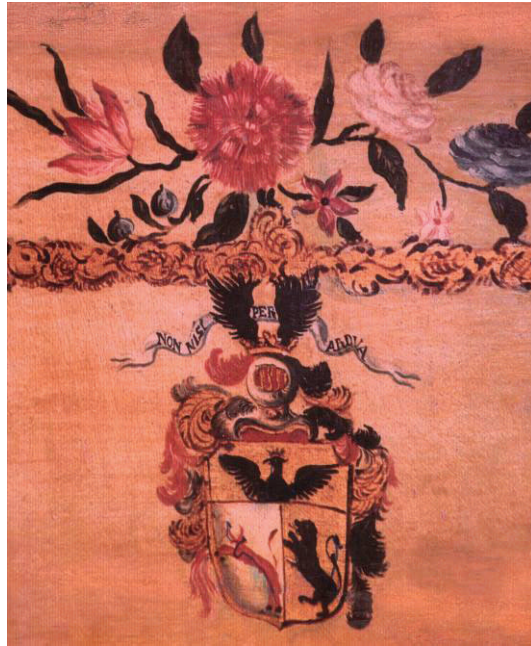
The students are asked to answer the questions slide by slide. Some questions are comparatively easy because the information can be retrieved from the slide itself. To answer others, students have to rely on information and work done in previous lessons.

Other worksheets can be prepared emphasizing different aspects of the slides e.g. chronological order, prominent local politicians, Lieutenant Governors, Secretaries of State for the Colonies.

Students are asked to search MSN Images to find different portraits of chief personalities mentioned or shown in the slides.



# Constitutional Development During the 19th Century



Lesson Plan

History

*Jesmond Grech*

*Carlo Diacono Girls' Junior Lyceum  
2005*

# Constitutional Development During the 19th Century

## Author Information

**Author:** Jesmond Grech  
**School:** Junior Lyceum Carlo Diacono

## Lesson Plan Information

**Subject:** History Option (o)/ General (g)  
**Category:** Recent Maltese History  
**Level:** Form 3 (o) / Form 4(g)  
**Duration:** 80 minutes

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### Description:

Lesson number 1  
Constitutional Development of Malta During the 19<sup>th</sup> Century

### Goals:

To revise the topic *Constitutional Development*

### Objectives:

By the end of the lesson students would be able to answer a set of questions aided by a PowerPoint presentation

### Resources:

Computer lab with LCD projector,  
Worksheet (questions about the *Constitutional Development*)  
PowerPoint presentation

### Reference Material:

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### Timing:

10 minutes introduction  
60 minutes activity  
10 minutes conclusion

# Constitutional Development During the 19th Century

## Introduction

5 minutes

Refer to the topic covered during the previous lessons and highlight the main points.  
Go through the handout <sup>(ho1)</sup> with students and explain how it should be used.

## Activity

55 minutes

Process for each slide.

1. Refer to the PowerPoint presentation slides. Highlight or elicit important features.
2. Ask the questions attached to the slide.
3. Help students answer the questions if the need arises. Give students enough time to answer and ask other questions to clarify the topic.

## Conclusion

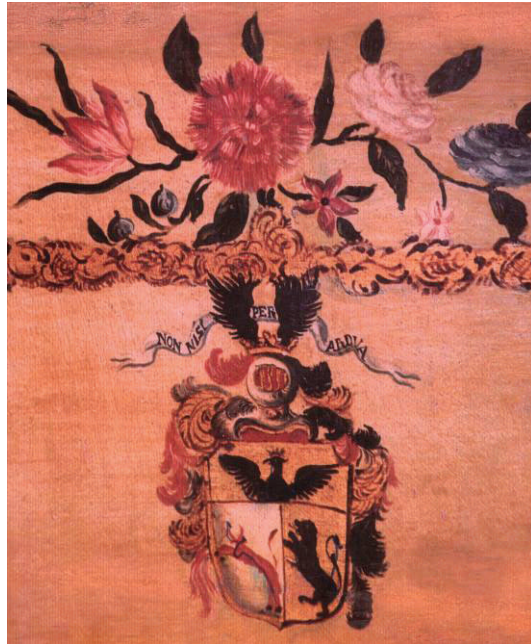
20 minutes

Either  
Class correction of activity  
or  
students are asked to comment on any one slide that was of particular interest to them.

### Extra

Students may be asked to search for images on the Web to find different portraits of chief personalities mentioned or shown in the slides.

# Constitutional Development During the 19th Century



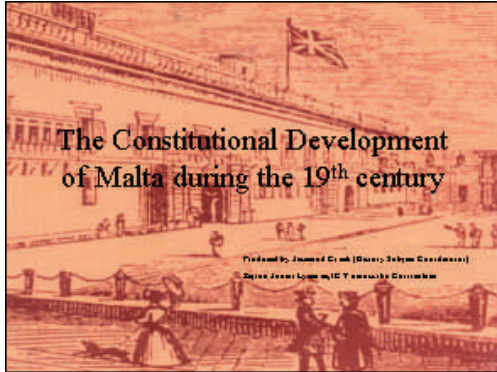
Presentation

History

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2005*

# Constitutional Development During the 19th Century



Malta became a British Crown Colony in 1814. Its first Lieutenant Governor was Sir Thomas Maitland. He ruled Malta as though he were an absolute monarch. He was nicknamed "King Tom"

Political Agitation

- The Maltese began to demand constitutional rights.
- A committee was formed to draw up a petition to be sent to the House of Commons.

The leaders of the *Comitato Generale Maltese* were:

- CAMILLO SCEBERRAS
- *He had followed a military career with the French Army.*
- *When he came back to Malta he took an active interest in the socio-political life of the country*

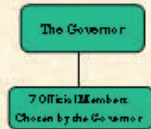
- Giorgio Mitrovich
- *A businessman who dedicated a lot of energy to the Maltese cause.*
- *He went to Britain to present the petition drawn up in 1832*

- Marquis Nicolo` Testaferrata de Noto
- *Coming from a very rich Maltese noble family, Marquis Nicolo` gave time and money to devote himself for the Maltese cause.*

As a result of this political agitation, Malta was granted a constitution by which a Council of Government was formed. It consisted of :

# Constitutional Development During the 19th Century

## The 1835 Constitution



The Council of Government was consultative only.

It could only give advice. It could not enact laws.

## Power remained in the hands of the Governors.



- Lieutenant General Ponsorby (1827-1836)
- Lieutenant General Bouverie (1836-1843)
- Lieutenant General Stuart (1843-1847)
- Lieutenant General More O'Ferrall (1847-1851)



Malta is granted a constitution in 1849.

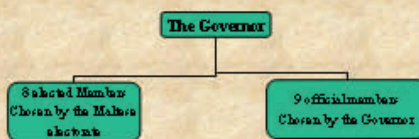
It is the first time that some Maltese are going to vote to elect members for the Council of Government

Who do you think had the right to vote?



No prizes if you guess the correct answer.

## The Constitution of 1849



## The Cardwell principle

- Lord Edward Viscount Cardwell, Secretary of State for the Colonies writes to the Governor Sir Henry Storks in 1864...



# Constitutional Development During the 19th Century

*It is "the desire of Her Majesty's Government that reconsideration should be given to the opinion of the elected members of Council in matters of local and domestic interest... above all NO VOICE OF DISSENT SHOULD BE PERMITTED TO OVERTHROW THE MAJORITY OF THE ELECTED MEMBERS EXCEPT UNDER VERY SPECIAL CIRCUMSTANCES..."*



With some minor modifications this constitution lasts until 1887.

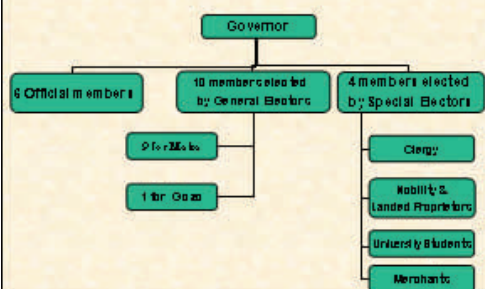
## Council of Government 1887 "the Knutsford Constitution"

- A major breakthrough in Maltese politics. There are more Maltese in the Council of Government.
- The Council can enact laws.
- The elected members outnumber the official members.

- It was named after Henry Thurstan Holland, 1<sup>st</sup> Viscount of Knutsford, Colonial Secretary



## The 1887 Constitution



The Maltese were divided and polarized over the Language Question



- Fortunato Mizzi upheld the Italian language's importance in the Law Courts and the Educational system
- La nostra lingua e' quella di Dante, Petrarca e Boccaccio.

The "English" cause is promoted by



- Sigismondo Savona
- Studied at Sandhurst
- Appointed Director of Education, Rector of the Royal University.
- Leader of the Reform Party
- "After all, we're British!"



**DIVIDE ET IMPERAT**

DIVIDE AND RULE

# Constitutional Development During the 19th Century

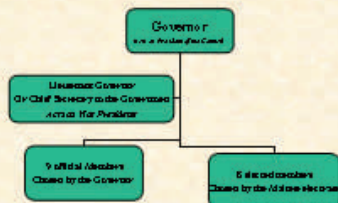
Progress was hampered because of the serious division between the Maltese politicians.

Elected members resign en masse as a sign of protest. Simpletons are elected to the Council of Government to ridicule the Governor and the system.

The 1887 constitution was revoked in 1903

- A majority of the official members had to be reinstated.
- 1887 constitution was considered as an experiment which failed. Elected members had been given power without responsibility.

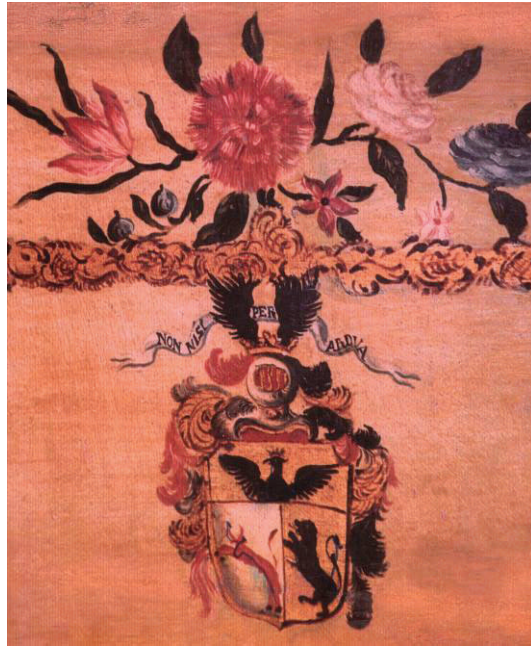
The 1903 Constitution  
The Chamberlain Constitution



A return to the 1849 constitution

“one of the narrowest and most oppressive oligarchies that ever mocked the form of free government”

# Constitutional Development During the 19th Century



Worksheets

History

*Jesmond Grech*

*Carlo Diacono Girls' Junior Lyceum  
2005*

# Constitutional Development During the 19th Century

## Slide 1

Why, do you think, Sir Thomas Maitland, was referred to as “King Tom”?

What is an absolute monarch?

Were the Maltese happy with this situation?

If you were a Maltese politician at the beginning of the 19<sup>th</sup> century, what would you have done to change the political situation of Malta?

Malta became a British Crown Colony in 1814. Its first Lieutenant Governor was Sir Thomas Maitland. He ruled Malta as though he were an absolute monarch. He was nicknamed “King Tom”



## Slide 2

Why do we need committees to solve problems?

What possible strategies, do you think, these politicians will adopt?

### Political Agitation

- The Maltese began to demand constitutional rights.
- A committee was formed to draw up a petition to be sent to the House of Commons.

### The leaders of the *Comitato Generale Maltese* were:

## Slides 5,6,7

What do you notice from the social backgrounds of the leaders of the *Comitato Generale Maltese*?

Why is the name of the committee in Italian and not in Maltese?


What is a petition?

- CAMILLO SCEBERRAS
- He had followed a military career with the French Army.
- When he came back to Malta he took an active interest in the socio-political life of the country



- Giorgio Mitrovich
- A businessman who dedicated a lot of energy to the Maltese cause.
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# Constitutional Development During the 19th Century

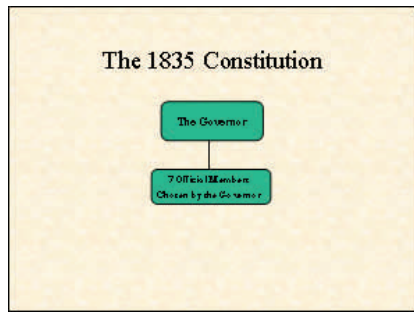



- Marquis Nicolo' Testaferrata de Noto
- Coming from a very rich Maltese noble family, Marquis Nicolo' gave time and money to devote himself for the Maltese cause.

**Slide 8**  
 What do you understand by political pressure?  
 Did the pressure by the *Comitato Generale Maltese* pay off?




As a result of this political agitation, Malta was granted a constitution by which a Council of Government was formed. It consisted of :

**Slide 9, 10, 11**  
 What do you notice about the formation of the 1835 Council of Government?  
 Do you think the politicians were satisfied with the Council?  
 Why not?



The Council of Government was consultative only.  
 It could only give advice. It could not enact laws.

Power remained in the hands of the Governors.

		▪ Lieutenant General Ponsonby (1827-1836)
		▪ Lieutenant General Bouverie (1836-1843)
		▪ Lieutenant General Stuart (1843-1847)
		▪ Lieutenant General More O'Ferrall (1847-1851)

# Constitutional Development During the 19th Century

## Slide 12

To which revolutions is this slide referring?



## Slides 13,14,15

What does the word "franchise" mean?

Who were eligible to vote?

What do you notice about the constitution of Council?

Why are there more official than elected members?

Malta is granted a constitution in 1849.

It is the first time that some Maltese are going to vote to elect members for the Council of Government

Who do you think had the right to vote?



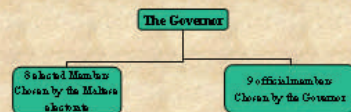
No prizes if you guess the correct answer.

## Slides 16,17

Who was Lord Cardwell?

Simplify what he wrote to Governor Storks in 1864

### The Constitution of 1849



*The "the desire of Her Majesty's Government being post-occupied situation should be known in the opinion of the elected members of Council in matters of local and domestic interest... above all NO VOTE OF MAJORITY SHOULD BE FURTHER CALLED THE MAJORITY OF THE ELECTED MEMBERS EXCEPT UNDER VERY SPECIAL CIRCUMSTANCES..."*



# Constitutional Development During the 19th Century

## Slides 18,19,20,21

In what ways does the Knutsford Constitution of 1887 reflect the Cardwell principle?

With some minor modifications this constitution lasts until 1887.

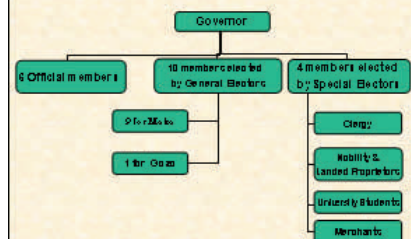
### Council of Government 1887 “the Knutsford Constitution”

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- The elected members outnumber the official members.

- It was named after Henry Thurstan Holland, 1<sup>st</sup> Viscount of Knutsford, Colonial Secretary



### The 1887 Constitution



## Slides 22,23

Why were the Maltese divided at the end of the 19<sup>th</sup> century?

What arguments would have the pro-Italian group bring to support the maintenance of Italian in the local educational and legal systems?

Make a list of arguments in favor of the teaching of English in Maltese schools.

The Maltese were divided and polarized over the Language Question



- Fortunato Mizzi upheld the Italian language's importance in the Law Courts and the Educational system
- La nostra lingua e' quella di Dante, Petrarca e Boccaccio.

The “English” cause is promoted by



- Sigismondo Savona
- Studied at Sandhurst
- Appointed Director of Education, Rector of the Royal University.
- Leader of the Reform Party
- “After all, we’re British!”

# Constitutional Development During the 19th Century

## Slide 24

What do you understand by 'Divide and Rule'?



DIVIDE ET IMPERAT

DIVIDE AND RULE

## Slides 25,26,

Why was the constitution of 1887 revoked in 1903?

Progress was hampered because of the serious division between the Maltese politicians.

Elected members resign en masse as a sign of protest  
Simpletons are elected to the Council of Government to ridicule the Governor and the system.

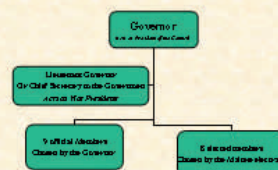
The 1887 constitution was revoked in 1903

- A majority of the official members had to be reinstated.
- 1887 constitution was considered as an experiment which failed. Elected members had been given power without responsibility

## Slides 27

What do you notice about the formation of the Council of Government of 1903?

The 1903 Constitution  
The Chamberlain Constitution



## Slide 28

Who could have said this statement?

What similarities exist between the 1849 and 1903?

Do you agree with the statement expressed in the slide?

A return to the 1849 constitution

"one of the narrowest and most oppressive oligarchies that ever mocked the form of free government"