Macmillan

OneStopDigital

History 10 for NSW
The Modern World and Australia

Paul Ashton – Mark Anderson

STAGE 5

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Contents

How to use this book

The pages below show key features of Macmillan *History 10: The Modern World and Australia*.

Map showing key geographic areas and themes discussed in the chapter

Short introduction to put the chapter into context

Key terms used throughout the chapter

Timeline showing key events, periods and dates

A variety of sources are used throughout the book

'Think, puzzle, explore' activities at the start of each chapter help students explore pre-existing understanding and gaps in their knowledge for a specific topic

A clear heading structure systematically organises content for ease of reading and learning

Chronologies are used throughout the chapters to provide context for themes

Activities are structured under clear headings and graded throughout the chapter. The questions assist students to learn key concepts, test comprehension, apply skills to analyse sources and leverage students' broader understanding to apply historical skills in a range of ways

Introduction

History 10 for NSW: The Modern World and Australia specifically covers the NSW History Syllabus and the agreed Australian Curriculum content.

It aims to stimulate students' interest in and enjoyment of exploring the past, to help them develop a critical understanding of the past and its impact on the present, and critical skills of historical inquiry, and to enable students to participate as active, informed and responsible citizens.

The content and activities that accompany each inquiry question provide opportunities to teach historical concepts such as continuity and change, cause and effect, perspectives, empathetic understanding, significance and contestability.

The chapter introductions identify important features of the period and provide a chronology to help students understand broad patterns of historical change. As such, the introductions form the context for the teaching of depth study content. They can be used to give students an overview of the historical period, to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

The NSW Syllabus specifies three depth studies for this historical period. 'Rights and freedoms 1945–present', covered in Section 1 of this book, is a mandatory study. In the depth study 'The Globalising World', there are three electives of which one must be studied in detail. This textbook provides the content for all three electives in Section 2, thus allowing teachers to choose the elective best suited to their class. The final depth study is a school-developed topic. In Section 3 of this textbook, a selection of topics is presented to assist teachers with preparing an investigation.

History 10 for NSW: The Modern World and Australia employs a skills- and inquiry-based model of teaching and learning. The skills of historical inquiry are developed through the questions and activities, all of which are clearly labelled to identify those that address comprehension: chronology, terms and concepts; research; analysis and use of sources; perspectives and interpretations; empathetic understanding; and explanation and communication. Also incorporated within the content and activities are the seven general capabilities of literacy, numeracy, information and communication technology (ICT), critical and creative thinking, ethical behaviour, personal and social competence, and intercultural understanding.

OneStopDigital

OneStopDigital is the website via which you will find all the digital support material for *History 10 for NSW: The Modern World and Australia*. Every digital object has specifically been chosen to engage students and make teaching History easy. OneStopDigital is easily accessible and includes resources that assist students to use an inquiry approach to explore historical concepts. OneStopDigital includes multiple choice questions, weblinks, podcasts, 3D animations and additional activities. Every link to OneStopDigital is denoted by the following symbol:

Chapter 1

Overview—The modern world and Australia »

Major General HCH Robertson signing the surrender document marking the defeat of the Japanese, September 1945

INVESTIGATION FOCUS AND OUTCOMES

In this chapter you will gain an overview of:

- continuing efforts post–World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping
- the major movements for rights and freedoms in the world, and the achievement of independence by former colonies
- the nature of the Cold War and Australia's involvement in Cold War and post–Cold War conflicts (Korea, Vietnam, the Gulf Wars and Afghanistan), including the rising influence of Asian nations since the end of the Cold War
- developments in technology, public health, longevity and standard of living during the 20th century, and concern for the environment and sustainability.

NSW History K–10 Syllabus © Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales, 2012

Inquiry questions

1. What peacekeeping efforts were made after World War II and how was Australia involved?
2. What were the major movements for rights and freedom in the world?
3. What was the Cold War and how was Australia involved?
4. How did people's lives and technology change?
5. How has concern for the environment and sustainability changed?

Introduction

IN THE LAST CENTURY, people's lives around the world have been transformed in a way unmatched in previous history. Two global wars made people determined to try to avoid such appalling devastation ever again. Although wars have continued, nations developed new organisations for international cooperation. The European empires of the 19th century dissolved, partly from defeats in war and partly from internal pressures. The new countries that were created in Africa and Asia became part of the struggle between the new empires of capitalism and communism. Much of the 1950s through to the 1980s was influenced by the Cold War. Pressure for change affected all countries, not just the old empires, as indigenous peoples, women and racial minorities demanded to be treated as equals. Technological and medical advances meant that many people's lives became easier—and longer. But a price was paid in environmental degradation, which threatened to undo the improvements that had been made. All of this change was reflected as Australia, a small British colony at the start of the 20th century, became one of the world's most prosperous and ethnically diverse countries.

This chapter provides an overview of key events and developments in the 20th century. The period after World War II can in some ways be seen as an era that sought to civilise capitalism and spread Western human and civil rights. This was not just done by politicians and law-makers—popular political and cultural movements also brought about change.

KEY TERMS

capitalism	an economic system that allows private ownership of property and a free market to operate
civil rights movement	a struggle for political and social reforms to end systemic discrimination against African Americans in the United States of America
colonisation	the claiming of and exerting control over foreign territories
communism	a system of society in which all property is owned by the community
decolonisation	the dismantling of colonial governments and the return of autonomy to indigenous peoples
environmentalism	a broad movement aimed at the conservation of the environment, the protection of biodiversity and the practice of sustainable development
feminist	a person who supports equal rights and opportunities for women
land rights movement	a movement for Australian Indigenous peoples to have their rights to their traditional lands recognised and restored or be compensated in return
League of Nations	an international organisation set up after World War I that was intended to help nations solve disputes without going to war
mass production	a quick and efficient process for producing large numbers of items, where each worker has one small task to do and an assembly line moves the product from worker to worker to enable them to do their jobs
racial segregation	a process in which people use separate facilities such as schools, restaurants, public toilets and entrances to buildings on the basis of their race
self-determination	the right of an indigenous people to govern themselves
sustainability	where a natural environment is able to continue to exist in its current state, replacing animals, plants and other resources that are removed from it
United Nations	an international organisation set up after World War II that was intended to help nations solve disputes without going to war

James Logie Baird working with television transmitters, 1927

TIMELINE OF KEY DATES

1917	Communist revolution in Russia and its empire creates several new countries that are known as the Union of Soviet Socialist Republics (USSR) and under the leadership of Vladimir Lenin
1926	James Logie Baird demonstrates the world's first television transmission
1923	13 November: Australia's first radio broadcast takes place in Sydney
1923–37	In the UK, Stanley Baldwin (a conservative) and Ramsay MacDonald (Labour leader) swap the prime ministership several times
1927	*The Jazz Singer* begins the era of 'talking pictures' and the end of silent movies
1928	Coniston massacre: 60 or more Aboriginal people are killed in revenge attacks by police and others in the Northern Territory after the murder of a white dingo trapper—one of the last of such large-scale revenge massacres
1930	Phar Lap wins the Melbourne Cup
1931	Japan invades Manchuria in China
1932–33	English cricket team devises 'bodyline bowling' to beat the run-scoring talents of Don Bradman
1936	Last thylacine (Tasmanian tiger) in captivity dies in Hobart
1939	Black Friday bushfires in Victoria kill 71 people and destroy five towns
1948	The first Holden, the 48-215 (FX), the first all-Australian car, is produced
1956	November: First Australian television broadcasts begin
1974	Cyclone Tracy destroys Darwin, killing 71 people
1975	Colour television introduced in Australia
1990	Fall of the Berlin Wall fomally concluded
2002	89 Australians are among the 202 killed in the Bali bombings in Indonesia
2009	February: Black Saturday fires in Victoria kill 173 people, the highest death toll of any Australian bushfire

Think, Puzzle, Explore

?

Imagine you have been transported back in time to Australia at any time in the 20th century. Close your eyes and look at the events going on in the world then. What influences do world events have on Australia?

1 What sights and thoughts came into your head?

2 Draw up a list of what you remember about the influence of world events on Australia.

3 Discuss in class what you remembered and draw up a class list.

4 Make another list, this time of world events in the 20th century that have affected Australia that you would like to know more about or explore further. How might you find answers to your questions?

5 What would be useful sources of information?

⊗ What peacekeeping efforts were made after World War II and how was Australia involved?

Overview of UN Peacekeeping

After World War II, the victorious nations were once again determined that future wars should be avoided. The **League of Nations** had failed, but another international organisation was set up to replace it: the **United Nations** or UN. A key difference between the two organisations was that member countries of the UN had to make soldiers from their own armies available to the UN for use as peacekeeping troops when the UN decided military intervention was needed to resolve conflicts between nations.

United Nations peacekeeping began in 1948 when the Security Council authorised the deployment of UN military observers to the Middle East. The mission's role was to monitor the peace agreement between Israel and its Arab neighbours—an operation that became known as the United Nations Truce Supervision Organization (UNTSO).

Since that time, 67 peacekeeping operations have been implemented by the UN up until 2013. During these years, more than 120 countries have participated in UN peacekeeping operations providing hundreds of thousands of military personnel, as well as tens of thousands of UN police and other civilians. Sadly, over 3 500 UN peacekeepers have died while serving under the UN flag. Source 1.1 is a summary of UN peacekeeping efforts 1948–2012.

SOURCE 1.1 Summary of UN peacekeeping operations, 1948–2012

Acronym	Mission name	START	END
UNTSO	United Nations Truce Supervision Organization	May 1948	Present
UNMOGIP	United Nations Military Observer Group in India and Pakistan	January 1949	Present
UNEF I	First United Nations Emergency Force	November 1956	June 1967
UNOGIL	United Nations Observation Group in Lebanon	June 1958	December 1958
ONUC	United Nations Operation in the Congo	July 1960	June 1964
UNSF	United Nations Security Force in West New Guinea	October 1962	April 1963
UNYOM	United Nations Yemen Observation Mission	July 1963	September 1964
UNFICYP	United Nations Peacekeeping Force in Cyprus	March 1964	Present
DOMREP	Mission of the Representative of the Secretary-General in the Dominican Republic	May 1965	October 1966
UNIPOM	United Nations India-Pakistan Observation Mission	September 1965	March 1966
UNEF II	Second United Nations Emergency Force	October 1973	July 1979
UNDOF	United Nations Disengagement Observer Force	June 1974	Present
UNIFIL	United Nations Interim Force in Lebanon	March 1978	Present
UNGOMAP	United Nations Good Offices Mission in Afghanistan and Pakistan	May 1988	March 1990
UNIIMOG	United Nations Iran-Iraq Military Observer Group	August 1988	February 1991
UNAVEM I	United Nations Angola Verification Mission I	January 1989	June 1991
UNTAG	United Nations Transition Assistance Group	April 1989	March 1990
ONUCA	United Nations Observer Group in Central America	November 1989	January 1992
UNIKOM	United Nations Iraq-Kuwait Observation Mission	April 1991	October 2003
MINURSO	United Nations Mission for the Referendum in Western Sahara	April 1991	Present
UNAVEM II	United Nations Angola Verification Mission II	June 1991	February 1995
ONUSAL	United Nations Observer Mission in El Salvador	July 1991	April 1995
UNAMIC	United Nations Advance Mission in Cambodia	October 1991	March 1992
UNPROFOR	United Nations Protection Force	February 1992	March 1995
UNTAC	United Nations Transitional Authority in Cambodia	March 1992	September 1993
UNOSOM I	United Nations Operation in Somalia I	April 1992	March 1993
ONUMOZ	United Nations Operation in Mozambique	December 1992	December 1994
UNOSOM II	United Nations Operation in Somalia II	March 1993	March 1995
UNOMUR	United Nations Observer Mission Uganda-Rwanda	June 1993	September 1994
UNOMIG	United Nations Observer Mission in Georgia	August 1993	June 2009
UNOMIL	United Nations Observer Mission in Liberia	September 1993	September 1997
UNMIH	United Nations Mission in Haiti	September 1993	June 1996
UNAMIR	United Nations Assistance Mission for Rwanda	October 1993	March 1996

Acronym	Mission name	START	END
UNASOG	United Nations Aouzou Strip Observer Group	May 1994	June 1994
UNMOT	United Nations Mission of Observers in Tajikistan	December 1994	May 2000
UNAVEM III	United Nations Angola Verification Mission III	February 1995	June 1997
UNPREDEP	United Nations Preventive Deployment Force	March 1995	February 1999
UNCRO	United Nations Confidence Restoration Operation in Croatia	May 1995	January 1996
UNMIBH	United Nations Mission in Bosnia and Herzegovina	December 1995	December 2002
UNTAES	United Nations Transitional Administration for Eastern Slavonia, Baranja and Western Sirmium	January 1996	January 1998
UNMOP	United Nations Mission of Observers in Prevlaka	January 1996	December 2002
UNSMIH	United Nations Support Mission in Haiti	July 1996	July 1997
MINUGUA	United Nations Verification Mission in Guatemala	January 1997	May 1997
MONUA	United Nations Observer Mission in Angola	June 1997	February 1999
UNTMIH	United Nations Transition Mission in Haiti	August 1997	December 1997
MIPONUH	United Nations Civilian Police Mission in Haiti	December 1997	March 2000
MINURCA	United Nations Mission in the Central African Republic	April 1998	February 2000
UNOMSIL	United Nations Observer Mission in Sierra Leone	July 1998	October 1999
UNMIK	United Nations Interim Administration Mission in Kosovo	June 1999	Present
UNAMSIL	United Nations Mission in Sierra Leone	October 1999	December 2005
UNTAET	United Nations Transitional Administration in East Timor	October 1999	May 2002
MONUC	United Nations Organization Mission in the Democratic Republic of the Congo	November 1999	June 2010
UNMEE	United Nations Mission in Ethiopia and Eritrea	July 2000	July 2008
UNMISET	United Nations Mission of Support in East Timor	May 2002	May 2005
UNMIL	United Nations Mission in Liberia	September 2003	Present
UNOCI	United Nations Operation in Côte d'Ivoire	April 2004	Present
MINUSTAH	United Nations Stabilization Mission in Haiti	June 2004	Present
ONUB	United Nations Operation in Burundi	June 2004	December 2006
UNMIS	United Nations Mission in the Sudan	March 2005	July 2011
UNMIT	United Nations Integrated Mission in Timor-Leste	August 2006	Present
UNAMID	African Union—United Nations Hybrid Operation in Darfur	July 2007	Present
MINURCAT	United Nations Mission in the Central African Republic and Chad	September 2007	December 2010
MONUSCO	United Nations Organization Stabilization Mission in the Democratic Republic of the Congo	July 2010	Present
UNISFA	United Nations Organization Interim Security Force for Abyei	June 2011	Present
UNMISS	United Nations Mission in the Republic of South Sudan	July 2011	Present
UNSMIS	United Nations Supervision Mission in Syria	April 2012	August 2012

Source: United Nations, www.un.org/en/peacekeeping/documents/operationslist.pdf

SOURCE 1.2 Australian Army members of the United Nations Transitional Authority in Cambodia (UNTAC) wearing blue UN caps, 1993

ACTIVITY 1

Comprehension: chronology, terms and concepts

1   When did UN peacekeeping operations commence?

2   How many countries have been involved in UN peacekeeping operations up until 2013?

3   How many UN peacekeepers have been killed in this time?

Explanation and communication

1   Use source 1.1. Draw a bar graph that shows the number of UN peacekeeping operations that started in the 1950s, the 1960s, the 1970s, the 1980s, the 1990s and from 2000 (Your graph therefore will have six bars/columns). In which decade was the greatest number of UN operations started?

2   Why would some of the UN peacekeeping operations still be ongoing?

Analysis and use of sources

1   How does source 1.2 help our understanding of the role of UN peacekeepers?

2   From source 1.2, what information can we gain about the UN's use of the colours white and blue?

Research

Your task is to find out more about the UN. To do this:

a   Make a list of questions that will guide your investigation (for example: How does the UN operate? Who makes up the Security Council? How does the UN become involved in peacekeeping operations?) .

b   Locate and select relevant information to answer your questions.

Developing trends in Australia's foreign relations

1945 to 1960s

Dr HV 'Doc' Evatt was the minister for external affairs (an old name for the minister for foreign affairs) between 1941 and 1949. He worked to gain a stronger voice for Australia in the Pacific region, although he did this in the context of the British Commonwealth. He wanted Australia to be seen as an internationalist country—a country interested in the welfare of other nations.

During World War II, Australia had to 'look to America' for military help, as Prime Minister Curtin said in 1941. After the war, throughout the 1950s and 1960s, all governments sought to ally Australia closely to the United States. This involved the federal government backing US involvement in the Vietnam War. Referring to the US President Lyndon Baines Johnson, Prime Minister Harold Holt famously said in 1966 that Australia was 'all the way with LBJ' in a description of Australia's support for the United States in Vietnam. But, in world terms, Australia was a small, at best middle-sized, power and it was never more than a very junior partner in the relationship with the United States. This was also the case for Australia's participation in US military involvement in the 1990s in Afghanistan and Iraq.

Australia gradually became more involved in Asia. John McEwen, as trade minister, negotiated an important trade agreement with Japan in 1956, at a time when many Australians were still very hostile towards Japan due to the suffering of Australian prisoners of war under the Japanese in World War II.

1970s to 2000s

One of the significant international developments in the 1970s was the opening up of relations with China. The Labor government under Gough Whitlam began diplomatic relations with China in late 1972, and in October 1973 Whitlam undertook Australia's first official tour of communist China. This was the start of a trend in Australia's foreign relations, as prime ministers were once again to play a major role in shaping foreign relations—as they had during wartime.

Australia began to look more to Asia than to the United States and realised the importance of maintaining strong relationships with its Pacific neighbours. The vital economic and strategic significance of Japan and Indonesia to Australia was officially recognised. This was in part done through Australia's involvement with the Association of South-East Asian Nations (ASEAN). The last remnants of the 'White Australia policy' were phased out in 1975 when laws were passed that made it illegal to discriminate against people because of their race. The importance of the relationship with Indonesia was demonstrated in 1975 when Australia did not oppose Indonesia's invasion of East Timor.

The Liberal government under Malcolm Fraser continued to follow these general directions in relations with Asia. Cooperation with China was maintained. A concern with international **human rights** also led the government to accept boat people when they first arrived from Vietnam, initially at Darwin, in 1976. Boat people later arrived from Kampuchea (Cambodia) and China in the 1980s and early 1990s. However, racist attitudes flared up with the arrival of boat people. Some Australians claimed that the country would be overrun by **refugees** from Asia.

Economics was to become a main driving force in relations with Asia in the 1980s and 1990s. South-East Asia and East Asia developed rapidly in the 1980s and Australia sought to maximise trade opportunities through diplomacy. In 1987, the Department of Foreign Affairs and the Department of Trade were merged.

In the 1990s, the maintenance and development of relations with Asian countries became the main thrust of Australian diplomacy. Australia became involved in forums such as Asia-Pacific Economic Cooperation (APEC). It also strove to build strong links with Indonesia, particularly under the Keating Labor government. However, the relationship with Indonesia floundered in September 1999 when the Australian government sent troops into East Timor to protect civilians against armed militia, who were tacitly backed by Indonesia's military forces. But the Liberal government was slow to respond to blatant human rights abuses in

East Timor. It did not want to upset its major northern neighbour. Similarly, in 1975, the Labor government had also failed to act over Indonesia's invasion of East Timor.

Spotlight

Who ran the country after World War II?

- **1945–49:** Ben Chifley, ALP; a former train driver
- **1949–66:** Robert Menzies, this time as the head of a new party that he started—the Liberal Party
- **1966–67:** Harold Holt, another Victorian Liberal; went missing when swimming and is presumed to have drowned
- **1967–68:** John McEwen, the Country Party leader and deputy prime minister, was caretaker prime minister for 22 days after the disappearance of Harold Holt
- **1968–72:** Liberals John Gorton (1968–71); may have been born in New Zealand and was a pilot in World War II; and William McMahon (1971–72), who became prime minister when he was 63, was the oldest person to become prime minister
- **1972–75:** Gough Whitlam, ALP; became the centre of a constitutional crisis when he was controversially sacked by the governor-general
- **1975–83:** Malcolm Fraser, Liberal; was a Victorian farmer
- **1983–96:** ALP's Robert James Lee (Bob) Hawke (1983–91) and Paul Keating (1991–96)
- **1996–2007:** John Howard, Liberal
- **2007–:** ALP's Kevin Rudd (2007–10; 2013–present), Julia Gillard (2010–13)

ACTIVITY 2

Comprehension: chronology, terms and concepts

1 Who was 'Doc' Evatt?
2 What sort of power was Australia internationally?
3 What did Whitlam's term in office demonstrate?
4 Describe what the Liberal government, led by Fraser, did in terms of foreign relations.

5 What became the main driving force in foreign relations in the 1980s?

Explanation and communication

Draw a cartoon showing the relationship between the United States and Australia in the 1950s and 1960s.

Australia as a global citizen

Since the end of World War II, Australia has played a part in a number of international actions:

- Active involvement in the Korean War (1950–53), Malayan Campaign (1948–60), Indonesian Confrontation of Malaysia (1963–66), Vietnam War (1962–72), Sinai Emergency Force (1976–79), Gulf War (1990–91), Afghanistan War (2001–present) and Iraq War (2003)
- United Nations peacekeeping efforts including Kashmir (1950–85), Israel (1956–present), Sinai (1982–86), Cambodia (1989–93), Somalia (1992–95), Rwanda (1994–95), Bougainville (1997–present) and East Timor (1999–present)
- Regional agreements to promote trade and development.

Australia continues to have political ties with Britain and participates in the Commonwealth Heads of Government Meeting (CHOGM) held every two years. As early as 1961, this group called for the banning of the testing of nuclear weapons.

Although not a member of the Association of South-East Asian Nations (ASEAN), Australia is an active member of both the United Nations and Asia-Pacific Economic Cooperation (APEC).

ACTIVITY 3

Comprehension: chronology, terms and concepts

Make a timeline of all Australia's military involvements since the end of World War II.

Perspectives and interpretations

Do you know anyone who has served in one of Australia's postwar conflicts or peacekeeping missions? Locate an account of the conflict using the internet (either from the Australian War Memorial site, the United Nations site or Wikipedia) and find out if that person's views on the conflict matches the online description. Write a one-page report of where

the two versions agree and disagree, suggesting reasons for any differences of opinion.

Research

In pairs, research one of Australia's military or peacekeeping involvements. Prepare a television news report about the conflict to present to the class. You may choose to be a studio host interviewing a war reporter about the conflict, or a war reporter interviewing Australian soldiers or local people. Make sure that your report covers the causes of the conflict, what Australian forces are doing and the outcome (if known) of Australia's actions.

What has been Australia's role in the United Nations?

The US president Franklin Roosevelt was the first to use the term 'united nations' in 1942 to describe an organisation that would ensure peace in the world once Nazi Germany was defeated. In June 1945, representatives from 50 countries including Australia met in San Francisco to develop a **charter**, or a formal agreement, for a United Nations.

'Doc' Evatt led the Australian delegation at this meeting and helped to ensure that the new body had more than a peacekeeping focus. Evatt became the champion of smaller countries and pushed for the UN Charter to include provisions for the poor, the weak and the oppressed.

SOURCE 1.3 United Nations flag

Spotlight

The Australian President of the United Nations

During the Curtin and Chifley prime ministerships, the minister for external affairs (an old name for the minister for foreign affairs), Dr Herbert Vere Evatt, moved Australia's international relations in a different direction. Under Evatt, Australian foreign policy became more independent. Evatt was also energetic in promoting the rights of smaller nations in world affairs. He did this in particular during his work with the United Nations. Evatt was president of the United Nations General Assembly from 1948 to 1949.

SOURCE 1.4 Dr and Mrs Evatt at the Commonwealth War Cemetery near Yokohama, Japan c. 1947

SOURCE 1.5 Australian involvement in peacekeeping operations and military conflicts

Where	When	Involvement
Indonesia	1947–51	Consular Commission; UN Committee of Good Offices (UNGOC); UN Commission for Indonesia (UNCI)
Kashmir	1950–85	UN Military Observer Group in India and Pakistan (UNMOGIP); UN India–Pakistan Observation Mission (UNIPOM)
Israel and its neighbours	1956–present	UN Truce Supervision Organization (UNTSO)
Cyprus	1964–present	UN Force in Cyprus (Unficyp)
Sinai	1976–79,1982–86, 1993–present	UN Emergency Force II (UNEF II); Multinational Force and Observers (MFO)
Zimbabwe	1979–80	Commonwealth Monitoring Force (CMF)
Namibia	1989–90	UN Transition Assistance Group (UNTAG)
Cambodia	1989–93	UN Border Relief Operation (UNBRO); UN Advanced Mission in Cambodia (UNAMIC); UN Transitional Authority in Cambodia (UNTAC)
Iraq	1990–present	Maritime Interception Force (MIF); Operation Habitat; UN Special Commission (Unscom)
Western Sahara	1991–94	UN Mission for the Referendum in Western Sahara (Minurso)
Somalia	1992–95	UN Operation in Somalia (Unosom); Unified Task Force (Unitaf)
Rwanda	1994–95	UN Assistance Mission in Rwanda (UNAMIR)
Bougainville	1994, 1997–present	South Pacific Peace-Keeping Force (SPPKF); Truce Monitoring Group (TMG); Peace Monitoring Group (PMG)
East Timor	1999–present	United Nations Assistance Mission in East Timor (UNAMET); International Force East Timor (Interfet); United Nations Transitional Administration in East Timor (UNTAET)

SOURCE 1.6 Australian involvement in peacekeeping operations

Source: Australian War Memorial

SOURCE 1.7 Australian soldiers at As Samawah, Iraq, 13 November 2005

On 24 October 1945, the United Nations Organization (the UN) came into being. Its aim was to preserve peace and to remove the causes of conflict by encouraging economic, social, educational and cultural progress throughout the world, particularly in underdeveloped regions. Member nations agreed to respect each other, settle disputes peacefully and support UN action when assistance was required. In 1948, Dr Herbert Evatt was elected president of the General Assembly of the UN and was present at the passing of the Universal Declaration of Human Rights. He had worked hard to achieve this outcome.

The United Nations Charter included a system of collective security, in which member states would provide forces to defend countries against aggression. This was the case in the Korean War. It also required member nations to contribute to peacekeeping efforts. Since 1945, over 15 000 Australians have contributed to peacekeeping operations in over 25 different conflicts—see Sources 1.5, 1.6, 1.7 and 1.8. Our largest involvement was in East Timor; the smallest was in Guatemala. Seven Australians have led multinational peacekeeping operations.
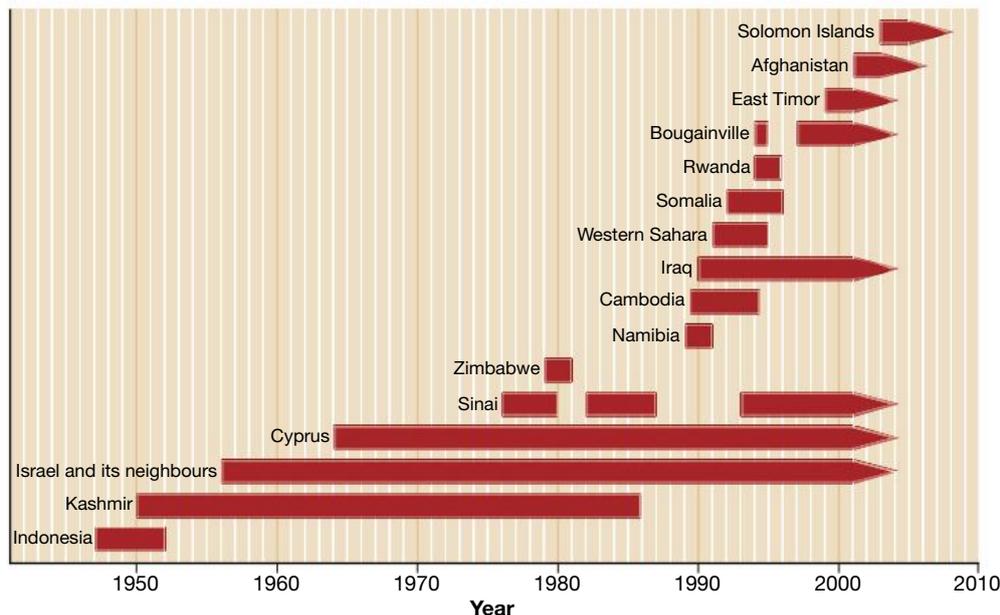
SOURCE 1.8 Timeline of Australian peacekeeping operations

Australia has also had an extensive role in the United Nations Educational, Scientific and Cultural Organization (UNESCO). This specialist agency of the UN came into existence in 1946, and Australia was one of the 20 founding members. UNESCO is responsible for a range of activities including listing world heritage sites, promoting education in underdeveloped countries and encouraging international cooperation between artists, scientists and academics. It believes the best way to avoid war is to educate people on the importance of peace.

Australia has also adopted several UN conventions. For example, in 1972, the World Heritage Convention became the constitutional foundation for all of Australia's nationwide heritage and conservation legislation.

ACTIVITY 4

Comprehension: chronology, terms and concepts

1. What do these acronyms stand for?
   a. UNCI
   b. UNTSO
   c. PMG
   d. UNESCO
2. When did the United Nations come into operation?
3. What role did Dr Evatt play in the early years of the United Nations?
4. For the following dates, give details of Australia's UN involvement:
   a. 1947–51
   b. 1976–79
   c. 1991–94
   d. 1992–95

Analysis and use of sources

1. From the information provided in the map on Australia's role in peacekeeping and military conflicts (source 1.5), to which three regions of the world has Australia provided the greatest number of peacekeeping forces?
2. Why is the table of Australian involvement in peacekeeping operations (source 1.6) useful for gaining an understanding of Australia's role in UN actions?

Empathetic understanding

1. Dr Evatt 'became the champion of smaller countries and pushed for the UN Charter to include provisions for the poor, the weak and the oppressed'. What does this show about Evatt's attitude?
2. What do you think was the motive of Australian governments for becoming involved in UN peacekeeping operations?

Explanation and communication

Explain the role Australia has played in the UN.

Research

1. Go to your digital support to find weblinks on the charter and the structure of the United Nations. Use this to describe the aims, principal organs, agencies and programs of the UN.
2. Using the same weblinks, locate further information on Dr Evatt's involvement in the United Nations. Make a list of the sources you find.
3. Use the weblinks on your digital support as a starting point to locate information on UN conventions. Make a list of the sources you find.

ICT

Use the text and images from your digital support as a basis for creating a document that explains the history of the UN and how it works.
Remember to acknowledge your sources.

What were the major movements for rights and freedom in the world?

The period after World War II was one of profound change in which the movements for women's rights, land rights, civil rights and freedom from colonial rule resulted in significant social and political reform. Countries came together to form the United Nations with the aims of maintaining international peace and promoting cooperation in solving international issues. Member states from across the globe developed charters outlining civil, political, economic, social and cultural rights that should exist for all people.

Spotlight

Case study of exploitation in Africa: Belgium and the Congo

In the late 19th century, the Congo was a colony of Belgium and controlled by King Leopold II of Belgium. The local people were forced to collect rubber in the jungle by lathering it on their bodies and having it painfully scraped off once it had hardened. The international demand for rubber for tyres led to high quotas that were enforced by the army. People were punished for failing to meet the quotas by having a hand cut off or even being put to death.

IN THE RUBBER COILS.

Scene—*The Congo "Free" State.*
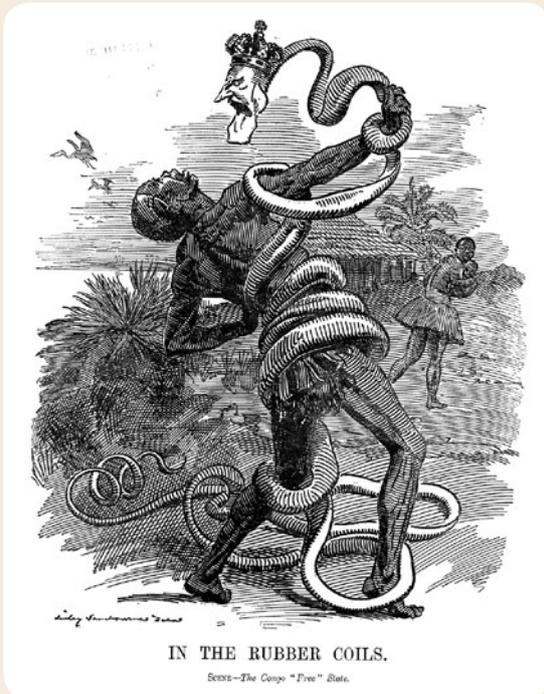
SOURCE 1.9 King Leopold II of Belgium as a snake entangling a Congolese rubber collector
Cartoon by Lindley Sambourne (*Punch* cartoonist)

SOURCE 1.10 Two children, Mola (sitting) and Yoka, from the Congo, who were mutilated under King Leopold II's regime

The movement for independence from colonial rule

European nations became empires as they extended their reach into the Americas, Asia and Africa from the late 15th century. The nations established strategic trading bases on mainly coastal parts of Asia and Africa and exercised limited political control over the local peoples.

It was not until the 19th century that the colonising nations extended formal control across most of Africa and significant areas of Asia. This is known as the 'New Imperialism' period. European nations were experiencing economic difficulties and scrambled to claim new territories for their natural resources, strategic trade areas and local populations to use as soldiers and workers. This process of **colonisation** strengthened their military power, as well as gaining them political power and status on the international stage.

Africa was divided into 50 colonies at the Berlin Conference in 1884–85 by the major European powers. Local people were sometimes brutally exploited. In addition to exploitation of local people, colonial powers often disrespected local cultures and religions, imposing their own customs and laws upon the settled populations.

The major colonial powers came into conflict across the globe during World War I and World War II. A number of empires broke up after World War I, including the German, Austro-Hungarian, Ottoman and Russian empires, resulting in some populations gaining independence.

Some colonised peoples fought as soldiers in the national armies, while others fought alongside invading forces against their colonial leaders. For example, in Burma (Myanmar), the local people's loyalties were split in World War II. Some fought with the invading Japanese against the colonial British army. Others served in the British Burma Army against the Japanese. European powers struggled to maintain colonial rule during the wars as their resources were depleted and nationalist movements against foreign rule strengthened.

Most former colonies did not achieve independence until after World War II. Italy renounced its claims on its colonies including Libya, Eritrea and Somaliland under a peace treaty with the Allies. Similarly, the Atlantic Charter, which outlined the Allies' postwar goals, included a provision introduced by the US President Franklin Roosevelt for the autonomy of colonies from colonial rule. Despite agreeing to its terms, the British and some other powers did not immediately grant full independence to their African colonies. Instead, they introduced local democratic government but retained national authority.

In those countries, nationalist movements for self-determination grew, fostered by African leaders, many of whom had studied in the West. Some organised their people to rise against the imperial rulers, with decolonisation occurring after rioting and violent hostilities. This happened in Angola against the Portuguese and in Tunisia against the French. Other countries were granted
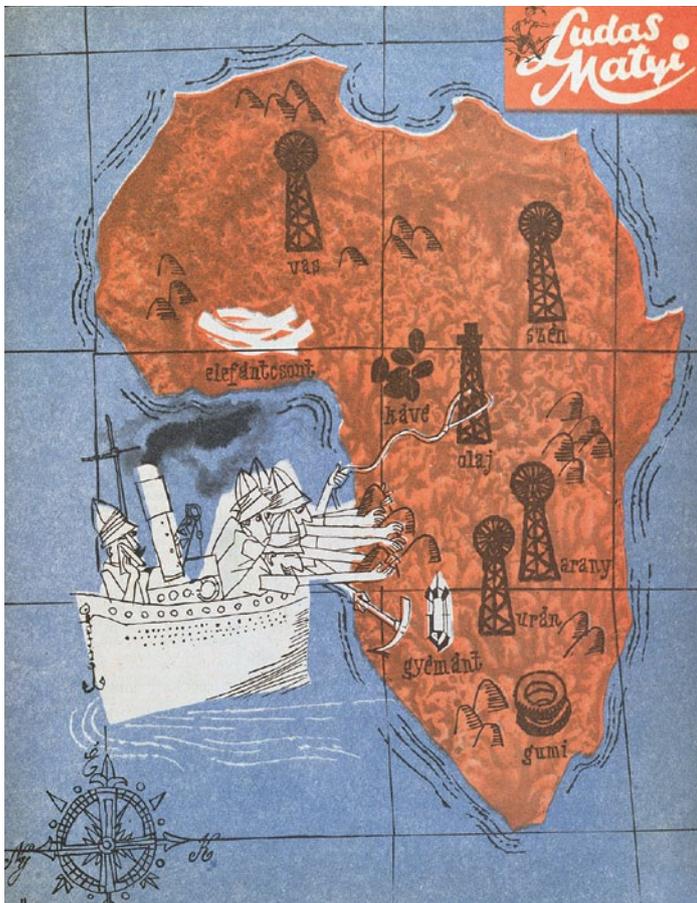
SOURCE 1.11 'It's Hard to Say Goodbye!': caricature of the decolonisation of Africa from a Hungarian newspaper, 2 August 1960
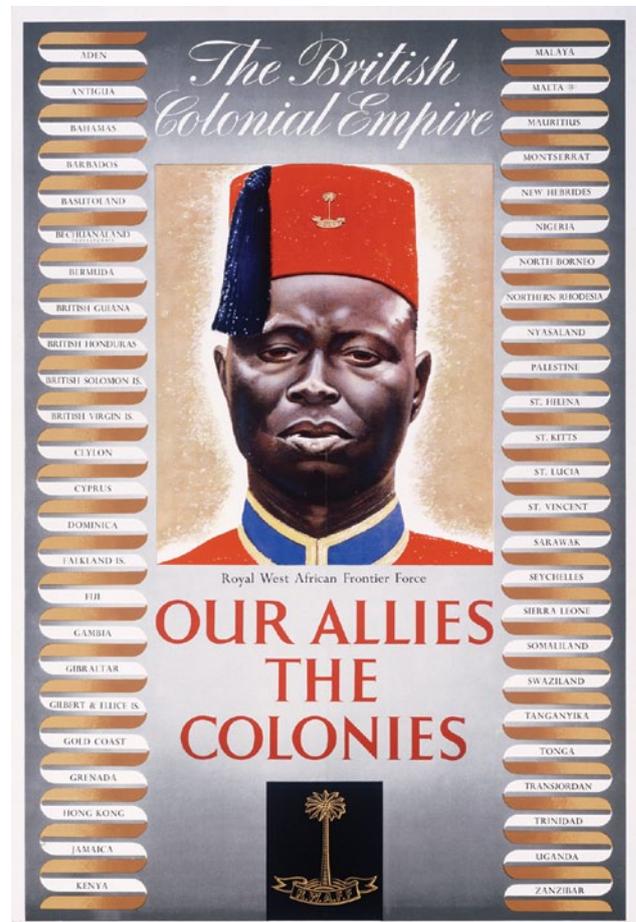
SOURCE 1.12 British World War II poster depicting the British Colonial Forces
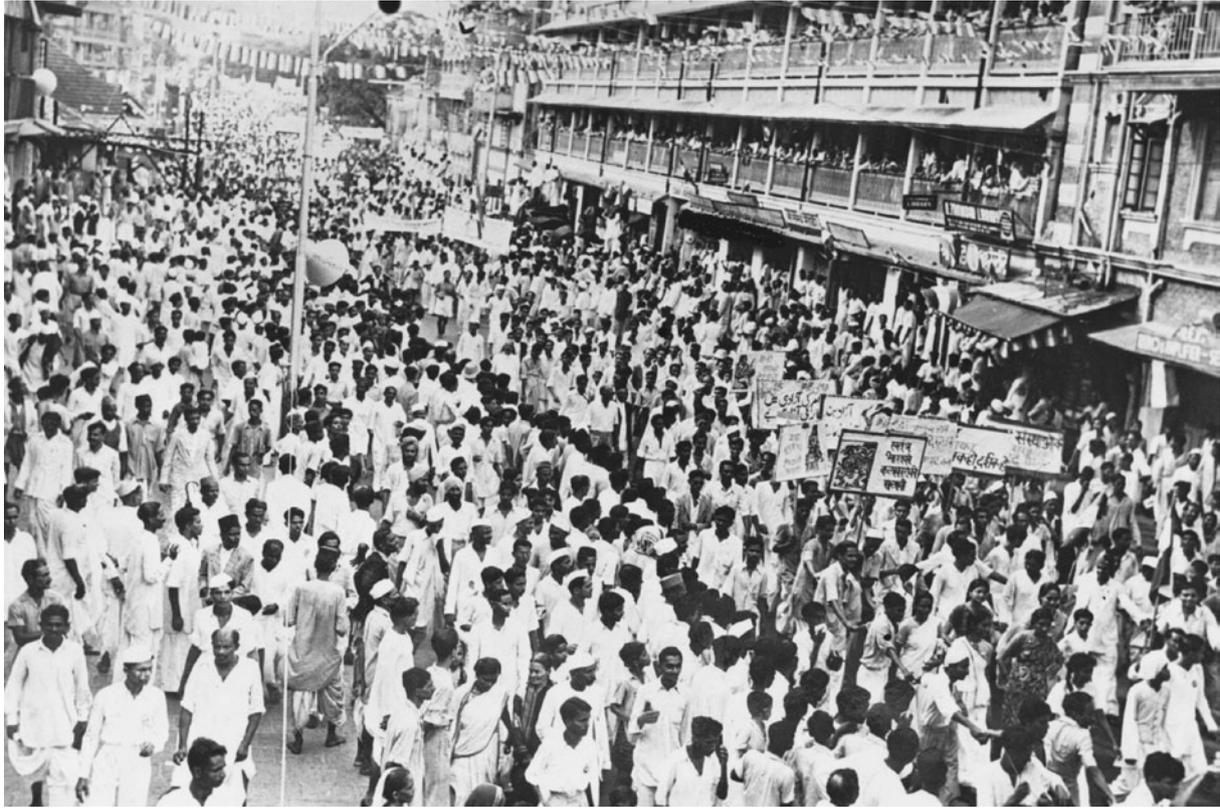
SOURCE 1.13 A street procession in Bombay (now Mumbai) in August 1947 celebrating Indian independence

independence through negotiations and legislative change, such as Nigeria from the British.

In Asia, Japanese invasions in World War II had assisted the process of decolonisation in the south-east of the continent. India also underwent decolonisation, gaining independence from Britain in 1947. India was divided into two countries: India and Pakistan. Pakistan was created from areas of India where the religion of the majority of the population was Islam, rather than Hinduism. But Pakistan itself was divided in two, West and East Pakistan, with India in between. (East Pakistan eventually became the country of Bangladesh.) Millions of Indians became refugees, moving to the country of their preferred religion. This process was known as the Partition of India.

Nationalist movements also led to the political independence of most European colonies in Asia. However, the Cold War came to Asia, with the USSR and the United States competing for influence and support in the region, often interfering with national politics. Macau was the last state to be decolonised, with complete autonomy given to China by the Portuguese in 1999. Australia's own colony, Papua New Guinea, gained independence in 1975.

ACTIVITY 5

Comprehension: chronology, terms and concepts

1 What was the 'New Imperialism'?

2 Define 'colonisation' and 'decolonisation'.

3 Use the text in this section and undertake some research of your own on the histories of the countries in Asia and Africa mentioned in the text.

   a Create a timeline of their decolonisation.

   b Identify the European nations from which they gained independence on your timeline.

Analysis and use of sources

1 How do you think British and African people would have reacted to source 1.12 at the time of its creation?

2 What do you think were the purposes of the cartoon of King Leopold II and the photograph of the mutilated children (sources 1.9 and 1.10)?

3   Why do you think the poster of colonial forces (source 1.12) was made?

4   Explain the different ways in which the former colonies achieved independence.

Explanation and communication

1   What characterised the period after World War II?

2   Explain why European nations extended formal control across Africa and parts of Asia in the 19th century.

3   What happened to Africa after World War II?

4   **a**   How was rubber collected in the Congo?

   b   Why was the rubber collected?

5   What did colonised people do in World War I and World War II?

6   What happened to European powers during World War I and World War II?

7   When did most colonies achieve independence?

8   What happened to Asia after World War II?

Perspectives and interpretations

1   Look at source 1.11. What does it tell us about the cartoonist's views on the reasons colonial powers did not want to leave Africa?

2   In 1960, Hungary was controlled by the USSR and strongly opposed the Western colonial powers such as Britain and France. How might this political mood have influenced the cartoon?

The Aboriginal land rights movement

During the 1960s and 1970s, media and public attention was being paid to the rights of Indigenous peoples. In this period, the Aboriginal rights movement gained momentum and popular support in Australia. All Indigenous people were given the right to vote in Commonwealth elections in 1962. In 1967, a referendum was held to change the Constitution so that Aboriginal people would be counted as part of the population, and Australians voted to make this change. But land rights became the rallying cry for the Aboriginal rights movement.

Land has always been an important part of the protests of Aboriginal people against their dispossession and disadvantage. Since 1770, European settlement has led to Indigenous Australians losing control of their land. Social justice issues—including health, education and housing—continued to be of great importance, but the return of land to Aboriginal control was seen as central in achieving social justice and self-determination.

The demands of the land rights movement included the handing over of ownership of traditional lands to the relevant Aboriginal communities, and compensation for those communities that had lost all their lands.

SOURCE 1.14 During the Bridge Walk on National Sorry Day, 26 May 2000, around 300 000 people walked across the Sydney Harbour Bridge

Aboriginal people, ranging from those living in remote communities to urban activists, joined together in rallying for land rights. They were supported in their fight by many non-Aboriginal Australians.

The issue of Aboriginal land rights received international attention, creating pressure on the state governments of Australia to act. A range of legislation has been passed relating to Aboriginal land rights in Australia since 1966. These laws provide widely varying rights to Aboriginal peoples in the different states and territories. None of these laws has met the demands of the land rights movement (see source 1.15). The issue of land continues to be of central importance to Aboriginal people, although now people talk about **native title** rather than land rights.

> All of these parliamentary initiatives represented limited and somewhat token attempts to recognise Aboriginal rights to land. Indeed, the inability of legislatures to articulate a broadly defined right of Aborigines to the land from which they were dispossessed will surely be looked upon as one of the less noble facets of Australian parliamentary democracy … Only with the Mabo High Court decision in 1992 would Aborigines be legally recognised to have certain rights not available to others.
>
> John Chesterman and Brian Galligan, *Citizens without Rights: Aborigines and Australian Citizenship*, 1997, p. 205

SOURCE 1.15 Aboriginal rights to land

ACTIVITY 6

Analysis and use of sources

1   a   What is source 1.14 and when was it taken?

    b   What are the protestors demanding? (Read the banner and the yellow placard.)

2   Read source 1.15. What is the authors' opinion of land rights legislation?

3   What provided the first legal recognition of specific Aboriginal rights to land?

Explanation and communication

1   When was the first land rights legislation passed?

2   Name an aspect of the international situation that increased awareness of Indigenous rights.

3   What are the two key land rights demands?

4   Why are land rights seen as being of central importance to the achievement of social justice?

5   What evidence would you use to argue for Aboriginal land rights? Provide three key points.

The women's movement

'Women's liberation', or the 'women's movement', was a second wave of **feminist** activism that began in the late 1960s. The first wave took place in the late 19th and early 20th centuries and concentrated on getting women the right to vote and entry into universities. Second-wave feminists campaigned for equal pay, equal opportunities, anti-discrimination legislation, child and maternal welfare, divorce laws and childcare. They also demanded freedom of choice for women, not only for education and employment, but for marriage, contraception and abortion. Feminists wanted to remodel society and give women fair and equal access to careers as well as family life.

The strategies adopted were as varied as the goals of the women's movement. Women and some men wrote books, marched in the streets, ran campaigns, organised conferences and lobbied politicians. Some women set up small, informal groups. Others set up women's crisis and health centres or formed formal organisations such as the Women's Electoral Lobby (1972). By the mid-1970s, the women's movement became known as the 'feminist movement'. This movement, however, did not include significant numbers of Indigenous women.

Not all the aims of the women's movement were achieved, and some achievements were less permanent than others. But the movement produced changes in both the private (home) and public (outside the home) spheres. Indeed, second-wave feminists also worked to break down the distinction between private and public spheres. For example, some feminists argued that unpaid work in the private sphere—such as raising children and housework—was as important as paid work in the public sphere. The women's lobby had become so diverse and strong that it could not be brushed aside by politicians and other opponents.

SOURCE 1.16 Women marching on International Women's Day, Melbourne, 8 March 1975

A 'history of women' ... should do more than restore women to the pages of history books. It must analyse why public life has been considered to be the focus of history, and why public life has been so thoroughly occupied by men.

Ann Curthoys, 'Historiography and Women's Liberation', *Arena*, 1970, p. 2

SOURCE 1.17 Women and Australian history

Prior to 1970 Australian historians wrote little about women. There were few women employed in Australian university history departments before the 1960s, and they shared the view of their male colleagues that women's history was trivial. Historical orthodoxy emphasised the role of 'great men' in exploring and building a nation.

Greg Patmore, *Australian Labor History*, 1991, p. 161

SOURCE 1.18 Great men and history

ACTIVITY 7

Comprehension: chronology, terms and concepts

1 Define 'feminist'.

2 What was the women's liberation movement?

Analysis and use of sources

How do you think traditional historians would have reacted to the extracts by Ann Curthoys and Greg Patmore (sources 1.17 and 1.18) at the times they were written? How has the women's movement changed the way Australian history is written, in terms of who is writing it, the approach and its content?

Explanation and communication

1 Create a mind map around the 'goals of the women's movement'.

2 What were some of the strategies adopted by feminists? Which, do you think, would have been more successful?

Chronology

1901	Women vote in the federal election
1908	Victoria is the last state to allow women to vote in state elections
1921	Edith Cowan is the first woman elected to an Australian parliament, Western Australia's Lower House
1923	Victoria is the last state to allow women to be elected to its state parliament
1943	Enid Lyons from Tasmania (Lower House) and Dorothy Tangney from Western Australia (Upper House) are the first women elected to the federal parliament
1945	Most women in paid industrial work are earning 75% of basic male rates
1956	*Woman's Day* magazine is launched by the Fairfax Group (24 December)
1959	New South Wales female state schoolteachers are the first women since 1902 to win equal pay
1961	Oral contraceptives commercially available for women
1966	Senator Dame Annabelle Rankin is the first woman to become a federal minister
1969	In a Victorian court case, abortion is found to be legal in certain circumstances; this Menhennitt ruling (named after the judge) influences abortion laws in all other states
1970	Publication of Germaine Greer's book *The Female Eunuch*
1972	The Child Care Act is passed by federal government giving grants to non-profit childcare centres *Cleo* magazine is launched by Consolidated Press
1973	Women's organised protest campaign in Wollongong in New South Wales leads to Australian Iron and Steel employing women in 'men's jobs' for the first time since World War II Twelve weeks' paid maternity leave plus up to 42 weeks without pay offered to women in federal public service
1974	Australia's first women's refuge is set up by feminist activists in Sydney
1975	International Women's Year
1976	Family Law Act comes into force; it allows people to divorce after 12 months' separation Elizabeth Evatt is appointed first chief judge of the Family Court Rape in marriage is made a criminal offence (South Australia)
1977	New South Wales is the first state to pass a law banning discrimination against women Isobel Coe, an Aboriginal woman, is awarded damages in Moree, New South Wales, against a publican who had refused her entrance to his hotel
1979	One year's unpaid maternity leave is adopted under federal awards
1980	Sexual harassment is first discussed as a workplace issue at Women and Labour Conference
1984	Sex Discrimination Act is passed by the federal Senate; discrimination on the basis of pregnancy, sex or marital status becomes illegal
1985	Federal Affirmative Action legislation is passed
1990	Carmen Lawrence becomes the first female Australian state premier (Western Australia)
2009	In Queensland, Anna Bligh is the first woman to be elected premier at a state election
2010	Julia Gillard becomes Australia's first female prime minister

The civil rights movement in the United States

The **civil rights movement** was a struggle for political and social reforms to end systemic discrimination against African Americans in the United States, especially the southern states. Aims of the movement included restoring voting rights in southern states for African Americans, and ending **racial segregation**. Throughout the United States, but especially in the south, there had long been the idea that the races should be 'separate but equal'. Although African Americans and whites lived very separate lives—in some states people of different races were not even allowed to marry each other—those lives were not equal.

Many people date the beginning of the civil rights movement to 1954 when the US Supreme Court declared that the racial segregation of children in public schools was unconstitutional. Not everyone accepted the ruling, with a counter-movement known as 'massive resistance' resulting in the closing of many schools in Virginia, while black students were blocked from entering Little Rock Central High School in Arkansas by the National Guard on the order of the governor in 1957.

Resistance to racial segregation grew, with 'direct action' becoming the preferred method over litigation for bringing about change. Acts of mass civil disobedience and non-violent resistance led to the desegregation of public buses in Montgomery, Alabama, where the local population led by Martin Luther King Jr boycotted public transport after the arrest of an African American woman named Rosa Parks who refused to give up her seat to a white passenger in 1955.

In 1960, a 'sit-in' was organised by students in an establishment in Greensboro, North Carolina, that refused to serve black people. This non-violent form of protest inspired similar acts in Georgia, Virginia and Tennessee, spreading to all the southern states and beyond by the end of 1960. In 1961, civil rights activists went on 'Freedom Rides' on buses across state lines into the south to integrate (mix) seating onboard and in the terminals, acts which were met with violence and bombings in Alabama.

The civil rights movement gained momentum and support from the general public, especially in the north, resulting in the federal government ordering the desegregation of transport. Public support for reforms to end discrimination against African Americans was shown en masse in the 1963 March on Washington (Source 1.19). One of the key goals of the march was for civil rights laws to be passed; the leaders met President John F Kennedy at the White House after the march.

The Civil Rights Act was passed in 1964 and outlawed discrimination on the basis of 'race, color, religion, sex or national origin'. But protesters were still met with violence by both individuals and police at the Selma to Montgomery march in 1965, known as 'Bloody Sunday'. The public was outraged over footage of the brutality, and the movement continued to gain support. It was not without further controversy or violence, with the assassination of Martin Luther King Jr in 1968 followed by riots and rallies. While the movement led to the protection of civil rights under the law, the wider aims of social and economic equality have not yet been fully achieved.

SOURCE 1.19 March on Washington, 1963. Photograph by Warren K Leffler.

ACTIVITY 8

Comprehension: chronology, terms and concepts

1   What was the civil rights movement?

2   Define 'racial segregation'.

3   When do some people say the civil rights movement started?

4   What happened in 1957? Why?

5   What is direct action?

6   What were the Freedom Rides?

7   Make a chronology for the civil rights movement.

Explanation and communication

1   Explain the goals of the civil rights movement.

2   Explain one of the goals of the March on Washington.

3   What did the Civil Rights Act outlaw?

4   Describe 'Bloody Sunday'.

Research

You are to investigate the civil rights movement in the United States. Find out more about each of the following laws:

- 1964 Civil Rights Act
- 1965 Voting Rights Act
- 1968 Fair Housing Act

Use your notes to write an explanation of why these pieces of legislation were necessary.

›› What was the Cold War and how was Australia involved?

Communism, capitalism and the Cold War

Communism is a political movement that originated in the writings of the German economist Karl Marx (1818–83). In 1917, Vladimir Lenin led a successful revolution in Russia that created a communist state, the Union of Soviet Socialist Republics (USSR), known also as the Soviet Union. Lenin established the Communist International, an organisation to assist the spread of communism throughout the world. The colour red and the hammer (representing the worker) and sickle (representing the farm labourer) became symbols of communism.

In a communist system there is no private ownership of business or property. All the country's wealth is owned and shared among the population. Everyone, in theory, is equal and no-one profits from another person. Communism is an international movement that aims to spread from country to country and is viewed as a threat by most people in democratic countries.

In Australia in the 1920s, believers in communism tried to influence trade unions and the Labor Party as a means of turning the country into a communist state.

During World War II, the USSR and the United States worked together to defeat Nazi Germany and its allies. This cooperation ended in 1945, leaving the world divided into two opposing groups.

On one side, led by the United States, were those countries that supported democracy and capitalism. On the other side were the supporters of communism—initially led by the USSR—who believed in a system controlled by workers. Both sides were in constant conflict, but this rarely amounted to full-scale war because of the fear of the use of atomic weapons. It became a war of words and ideas—the Cold War.

Immediately after World War II, Europe was the focus of the Cold War. With the rise of communism in China in 1948, however, the Cold War came to Asia. Major changes were taking place in this region. Japanese invasions of parts of South-East Asia had set off a process of decolonisation and with it, social turmoil.

The Cold War was about tactics, secret agents, bluffs, fear and propaganda. It also involved the superpowers of the United States and USSR 'buying' the support of smaller countries. And it was a period when concern over nuclear war escalated as the superpowers built up huge stocks of nuclear weapons.

With the old colonial empires in decline, the United States and the USSR became the dominant global powers. The fall of the Berlin Wall in 1989, however, symbolised the end of the USSR-led 'Eastern Bloc'. The United States was the last remaining superpower.

Australians were affected by the Cold War, fearing the spread of communism through Asia. Phrases such as 'Better dead than red' came into

use, and postwar governments signed treaties and engaged in other action, including sending Australian troops to wars, in an effort to protect 'our way of life'. Australia now followed the United States rather than Britain. But many Australians also resented American cultural and economic dominance.

Spotlight

The Cuban missile crisis

Between 14 and 28 October 1962, the world looked on in fear as a confrontation took place between Cuba, the USSR and the United States over the construction of Soviet missile bases in Cuba. The United States did not want Soviet nuclear weapons so close to its territory, and many people feared that the Americans would use their nuclear weapons to stop the building of the Cuban bases. But nuclear war was averted in the Cuban missile crisis.

SOURCE 1.20 Members of the Campaign for Nuclear Disarmament in London, on 27 October 1962, in a protest over the Cuban missile crisis

SOURCE 1.21 Only days before the fall of the Berlin Wall on 10 November 1989, more than one million East Germans demonstrated their desire for freedom

Chronology

1945	Australia is involved in establishing the United Nations
	Australia is part of the British Commonwealth Occupational Forces (BCOF) of Japan
1946	United Nations approves Australian trusteeship of the mandated territories Papua and New Guinea
	British Prime Minister Churchill makes his 'Iron Curtain' speech
1947	President Truman announces the United States would support the 'free peoples' to resist communist control
	Stalin establishes Cominform to bring together communist states
	18 September: US Central Intelligence Agency (CIA) is formed
1949	Mao Zedong attains full control over all of China, ending civil war and creating communist China
	16 March: Australian Security Intelligence Organisation (ASIO) is formed
	North Atlantic Treaty Organization (NATO) is formed by the United States and European countries
1950	Australia joins US and UN forces in the war in Korea
1951	Australia, New Zealand and United States Treaty (ANZUS) is signed
	Launch of the Colombo Plan, which sought to provide economic stability in south and South-East Asia, based on the idea that poverty created communism
1953	End of the Korean War
1954	Australia signs the Southeast Asia Treaty Organization (SEATO) treaty; other signatories are the United States, Britain, New Zealand, France, Thailand, Pakistan and the Philippines
1956	First British atomic bomb test in Australia (Maralinga, South Australia)
1960	Federal government agrees to allow the United States to set up satellite-tracking stations in Australia
1961	13 August: Start of the construction of the Berlin Wall by the German Democratic Republic, dividing East and West Berlin to stop defectors from the East
1962	14–28 October: Cuban missile crisis; confrontation between Cuba, the USSR and the United States over the construction of Soviet missile bases in Cuba; danger of nuclear war
1962	Australia commits 'military advisers' to Vietnam, the beginning of Australian involvement in the Vietnam War
1963	Federal government approves establishment of a US naval communication station at North West Cape, Western Australia
1967	British withdraw from all countries east of Suez
	Australian–US space installation is established at Pine Gap in the Northern Territory
1971	Australia signs a defence pact with Singapore, Malaysia, New Zealand and the United Kingdom
1972	Withdrawal of Australian troops from Vietnam
1974	SEATO is dissolved on the grounds that it is a 'vestige of the Cold War'
1980	Gdansk shipyard strikes in Poland lead to strikes across the country, culminating (several years later) in the communist government being forced from power
1986–88	USSR leader Mikhail Gorbachev announces the policies of *perestroika* (reform) and *glasnost* (openness), which lead to the defeat of communism in the USSR and its break-up into separate countries
1989	9 November: East German government announces the freeing up of movement between East and West Berlin; souvenir collectors remove parts of the Wall
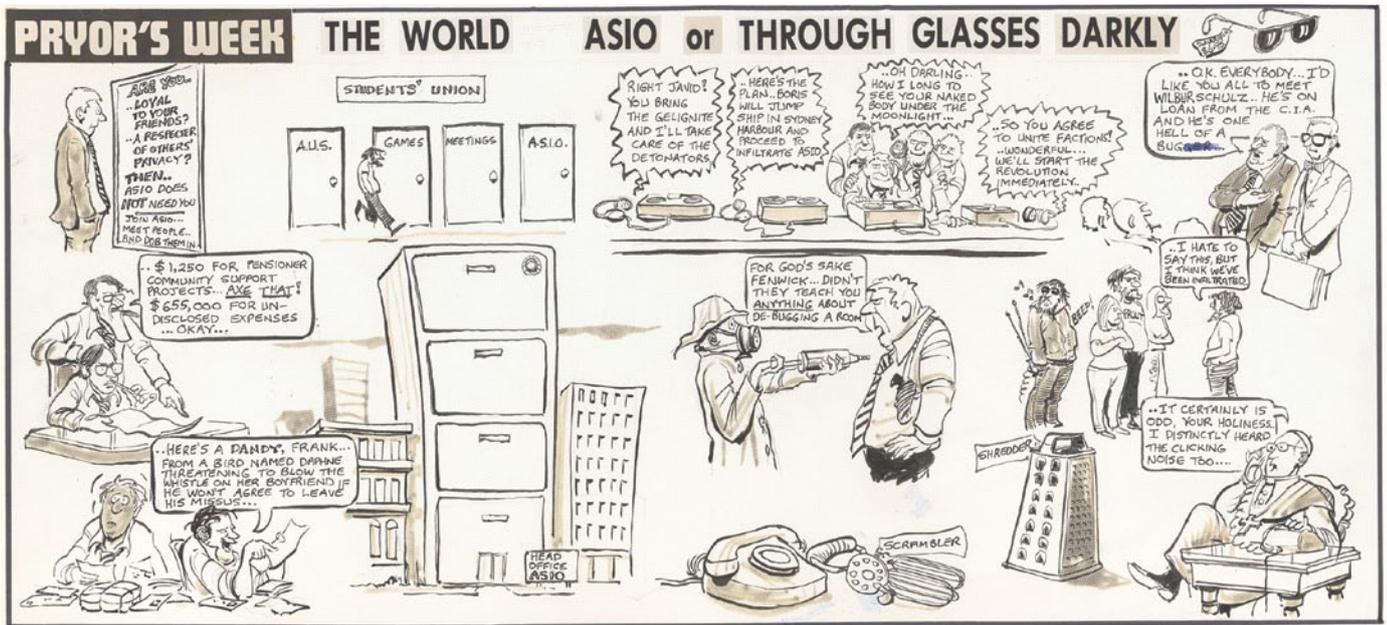
SOURCE 1.22 Geoff Pryor cartoon: 'The world—ASIO or through glasses darkly', 1979

ACTIVITY 9

Comprehension: chronology, terms and concepts

Write definitions for these terms:

a communism

b capitalism

c Cold War.

Analysis and use of sources

1 Does source 1.20 allow us to investigate communism, capitalism or the Cold War? Explain.

2 Use source 1.22 and the chronology on page 24 to answer the following questions.

SOURCE 1.23 Crowds on part of the Berlin Wall on the morning of 10 November 1989

a What is ASIO?

b What other similar organisation was established in the United States around the same time?

c What does source 1.22 tell us about ASIO activities?

d How do these activities relate to the Cold War?

e What does source 1.22 tell us about the cartoonist's view of ASIO?

Research

1 Search Google images to find one image that allows us to investigate these concepts:

  a communism

  b capitalism

  c the Cold War.

2 Write a caption of around 50 words for each image.

How did people's lives and technology change?

Technological developments in the public and private spheres

The 20th century saw the rapid development of a range of technologies that reshaped people's lives at domestic, public and global levels. Advances in technology and science not only revolutionised how people lived on a day-to-day basis, they also resulted in significant developments in trade, health and communication.

The early driving force behind these technological advances was electricity. Electric lighting improved living, sanitary and work conditions in businesses, hospitals and homes. By the 1920s, electricity had begun to replace candlepower and gas in Australian cities and by 1927, 34 per cent of houses were electrically wired. Electric trains and trams were replacing steam trains and cable cars.

The application of electricity to technology also helped shape **communications** throughout the 20th century. Communications are a part of a country's economic **infrastructure** and also play a key role in community development. Source 1.24 indicates two modes of communication in use in the 1950s.

The 20th century witnessed developments in both public and private forms of communication. By 1935, Australia was ranked seventh in the world in terms of percentage of telephone users. From the 1990s, Australia saw the rise of pagers, mobile phones and, most recently, smart phones. The development of the microchip led to the first modern computers in the 1970s, and by 1996 the word 'internet' had become commonplace. In recent years we have seen the development of digital cultures and virtual communities on the internet.

Technological developments in the 20th century also led to the rise of public forms of information and entertainment, namely radio (1920s), cinema (1930s) and television (1950s). The rapid Americanisation of global culture occurred from the middle of the century largely as a result of the popularity of cinema and television.

ACTIVITY 10

Comprehension: chronology, terms and concepts

1 Define 'communications'.

2 Define 'infrastructure'.

3 Develop a timeline for technological developments in the 20th century.

Analysis and use of sources

1 What is source 1.24 and when was it made?

2 Is source 1.24 a primary or a secondary source?

3 Why is source 1.24 useful in investigating forms of communication?

4 Consider source 1.25 and explain how different technologies combined to create new experiences in 20th-century Australia.

Explanation and communication

Use source 1.24 and your own additional online research. Create a PowerPoint presentation with images explaining how technologies such as radio and television have helped to shape public life in Australia.

Research

1 a Identify one form of communication that is no longer widely used since the end of World War II.

  b Explain why this has happened.
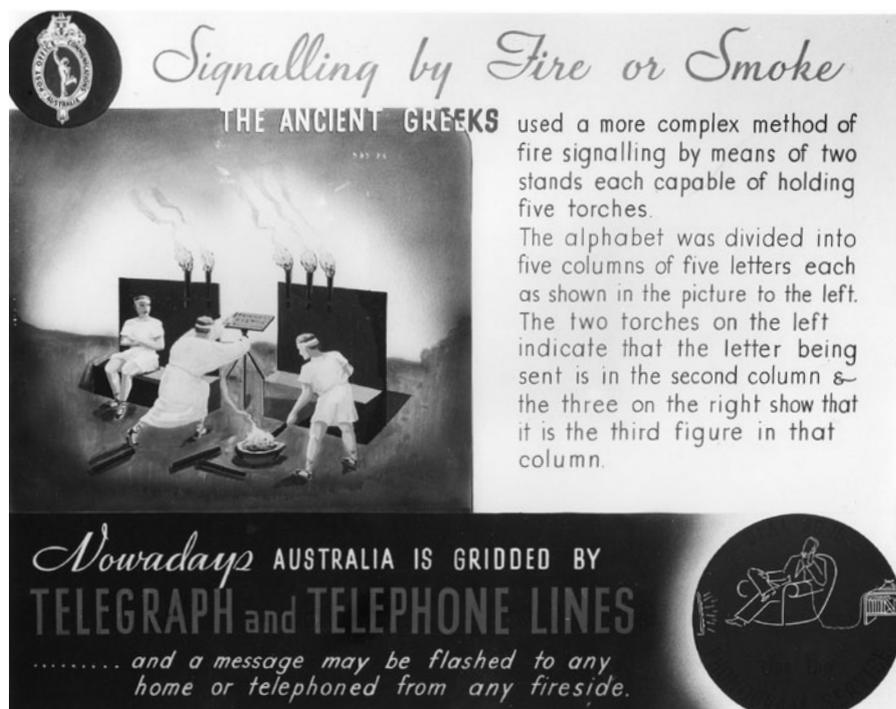
SOURCE 1.24 Commonwealth government advertisement, Post Office Communications Australia, c. 1950s

2 Identify four forms of communication that have been developed since the 1950s. Describe each form, indicate who are the main users, and explain how the form of communication has changed the way in which Australians live.

3 What recent developments in technology are helping to shape the '24-hour news cycle'?

Cars and transport

Another key development in technology in the 20th century was the **mass production** of cars, such as the Model T Ford in the United States from the 1910s. The assembly-line style of production developed by Henry Ford made cars affordable, and ushered in an age of cheap mass transport. Today, more than 90 per cent of Australian households have access to at least one car. In the 1950s, only about 20 per cent of families had access to a car. In 1956, around 33 per cent of Australia's 2.3 million registered motor vehicles were used commercially. After World War II, most licensed drivers were men. Now women account for around half of the country's motor-vehicle drivers.

These developments reflect changes in social values. The car became a symbol of mobility for Australians of all income levels and of both sexes, and also had a profound impact on the way people worked and lived. Motor vehicles allowed many Australians to travel and to get away for weekends or for Sunday drives. Motels flourished from the late 1950s and 1960s because of the rise of the car.

SOURCE 1.25 Sundown Drive-in cinema, Canberra, 1970, National Archives

Spotlight

Changes in a city's transport patterns: evidence from Sydney

Year	Rail (millions)	Government bus (millions)	Ferry (millions)	Private bus (millions)	Public transport trips (per capita)
1947	245	496	32	68	496
1957	249	293	17	77	310
1966	242	232	13	94	229
1971	239	208	15	111	204
1976	178	166	10	103	151
1981	208	171	13	65	143
1986	216	175	18	48	136
1996	256	177	14	Not available	Not available

Peter Spearritt, *Sydney's Century: A History*, 2000, p. 143

SOURCE 1.26 Public transport in metropolitan Sydney, 1947–96: Passenger journeys

	1946–47 (%)	1981 (%)	1991 (%)
Bus/tram	62	7	10
Rail	22	6	16
Ferry	3	0.4	0.6
Private vehicles	13	87	73

Peter Spearritt, *Sydney's Century: A History*, 2000, p. 156

SOURCE 1.27 Passenger journeys, metropolitan Sydney, average weekday, 1946–91

The rise of the car's popularity had an impact on the design of houses and on suburban gardens. As cars could go wherever there was a road to take them, motor vehicles contributed to the spread of suburbs and to the decentralisation of jobs and places of work. Warehouses, for example, were able to move out of city centres as business became less reliant on fixed railway lines and slow horse-drawn freight.

Trucks were to challenge railways in the postwar period. This saw the closure of many railway branch lines. Petrochemical companies lobbied governments to promote motor vehicles, and this eventually contributed to the demise of Australia's tramways. Most of these closed during the 1960s.
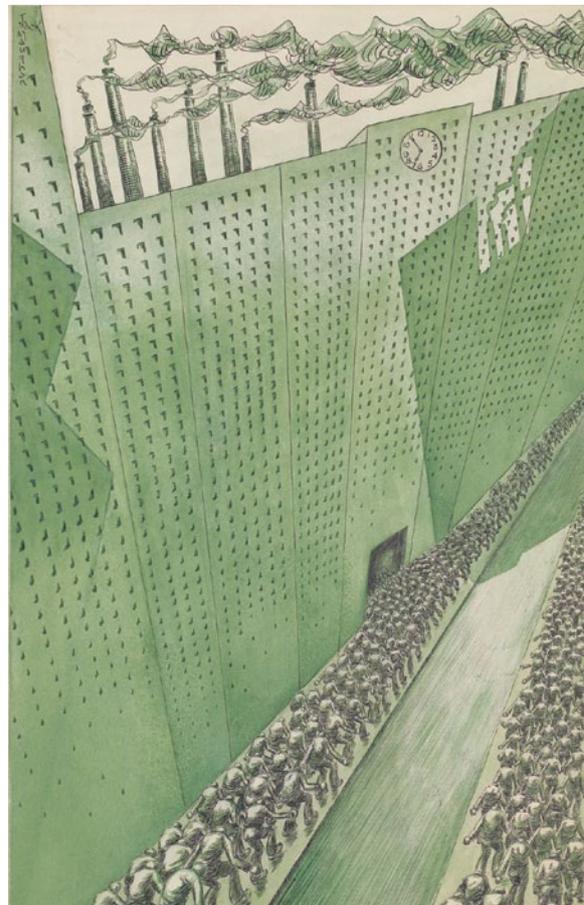
SOURCE 1.28 Jack Maughan (1897–1980), *Civilisation*, pen, ink and watercolour, 1931

Increasing road traffic had other impacts. Around 3500 people per year were killed on Australian roads in the 1960s. This figure has dropped to around 1500 due to programs to improve roads and passenger safety (including the compulsory wearing of seatbelts). The significant rise in roadside memorials to people killed in car and bus accidents in Australia in recent years indicates the continued negative impact of motor vehicles on Australian communities. Cars and trucks also significantly increase air pollution.

Air travel is the other important development in transportation in Australian society. The number of internal passenger flights increased greatly from the 1950s when commercial jets were first introduced. At that time, most plane travellers were businessmen.

Year	Paying passengers
1945	320 377
1950	1 499 816
1955	1 918 125
1960	2 660 412
1965	3 763 936
1970	5 911 002
1975	9 393 104
1980	11 504 957
1982	11 396 510

Wray Vamplew (ed.), *Australians: Historical Statistics*, 1987, p. 172

SOURCE 1.30 Civil aviation, regular internal services, 1945–82

ACTIVITY 11

Comprehension: chronology, terms and concepts

1 What were the percentages of women drivers after World War II and what are they now? What might explain the increase? (Hint: look back at the section on women's liberation, pages 18–20.)

2 Did most families have access to a car in the 1950s?

3 Apart from in Melbourne, what happened to tramways in other major cities? Why did this happen?

SOURCE 1.29 A businessman running to catch an Airlines of New South Wales Fokker Friendship, Mascot Airport, 11 September 1963

4 What did motor vehicles do?

5 Explain why many railway branch lines closed in the second half of the 20th century.

6 In what other ways did motor cars affect the lives of Australians?

7 Describe the negative effects of the motor car.

8 Which group in Australian society was the main users of air travel in the 1950s?

Analysis and use of sources

1 Use sources 1.29 and 1.30. What do these sources tell us about air travel in the second half of the 20th century?

2 Sources 1.26, 1.27 and 1.30 are tables of figures. How would these sources be created?

Explanation and communication

1 Look at source 1.27. Make a graph for each of the four types of public transport. (Place the year along the bottom—the *x* axis—and the number of journeys up the side—the *y* axis. Use a scale of 1 mm = 1 year.) Also draw a graph for the overall number of public transport trips per capita.

2 From your graphs, describe how public transport was used in the second half of the 20th century in Sydney.

3   Using source 1.26, make one graph that shows passenger journeys for the four different types of transport. (Place the years along the *x* axis and the journeys along the *y* axis.)

4   From this graph, what trends can you see?

5   Create and record a two-minute audio story intended for an online podcast on the ways Australians travel during the week.

6   Interview a relative or friend who was born before 1950 about the impact of the car on their daily life. Write a 300-word newspaper article about their experience and how it compares to other people's experiences (including your own) in the first decades of the 21st century.

Perspectives and interpretations

1   Look at source 1.28. What is the artist's view on modern society and mass production? Use features of the drawing to support your answer.

2   What has the artist ignored about modern society and mass production?

3   Research the history of Australian cars. Why is the FX Holden called the first 'all-Australian' car?

4   Research the very first Holden sedan and a current model. Create a poster or PowerPoint presentation to show what changes there have been and what has stayed the same.

Public health and medical breakthroughs

Technological developments contributed to the increasing health and living standards of Australians in the 20th century. Inoculation programs, antibiotics and the eradication of disease saw a decrease in child mortality and an increase in life expectancy. Between 1901 and 2000, life expectancy at birth increased from 55 to 76 years for men and from 59 to 82 for women. Despite the overall increased life expectancy for Australians in this period, the gap between life expectancy for Indigenous and non-Indigenous Australians has widened.

ACTIVITY 12

Research

1   Source 1.31 shows a child receiving a vaccination against polio in 1957. Using the internet, conduct research to find out about

SOURCE 1.31 A child receiving a polio vaccination, Liverpool Municipal Council, Sydney, 1957

these diseases and what has been done to fight them in Australia:

a   polio

b   mumps

c   rubella

d   whooping cough

e   diphtheria.

2   Who was Howard Florey and what medical breakthrough did he make?

✹ How has concern for the environment and sustainability changed?

Although technology has changed and improved our lives in many ways, rapid global population growth, the increased demand for mass-produced goods and higher energy needs, as well as human-induced climate change, have all placed enormous strain on our planet.

The rapid industrialisation and spread of cities in the 20th century had a negative effect on the environment. In Australia, the clearing of forest for agricultural land continued through the first half of the 20th century and the development of large-scale mining also contributed to land degradation. Until the 1950s, most logging in

Australia took the form of **selective logging**. This was because trees were cut down manually using handsaws and axes. However, with the mechanisation of the timber industry, the destructive practice of clear-felling became widespread. This entailed cutting down all the trees in a certain area whether they were suitable to be milled or not.

By the 1970s, at the height of the Vietnam War, many believed the world was on the brink of environmental catastrophe. Powerful social movements emerged, including the antiwar and civil rights movements (discussed in a previous section, pages 21–26) and **environmentalism**, which was a broad movement aiming to stem the tide of global environmental destruction.

A growing concern for the environment resulted in wider postwar international cooperation in the form of the United Nations. The United Nations Environment Program (UNEP) was formed in Stockholm in 1972.

In Australia today, many non-government international organisations such as Greenpeace campaign for greater protection of the environment. In recent years, the Australian government at the local, state and federal

SOURCE 1.32 Photograph of logging in Victoria c. 1946, published in *The Argus* newspaper
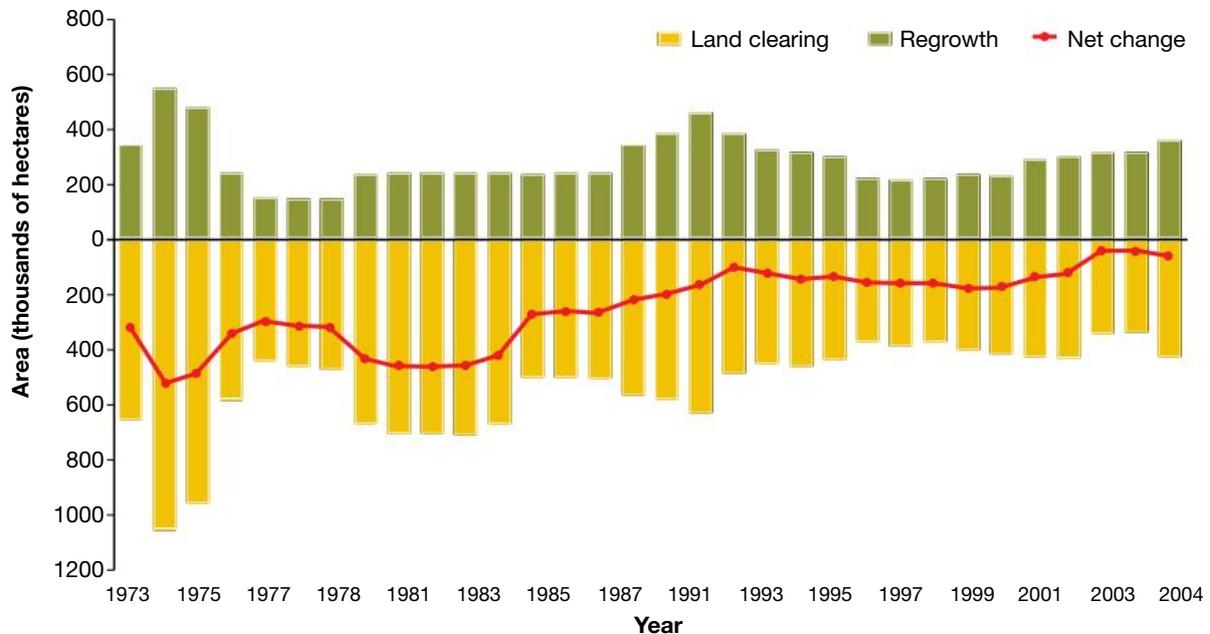
Source: State of the Environment 2011 Committee, 2011 using data from Australian Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education, 2011

SOURCE 1.33 Deforestation, regrowth and net forest cover change at specified intervals for those regions of Australia assessed continually, 1972–2010

levels has implemented programs promoting environmental **sustainability**. These programs deal with several environmental challenges:

- air and weather
- climate change
- energy use (including rebates for households and businesses choosing energy-efficient options)
- land and water use
- natural resources
- pollution and waste management
- parklands and wildlife.

Environmental issues haven't been without controversy. Climate change has become a hot political issue in the 21st century. But the Australian economy continues to rely on agriculture and mining for most of its major exports.

ACTIVITY 13

Comprehension: chronology, terms and concepts

1 What is 'selective logging'?
2 Define 'environmentalism'.
3 Define 'sustainability'.

Analysis and use of sources

1 Examine source 1.33 and suggest what other factors or human activities, besides forestry practices, could help to explain the trends in the graph.
2 Using the statistics in source 1.33, describe the pattern of the overall net change in deforestation in Australia.

Explanation and communication

1 Create a mind map around the topic 'Strain on the planet'. Use four ideas around it.
2 Create another mind map around the topic 'The environment'. Use four ideas.
3 Create a final mind map around 'Programs promoting sustainability'. Use eight ideas

Research

1 What three questions would you use to start your inquiry into understanding the rise of environmentalism in the 1970s?
2 Research how successful the Montreal Protocol has been in limiting the damage caused by chlorofluorocarbons (CFCs) in the atmosphere. Write a one-page report on your findings.

SOURCE 1.34 The use of CFCs as propellants in aerosol cans has been phased out because of its environmental impact

History challenges

Critical and creative thinking

A photographic essay is a series of photographs that tells a story. Develop a photographic essay on one major event or movement of the 20th century. Use at least 10 images. Write an introduction to your essay of around 300 words.

Getting the message across

Design a poster that promotes British imperialism.

ICT

Find three different kinds of sources about the Belgian Congo. What do they tell us about conditions under Belgian rule?

Visual communication

Use sources 1.35, 1.36 and 1.37. What do these symbols mean? Why do you think movements create symbols?

SOURCE 1.35 'Solidarity' fist

SOURCE 1.36 A woman holding a peace sign

SOURCE 1.37 Boys protesting against nuclear power

Figure it out

Year	Million
1955	2.16
1962	3.2
1976	6.62
1996	10.94
2006	14.36
2011	16.4

Based on Australian Bureau of Statistics data

SOURCE 1.38 Registered motor vehicles in Australia, 1955–2011

1 What do the figures in source 1.38 immediately tell us?

2 What other developments in Australia would these figures help us to understand?

3 What other statistics would help us to better understand these figures?

Intercultural understanding

Develop a timeline for Aboriginal Australia in the 20th century. Have at least one event for each decade.

Talking points

In pairs, discuss how source 1.39 relates to the Belgian Congo.

SOURCE 1.39 Harry Cowan at the wheel of his 1917 Model T Ford with Bill Tassell standing next to his 1916 Indian motorcycle, Western Australia, c. 1920

President Sukarno, c. 1946; Indonesia proclaimed its independence on 17 August 1945, but this was not recognised by the Netherlands until 1949

1

KEY TERMS

apartheid South African social system where people of different skin colours were legally forced to live completely separate lives

genocide the systematic extermination of a racial or national group

⊗ The rise of national independence

The end of World War II brought an end to the old European empires. While some countries would remain as colonies for several decades yet, the ideas that propelled people to create empire had died in World War II—which had started, in some ways, as a quest for empires. 'Colonial' soldiers had fought and died alongside their imperial rulers and some began to think through the implications: if they were the equals of soldiers from the Mother Country when it came to facing death—if they were considered good enough to fight—surely then they should be equals in life after the war.

One of the key figures in the fight for national independence was Mahatma Gandhi. Although he is associated with India's gaining of independence from Britain, his influence has been global, inspiring many others. Gandhi grew up in India, studied law at university in London, and then went to South Africa to work as a lawyer at the end of the 19th century. It was in South Africa that he truly became aware of racial discrimination, because of the distinctions made in that country between what the 'blacks' (the African people), 'coloureds' (people of mixed ethnic origins), 'Asians' (which included many immigrants of Indian origin) and 'whites' (the ruling colonial people of English or Dutch origin) were allowed to do. These distinctions would later be formally made law in the system known as apartheid.

Gandhi developed a philosophy of non-violent resistance against racial injustice, rather than armed revolution. The idea was that eventually the people trying to impose an unjust system on others would see the truth and the

SOURCE S1.1 Mahatma Gandhi marches in the salt protest, 1930

law would be changed. This system included the use of protests, strikes and refusing to obey unjust laws.

Gandhi returned to India in 1914 and began to work with others to win Indian independence from Britain. One of the most famous acts of non-violent resistance in this struggle was the Salt March, which was part of a protest against a British tax on all salt sold in India. In the 1940s, the British finally agreed to independence for India, which occurred in 1947.

SOURCE S1.2 President Sukarno and his wife, Fatmawati, in a parade celebrating Indonesia's independence on 17 August 1945

Other nations around the world also achieved independence after World War II: some as early as 1945, such as Indonesia, and some not until later, such as Papua New Guinea in 1975.

South Africa

While most people were horrified by the thought of race-based laws after the war, having seen the **genocide** practised by Hitler's Germany, South Africa became a country governed by race-based laws. The racial discrimination that had existed since the English and the Dutch first settled there became part of a complex system of laws that governed every aspect of people's lives: where they could live, what work they could do, where they could go to school, even whom they could marry. The vast majority of the people, those of African background, had very limited choices available to them.

The apartheid laws were introduced in 1948. There was considerable resistance to the laws but protestors were treated brutally. One of the most prominent examples of this was the 1960 Sharpeville massacre, where 69 people were killed by police.

By the early 1980s, the apartheid system was breaking down and, from 1990, the system was dismantled. Nelson Mandela, a man who had been imprisoned for life for his part in protests against apartheid, was elected president in 1994.

SOURCE S1.3 Nelson Mandela speaks to a crowd in Soweto after his release from prison, 11 February 1990

Australia's Indigenous people

Australian Indigenous people had fought and died alongside other Australians in World War II, and, in line with the movements for independence in other countries, non-Indigenous Australians began to see that the Indigenous population deserved their fair share of what the country had to offer. While the struggle for Indigenous rights has achieved major formal political goals since World War II, discrimination still remains in informal relations between people.

At an AFL football match in the 1990s, a section of the crowd had abused Nicky Winmar, an Aboriginal player, throughout the match. At the end of the game, Winmar lifted his jumper and pointed to his black skin with pride. Winmar's action and media coverage did much to bring about a reconsideration of how **racism** still lingers in Australian society. Winmar's action also helped highlight the role that organisations such as football clubs, with no seeming connection to political activity, can have in helping to achieve equality for those who do not have it.

SOURCE S1.5 Nicky Winmar demonstrates his pride in his Aboriginality to a hostile crowd of AFL spectators, April 1993

SOURCE S1.4 Land rights demonstration, Parliament House, Canberra, 30 July 1972
Photograph by Ken Middleton

ACTIVITY 1

Explanation and communication

1 Find a recording of Paul Kelly's song 'From Little Things, Big Things Grow'. Listen to it. Then choose a civil rights struggle—either small and local or global—and write song lyrics about it.

2 There are many prominent Aboriginal sportspeople, particularly in AFL football, but almost none go on to media careers. Does this mean the media discriminates against Indigenous people? Or that audiences do? Have a class discussion.

Research

Find out more about the life of Doug Nicholls, Albert Namatjira or Nicky Winmar. Write two paragraphs outlining how your chosen person contributed to civil rights for Indigenous people in Australia.

Chapter 2

Rights and freedoms, 1945–present »

Men and boys at Oenpelli Mission, Northern Territory, 1945

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement
- explain the significance of the Universal Declaration of Human Rights
- explain the purpose and significance of early 20th-century Aboriginal activism including

the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples

- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board
- use a range of sources and describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)

- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples
- outline the aims and methods of the civil rights movement in the United States
- explain how the Freedom Rides in the United States inspired civil rights campaigners in Australia
- discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples
- outline the background, aims and significance of key developments in the struggle for rights and freedoms by Aboriginal and Torres Strait Islander peoples
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007)
- identify different methods used globally to attain civil rights and freedoms
- evaluate the methods and effectiveness of campaigns for civil rights and freedoms in Australia.

Inquiry questions

1. What were the origins and significance of the Universal Declaration of Human Rights?

2. What was the background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms?

3. What was the US civil rights movement and how did it influence Australia?

4. How significant were the 1962 federal right to vote and the 1967 referendum for Aboriginal and Torres Strait Islander peoples?

5. What was the significance of the Mabo decision?

6. What was the significance of Reconciliation and the *Bringing Them Home* report?

7. How did civil rights activists achieve change for Aboriginal and Torres Strait Islander peoples?

8. What has been the nature of efforts to secure civil rights and freedoms in Australia and throughout the world?

Introduction

THE RISE OF TOTALITARIANISM in the interwar period, the massive destruction caused by World War II and the Holocaust led to international concern about **human rights** after the war. The cost of war also put pressure on nations that still had empires. And this helped the process of decolonisation. Not only could the old colonial powers not afford to maintain these territories, but also, in the new international environment, the rights and freedoms of colonised people could not be ignored. Australia's colonised Indigenous people were very badly off by world standards. In the 1950s, in some areas one in 10 Aboriginal people had leprosy, a disease connected with poverty. Many Aboriginal people lived in poor accommodation, had a bad water supply and lacked proper food.

KEY TERMS

activist	a person who actively and vigorously promotes a cause
assimilation	when a person gives up their own customs and way of life to live like other people (for example, giving up Aboriginal ways for European customs)
Atlantic Charter	drafted by Britain and the United States and issued in August 1941, it set out the Allied goals for the postwar world
civil rights	the rights that people in any society should have
commemoration	a ceremony to remember people or events
Day of Mourning	the protest held by Indigenous people on Australia Day in 1938 to mark 150 years of oppression
discriminatory	making or showing an unfair or prejudicial distinction between people or things
disenfranchised	not permitted to vote
Freedom Rides	bus journeys organised in the 1960s to protest against segregation in the United States and Australia
human rights	the basic rights and freedoms that all human beings are entitled to
Jim Crow laws	laws relating to racial segregation in the southern states of the United States
Ku Klux Klan	a group opposed to racial integration in the United States, known for violent and illegal activities, including bashings and murders, as well as for wearing white hooded gowns and burning crosses
native title	recognition in Australian law of the rights of Aboriginal people and Torres Strait Islanders to land and waters under their laws and customs
Reconciliation	(in reference to Australia and Indigenous people) building mutually respectful relations between Indigenous and non-Indigenous Australians to foster cooperation and problem solving
redress	remedy or compensation
segregation	separation of humans into racial groups in daily life
Stolen Generations	those approximately 100 000 Aboriginal children who were removed from their families and communities from the 1920s to the 1970s
terra nullius	the idea that Australian land had no legal owners when the Europeans first arrived

Aboriginal activist Faith Bandler, Sydney Town Hall, 27 May 1976

TIMELINE OF KEY DATES

1945	First atomic bomb is dropped on Hiroshima, Japan, on 6 August End of World War II
1949	Federal legislation allows Aboriginal peoples to vote in federal elections under certain conditions
1956	Melbourne hosts the Olympic Games
1960s	Major growth in trade with Asian countries
1961	Oral contraceptives for women are commercially available
1962	Aboriginal people are given the vote in federal elections
1966	Japan becomes Australia's largest overseas export market Senator Dame Annabelle Rankin is the first woman to become a federal minister
1967	Referendum to count Aboriginal people in the census and to allow the Commonwealth to make laws for them; referendum has the highest majority ever
1970	Germaine Greer's *The Female Eunuch* is published
1971	Anti-apartheid demonstrations are held during the South African Springbok rugby tour in Australia
1972	ALP government is elected to office on 2 December; Gough Whitlam becomes prime minister
1974	Woodward Royal Commission on Aboriginal land rights recommends limited land rights
1975	Federal Racial Discrimination Act comes into operation
1988	Royal Commission into Aboriginal Deaths in Custody
2008	Prime Minister Kevin Rudd delivers a general national apology to the Stolen Generations

FOCUS ON HISTORY SKILLS »

Skill: Perspectives and interpretations

A person's perspective is their point of view. It is the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Perspectives reflect values and attitudes.

The same event can be seen from different perspectives. Take, for example, the arrival of the First Fleet in Australia. An Aboriginal Elder would have had a different perspective from a convict girl.

Historians also have perspectives and this can influence their interpretation of the past.

A case study of perspective: The black armband view of history

A perspective can be the 'lens' through which events are viewed. Some historians view events from a particular political perspective (for example, a Marxist perspective); others from a gender perspective (for example, a feminist perspective) or an ideological perspective (for example, a pro-Liberal or pro-Labor perspective).

A wearing of a black armband is custom to acknowledge the death of someone. A black armband therefore represents mourning and sadness. In 1997, Dr Mark McKenna published a research paper called *Different Perspectives on Black Armband History*. In it, he examined how the 'black armband' perspective of Australian history came about and the debate it caused.

When the term 'black armband' is applied to history, it is done so in a critical way. It means the view is negative and creates feelings of guilt.

Professor Geoffrey Blainey was the first to use the phrase 'the black armband view of history' in 1993 when he stated:

> To some extent my generation was reared on the Three Cheers view of history. This patriotic view of our past had a long run. It saw Australian history as largely a success. While the convict era was a source of shame or unease, nearly everything that came after was believed to be pretty good. There is a rival view, which I call the Black Armband view of history. In recent years it has assailed [attacked] the optimistic view of history. ... The multicultural folk busily preached their message that until they arrived much of Australian history was a disgrace. The past treatment of Aborigines, of Chinese, of Kanakas, of non-British migrants, of women, the very old, the very young, and the poor was singled out, sometimes legitimately, sometimes not. ... Manning Clark, who was almost the official historian in 1988, had done much to spread [this] gloomy view.

Blainey had previously stated that the Labor Party was the captive of the 'multicultural industry' which had 'little respect for the history of Australia'. Socialist groups were spreading the view that Australia's history was 'largely the story of violence, exploitation, repression, racism, sexism, capitalism, colonialism and a few other isms'.

Under Prime Minister John Howard, the 'black armband' perspective of history was again raised. In 1996, he said:

[We need] to ensure that our history as a nation is not written definitively by those who take the view that we should apologise for most of it. This black armband view of our past reflects a belief that most Australian history since 1788 has been little more than a disgraceful story of imperialism, exploitation, racism, sexism and other forms of discrimination. I profoundly reject the black armband view of Australian history. I believe the balance sheet of Australian history is a very generous and benign [caring] one. I believe that, like any other nation, we have black marks upon our history but amongst the nations of the world we have a remarkably positive history. ... I think we have been too apologetic about our history in the past.

The reaction to Mr Howard's criticism of the 'black armband' perspective included that of Professor Henry Reynolds. He believed Mr Howard wanted to bring back a 'white picket fence view of history that minimises women, Aborigines and other minority groups'.

In the final section of his research about the black armband view of history, Dr McKenna concluded:

The argument is not about content—it is about emphasis ... As a people, we are trying to come to terms with the fact that 'Australian' history is no longer written purely from the perspective of the majority. Historians now ask different questions. History can be heroic or bleak—depending on who is telling the story.

Focus on history skills activities

In 1988, an article written by Manning Clark (one of Australia's most influential historians) appeared in *Time Australia*. It was called 'The Beginning of Wisdom' and made the key points:

- Australians are now ready to acknowledge the truth about our past history.
- The settlement of Australia by the British led to violence against Aboriginal people, against convicts and against the land. Manning Clark called these the 'three great evils'.
- Australian history is now being rewritten to recognise and include the negative impacts of British settlement.

1. Would Manning Clark be considered to have a 'black armband' perspective of history by Professor Blainey and John Howard? Why?

2. What do you think is meant by the 'Three Cheers' view of history?

3. Explain what you think Professor Reynolds meant when he said that Mr Howard wanted to bring back a 'white picket fence view of history that minimises women, Aborigines and other minority groups'.

4. What and whose perspective do you believe should be presented when Australian history is written?

What were the origins and significance of the Universal Declaration of Human Rights?

On 10 December 1948, the Universal Declaration of Human Rights (sometimes referred to simply as the UDHR) was voted into being by the members of the United Nations. This was the first time in history that the international community agreed on what human rights were, and agreed to protect these rights. This was the birth of the modern era of human rights.

In the 1930s, the rise of totalitarian governments in Germany, Italy and Japan were a great concern to democratic nations including Australia, the United States and Britain.

Later, the events of World War II, especially the Nazis' attempted genocide of the Jews through the Holocaust (see chapter 8), shocked the international community into working together to promote peace and protect people from persecution.

Well before World War II had ended, world leaders began to work on an international agreement that would protect people from persecution and prevent future wars. Among those most responsible for the eventual founding of the United Nations and the Universal Declaration of Human Rights were the president of the United States, Franklin D Roosevelt, and Eleanor Roosevelt, his **activist** wife.

The Four Freedoms

In January 1941, President Roosevelt gave his annual speech to the United States Congress. In this speech he outlined four 'basic freedoms': freedom of speech, freedom of religion, freedom from want (poverty) and freedom from fear (source 2.2).

SOURCE 2.1 Eleanor Roosevelt, holding a poster of the Universal Declaration of Human Rights

President Roosevelt wanted a world where people everywhere could have these freedoms. And he wanted all nations to work towards this world.

The 'Four Freedoms' became a slogan used in the United States to promote its involvement in the war, and to encourage Americans to buy war bonds to pay for the war effort.

ACTIVITY 1

Comprehension: chronology, terms and concepts

1   What are human rights?
2   a   Develop a chronology about the lead-up to and signing of the Universal Declaration of Human Rights.
    b   How did world events affect the drafting of the Universal Declaration of Human Rights?
3   Define the 'four freedoms'.

Analysis and use of sources

1   What is source 2.2 and when was it made?
2   When did Roosevelt think that the 'four freedoms' should be attained?
3   Look at the four posters by Norman Rockwell published in *The Saturday Evening Post* (source 2.3). Do you think they would have been effective in convincing Americans to support the war effort? Why?

Explanation and communication

Design or describe a poster that would represent one or more of the 'Four Freedoms' in a way that would appeal to Australians today.

ICT

Go to your digital support to visit the official Franklin D Roosevelt Library site. If you are able to access YouTube, scroll down the menu for the YouTube link on the site below to find 'Franklin D. Roosevelt Four Freedoms 1941'. Otherwise, listen to the speech from its audio link on the same page.

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called new order of tyranny which the dictators seek to create with the crash of a bomb.

To that new order we oppose the greater conception—the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.

<http://edsitement.neh.gov/lesson-plan/fdrs-four-freedoms-speech-freedom-fireside>

SOURCE 2.2 President Franklin D Roosevelt's Annual Address to the United States Congress, January 1941

The formation of the United Nations

President Roosevelt also sought international support for his idea of the 'Four Freedoms'. He first approached his closest allies. On 14 August 1941, at the end of a conference held on the HMS *Prince of Wales* in the Atlantic Ocean, Roosevelt and British Prime Minister Winston Churchill issued a statement called the **Atlantic Charter**. In this statement, they declared that they would 'respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them'. This statement was an
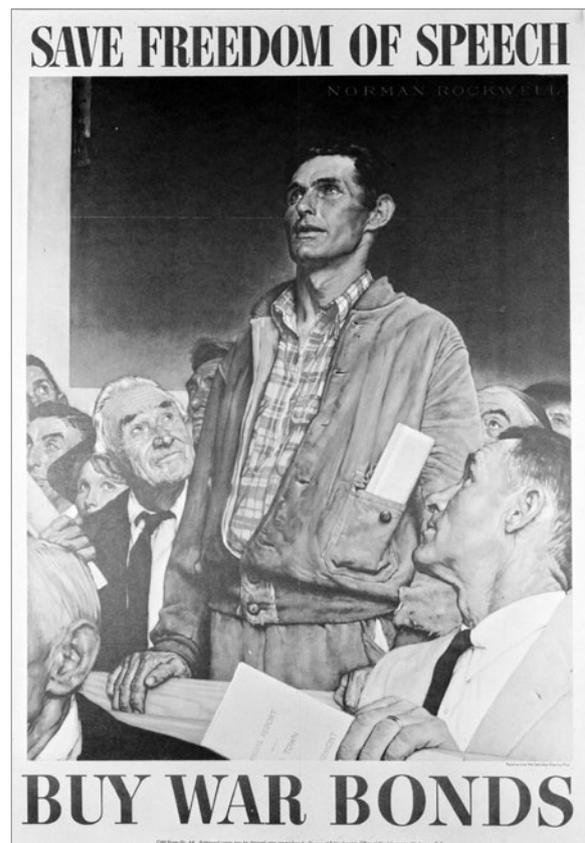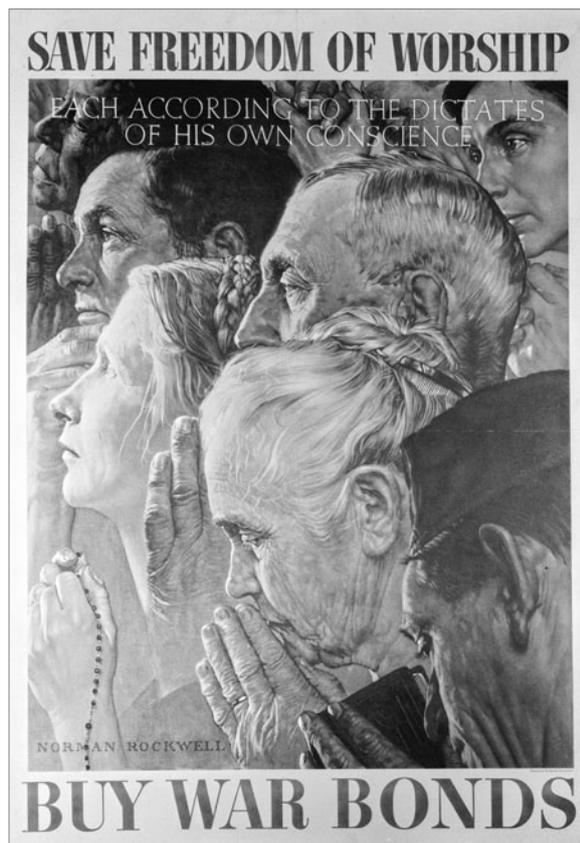
SOURCE 2.3 *The Four Freedoms*, paintings by Norman Rockwell published in *The Saturday Evening Post*, 1943

early international agreement between nations declaring that they would respect, and support, democratic rights for all people, including those living under totalitarian governments.

In 1942, the United States Office of War Information issued a booklet titled *The United Nations Fight for the Four Freedoms*, which furthered the idea of an international community of nations committed to peace and the recognition of human rights. It was based upon Roosevelt's ideas.

As the end of World War II approached, the Allied nations began to meet formally to discuss how to manage the transition to peace. The four major powers—the United States, Britain, the Soviet Union and China—met in Washington, DC, in 1944. The meeting had limited success, as the leaders could not agree to support the idea of a charter of human rights.

On 29 March 1945, President Roosevelt died of a stroke. He had been in poor health for much of his life, often confined to a wheelchair. Within months, the United Nations would form and World War II ended in victory. Roosevelt did not live to see either event. His wife, Eleanor, a formidable long-time civil rights activist, was appointed by President Harry Truman as a delegate to the United Nations conference. She

became one of the most influential leaders of the human rights movement.

On 25 April 1945, 46 nations gathered in San Francisco to form the United Nations. The negotiations took months. The smaller nations, including Australia, were determined to influence the major powers to commit to international peace and respect for human rights. By 26 June, the Charter of the United Nations and the Statute of the new International Court of Justice were finalised. Eleanor Roosevelt was named the first chairperson of the United Nations High Commission for Human Rights, the group in charge of developing the Universal Declaration of Human Rights. An Australian, William Hodgson, was among the group of nine people who drafted the declaration.

ACTIVITY 2

Comprehension: chronology, terms and concepts

1 What was the 'Atlantic Charter'?

2 When was it signed?

3 What sort of governments was the Atlantic Charter challenging?

4 **a** Who were the four major powers?

   b What could they not agree to support?

Explanation and communication

Write an extended caption for the picture of Churchill and Roosevelt on board the *Prince of Wales* (source 2.4).

Australia's role in introducing the Universal Declaration of Human Rights

The driving force in the Australian delegation to the United Nations was Dr Herbert Vere Evatt, who was Australia's deputy prime minister, attorney-general and minister for external relations (or foreign affairs). During and after the conference, Dr Evatt was influential in shaping the future of the United Nations and the Universal Declaration of Human Rights. He was deeply committed to international justice and opposed to the major powers gaining too much control.

Dr Evatt was elected as president of the General Assembly of the United Nations in 1948. He is the only Australian to have held the position.

SOURCE 2.4 Prime Minister Winston Churchill (sitting, right) and President Franklin D Roosevelt (sitting, left) aboard the HMS *Prince of Wales*, August 1941

On 10 December 1948, Dr Evatt presided over the adoption of the Universal Declaration of Human Rights. The Declaration was adopted by 48 votes, with eight members abstaining, including South Africa, Saudi Arabia and the Soviet Union.

At the time, Dr Evatt said:

> [This was] the first occasion on which the organized community of nations had made a declaration of human rights and fundamental freedoms. That document was backed by the authority of the body of opinion of the United Nations as a whole and millions of men, women and children all over the world, would turn to it for help, guidance and inspiration.
>
> Quoted in N Harper and D Sissions,
> *Australia and the United Nations*, 1959, p. 255

ACTIVITY 3

Explanation and communication

Create a mind map relating to issues and rights surrounding international human rights agreements.

Research

1   Find out why some nations refused to sign the Universal Declaration of Human Rights.

2   What is the ongoing significance of the Universal Declaration of Human Rights?

3   Use your digital support as a starting point to find out about Dr Evatt. Write a 300-word biography.

Spotlight

Other international agreements on human rights

The 1948 UDHR was the beginning of the modern era of human rights. In the following years, several other international agreements were formed. They make up the body of international human rights law that is in place today.

Some of the major international human rights agreements are:

1948   The Convention on the Prevention and Punishment of the Crime of Genocide

1965   The International Convention on the Elimination of All Forms of Racial Discrimination

1966   The International Covenant on Civil and Political Rights

1966   The International Covenant on Economic, Social and Cultural Rights

1979   The International Convention on the Elimination of Discrimination Against Women

1984   The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

1984   The Convention on the Rights of the Child

2007   The Declaration on the Rights of Indigenous Peoples

SOURCE 2.5 Dr Evatt (right) and other members of the Australian delegation sign the Charter of United Nations, 26 June 1946

⏩ What was the background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms?

The Stolen Generations

The Aboriginal population had declined dramatically in the 19th century. In the 20th century, it began to rise again. The population growth in Aboriginal communities included many people who were identified as Aboriginal but had one parent or grandparent who was European. These people were insultingly called 'half-caste'. The increase in Aboriginal communities was feared by many Europeans who saw it as a threat to 'White Australia'.

In 1883, the Aboriginal Protection Board was set up by the NSW government to control the lives of Aboriginal people. It developed various rules and regulations related to different stages of their lives. During World War I, a new set of rules was brought into being concerning Aboriginal children and work.

In the period from the 1920s to the 1970s, approximately 100 000 Aboriginal children were removed from their families and communities. More girls than boys were removed. Throughout Australia, these children were taken under specific laws that controlled the lives of Aboriginal peoples. Some children were also removed under general child welfare laws. These children were put in institutions, sent to live with white families as domestic servants and, in the later decades, fostered and adopted out to white families. These children are known as the Stolen Generations.

Aboriginal children were taken away from their families and communities because of white Australians' belief in the superiority of European culture. The removal of Aboriginal children from their families was not just something that happened in the 1920s and 1930s. Source 2.10 shows protestors outside Taree Court House in 1972. The protest is because a magistrate had decided that Aboriginal children should be taken from their mother—who is one of the protestors—because the courts did not approve of how the woman was bringing up her children.

SOURCE 2.6 Aboriginal children at the United Aborigines' Mission at Colebrook Home, Quorn, South Australia, c. 1936

At fifteen, the children had to leave the homes, and as State wards enter an 'apprenticeship'. They might be sent to a pastoral station or to a middle-class home in Sydney. A few (I have not heard of many) were treated with some dignity and respect by their employers. More frequently they became just the little black maid or station hand about the place. They were paid little, and most of that went into a trust account to which access was difficult. (The official reason for this was that it taught wards responsibility, but it could also be used for controlling the way in which money was spent. Requests for funds to travel home for a holiday, for instance, could be met with refusal). Comments by employers, and there are scores of them on the files, indicated a total lack of interest in, or failure to comprehend, the history of individual wards.

Peter Read, The Stolen Generations: *The removal of Aboriginal children in New South Wales 1883 to 1969*, NSW Department of Aboriginal Affairs, 2012, p. 27

SOURCE 2.7 Aboriginal children as state wards

SOURCE 2.9 Margaret Kay at Cootamundra Girls' Home, 1923

Whether the superintendents were good or bad, nothing could change the sterility of the environment. The children were emotionally, spiritually, intellectually and psychologically deprived, and scars might never heal.

In a mid-western town I met an ex-Kinchela man. When he was ten he had been taken straight from school by a welfare officer, he said, and was never able to say goodbye to his father. He was placed in Kinchela and was an inmate during the period described above. He could not, or would not, talk of his experiences there. He was divorced, had been an alcoholic, and was deeply unhappy. I saw him one morning unable to decide whether to go to the doctor or chemist for advice on one of the many ailments with which his life seemed to be preoccupied. Kinchela crippled that man for life.

As the children approached the age of fourteen or fifteen the question arose of their employment. The girls at Cootamundra were better prepared for the work—described by one of them as 'slavery'—for their training in the home coincided exactly with what was needed to be done anyway. It consisted of the scrubbing, washing, ironing and sewing which the Board did not want to pay anyone to do. The same argument did not apply so well to the boys, but they still had to perform scrubbing and kitchen duties anyway, or else they worked in the vegetable gardens or dairy. In choosing a position, the Board assumed that basically blacks were stupid. Its very first Report in 1883 stated that black children after training would 'take their places with the industrial classes of the colony'. In 1938, fifty years later, it was the same: boys would become 'rural workers and most of the girls domestic workers'.

Such were the advantages of life in white society! Talent was ignored.

Peter Read, T*he Stolen Generations: The removal of Aboriginal children in New South Wales 1883 to 1969*, NSW Department of Aboriginal Affairs, 2012, p. 22

SOURCE 2.8 Impacts of life at the homes

SOURCE 2.10 Demonstration outside the Taree Court House, 1972

ACTIVITY 4

Comprehension: chronology, terms and concepts

1   When was the Aboriginal Protection Board set up?

2   From source 2.7, what happened to Aboriginal children at the age of 15?

3   What, in reality, was an 'apprenticeship'?

4   Why were the children paid little for their work?

5   In what way was this policy paternalistic?

6   From source 2.8, what was the overall impact of life in the homes?

7   Why do you think the ex-Kinchela man was unable to talk about his experience?

8   What was work like for children at Cootamundra?

9   What was the official attitude to the children?

10   What did most of the children become?

Analysis and use of sources

1   Compare source 2.8 with the photograph of Margaret Kay (source 2.9). Would you describe the photograph as an official source? Explain.

2   Examine source 2.9.

   a   Who do you think would have taken this photograph? (An Aboriginal person? A person working for the Aboriginal Protection Board?)

   b   Describe the way in which Margaret Kay is dressed.

Empathetic understanding

Assume that you are the girl in source 2.9. Write a letter home to your mother describing conditions at Cootamundra Girls' training school. You could include a description of the day you were photographed and your feelings about being away from home.

Perspectives and interpretations

1   The protest shown in source 2.10 is because of a magistrate's decision to split up an Aboriginal family. Using the other sources, list the attitudes, policies and practices that may have influenced the magistrate to come to this decision.

2   List evidence from the sources that could have caused the magistrate to decide that the children should stay with their mother.

What were the consequences of the policies that brought about the Stolen Generations?

Many of the Stolen Generations never saw their families again, while others only found their families when they were adults. The consequences have been devastating for these people and their families and friends. Source 2.12 tells of one Aboriginal person's experience.

> To perceive a group of human beings as a 'problem' is, of course, to hanker after a 'solution'. The most important solution to the problem posed by the 'half-caste' to the purity of White Australia was the policy of child removal. By seizing children of mixed descent, institutionalising them, teaching them to despise their Aboriginal inheritance and sending them out to work as station hands or domestic servants, authorities wanted to sever the cultural connection between the children of mixed descent and their Aboriginal families and communities and to prepare them for a place in the lower strata of European society.
>
> Robert Manne, 'In Denial: The Stolen Generations and the Right' in Carmel Bird (ed.), *The Stolen Children: Their Stories*, 1998

SOURCE 2.11   The policy of child removal

> I think it's important that people realise that these kids that were taken away from their families, separated from their culture, their identity, had to put up with dreadful, dreadful things. How many of us have survived sane I don't know, and I realise why so many of us have died through alcohol. I was lucky, as I grew up, that alcohol never agreed with me. Instead of the slow death of alcohol, I tried the quick death of pills or hanging. I always tell people I cut my wrists here cutting a jam tin, because it's very embarrassing admitting that I tried to commit suicide. I tried to kill myself. I was lonely. I was unhappy, I wanted my mother, I wanted my identity, I felt cheated, I wanted to be me. And I wasn't being me.
>
> Link-Up and Tikka Jan, *In the Best Interest of the Child? Stolen Children: Aboriginal Pain/White Shame*, p. 83

SOURCE 2.12   A stolen child remembers

SOURCE 2.13   Silvia, Louise and Marjorie, members of the Stolen Generations, holding a photograph of their parents during the Apology at Parliament House, 13 February 2008

ACTIVITY 5

Comprehension: chronology, terms and concepts

1   Under what types of laws were Aboriginal and Torres Strait Islander children separated from their families?

2   Using source 2.11, list three reasons for the removal of Aboriginal and Torres Strait Islander children.

3   Where were children taken when they were removed from their families?

4   Read source 2.12. Why was the author so unhappy?

5   Read about the White Australia policy (chapter 5, pages 164–165). Why did Aboriginal children pose a threat to White Australia?

6   Why do you think the term 'Stolen Generations' is used rather than 'Stolen Children'?

Explanation and communication

Locate first-person accounts by members of the Stolen Generations in your school library or local public library. One possible category to search is 'Aboriginal autobiography'. Read one of these accounts and then write a one-page description of that person's life. (First-person accounts are those where the person telling the story is the person who lived through it.)

Research

Use your school library and the internet to research information on the Stolen Generations. Think laterally about key search words. For example, you could also search for the term 'reconciliation'.

Using the results of your research, answer the following questions:

1 What was the name of the inquiry into the Stolen Generations run by the Human Rights and Equal Opportunity Commission?

2 What were the four terms of reference of the inquiry?

3 What are the Link-Up organisations?

4 Why were they formed?

5 Why is the removal of Aboriginal children considered by many commentators to be genocidal? In order to answer this question, you must first define the term 'genocide'.

6 Do you think that the policy of removing Aboriginal children from their families was a racist policy? Write a five-paragraph historical argument text which gives the reasons for your opinion and refers to evidence to support it.

⊗ What was the US civil rights movement and how did it influence Australia?

Beginning in the late 1950s, a movement of civil rights activists worked to end officially supported segregation in the southern states of the United States. This movement included some of the most famous and influential people in American history, such as Martin Luther King Jr, as well as millions of ordinary people, including six-year-old school student Ruby Bridges. Their example inspired activists around the world, including those who undertook the 1965 Freedom Rides in Australia.

Despite the end of slavery and the formal recognition of equal voting rights at the conclusion of the American Civil War in 1865, formal segregation still existed in many of the southern states. These laws called Jim Crow laws were supposed to provide for 'separate but equal' facilities—including housing, schools, public transport, public toilets, restaurants and drinking fountains—for black and white Americans. In reality, facilities for white Americans were usually far superior. Black Americans were subject to legally enforced segregation; in some states, black and white Americans were not even allowed by law to marry each other.

Ending segregation in education

In 1954, in its decision on the case of Brown v. Board of Education, the Supreme Court of the United States declared state-sponsored segregation illegal. This meant white schools and universities could no longer refuse black students. But some southern states refused to obey the Supreme Court ruling; they would not desegregate their schools.

When the first black students attempted to attend 'white' schools, they feared violence at the hands of white mobs. Local police often offered no protection, so the federal government had to send in US marshals to protect the students. One of these students was six-year-old Ruby Bridges. Another famous student was James Meredith, the first black student to be admitted to the University of Mississippi.
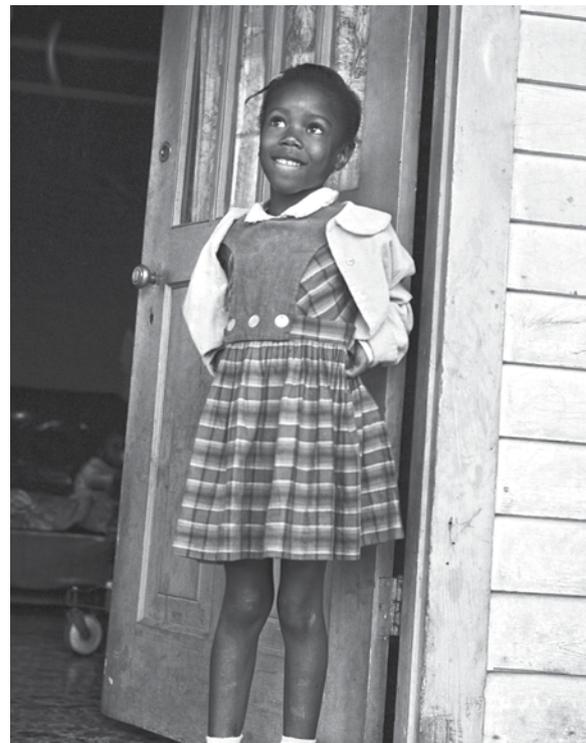
SOURCE 2.14 Ruby Bridges in New Orleans in November 1960

SOURCE 2.15 James Meredith walking to class at the University of Mississippi, accompanied by US marshals

ACTIVITY 6

Comprehension: chronology, terms and concepts

1 Define 'Jim Crow laws'.
2 Make a timeline for the civil rights movement.

Explanation and communication

Explain the Brown v. Board of Education decision?

Research

1 Research Ruby Bridges using the weblink on your digital support as a starting point to answer the following questions.

  a Why did Ruby Bridges' family decide to enrol her at William Frantz Elementary School?
  b How was Ruby protected?
  c Who were the militant segregationists and what did they do to protest desegregation?
  d What happened to Ruby's family?
  e Who was Mrs Henry and what role did she play in Ruby's life?
  f How did Mrs Henry explain why some people opposed desegregation?

2 Use the internet to answer the following questions.

  a Why did James Meredith want to attend the University of Mississippi?
  b How did the governor of Mississippi, Ross Barnett, respond to James' attempts to attend the University of Mississippi?
  c Who confronted the US marshals, and who came to their aid?
  d What was US Attorney-General Robert Kennedy's response to the riot at the University of Mississippi?

Ending segregation on American public transport: the Freedom Rides

In the early 1960s, civil rights activists began a new kind of protest against segregated public transportation and segregated restaurants and waiting rooms at bus terminals. Groups of black and white activists rode interstate buses together, in violation of local segregation laws. They called these journeys the Freedom Rides.

The Freedom Riders faced great danger at times. In May 1961, they were attacked by angry mobs, led by members of the Ku Klux Klan, in Anniston and Birmingham, Alabama. The police failed to protect them. Some of the Freedom Riders were beaten and were refused treatment at the local hospital. They were lucky to survive.

Comprehension: chronology, terms and concepts

1 What were 'Freedom Rides'?

2 What was the Ku Klux Klan?

Empathetic understanding

Imagine you are on a Freedom Ride, heading into Alabama and fearing what you might find there. Write a short letter to a friend telling them what you are doing and why, and how you are feeling.

SOURCE 2.16 Map of the Freedom Rides in the United States.

SOURCE 2.17 Members of the 'Washington Freedom Riders Committee', en route to Washington from New York; signs hang from bus windows to protest segregation

SOURCE 2.18 Freedom Riders Jimmy McDonald, left, and Hank Thomas and regular passenger Roberta Holmes sit in front of the burned-out shell of a 'Freedom Bus' on 14 May 1961

Rosa Parks and Martin Luther King Jr

On 1 December 1955, Rosa Parks was arrested in Montgomery, Alabama. Her crime was that she refused to stand at the back of the bus, in the 'black' section, when a white man boarded the bus she was on.

Rosa Parks' stand became an inspiration for the American civil rights movement. Her arrest resulted in the Montgomery bus boycott. The black population refused to use the city's bus services. The boycott was led by the Reverend Martin Luther King Jr.

King's house was firebombed during the boycott and he was arrested and jailed. While in jail, he wrote the famous 'Letter from a Birmingham Jail'. In this letter, he explained to other church leaders why he thought it was necessary to go to jail.

SOURCE 2.19 Rosa Parks is fingerprinted at a police station after her arrest in 1955

ACTIVITY 8

Explanation and communication

1 Write down why you think Martin Luther King Jr thought it was necessary to go to jail as part of the protest against racial segregation.

2 Search for a copy of King's 'Letter from a Birmingham Jail' on the internet. Read it and see if your answers are the same as his.

Spotlight

The dream of Martin Luther King Jr

Martin Luther King Jr is the most famous leader of the American civil rights movement. He was a Baptist minister, like his father and grandfather. Emerging as a leader of the American civil rights movement in the 1960s, he is remembered for his brave stance against racial segregation and his skills as a powerfully motivating public speaker.

On 28 August 1963, at a protest rally in Washington, DC, King addressed more than 200 000 people in what is now famously known as his 'I have a dream' speech.

In 1964, at age 35, King became the youngest person to be awarded the Nobel Peace Prize. On 4 April 1968, he was shot dead on the balcony of a hotel room in Memphis, Tennessee.

SOURCE 2.20 Martin Luther King Jr delivers his address at the Lincoln Memorial in Washington on 28 August 1963

ACTIVITY 9

Explanation and communication

Go to your digital support to find a link to Martin Luther King Jr's 'I have a dream' speech. Design or describe a poster that captures part of King's speech.

The Australian Freedom Ride

On 6 May 1964, Australian students, shocked by the attacks on activists in the United States, staged a protest in front of the American consulate in

Sydney. They burnt a cross in protest and dressed up like members of the Ku Klux Klan.

When people pointed out that Australia also racially discriminated against Indigenous Australians, organisers of the protest took note. They started a group called Student Action for Aborigines and elected Charles Perkins as their president.

In February 1965, Perkins led 29 students on a bus tour of New South Wales. Based on the American idea, this Freedom Ride aimed to investigate and confront racism. The Australian Freedom Riders found both racism and danger in towns such as Walgett (where the bus was run off the road) and Coonamble.

The Freedom Ride became a big news story, exposing the racial segregation that existed in Australia. They also became an inspiration for a generation of Aboriginal activists. (Read more about the Freedom Ride in a later section in this chapter, pages 74–74.)

ACTIVITY 10

Research

1 Using the weblinks in your digital support, research and draw a map of the route of the Australian Freedom Ride, similar to the map in source 2.16.

2 Using the internet for research, write a 300-word biography of *one* of these civil rights activists:

   a Rosa Parks

   b Martin Luther King Jr

   c Charles Perkins.

⏩ How significant were the 1962 federal right to vote and the 1967 referendum for Aboriginal and Torres Strait Islander peoples?

Indigenous Australians and the federal vote, 1962

From 1843, Indigenous people legally became subjects of the British Crown. As such, if they were eligible to vote, there were no legal barriers for them to do so. A number of Indigenous people voted in the 1901 federal election. But, because voting rights for elections were often based on being a male property owner, many Indigenous people were disenfranchised. Most Indigenous people, also, did not know that they had the right to vote.

In 1949, Aboriginal people in New South Wales, Victoria, Tasmania and South Australia achieved the right to vote in federal elections without having to be a property owner or any

SOURCE 2.21 Bill Onus, President of the Victorian Aborigines' Advancement League, was the only Indigenous person to take part in the march for Aboriginal Rights referendum, 29 May 1976

other sort of restriction. The ALP government passed a law that allowed anyone who could vote in state elections to vote in federal ones. Queensland and Western Australia had state laws that did not allow Aboriginal people and Torres Strait Islanders to vote, and these laws continued to operate until 1962. In the Northern Territory, Indigenous Australians were also prevented from voting until 1962.

In paragraph 77 the committee recommended—
1 That the right to vote at Commonwealth elections be accorded to all aboriginal and Torres Strait islander subjects of the Queen, of voting age, permanently residing within the limits of the Commonwealth.
2 That, for the time being, the enrolment of aborigines and Torres Strait islanders be voluntary, but when enrolled, compulsory voting be enforced.
… The government wants to ensure that enrolment of the natives is entirely voluntary and that no undue influence or pressure is used by political parties or other interested bodies to induce the natives in respect of their enrolment or non-enrolment or in the exercise of their franchise …

Commonwealth Parliamentary Debates, 15 March 1962, vol. 34, pp. 861–3

SOURCE 2.22 Parliamentary Committee report on extending the franchise to Aboriginal people and Torres Strait Islanders, 1962

ACTIVIT7 11

Analysis and use of sources

1 Legally, from what date could Aboriginal and Torres Strait Islander people vote in Australia?
2 What were some of the factors that stopped Aboriginal and Torres Strait Islander people from voting in elections?
3 Read source 2.22. What were the parliamentary committee's recommendations regarding the voting rights of Indigenous people?
4 Did these recommendations give Indigenous people equal rights? Explain.
5 In what way was the granting of voting rights to Indigenous people in 1962 paternalistic—like a parent giving something to a child—rather than recognising Aboriginal people as equals?

The 1967 referendum

Background

Aboriginal organisations had called for amendments to remove discriminatory references to Aboriginal people in the Australian Constitution for many decades. It had been one of the demands at the conference held on 26 January 1938, proclaimed a **Day of Mourning**. In 1962, an activist group, the Federal Council for Aboriginal Advancement (FCAA), launched a campaign for a constitutional referendum. Source 2.24 is an extract from their petition.

Aboriginal people and organisations campaigned all over Australia for a constitutional referendum to be held. Oodgeroo Noonuccal was one of these campaigners. She travelled around the country to talk to Aboriginal Australians about the petition and to gather wider community support and media coverage. Noonuccal reflects on her campaign in source 2.23.

… I spoke on all platforms and got once again a tremendous reception from both my own people and the white race. All the way through, I found that the white race, the white Australian, has a very high sense of fair play; he wants to help, I shocked him all the way along the line, my greatest problem was educating the white race, they do not know anything about us and I had to put them right on quite a lot of things.

The ignorance of the white race is very, very apparent and I found this out on the tour …

Gordon Bryant Papers, National Library of Australia

SOURCE 2.23 Oodgeroo Noonuccal on the referendum campaign

The Australian constitution at present provides:—

Section 51—Legislative Powers of Parliament: The Parliament shall, subject to this Constitution, have power to make laws for the peace, order and good government of the Commonwealth with respect to:—

  Clause XXVI—The people of any race, other than the Aboriginal race in any State, for whom it is deemed necessary to make laws.

Section 127—Census: In reckoning the numbers of people of the Commonwealth or of a State, or other part of the Commonwealth, Aboriginal natives shall not be counted.

The Council maintains that these examples of racial discrimination should be removed.

Aborigines are people, despite Section 127, and they have the right to peace, order and good government under the Commonwealth Parliament.

Section 51, Clause XXVI: Means that laws with respect to Aborigines are the responsibility of the States, apart from those living in the Northern Territory.

The effect of this clause is that there is little uniformity in the laws governing Aborigines in the States and Territory.

Rights enjoyed by Aborigines on settlements and reserves in five States and the Northern Territory.

	NSW	VIC	SA	WA	NT	QLD
Voting rights (State)	Yes	Yes	Yes	No	Yes	No
Marry freely	Yes	Yes	Yes	No	No	No
Control own children	Yes	Yes	No	No	No	No
Move freely	Yes	No	No	No	No	No
Own property freely	Yes	No	Yes	No	No	No
Receive award wages	Yes	No	No	No	No	No
Alcohol allowed	No	No	No	No	No	No

The Federal Government has no power to make laws with respect to Aborigines and yet must try to defend in the United Nations and other International bodies the varied assortment of Rights and Restrictions practised by the States …

Section 127—Census: Implies that Aborigines are not people or at least not people of any account.

Apart from its institutionalised insult to Aborigines, this section has some practical implications.

Reimbursements to the States of money collected as Income Tax are based on their populations as obtained in the Census. The States thus receive no reimbursements for the Aborigines in their communities … On the other hand, the Commonwealth collects Income Tax from Aborigines in the States, but has no power (under Section 51) to make laws to assist them …

Aborigines may now vote at federal elections, but are not counted in the Census, which is used to fix electoral boundaries …

Australia has a responsibility to educate Aborigines and integrate them into the economic life of the community … It is difficult to see how this responsibility can be met if accurate information is not obtained as to how many Aborigines are living in each locality …

SOURCE 2.24 Federal Council for Aboriginal Advancement petition, 1962

The referendum and its results

In 1967, a constitutional referendum was held. One of the two questions asked was whether the discriminatory references to Aboriginal people in Sections 51 and 127 of the Constitution should be removed (see source 2.25). The vote in favour of this amendment was 89 per cent. Both in the 1960s and today, the referendum has frequently been seen as having provided full citizenship to Aboriginal Australians. The constitutional changes did not in fact directly provide any new rights to Aboriginal people. But the changes were a very important symbolic victory.

Two Referendums are being held on the same day on two separate proposed laws for the alteration of the Constitution.

At the Referendums each voter should indicate separately his vote in relation to EACH proposed law as follows:

If HE APPROVES the proposed law—by writing the word YES in the space provided on the ballot-paper opposite the question; or

If HE DOES NOT APPROVE the proposed law—by writing the word NO in the space provided on the ballot-paper opposite the question.

The two questions will be set out on the ballot-paper thus:

DO YOU APPROVE the proposed law for the alteration of the Constitution entitled—

" An Act to alter the Constitution so that the Number of Members of the House of Representatives may be increased without necessarily increasing the Number of Senators " ?

DO YOU APPROVE the proposed law for the alteration of the Constitution entitled—

" An Act to alter the Constitution so as to omit certain words relating to the People of the Aboriginal Race in any State and so that Aboriginals are to be counted in reckoning the Population " ?

YOU MUST VOTE IN RESPECT OF EACH PROPOSED LAW

VOTING IS COMPULSORY

By Authority: A. J. ARTHUR, Commonwealth Government Printer, Canberra

SOURCE 2.25 The 1967 referendum ballot paper
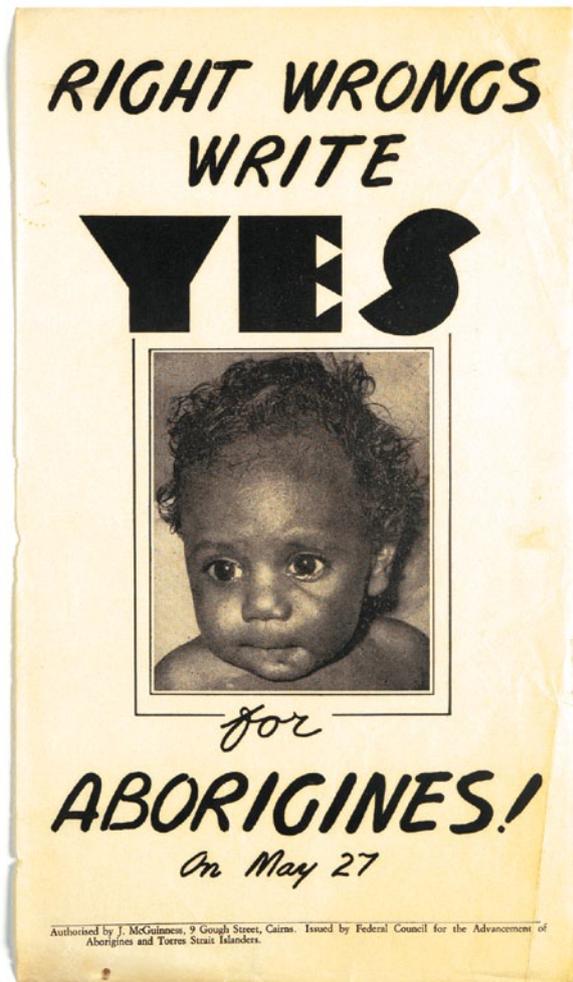
SOURCE 2.26 Flyer for the 1967 referendum

ACTIVITY 12

Comprehension: chronology, terms and concepts

1   Read source 2.24.

   a What were the two sections referring to Aboriginal people that were altered in the constitutional referendum in 1967?

   b What was the effect of these two changes to the Constitution?

   c What percentage of voters supported the removal of the references to Aboriginal people in the Constitution at the 1967 referendum?

   d What were the reasons that the FCAA used to argue for these amendments to the Constitution?

2   Refer to source 2.23.

   a What was Oodgeroo Noonuccal's opinion of the level of knowledge that white Australians had about Aboriginal people and issues in the late 1960s?

   b Do you think that she would have the same opinion today?

3   Refer to source 2.24. Mark the following statements 'true' or 'false':

   a An Aboriginal person who moved from New South Wales to Queensland lost the right to vote in state elections.

   b An Aboriginal person who moved from South Australia to Victoria lost the right to own property.

   c An Aboriginal person who moved from Western Australia to New South Wales gained the right to drink alcohol.

   d An Aboriginal person who moved from New South Wales to Victoria lost the right to marry freely.

   e An Aboriginal person who moved from New South Wales to any other state or territory lost the right to move around freely.

Explanation and communication

Write a one-page biography of Oodgeroo Noonuccal. Use at least one of the sources listed in your digital support.

Empathetic understanding

Use source 2.26. Imagine you are an Aboriginal artist who designed this flyer. What does your flyer mean? And what motivated you to design it?

❽ What was the significance of the Mabo decision?

The Mabo decision

In 1982, 'Eddie' Koiki Mabo, along with four other Meriam people from Mer Island in the Torres Strait, began a case in the High Court. They sought recognition of their traditional ownership of the island. On 3 June 1992, six months after Eddie Mabo's death, the High Court handed down its decision (see source 2.28). The High Court recognised the Mer Islanders' traditional ownership of the land. In doing this, they overturned the legal idea of *terra nullius*; *terra nullius* was found to be a legal fiction.
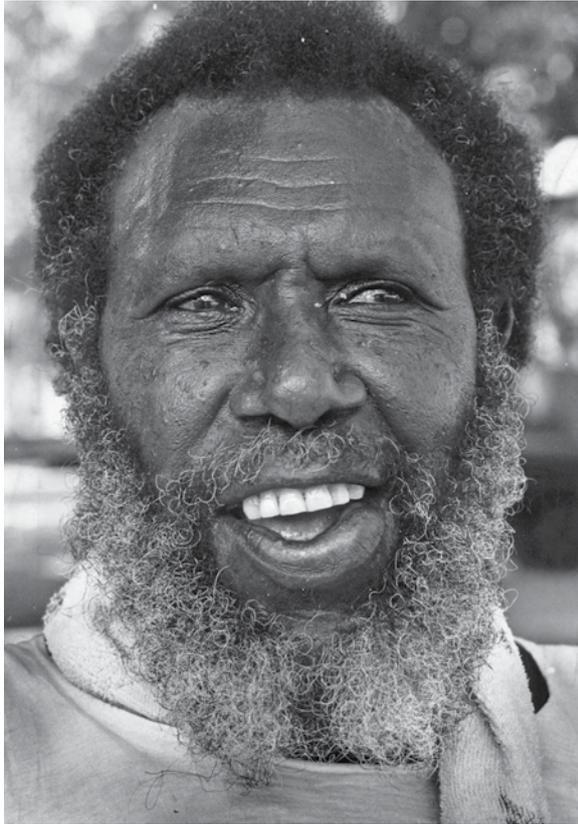
SOURCE 2.27 Eddie Mabo

The term **native title** was used by the High Court to describe traditional ownership of land before the arrival of Europeans.

As England expanded its rule over other people's territories over the centuries, English law generally recognised pre-existing rights in relation to those lands. This was the experience in relation to Ireland and Wales, and later in Asia, Africa, the Americas and the Pacific. However, in Australia's case the colonial authorities refused to acknowledge that the indigenous peoples had any legal rights in land, preferring instead to see the land as 'terra nullius'—land belonging to no-one. Australia seemed to remain the exception until the High Court in *Mabo v. Queensland* (No. 2) on 3 June 1992 declared that Australian law recognised the title of Indigenous Australians to their traditional lands and waters.

Aboriginal and Torres Strait Islander Commission,
Native Title Amendment Bill 1997: Issues for Indigenous Peoples

SOURCE 2.28 Australia was officially declared '*terra nullius*'.

ACTIVITY 13

Comprehension: chronology, terms and concepts

1 Who took the case that led to the Mabo decision to the High Court?

2 What were they seeking legal recognition of?

3 Did the High Court decide in their favour?

4 What did the High Court ruling recognise?

5 What do you think the term 'legal fiction' means?

6 Explain, in your own words, *terra nullius*.

Explanation and communication

Write a one-page biography of Eddie Mabo. You may be able to locate a copy of the 2012 ABC TV telemovie *Mabo* or the 1990 documentary *Mabo, Life of an Island Man* to watch. The following titles would also be useful:

- *Encyclopaedia of Aboriginal Australia*
- *The Oxford Companion to Australian History*

Research

1 Research the recognition of indigenous land rights in one other country. For instance, you could research New Zealand, Canada or the United States.

2 Use your research and the information in this unit. How do you think Australia compares with other countries in terms of its recognition of Indigenous peoples' rights?

3 Find footage created by Aboriginal and Torres Strait Islander people about Eddie Mabo on YouTube. What insight does this give you about the significance of the Mabo decision for Indigenous peoples?

Native title

In 1993, the ALP government under Prime Minister Keating passed the *Native Title Act 1993* (Cwlth). This Act created a legal and administrative process to manage native title claims made by Aboriginal communities.

Native title exists where Aboriginal communities can show continuous connection to their traditional lands through traditional law and custom since the time of European arrivals. This is often difficult, given the history of forced movement and forced **assimilation** that Aboriginal people have suffered. Many

SOURCE 2.29 Geoff Pryor's 1993 cartoon showing Peter Reith, shadow federal treasurer in the Liberal–National opposition

Aboriginal Australians have no rights under the Native Title Act. This includes many people of the Stolen Generations. As with land rights, native title can only be claimed over Crown and other public lands. Freehold land—land that is privately owned—is not open to native title claims.

Native title does not necessarily mean legal ownership of the land such as freehold title-holders have. In many cases, it just means that Aboriginal peoples have the legal right to use land in traditional ways such as for hunting, fishing and conducting ceremonies.

When the Liberal and National parties were elected to government in 1996, they amended (altered) the Native Title Act, adding many restrictions and limitations to it.

SOURCE 2.30 Denise Morgan Bulled giving evidence at the Yorta Yorta native title claim, November 1996
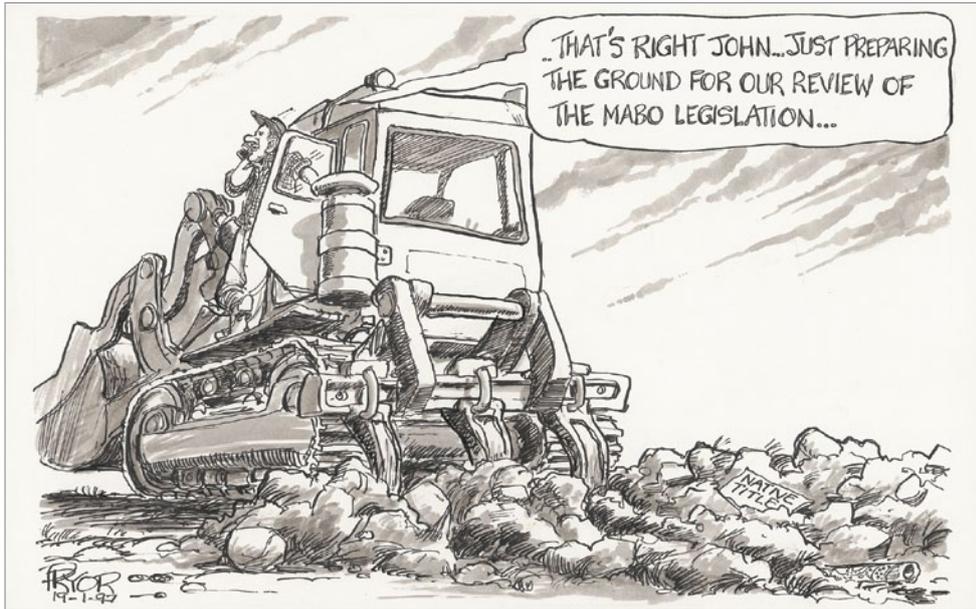
SOURCE 2.31 Geoff Pryor's 1997 cartoon showing National Party politician and Deputy Prime Minister Tim Fischer speaking to Prime Minister John Howard by phone

Native title is the term used to describe the recognition in Australian law of the rights of Aboriginal people and Torres Strait Islanders to land and waters under their laws and customs ...

To indigenous peoples land represents much more than an economic asset, although it is this as well. The land is the basis for the creation stories, for religions, spirituality, art and culture. It is also the basis for relationships between people and with earlier and future generations. The loss of land, or damage to land, can cause immense hardship to indigenous peoples.

Aboriginal and Torres Strait Islander Commission,
Native Title Amendment Bill 1997: Issues for Indigenous Peoples

SOURCE 2.32 Native Title Amendment Bill

ACTIVITY 14

Comprehension: chronology, terms and concepts

1 When was the Native Title Act passed?

2 Over what land can native title claims be made?

3 What form can native title take?

4 Read source 2.32. To what does the term 'native title' refer?

5 What led to the creation of the Native Title Act?

6 In your own words, describe what the land means to Indigenous peoples.

7 What do Aboriginal communities have to demonstrate in order to claim native title?

Overall, Indigenous interests have lost out to those of the state/territory governments, miners and pastoralists. The best that can be said about the NTAA is that it is not as bad as it was going to be. This will not be much comfort to those native title holders whose traditional country is covered by GHPLs [pastoral leases] in Queensland, for example. They have been denied their day in court, the possibility of interim statutory access rights and any effective say over mining on their traditional country. From this perspective, Noel Pearson's response to the characterisation of the [Prime Minister John] Howard/[Senator Brian] Harradine agreement as a compromise is understandable. He said: (paraphrasing) don't expect us to be thankful that you only cut one of our legs off, just because you originally had planned to cut both off.

Paul Burke, 'Evaluating the *Native Title Amendment Act 1998*', *Australian Indigenous Law Reporter*, vol. 28, no. 3(3), 1998, p. 33

SOURCE 2.33 The effect of changes to the Native Title Act

Analysis and use of sources

1   What is the view being presented in source 2.29?

2   What other sources in this section support this view?

3   a   Use source 2.33. In your own words, what was Paul Burke's assessment of the impact on the Native Title Amendment Act?

    b   What was Noel Pearson's view of the Native Title Amendment Act?

4   a   Use source 2.31. Who is driving the bulldozer and what was his position in government?

    b   Who is the 'John' referred to in the cartoon?

    c   What is Geoff Pryor's view of the Native Title Amendment Act as shown in this cartoon? Explain.

    d   In this view, how successful was the Mabo decision?

Perspectives and interpretations

1   How might a pastoralist respond to source 2.31? Explain.

2   How would a land rights activist respond to this cartoon?

3   Look at source 2.29. What is the cartoonist's perspective on the Mabo decision? What is his view on how the Liberal Party regarded the Mabo decision?

Research

1   Source 2.30 shows a part of the proceedings of the Yorta Yorta native title claim.

    a   In groups, find out what happened in the Yorta Yorta claim and who was involved in the case. Draw on material from:

    • The State Library of Victoria
    • *The Age* (for example, 1 May 2004)
    • Green Left Review

    or

    b   Find out what happened in a native title claim in your local area.

2   Use the findings from your research. In groups, prepare a two-page script for a scene from the Yorta Yorta native title claim or the native title claim your group researched. You will need to decide where to set the scene. You may want to act this out in class.

❯❯ What was the significance of Reconciliation and the *Bringing Them Home* report?

Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families was published in 1997 by the Human Rights and Equal Opportunity Commission. It was tabled (presented formally) in federal parliament on 26 May 1997. Its findings were based on a national inquiry into Australia's history of systemic violation of Indigenous people's rights. It looked at the policies of forcible removal of Indigenous children from their families and communities.

The key findings of the Inquiry were:
• Nationally, between one in three and one in ten Indigenous children were forcibly removed from their families and communities between 1910 and 1970;
• Indigenous children were placed in institutions, church missions, adopted or fostered and were at risk of physical and sexual abuse. Many never received wages for their labour;
• Welfare officials failed in their duty to protect Indigenous wards from abuse;
• Under international law, from approximately 1946, the policies of forcible removal amount to genocide; and from 1950, the continuation of distinct laws for Indigenous children was racially discriminatory; and
• The removal of Indigenous children continues today. Indigenous children are six times more likely to be removed for child welfare reasons and 21 times more likely to be removed for juvenile detention reasons than non-Indigenous children.

Coral Dow, *'Sorry': The Unfinished Business of the Bringing Them Home Report*, Background Note, Parliamentary Library, Canberra, 2008

SOURCE 2.34 Main findings of the *Bringing Them Home* Inquiry

In all, 777 submissions were made to the Inquiry by people and organisations. Many of these were used in the *Bringing Them Home* report as case studies to document the human impact of forced removal policies.

ACTIVITY 15

Comprehension: chronology, terms and concepts

1 Define 'systemic'.

2 What is genocide?

3 Nationally, how many Indigenous children were removed from their families?

4 Where were Indigenous children placed?

5 What did the Inquiry find that welfare officials had done?

6 From 1946, what did the policies of removal amount to, according to the Inquiry?

7 a Has the removal of children ended?

   b In what way is it continuing today?

Research

1 a Go to the internet to locate the *Bringing Them Home* report.

   b Locate and define the different methods of forcible removals described in the report, including 'compulsion', 'duress', 'undue influence' and 'justification'.

2 Use the site to locate the Aboriginal and Torres Strait Islander Social Justice page.

I thought that telling my story would be my way of being part of reconciliation for my ancestors who've gone, for the family that's still here and for my future family. I recognised in telling my story, that family was the only thing that I ever wanted in my life … I did it for me, for family and for Australia, for Australians, and for our future. I told my story so that children are never hurt in this way in this country again …

With reconciliation being talked about, I kept thinking that you couldn't reconcile without knowing and understanding history and what you were or are trying to reconcile from that history. I knew my story was part of that history just like the other stories were and are part of history. When I told my story it wasn't only about what happened to me, Pamela, but something that happened to other people, something that Australia had denied, its past, its history.

In Bronwyn Fredericks, 'Reflections on the Challenges with the *Bringing Them Home* Oral History Project', *Oral History Association of Australia Journal*, no. 28, 2006, pp. 17–21

SOURCE 2.35 Why Pamela Croft participated in the *Bringing Them Home* report

a Find out what the Commission's role is.

b List three of the current projects currently being undertaken by the Commission. Why are they important to Indigenous rights?

What is Reconciliation?

After the recognition of land rights, with the Mabo and Wik decisions of the High Court and federal government legislation, one focus of the Aboriginal civil rights activists in the last couple of decades has been **Reconciliation**.

The laws, policies and practices which separated Indigenous children from their families have contributed directly to the alienation of Indigenous societies today.

… In no sense has the Inquiry been 'raking over the past' for its own sake. The truth is that the past is very much with us today, in the continuing devastation of the lives of Indigenous Australians. That devastation cannot be addressed unless the whole community listens with an open heart and mind to the stories of what has happened in the past and, having listened and understood, commits itself to reconciliation.

Australian Human Rights and Equal Opportunity Commission, *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*

SOURCE 2.36 The need for Reconciliation

… true reconciliation between the Australian nation and its indigenous peoples is not achievable in the absence of acknowledgment by the nation of the wrongfulness of the past dispossession, oppression and degradation of the Aboriginal peoples …

The present plight, in terms of health, employment, education, living conditions and self-esteem, of so many Aborigines must be acknowledged as largely flowing from what happened in the past …

… it is apparent that recognition of the need for appropriate **redress** for present disadvantage flowing from past injustice and oppression is a pre-requisite of reconciliation …

Quoted in Australian Human Rights and Equal Opportunity Commission, *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*

SOURCE 2.37 Governor-General Sir William Dean on Reconciliation, August 1996

SOURCE 2.38 Cover of the *Bringing Them Home* report

SOURCE 2.39 Thousands march for Reconciliation across the Sydney Harbour Bridge

ACTIVITY 16

Comprehension: chronology, terms and concepts

How have forced removal policies in the past affected Aboriginal people today?

Analysis and use of sources

1 Use sources 2.35, 2.36 and 2.37. What do they suggest is needed to achieve Reconciliation?

2 Refer to source 2.35.

   a What motivated Pamela Croft to tell her story to the Inquiry?

   b What effect might first-person accounts like Pamela's have on the reader?

   c Why do you think the Inquiry chose to include first-person accounts in the report?

Explanation and communication

1 Explain the relationship between the two people in the image used on the cover of the *Bringing Them Home* report (source 2.38).

2 Why do you think this image was chosen as the cover for the *Bringing Them Home* report?

3 Think about the themes of the report as described in source 2.36 and imagine you are given the task of designing a new cover. Draw or describe what it would look like and explain what you are trying to say to the audience with your design.

Recommendations and impact of the report

The Inquiry's findings were eye-opening for many Australians who had previously known little about the country's forcible removal policies for Indigenous children. The *Bringing Them Home* report was not only successful in its attempt to address the public's ignorance of the Stolen Generations, but it also generated a new-found support for the Reconciliation movement. One of the greatest signs of this was the Reconciliation March on 28 May 2000. Hundreds of thousands of people crossed bridges in capital cities across the country to show their support of Reconciliation. In Sydney alone, an estimated 300 000 people marched over the Sydney Harbour Bridge.

Among the report's 54 recommendations to be instigated or put into action soon after its submission was **commemoration** in the form of

a national 'Sorry Day'. The first was held in 1998 and it continues to be celebrated annually on 26 May to commemorate the history of forcible removals and its effects.

Across Australia, numerous Reconciliation groups have emerged and are overseen by state Reconciliation councils. Members gather to learn more about issues that affect Indigenous people, explore ways to promote an understanding of Reconciliation within their communities and organise events for National Reconciliation Week.

In the 1990s, as the result of another of the report's recommendations, a National Link-Up Service was established to trace and reunite members of the Stolen Generations with their families and communities.

When a new ALP government came to power in 2007, one of the first actions of the new prime minister, Kevin Rudd, was to make a formal apology to Indigenous people in parliament.

ACTIVITY 17

Analysis and use of sources

1 Use source 2.39.
   a How is a bridge a symbol of Reconciliation?
   b In the image, what do the signs that people are holding say? What do you think they mean? Who are they for?

2 Why do you think the *Bringing Them Home* report had such a large impact on the Australian public?

3 Sorry Day is held annually on 26 May. What is the significance of this date in relation to the *Bringing Them Home* report?

4 a What did Kevin Rudd apologise for?
   b What was the significance of the apology for Indigenous people?

Reparation

Another significant recommendation made by the *Bringing Them Home* report was that reparations be made to Aboriginal and Torres Strait Islanders who had suffered as a result of forcible removal policies.

The *Bringing Them Home* report calls for acknowledgement of responsibility from parliaments, police forces and churches. See source 2.42 for a brief outline of formal apologies and financial compensation made to the Stolen Generations by state and federal parliaments between 1997 and 2008.

Reparation should consist of
1   acknowledgment and apology,
2   guarantees against repetition,
3   measures of restitution,
4   measures of rehabilitation, and
5   monetary compensation.

Australian Human Rights and Equal Opportunity Commission, Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families

SOURCE 2.40 Recommended components of reparations

In the lead-up to the 2007 election, Prime Minister John Howard spoke to ABC radio program *PM* and defended his stance on Reconciliation.

What I am against is a repudiational reconciliation, if I can put it that way, something that involves repudiation of the past.

Obviously, there were great injustices done to Indigenous people in the past, but I have never been willing to embrace a formal national apology, because I do not believe the current generation can accept responsibility for the deeds of earlier generations. And there's always been a fundamental unwillingness to accept, in this debate, the difference between an expression of sorrow and an assumption of responsibility.

<www.abc.net.au/pm/content/2007/s2058503.htm>

SOURCE 2.41 John Howard radio interview, 17 October 2007

1997 All Australian states and territories, excluding Queensland and the Northern Territory, offered formal apologies to the Stolen Generations.

The Federal Government refused to make a full apology or provide monetary compensation, on the grounds that current generations should not be held accountable for previous generations' acts.

1999 Queensland formally apologised to the Stolen Generations.

On 26 August Prime Minister John Howard expressed 'deep and sincere regret' for past injustices and tabled a *Motion of Reconciliation* in Parliament; however, he was criticized for not agreeing to make a full apology or use the word 'sorry'.

2001 The Northern Territory apologised to Territorians who were forcibly removed and called for the Federal Government to formally apologise and acknowledge its responsibility towards the Stolen Generations.

2006 The Tasmanian Government offered a $5 million fund as compensation to Indigenous stolen children under the *Stolen Generations of Aboriginal Children Act 2006*.

2007 The Western Australian Government set up Redress WA, a $114 million redress scheme for all children who were abused while in State care, including members of the Stolen Generations.

2008 On 13 February, Prime Minister Kevin Rudd tabled an 'apology' motion in Parliament and it was passed unanimously.

The Federal, Queensland and New South Wales governments all ruled out monetary compensation schemes.

Based on Australian Human Rights and Equal Opportunity Commission, *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*

SOURCE 2.42 Parliamentary reparations timeline

SOURCE 2.43 Cartoon by Geoff Pryor, showing Prime Minister John Howard in France, 2000

ACTIVITY 18

Comprehension: chronology, terms and concepts

1 Define 'reparation'.

2 Define 'redress'.

3 Use source 2.42. Make a timeline for 'parliamentary reparations'.

Analysis and use of sources

1 Refer to source 2.41.

   a Does the prime minister acknowledge injustices towards the Indigenous people?

   b Does he apologise for these injustices? If not, why not?

2 Refer to sources 2.40 and 2.41. Can reparations be met with acknowledgement but not responsibility? Pretending you are on the radio (either as John Howard or the interviewer), write a paragraph explaining why this is your view.

3 Refer to source 2.43.

   a Who does the figure on the right-hand side represent?

   b Explain why you think he is asking who his father and grandfather are.

   c What is the cartoonist trying to say about the relationship between the government and the Stolen Generations?

4 Refer to source 2.42.

   a Which events in the list of components (source 2.40) might source 2.42 be referring to?

   b When on the timeline did Kevin Rudd's Apology take place?

Research

Go to your digital support to research the Canadian Indian residential school system. Using the results of your research, answer the following questions.

1 When did the federal government formally apologise for the governments' policies of assimilation?

2 a What is the Indian Residential Schools Settlement Agreement (IRSSA)?

   b When was it implemented and why?

3 List the similarities and differences between Australia's forcible removal policies and Canada's school system. You might like to look at these speeches—Kevin Rudd's Apology to the Stolen Generation and Canadian Prime Minister Stephen Harper's Residential Schools Apology— on YouTube to help you with this exercise.

⏩ How did civil rights activists achieve change for Aboriginal and Torres Strait Islander peoples?

Aboriginal rights

Aboriginal people have been fighting for their rights since the beginning of the European invasion of this continent. Organised protests, such as the strikes on Coranderrk station in the 1870s and the Day of Mourning in the 1930s, have been one way that they have fought for their rights. In the 1960s, the rest of Australia began
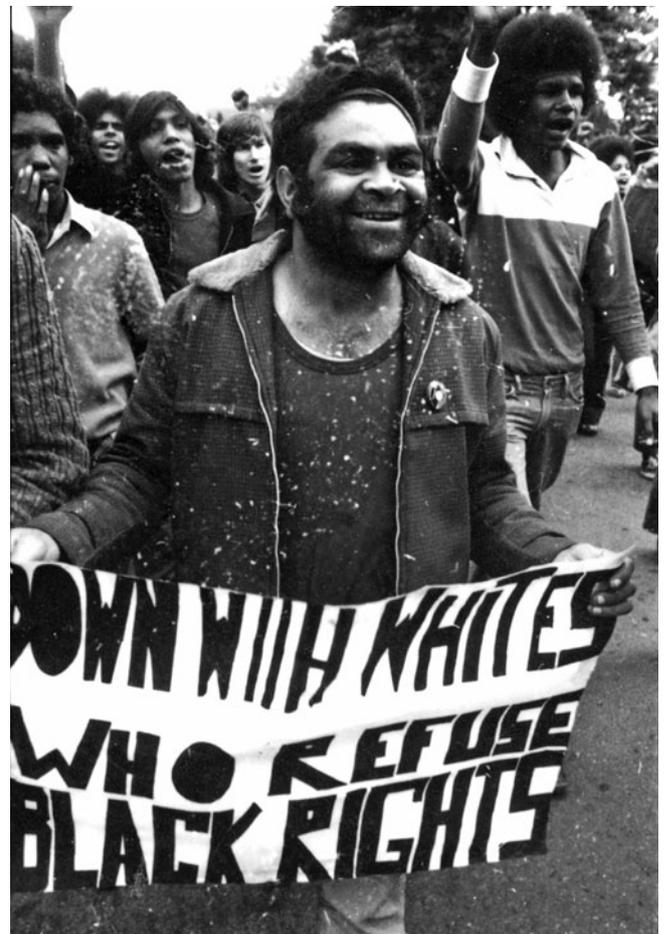
SOURCE 2.44 Protester at a land rights demonstration, Parliament House, Canberra, 1972

to take more notice of Aboriginal Australians and their supporters' continuing fight against legal, economic and social discrimination. Media coverage helped their cause. Newspaper reports and moving images on television had significant impacts on public opinion. By 1970, the Aboriginal protest movement had begun to be successful in a number of its aims.

Perhaps one of the most important achievements of this period was the increased awareness among the rest of the Australian community of the discrimination facing Aboriginal people. Aboriginal Australians and their rights could no longer be ignored. In the 1960s, most of the laws that discriminated against Aboriginal people were removed (although Queensland retained many discriminatory laws into the 1980s). At the end of this period, Aboriginal people in most of Australia were able to live where they chose, marry whom they wished, vote in elections and own property. They were entitled to award wages and to control over their own children.

Legal discrimination has proven much easier to end than social and economic forms of discrimination. These have been much slower to change and Aboriginal Australians still suffer from discrimination and disadvantage today.

Many organisations were active in the protest movement for Aboriginal rights. One of the important national political organisations was the Federal Council for Aboriginal Advancement. This organisation was founded in 1958 and eventually had more than 60 affiliated groups around Australia. It had both European and Aboriginal members. Important figures in the Council were Oodgeroo Noonuccal (then known as Kath Walker), Joe McGinness and Doug Nicholls.

The council focussed on supporting state and community political activism and leading the fight throughout Australia for the end of discriminatory laws against Aboriginal people. It argued for the need for Aboriginal Australians to have the same rights of citizenship as other Australians. Source 2.45 contains an abbreviated version of the general principles adopted at the conference that established the Federal Council for Aboriginal Advancement in 1958.

1   Equal citizenship rights with other Australian citizens for Aborigines.
2   All Aborigines to have a standard of living adequate for health and wellbeing, including food, clothing, housing and medical care not less than for other Australians.
3   All Aborigines to receive equal pay for equal work and the same industrial protection as other Australians.
4   Education for detribalised Aborigines to be free and compulsory.
5   The absolute retention of all remaining native reserves, with native communal or individual ownership.

Federal Council for Aboriginal Advancement, May 1958

SOURCE 2.45 Five basic principles of the Federal Council for Aboriginal Advancement

ACTIVITY 19

Comprehension: chronology, terms and concepts

1   When was the Federal Council for Aboriginal Advancement formed?
2   Name three Aboriginal people who were involved in the Federal Council for Aboriginal Advancement.
3   Read source 2.45. In your own words, describe the five basic principles set out by the Federal Council for Aboriginal Advancement.

Explanation and communication

1   List some of the achievements of the protest movements for Aboriginal people.
2   Why do you think that the end of legal discrimination has been achieved more rapidly than the end of social and economic discrimination?

Research

One important organisation in the fight for Aboriginal rights in this period—the Federal Council for Aboriginal Advancement—has been discussed. Name three others and provide a one-paragraph description of each of them. Below is a short bibliography of useful books to start you off.

• *Australian Encyclopaedia*
• Richard Broome, *Aboriginal Victorians*
• *Encyclopaedia of Aboriginal Australia*

- Jack Horner, *Vote Ferguson for Aboriginal Freedom*
- Nigel Parbury, *Survival: A History of Aboriginal Life in New South Wales*

The Freedom Ride

One of the most widely publicised protest actions for Aboriginal rights was the Freedom Ride in 1965. This was a bus tour through country towns in New South Wales by University of Sydney students. Involved in organising the trip were Charles Perkins, an Aboriginal student at the university and leader of the trip, and Chicka Dixon, an Aboriginal trade unionist. It was called the Freedom Ride because of the similarity to the bus trips run by the civil rights movement in the United States.

The aim of the bus tour was to publicise the discrimination against Aboriginal people that continued to exist in country towns. For example, the only time Indigenous people were allowed to drink alcohol in Walgett was on Anzac Day, when Aboriginal ex-servicemen could do so in the RSL club. The tour attracted significant media attention, especially after a grazier's son ran the bus off the road at Walgett after a heated meeting in the town.

In a letter to Mr Kingsmill, the chairman of the New South Wales Aborigines Welfare Board, Charles Perkins set out the aims of the tour (source 2.46). Some years after the tour, Chicka Dixon explained the aims in rather different language (source 2.47).

One of the towns visited was Moree, where the local council swimming pool excluded Aboriginal Australians. Source 2.51 (on page 73) gives *The Australian* newspaper's account of what occurred when the students picketed the swimming pool.

With dramatic events like this one, the Freedom Ride received much media attention and was an important step in putting Aboriginal rights on the national political agenda. Source 2.52 discusses the outcomes of the Freedom Ride.

The main objective of the whole tour would be a comprehensive survey of Aboriginal life in the main towns visited. This would be under factors such as: (1) Housing (2) Education (3) Employment (occupation—income) (4) Health (5) Attitudes—European and Aboriginal ... SAFA [Student Action for Aborigines] proposes also to integrate certain theatres, swimming pools etc. which discriminate against Aboriginal people. The tactics will follow the pattern set by the Rev. Martin Luther King. It is passive non-violent action ...

We do not intend to create confusion or disturbances that will lead to violent action. We merely wish to stimulate both Aboriginal and European towns-people into doing something practical themselves about the situation ... As Chairman of SAFA I would appreciate the co-operation of the Board in allowing us access to Reserves as I believe this is a constructive and worthwhile project.

Letter in the Aboriginal Welfare Board correspondence files, New South Wales Department of Aboriginal Affairs

SOURCE 2.46 Charles Perkins on the Freedom Ride

What we were trying to do was to go into those racist towns and establish beyond a shadow of a doubt that discrimination and prejudice did exist. That was the idea of blowing those towns up. Because white people are so complacent. Apathy and complacency—even blokes I work with on the waterfront, blokes who are pretty militant, didn't believe that some of the things we were saying were really true. We wanted to show Australia what really existed in those outback towns ... For example, in those days, in Moree, black kids weren't free to go in the swimming baths. Blacks couldn't go where they chose in the picture show. At Walgett they weren't allowed to drink out of the glasses in a local milk bar. Young girls weren't allowed to try on dresses in a frock shop there. And, of course, there was the pub discrimination. These were the things that we were trying to pick up, the grassroots discrimination that we were trying to bring out into the open.

Quoted in Kevin J Gilbert, *Because A White Man'll Never Do It*

**SOURCE 2.47** Chicka Dixon on the Freedom Ride

Aboriginal adults were never allowed in and Aboriginal children were only allowed in with school groups on Wednesdays. When school hours finished, the whistle blew. Aboriginal children had to leave the water and only white children were allowed to stay.

Nigel Parbury, *Survival: A History of Aboriginal Life in New South Wales*, p. 129

SOURCE 2.48 Segregated swimming

SOURCE 2.49 Charles Perkins is barred from taking young Aboriginal children into a local swimming pool in Kempsey, New South Wales
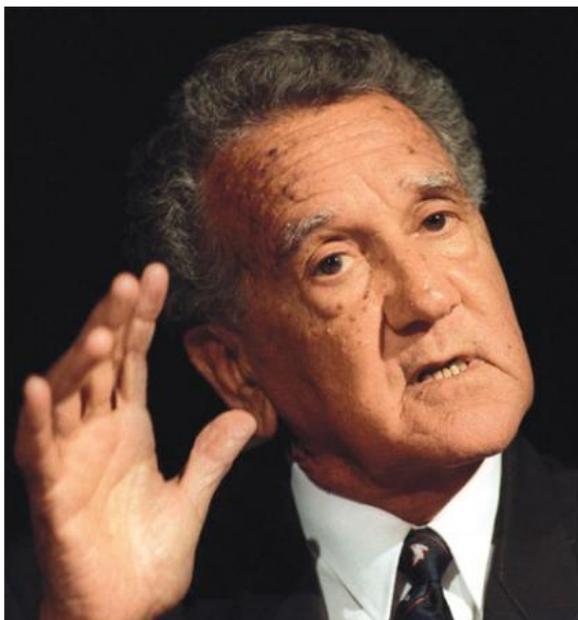
SOURCE 2.50 Charles Perkins discussing the Freedom Ride

At Moree on Saturday the bus was pelted with eggs and rotten fruit as it pulled up in front of the municipal baths to take on the students after their 3½-hour demonstration. Four men have been charged with offensive behaviour. Three are Moree residents and one is of no fixed abode.

During the demonstration one student was punched to the ground, a former alderman was dumped in the gutter, and one of the girl students was spat on. The students blocked the entrance to the baths after they were refused permission to bring in nine Aboriginal children. A mob of 500 gathered around them shouting insults and throwing fruit. The mayor, Alderman William Lloyd, grabbed three students by their shirts and led them away …

Council employees carried away another student, Mr Chris Page, 20. The students returned and blocked the doorway again. They left after the Mayor agreed to introduce a motion to rescind a 1955 council regulation barring Aborigines from the baths. The council will hear the resolution tonight and is expected to vote on it next week.

The crowd at the baths grew so violent that police had to escort the bus out of town. Aborigines were again excluded from the baths yesterday.

The Australian, 22 February 1965

SOURCE 2.51 Student demonstration at the Moree swimming pool

The Freedom Riders achieved their objective of publicising discrimination. Two reporters joined them during the trip, they were headline news for days and *The Bulletin* of 20 February 1965 made the Freedom Ride its cover story. This publicity shocked and embarrassed white Australia, especially in the cities, and contributed to the overwhelming YES vote in the 1967 Referendum to count Aboriginal people in the census and allow the Commonwealth to make laws for them. It also influenced the younger generation of the Aboriginal. Lyall Munro junior, a leading Aboriginal activist, was one of the children let into the baths at Moree. He became a fighter for Aboriginal rights because he 'saw the power of direct action that day in Moree'.

Nigel Parbury, *Survival: A History of Aboriginal Life in New South Wales*, 1986, p. 131

SOURCE 2.52 The impact of the Freedom Ride

ACTIVITY 20

Comprehension: chronology, terms and concepts

1   Read sources 2.46 and 2.47. Give some examples of the types of discrimination that the Freedom Ride aimed to publicise.

2   What do you think might be some of the reasons that sources 2.46 and 2.47 express the aim of the Freedom Ride so differently?

3   Why do you think Aboriginal Australians were banned from the Moree swimming pool?

4   Refer to source 2.48. How do you think the Aboriginal children felt when the whistle blew?

5   Use source 2.52. What were three of the impacts that the Freedom Ride had?

Explanation and communication

1   Why was the 1965 bus trip of university students called the Freedom Ride?

2   Read source 2.46. Why did Charles Perkins have to ask Kingsmill for access to Aboriginal reserves?

3   Read source 2.48. What were the rules at Moree swimming pool about Aboriginal Australians?

4   Read source 2.51. Who banned Aboriginal Australians from the Moree swimming pool and when did they ban them?

Analysis and use of sources

1   Access the video link in your digital support of Charles Perkins on the Freedom Ride. How powerful is moving footage as a source of evidence?

2   How does Perkins describe the status of Aboriginal people as citizens in the clip?

3   Does the evidence provided in the clip support or contest his view? Explain?

Empathetic understanding

Imagine you are a white, middle-class university student on the Freedom Ride who had never visited Aboriginal people in regional Australia. Imagine, too, that you took the footage shown in the video clip. Write a letter home to your family explaining what you saw and how you felt about it.

Perspectives and interpretations

1   You are a journalist on the local Moree newspaper when the Freedom Ride protest occurs. Devise a headline and write a four-paragraph article. Use a journalistic style.

2   You are a journalist on an Aboriginal newspaper when the Freedom Ride protest occurs. Devise a headline and write a four-paragraph article. Use a journalistic style.

3   Review the two articles you have written. Discuss how they are different and why.

Research

Two other important events in Aboriginal political activism in this period involved the Gurindji and the Yirrkala people. The Gurindji people walked off Wave Hill station in 1966 in protest at appalling living conditions and inadequate wages. The Yirrkala fought to save their land on Gove Peninsula from mining. Choose one of these events and write a one-page description of what happened and why. The following titles might be useful:

- *Australian Encyclopaedia*
- Richard Broome, *Aboriginal Australians*
- *Encyclopaedia of Aboriginal Australia*
- *The Oxford Companion to Australian History*

SOURCE 2.53 'Say sorry you miserable little bastard', Sydney Harbour Bridge walk for Reconciliation, 26 May 2000

⊗ What has been the nature of efforts to secure civil rights and freedoms in Australia and throughout the world?

From the 1950s, civil rights movements developed across the world. As we have seen in earlier sections on the United States (pages 53–57) and Australia (pages 70–74), these movements aimed to bring about legal equality for minority and oppressed groups. Activities included civil resistance, peaceful protest, lobbying, petitions and raising media awareness of inequalities. The groups involved varied greatly, from the American Indian movement to the German Student Movement. The various movements achieved positive change. But they were not entirely successful.

Growing in part out of the civil rights movement in the 1970s was the human rights movement. Major human rights activities occurred in eastern and western Europe against totalitarian regimes. Human rights campaigners were also active in Latin America and North America. The aims of this movement grew. It sought also to deal with social issues and economic conditions in underdeveloped countries. (See also the section on the United Nations Universal Declaration of Human Rights, which influenced the human rights movement: pages 44–48.)

There are many areas and issues in Australia today that provide a focus for the civil and human rights movements. These include issues around health, education, self-determination, Reconciliation and work for Aboriginal and Torres Strait Islander people. You will explore some of these in this section.

SOURCE 2.54 Jumbunna, Indigenous House of Learning, University of Technology, Sydney

SOURCE 2.55 Aboriginal health website, 2011

ACTIVITY 21

Comprehension: chronology, terms and concepts

1   What is a civil rights movement?

2   What sort of activities did a civil rights movement undertake?

3   What is the human rights movement?

4   What did its aims include?

5   What area of civil rights does source 2.54 relate to?

6   What are two of the things Jumbunna does?

7   What area of rights does source 2.55 relate to?

Research

1   Use the UTS Jumbunna website (source 2.54) to answer these questions:

   a   When and why was Jumbunna established?

   b   What does Jumbunna do to assist in strengthening Indigenous communities?

2   Use the Creative Spirits website (source 2.55) to undertake research to complete the following tasks.

   a   What activities does Creative Spirits undertake to secure rights for Indigenous people?

   b   Source 2.55 lists a number of statistics about Aboriginal health. Choose two of these statistics and find out more about them.

The 2007 Intervention

Aboriginal health and child abuse in some Aboriginal communities have been issues that have received a lot of attention in the media and from governments in the last few years. There have been a number of state and territory government inquiries and reports. In 2007, in its last year in office, the federal Liberal–National government under John Howard began carrying out a dramatic new policy in the Northern Territory (for which the federal government has more responsibility than it does for the states) known as the 'Intervention'. Sources 2.56 and 2.57 describe the Intervention.

On 21 June 2007 the Australian Government announced a series of broad ranging measures to be introduced in Aboriginal communities across the Northern Territory to address what it described as the 'national emergency confronting the welfare of Aboriginal children' in relation to child abuse and family violence. The Minister described the measures to be introduced as measures aimed at 'stabilis(ing) and protect(ing) communities in the crisis area' with all action 'designed to ensure the protection of Aboriginal children from harm'. He described the measures as 'a first step that will provide immediate mitigation and stabilising impacts in communities'. The extent to which the proposed measures would shift the social, cultural and legal landscapes of Aboriginal communities in the Northern Territory was immediately obvious. The Government described the measures to be introduced as follows:

- Introducing widespread alcohol restrictions on Northern Territory Aboriginal land;

- Introducing welfare reforms to stem the flow of cash going toward substance abuse and to ensure funds meant to be for children's welfare are used for that purpose;

- Enforcing school attendance by linking income support and family assistance payments to school attendance for all people living on Aboriginal land and providing meals for children at school at parents' cost;

- Introducing compulsory health checks for all Aboriginal children to identify and treat health problems and any effects of abuse;

- Acquiring townships prescribed by the Australian Government through five year leases including payment of just terms compensation;

- As part of the immediate emergency response, increasing policing levels in prescribed communities, including requesting secondments from other jurisdictions to supplement NT resources, funded by the Australian Government;

- Requiring intensified on ground clean up and repair of communities to make them safer and healthier by marshalling local workforces through work-for-the-dole;

- Improving housing and reforming community living arrangements in prescribed communities including the introduction of market based rents and normal tenancy arrangements;

- Banning the possession of X-rated pornography and introducing audits of all publicly funded computers to identify illegal material;

- Scrapping the permit system for common areas, road corridors and airstrips for prescribed communities on Aboriginal land; and

- Improving governance by appointing managers of all government business in prescribed communities.

The Government also noted that it expected the Northern Territory Government to undertake the following, complementary actions:

- Increase its efforts and resources to ensure the servicing and protection of its citizens in the range of areas of State and Territory responsibility and support, within the scope of its resources, the national emergency response;

- Develop a comprehensive strategy to tackle the 'rivers of grog' across the Territory;

- Resume all special leases over town camps in the major urban areas where lease conditions have been breached, with the Australian Government acting in this area if the NT Government fails to do so; and

- Remove customary law as a mitigating factor for sentencing and bail conditions.

The initial phase of the intervention is due to last for up to five years. It will apply in most Aboriginal townships and town camps in the Northern Territory (as 'prescribed' by the NT intervention legislation or subsequently by legislative instrument by the Minister for Indigenous Affairs). Initially, 73 communities were identified for application of the measures.

Australian Human Rights and Equal Opportunity Commission website

SOURCE 2.56 The Northern Territory Intervention, 2007

On 21 June 2007, the former Federal Government announced an intervention in the Northern Territory (NT) in response to the declared crisis of child abuse in Northern Territory Aboriginal communities. The changes announced included suspension of the Racial Discrimination Act, blanket compulsory income management, the scrapping of the permit system, changes to the CDEP [Community Development Employment Projects] program, and the Commonwealth takeover of Aboriginal land on five-year leases.

ANTaR considers that Australian governments have a responsibility to intervene to protect children in danger from violence, neglect and abuse. However, ANTaR is concerned that the changes introduced by the Federal Government failed to adopt the approach recommended by the *Little Children Are Sacred* report to positively engage Aboriginal communities and to provide the additional services and capacities necessary to establish the conditions for safe and strong communities. We therefore welcome the support given by both the Australian and NT governments for the recommendations of the recent *Growing them strong, together* report on child protection in the NT that highlight the need for increased Aboriginal engagement and community controlled service delivery in relation to family support and child protection.

Meanwhile, ANTaR has consistently maintained that breaching the Racial Discrimination Act was not necessary to protect children. In particular, we have expressed our concerns that this led to mistrust, division and increased intolerance towards Aboriginal people that are barriers to empowering Aboriginal communities and keeping children safe. Whilst ANTaR welcomed the recent partial reinstatement of the Racial Discrimination Act, we are concerned that this does not go far enough in protecting the human rights of Aboriginal people in the Northern Territory. We will continue to call for the full reinstatement of the Act.

ANTaR (Australians for Native Title and Reconciliation),
www.antar.org.au/campaigns/northern-territory-communities

SOURCE 2.57 Concerns about the Northern Territory Intervention, 2011

SOURCE 2.58 Aboriginal Australians marching at the Convergence on Canberra rally against the Northern Territory Intervention, 12 February 2008

SOURCE 2.59 Protesters marching with banners at the Convergence on Canberra rally against the Northern Territory Intervention, Canberra, 12 February 2008

ACTIVITY 22

Comprehension: chronology, terms and concepts

1 a Which organisation created source 2.56?

  b What did the government announce?

  c What was the government's stated aim in doing this?

  d Summarise in point form the measures that the federal government introduced.

  e Summarise in point form what the federal government expected the Northern Territory government to do.

  f How long was the initial phase of the intervention to last?

2 a Which organisation produced source 2.57?

  b Was it an official or community organisation?

  c What important change introduced by the federal government is mentioned by ANTaR which is not mentioned in source 2.56?

  d What did ANTaR think that the federal government had failed to do?

  e What did ANTaR welcome?

  f Explain why ANTaR was concerned about the government's breaching (breaking) of the Racial Discrimination Act.

Analysis and use of sources

1 a What is source 2.58 and when was it created?

  b What does this source tell us about responses to the Northern Territory Intervention?

2 a What is source 2.59 and when was it created?

  b What issues does the source present us with?

3 What do sources 2.58 and 2.59 tell us about the nature of the efforts of some people to secure rights for Indigenous people?

Empathetic understanding

1 How would a civil rights activist respond to sources 2.58 and 2.59?

2 How would a conservative politician respond to these sources?

Perspectives and interpretations

1 How does source 2.57 help us to understand the attitude of many Indigenous people and human and civil rights activists towards the Northern Territory Intervention?

2 If source 2.56 is used to explain the Northern Territory Intervention, what limits would it put on our understanding of the Intervention?

History challenges

Getting the message across

Write a 150-word caption for source 2.60.

ICT

1 Go to your digital support to find the link to Reconciliation Australia's website. Navigate the site to locate information about these topics:

   a the organisation's activities in relation to rights for Indigenous people

   b social networking on the site.

2 Use the site to locate a local Reconciliation group in your area or region. Find out what their activities include.

Critical and creative thinking

A photographic essay is a collection of photographs that construct a particular view on a subject. Develop a photographic essay on the struggle for rights and freedoms for Indigenous people since World War II. Think of a title for your essay and include captions for your images. You should use at least 12 photographs. You can present your essay in your workbook, on a poster or in a PowerPoint slideshow.

SOURCE 2.60 Some of the estimated 300 000 people who took part in Bridge Walk 2000, in Sydney on National Sorry Day, 26 May 2000

Visual communication

SOURCE 2.61 A cartoon by Ward O'Neill of Prime Minister John Howard in the outback, 1997

1   Look carefully at the cartoon (source 2.61).

    a   What is the poster on the corrugated-iron wall about?

    b   What is sitting on the ground below the poster? What condition is it in? And what do you think that it means?

    c   What is the object on a chain near Howard? What is it used for?

    d   What was 'Wik'? (You may need to do some research on this.)

    e   Why is the piece of paper with 'Wik' written on it lying crumpled on the ground?

2   What is the cartoonist's view of Aboriginal rights under the Liberal–National government of the time?

Figure it out

1   Use source 2.62. Which state or territory had the most number of land claims? Why do you think this was so? (You might need to look at a map of Australia.)

2   In which quarter did land claims peak in your state or territory?

3   Find out which Land Council is closest to your school. Investigate whether a native-title-related land claim has been made in your area or region.

**State and territory claimant applications
1 January 1994–31 December 2010**
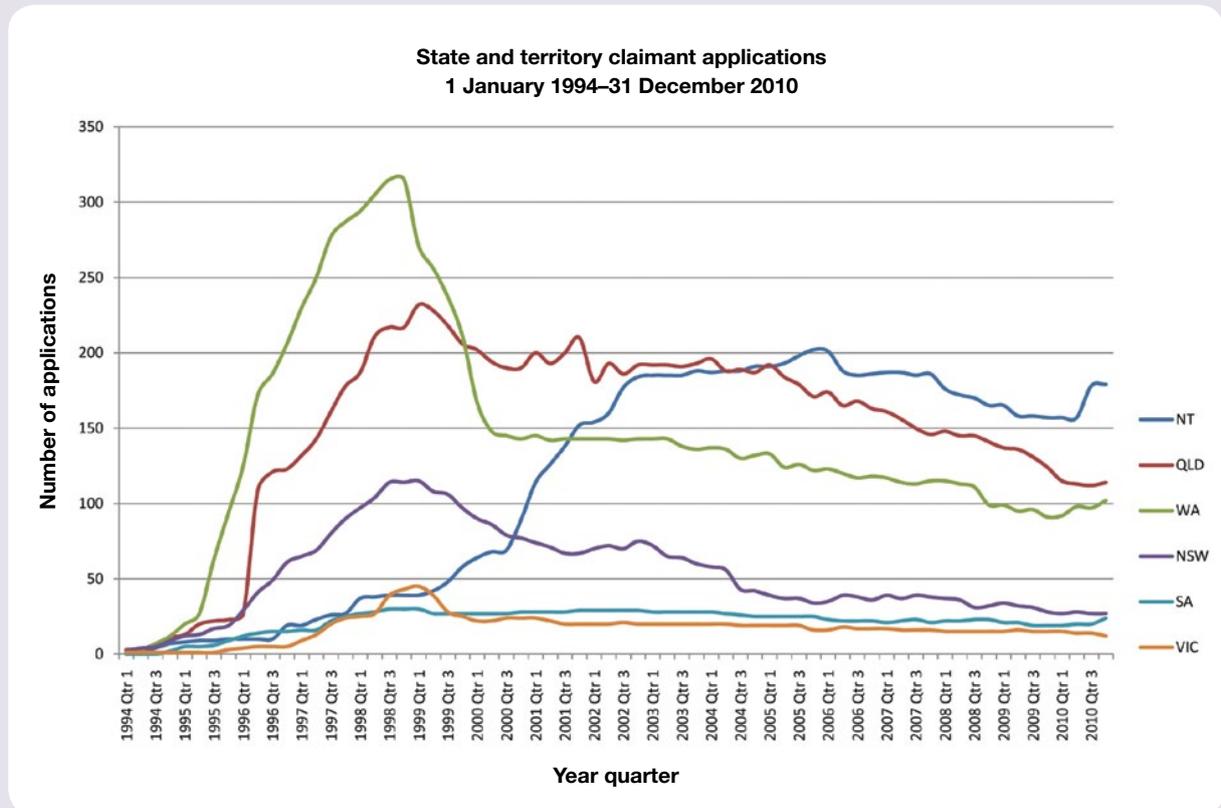
SOURCE 2.62 Applications made to claim native title, 1994–2010

Intercultural understanding

Imagine you are one of the children in source 2.63. If you had been asked to speak for one minute at the Apology to the Stolen Generations, what would you have said?

Talking points

Develop a role-play based on the *Bringing Them Home* report. Run a 'hearing' in class.

SOURCE 2.63 Children holding photographs of members of the Stolen Generations at the Apology to the Stolen Generations at Parliament House, Canberra, 13 February 2008

American musician Lou Reed's personal teacher leads a Tai Chi class at the Sydney Opera House, June 2010; Reed was in Sydney to curate the annual Vivid LIVE Festival

2

KEY TERMS

NGOs (non-government organisations)   organisations such as charities that are not connected with governments and do not exist to make profits but are usually concerned with improving social condition or environmental problems

New international cooperation

The devastation and horrors of World War II meant that people around the world were determined that such things should never happen again. This determination led to the creation of United Nations (see pages 45–47) to help solve international political problems. National leaders were also particularly concerned about economic aspects and how to prevent problems such as the Great Depression, and the economic issues in Germany that had helped convince many ordinary German people to support Hitler. Even before the war was over, representatives from all the Allies met to help work ways to achieve these goals, and to plan ways to rebuild the world, particularly Europe, after the war. This meeting, which lasted for three weeks, was held in July 1944 and is known as the Bretton Woods conference; representatives from 44 countries, including Australia, took part. The conference resulted in two new international organisations, the International Monetary Fund and the World Bank Group, as well as a new international agreement on how countries should be able to trade with each other, the General Agreement on Tariffs and Trade (or GATT).

The new willingness of nations to cooperate with each other through these institutions enabled the institutions to succeed, and they still govern international relations today.

Non-government organisations

Non-government organisations or **NGOs** are exactly what their name says: organisations that are not connected with governments. They are not businesses either; their other key feature is that they are not run to make profits. NGOs have existed for more than 150 years; some of the earliest NGOs were involved in ending slavery in the 19th century. The Red Cross, World Vision, Greenpeace and the RSPCA are all examples of NGOs.

After the end of World War II, NGOs, which had already worked on an international level, became more important around the world. Just as the United Nations and the new international economic institutions improved political and business relationships between nations and within nations, NGOs worked to improve social conditions. In recent decades, more and more NGOs have been created that focus on protecting the environment.

Business goes global

The first couple of decades after World War II are sometimes called 'the boom years' as businesses and nations grew and prospered. The new economic and trade arrangements set up at the Bretton Woods conference worked well. Before the war, countries had tended to trade mostly within the empire in which they found themselves; trade was mostly about colonies providing resources to the imperial ruler, which were then traded back as finished products. This system was now over and American companies in particular were keen to expand their businesses into countries that had formerly been part of the old empires. Three of the most successful businesses have been Coca-Cola, McDonald's and Microsoft; these companies have inspired many other businesses to follow in their footsteps. Some Australian businesses have become multinational; the media organisation News Corporation, headed by Rupert Murdoch, is one of the largest examples, while the surf- and sportswear company Billabong is a smaller one. Today there are around 250 multinational companies that are actually bigger than some nations.

An unintended result of this growth in multinational businesses has been a new form of international similarity: people around the world might buy snack food and drinks from the same company, deposit their money in the same bank, and wear clothes and shoes made by the same company. Today, people in many nations will all be using the same brand of mobile telephone and using the same brand of computer.

Emigration and travel

Since World War II, people have moved around the world on a scale that was never possible earlier in history. World War II itself was one of the causes, as people whose homes and countries had been destroyed decided to make a new start in a different land. As the Soviet forces had advanced towards Germany in the final years of the war, countries in eastern Europe were occupied by the USSR, and they would remain under tight Soviet influence until the late 1980s. Many people from these countries fled to the West rather than live under the totalitarian Soviet regime. Wars in other parts of the world, such as the Vietnam War, have also resulted in huge waves of refugees, while tens of thousands of people have sought refuge in other nations to escape from hunger and poverty.

While millions of people have moved between countries because they had little or no choice, there has been another form of movement between nations since 1945: mass tourism. International travel has become quicker and cheaper; airline travel in particular has become available to a far wider range of people. In the late 19th century, Australians who wanted a seaside holiday would travel by train to a resort town within their own state; today, Australians are just as likely to fly to a beach resort in Thailand, Indonesia or Fiji. Of course, it is not just Australians who have become global tourists; people from all of the world's richer nations enjoy travel. This increased awareness of and travel to other countries is part of people's growing sense and experience of globalisation, of being part of a global community, rather than just a member of an individual nation.

SOURCE S2.1 People around the world eat the same brand of food and take part in the same entertainment

Communications

The increased speed and sophistication of communications, together with a lower cost, has also increased the amount of contact between people in different countries. Thirty years ago, personal communication between people in different companies still mostly depended on writing letters that could take weeks to arrive; today, with social media, you can let just about anyone anywhere in the world know what you are doing while you are doing it.

The increased connection between people in different parts of the world has helped to increase both the speed and extent of globalisation. When something becomes popular in one country, people in many other countries also want to try it or enjoy it. For example, the Harry Potter and Twilight books and movies are examples of global entertainment, and the ability of fans of these series in different countries to communicate with each other helped their popularity, and their global spread.

Environmental consequences of globalisation

While many of the results of globalisation have been positive, there have been other consequences that have not been so good. Because more and more people around the world want more and more of the same thing, rather than their own locally produced products, the world's resources are being consumed at an increasing rate to make those things. It takes more of the world's energy resources, for example, to fly overseas for a holiday than to catch a train to a nearby town. The world's population has also increased significantly since 1945, meaning that there are simply more people who need food, housing, education and employment. How to preserve the natural environment, while also meeting the wants and needs of daily life in the 21st century of the world's growing population, is one of the key problems facing the world today.

ACTIVITY 1

Explanation and communication

1   Think of an NGO. Find its website and create a PowerPoint display of four slides about the NGO. Include information about what it does, how it began and in which countries it works.

2   Think of a multinational business. Find its website and create a PowerPoint display of four slides about the business. Include information about what it does, how it began and countries in which it operates.

3   Using the photo on page 83 and its caption, list at least three forms of international influence. (Hint: who designed the Sydney Opera House?)

Research

At home, look in your refrigerator and pantry cupboard. What evidence can you find of globalisation in the food that your family uses? What products come from overseas or are used for meals inspired by the food of other nations?

Perspectives and interpretation

Have a class discussion on the topic of 'The positive and negative effects of globalisation'.

Chapter 3

Popular culture, 1954–present »

The Easybeats, c. 1967

Inquiry questions

1. What was the nature of popular culture in Australia at the end of World War II?

2. What were the developments in popular culture in postwar Australia and how did they impact on society?

3. How did the nature of the music, film and television industries in Australia change during the postwar period?

4. What has been Australia's contribution to international popular culture?

5. How have changing beliefs and values influenced the Australian way of life?

Introduction

AT THE END OF World War II, Australian cultural values were still oriented towards Britain. These values were, in a sense, quarantined from the cultures surrounding Australia. This started to change from the late 1950s and accelerated in the 1960s. The term 'sixties' does not just describe a decade. Rather, it refers to a time in Australian society when old values were radically challenged and youth rebelled on a scale, and in public ways, previously unknown. The 'swinging sixties' refers to a time of new social and cultural mores (or customs). These were often in conflict with the customs and morals of older generations. The era was associated with sexual liberation, brought on by the ready availability of the contraceptive pill, and flower power, a social movement that advocated peace and love. Gender roles—the social roles and behaviour of men and women—began to change. The nuclear family—composed of father, as head, mother and two to three children—began to break down. In the 'swinging sixties', the younger generation was influenced by American trends in music, dancing, clothing, literature, drug-taking and drinking. The 'swinging sixties' can be compared to the 'roaring twenties'. World War II and postwar developments contributed to these changes in youth and popular culture. From 1945, the world had seen great transformations:

- the use of atomic weapons and a world divided by the Cold War into two opposing camps

- massive levels of pollution generated by industrial development, cars and aircraft

- the destruction of landscapes by mining, excavation and building.

In an age of both prosperity and uncertainty, younger people threw off the inhibitions of older generations.

KEY TERMS

conservatives	people who do not like change but prefer tradition
cultural imperialism	implanting the culture of a dominant society into a less powerful one
egalitarian	believing in the equality of all people
gender roles	socially learnt behaviour: for example, boys wearing blue; girls wearing pink
generational	relating to different generations
globalisation	economic and cultural integration; not recognising national boundaries but trying to be the same everywhere
liberalisation	changing society to be more tolerant, with fewer restrictions on individuals, particularly in their private lives; not to be confused with the Liberals, a conservative political party
modernisation	adopting the latest technological products and processes
rebellious	defying authority and traditional institutions
reactionary	a person who is extremely conservative; wanting to go back to earlier values
secularisation	to separate from religious connection or influence

Ann-Margret and Elvis Presley in *Viva Las Vegas*, 1964

TIMELINE OF KEY DATES

1948	First mass-produced motor car in Australia
1953	Qantas begins economy (tourist) class flights to Britain
1956	Introduction of television in Sydney and Melbourne; in all capital cities by 1960 Melbourne hosts the Olympic Games
1964	The Beatles tour Australia
1970	Large street protests (the anti-Vietnam moratorium marches) held in Australian capital cities
1973	Australia converts from imperial to metric measurements
1974	Federal ALP government abolishes fees for tertiary education
1975	Official unemployment is 5.2 per cent, the highest rate since the 1930s depression Colour television comes to Australia Australian Heritage Act is passed Federal ALP government is sacked
1977	Uniting Church of Australia is formed; amalgamation of Methodist, Congregational and most Presbyterian churches in response to decline in organised religion
1982	Australian National Gallery is opened in Canberra
1986	*Neighbours* begins screening in Britain
1988	Bicentenary of European settlement in Australia
1989	Federal ALP government reintroduces fees for tertiary education
1996	Introduction of pay television
2000	Sydney hosts the Olympic Games
2001	Centenary of Federation iPods first go on sale

FOCUS ON HISTORY SKILLS »

Skill: The analysis and use of sources

Reliability—part 1

If something is reliable, it means it can be trusted. When historians check the reliability of a source, they ask a series of questions, such as the following:

Questions for written sources

- Was the author an eyewitness, and if so, how long was there between when the author wrote the source and the actual event they describe?
- Did the author have access to all the relevant facts?
- Is there evidence of balance in the source?
- Under what circumstances was the author writing—were they able to speak their mind freely?
- Was the author trying to persuade people to share their views?
- If the source is all opinion, is it opinion typical of others at the time?

Questions for pictorial sources

Drawings and paintings

- Was it the artist's intention to give an accurate picture, a factual representation of what occurred?
- Was the picture created to form an opinion?
- What was the motive of the artist?
- If the picture was intended to be an accurate representation, was the artist an eyewitness?
- Was the picture a product of the artist's imagination?

Cartoons

- These are frequently deliberately exaggerated for effect and in many cases simply unreal: for example, Winston Churchill portrayed with the body of a bulldog. In these, you need to consider whether the message of the cartoon is reliable: did Churchill have qualities we associate with bulldogs?
- Does the message accurately reflect the generally held opinion of the person, event or thing?

Photographs

The camera sometimes lies!

- Has the subject of the photograph been staged?
- Has the photograph been altered?

Statistics

- Have they been collected accurately?
- Have the numbers been simplified—rounded up or down?
- On a graph, has the scale been altered for effect?

Focus on history skills activities

1   Select a written source from within this chapter. How reliable is it? Give reasons for your judgment.

2   Select a pictorial source from within this chapter. How reliable is it? Give reasons for your judgment.

3   What makes a news report reliable? What makes a news report unreliable? Draw a mind map to summarise your ideas.

Using sources with timelines

ICT allows us to make historical tools much more interesting than they were in the past. Most timelines are presented as written documents, as you have seen in this textbook. But these days they can be combined with images and audio to create much more memorable tools.

Focus on history skills activities

The timeline below lists more events in Australia's history of popular culture. Copy the timeline into a computer program of your choice that allows you to import images and sound. Find an image or audio clip to go with each event.

1968	Australian Council for the Arts is established
	First Australian Kentucky Fried Chicken (KFC) store opens at Guildford in New South Wales
1969	Surfwear company Quiksilver is founded at Torquay in Victoria
	Ripcurl is founded as a surfboard manufacturer at Torquay in Victoria
1971	First Australian McDonald's Family Restaurant opens in the Sydney suburb of Yagoona
1972	First Australian lotto draw is held in Victoria
1974	'Advance Australia Fair' replaces 'God Save the Queen' as the national anthem; 'God Save the Queen' is reinstated in 1976 under the federal Liberal government
1976	Australian films *Don's Party*, *Caddie*, *Storm Boy* and *The Devil's Playground* are released
	Rock band AC/DC tours overseas (Britain and Europe) for the first time
1977	Australian television network owner Kerry Packer begins a breakaway cricket series (World Series Cricket) with many of the world's leading players and begins a new era of international one-day cricket and day–night matches
1980	Television network 0/28 commences transmission, the first multicultural station in Australia
	First commercial FM radio station begins broadcasting in Melbourne
1987	Stockmarket crash
	Kylie Minogue, former *Neighbours* star, launches her global music career with a cover of 'Locomotion'
1990	The leading Australian Rules state competition—the Victorian Football League—becomes the Australian Football League by expanding to include teams from Perth and Adelaide
1991	The Wiggles form, record their first album and tour Australia
2006	A record crowd of 129 089 people attend the Derby Day horseraces at Flemington in Victoria
2010	US television talk-show host Oprah Winfrey tours Australia

Think, Puzzle, Explore

?

Imagine you have been transported back in time to Australia in the second half of the last century. Close your eyes and picture how people lived then. What influences from other countries are having an effect on their lives?

1. What sights and thoughts came into your head? Perhaps you thought of a person or event, an object or a building.

2. Draw up a list of what you remember about influences from other countries on Australia in the second half of the 20th century.

3. Discuss in class what you remembered and draw up a class list.

4. Make another list, this time of the overseas influences on Australia in the second half of the 20th century that you would like to know more about or explore further. How might you find answers to your questions? What words could you search for on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?

≫ What was the nature of popular culture in Australia at the end of World War II?

Popular culture can refer to several things. It can relate to any of these:

- patterns of culture or behaviour (such as watching movies)
- generally accepted ideas (such as 'a fair go' or attitudes towards gambling)
- images that a society adopts of itself (such as 'the bronzed Aussie')
- items associated with everyday life (such as jeans).

Popular culture can be expressed through pastimes, customs and rituals. It reflects particular values and it helps to shape national identity.

Sport is a part of the Australian identity. Australians, the image has it—are supposed to be 'sporty' and fit. It has been claimed that Australian sport and sportsmanship demonstrate the **egalitarian** nature of our society, but realities on the sports field do not always fit this image. Sometimes the image is not the full picture: while large numbers of Australians continue to attend sporting events, attendance at some sports is declining. Further, this image does not take into account those many Australians who go to gallery and museum exhibitions instead.

The following sources will allow you to identify aspects of Australian popular culture at the end of World War II.

SOURCE 3.1 Coogee Beach, Sydney, c.1946, taken for the magazine *Walkabout*, which reported on Australian life

SOURCE 3.2 North Melbourne Football Club, 3rds, VFL premiers, 1946

SOURCE 3.3 Racegoers watch Tulloch win the 1959 Brisbane Cup at Eagle Farm racecourse

SOURCE 3.4 East Torrens players go in to bat, Prince Alfred College grounds, Adelaide, 1948
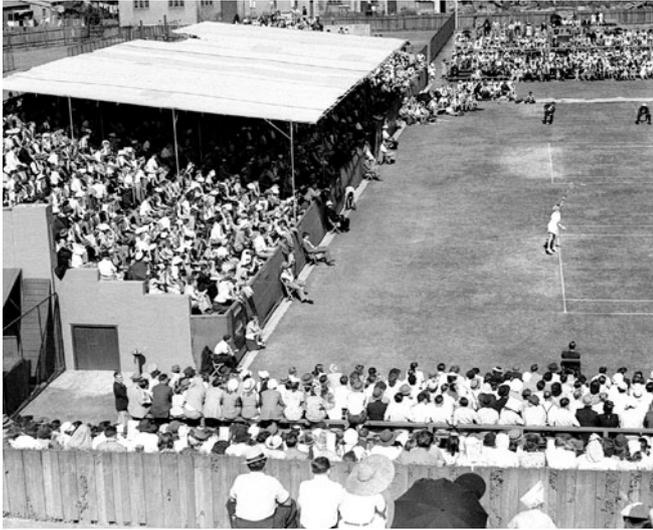
SOURCE 3.5 Final of the 1947 Women's Australian Singles, Hopman v. Long, White City, Sydney

SOURCE 3.8 Girls playing netball at the Acme Theatres picnic, c. 1946, Sydney

SOURCE 3.6 A woman playing golf, Victoria, c. 1946

SOURCE 3.7 Radio Station 2SM broadcasting from the British Centre, Sydney, 21 February 1945
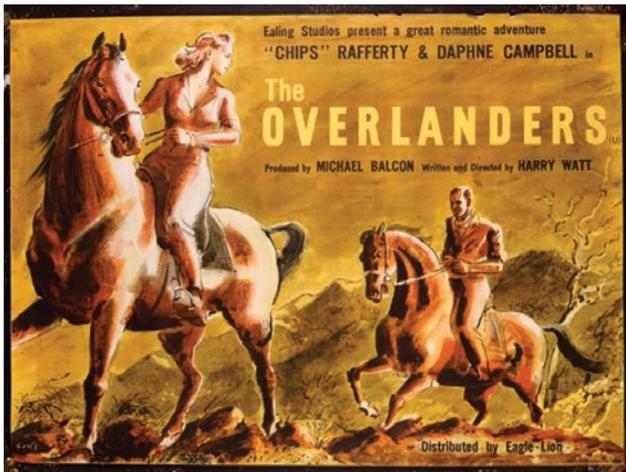
SOURCE 3.9 Poster for the film, *The Overlanders*, 1946

The good wishes of the Commonwealth Government go to the representatives of Ealing Studios, Mr. Harry Watt and his associates, who are producing 'Overlanders.' ...

I feel that the production of 'Overlanders' on a multi-lingual basis will help greatly to publicise Australia throughout the world. It will bring to people everywhere the problem and the promise of our great outback areas, with a realism no other medium could equal. It will present our outback settlers and drovers, who cheerfully face the hardships of their rugged environment, and who have had such a bearing on our literature, and national character ...

JB Chifley
Prime Minister
Commonwealth of Australia

Quoted in Judith Adamson, *Australian Film Posters, 1906–1960*, 1978, p. 43

SOURCE 3.10 Chifley's praise for *The Overlanders*

SOURCE 3.11 Romano's Restaurant, Newcastle, 1946

ACTIVITY 1

Comprehension: chronology, terms and concepts

1 What is popular culture?

2 How is popular culture expressed?

Analysis and use of sources

1 Use all of the photographic sources in this section.

   a When, approximately, were most of these sources made?

   b What had happened around this time?

   c What do most of these sources relate to?

2 Name seven sports that were popular at the end of World War II.

3 a What organisation commissioned source 3.1?

   b How would it have been used?

   c What impression of Australian life is the photographer giving?

4 a Why was source 3.2 taken?

   b What was the purpose of this source?

5 Which source or sources can be used to explain the influence of British culture on Australia? Explain.

6 Which source or sources can be used to show how British popular culture activities adapted to Australian conditions?

7 Which source or sources shows the influence of other cultures in Australian popular culture?

8 Which sources support the view that mainstream Australian sports were largely masculine?

9 How are women represented in the sources relating to sport?

10 How are women represented in sources relating to other forms of popular culture?

11 a What is source 3.9?

b What aspect of Australian popular culture is source 3.9 connected with?

c What impact might a film like *The Overlanders* have had on audiences?

d What kind of national identity would this film have reinforced?

Explanation and communication

Using one or more of the sources, design a poster that would promote sports tourism to Australia after the end of World War II.

Perspectives and interpretations

1 Use source 3.10. Why did Chifley praise *The Overlanders*?

2 Can you think of a film made in 2008 that could be compared to *The Overlanders*?

The climate of Australia irresistibly invites to the holiday spirit. Over most of the Continent there are at least three hundred fine sunny days in the year. Cricket can be, and is, played from one year's end to the other. The combined effects of an open air climate and a holiday spirit is a large measure account for the strange prominence which these five millions of people have won in the domain of sport: challenging the supremacy of England herself in the cricket-field; producing frequently world's champions in the sports of rowing, swimming, boxing, tennis; making no mean show at football, though to that game the usually hard grounds and warm temperatures of Australia are not favourable.

Percy Spence and Frank Fox, 'Australians at play', *Australia*, 1910, p. 95

SOURCE 3.12 Why Australians are good at sport

[Sport] reflected contemporary society and cultural attitudes ... historically Aborigines have been excluded from most mainstream recreational activities, women discriminated against, and 'minority' ethnic groups marginalised. Hence the much-vaunted egalitarian sporting or leisure culture has always been incomplete.

Wray Vamplew and Daryl Adair, 'Sport and leisure' in *The Oxford Companion to Australian History*, 1999, p. 602

SOURCE 3.13 Historians on Australian sport

ACTIVITY 2

Analysis and use of sources

1 When were sources 3.12 and 3.13 published?

2 What does source 3.12 tell us about the role of sport in Australian popular culture?

3 What does source 3.12 tell us about Australia's relationship to Britain in the first decade of the 20th century?

Empathetic understanding

Choose one of the photographic sources about sport and imagine you are either one of the participants or one of the spectators. Explain what it is that attracts you to this sport.

Perspectives and interpretations

1 What view of sport is presented in source 3.13?

2 How does this differ from the view expressed by Spence and Fox (source 3.12)?

3 Which sources in this section support the views presented in source 3.12?

4 Which sources in this section support the views presented in source 3.13?

5 Which view—or which parts of each view—do you agree with? Give reasons.

Explanation and communication

Read again sources 3.12 and 3.13. How would you explain the differences between the two views?

What were the developments in popular culture in postwar Australia and how did they impact on society?

Technology had a major impact on popular culture after World War II. So, too, did new types of music, the commercialisation of activities such as sport and the liberalisation of social conventions. The removal of early closing hours for hotels—which had led to the phrase 'six o'clock swill' as male patrons rushed down drinks before 6 pm—saw the revival of hotels as places of entertainment. Early closing was removed in New South Wales in 1954, Victoria in 1966 and South Australia in 1967.

The introduction of television in 1956 saw an increase in home entertainment. As a result, cinema audiences halved between 1956 and the early 1960s. Many former cinemas were converted into suburban shopping centres. Some were turned into ice-skating rinks. Television also increased the influence of American culture in Australia.

In terms of music, American and British rock 'n' roll transformed much about youth culture. From the late 1950s, throughout Australia's suburbs, young people—mainly males—formed bands that practised in garages (often irritating neighbours) and played in backyards at parties. Young people purchased vinyl recordings of the latest hits and they flocked to see visiting international pop and rock stars. There were some gender differences. Most of the thousands of people who greeted the Beatles in 1964 were young women.

New media and music, and the new fashions they influenced or promoted, were met with mixed feelings. Conservatives saw these changes as socially dangerous. They wanted to protect traditional culture and values. Young people engaging in this youth culture were viewed as being rebellious. Conservative reactions could also be generational. The music, fashion and other industries were to cash in on these developments.

Television

In New York and other big American cities—there is a more civilised approach in England—people are tearing down bookshelves, bureaus; slinging out cocktail cabinets; generally playing havoc with their domestic ensembles so that a 'viewing room' can be created.

In effect, the U.S.A. is seeing thousands of tiny cinemas spring into existence every week.

The effects are more devastating than they may seem. Children are refusing to study or eat because taking meals or studying is a waste of good viewing time. So parents are putting tables with built-in seats in front of the T.V. set so that the youngsters can fill their stomachs and their eyes at the same time. But you won[']t see schoolbooks on those tables.

Some families are going even to the length of screwing down their most comfortable chairs so that they cannot be moved away from the hypnotic screen …

One of the other things they have thought of is Phono-Vision. This is a device whereby a switch on your telephone will enable you to see on your television screen certain feature films being put out from the television station …

Can you realise what this is the beginning of? It is the first step to seeing as well as hearing all your 'phone correspondents! What a fate that will be!

WA Clarke, *Sydney Morning Herald*, 13 January 1951, p. 9

SOURCE 3.14 The coming of television

SOURCE 3.15 Cartoonist George Molnar's view of television, 1956

Spotlight

The Mavis Bramston Show, 1964

SOURCE 3.16 Publicity shot for *The Mavis Bramston Show*, 7 Network, 1964

'Are the kiddies in bed? Good ...'

So purrs Gordon Chater at the outset of *The Mavis Bramston Show*, declaring the adult intent of this late-night fare. When it appeared in 1964, Mavis was cutting edge and risqué. Though the double entendres and 'blue' humour that outraged some viewers look decidedly tame now, a surprising amount of the material still entertains. The satire hasn't lost its bite and it retains an irreverent, playful energy. On the other hand, some parts look old-fashioned and twee and verge on the cringe-worthy. That these extremes exist in the same show reflects the cultural flux of 1960s Australia.

This [first] episode inflates—then bursts—the balloon that is Mavis Bramston, supposed British performer and 'star' of the show. Bramston, it turns out, is a C-grade hack, her audition ... so bad that negotiations were called off—too late, though, to stop the show getting her name. Mavis's comically awful audition tape lampoons the importing of washed-up international performers to headline local productions, a not uncommon practice at the time that was the target of considerable griping.

Kate Matthews, curator's notes, *The Mavis Bramston Show*, from australianscreen online

SOURCE 3.17 The Mavis Bramston Show

Sydney, Wednesday.—The World Council of Churches to-day expressed grave concern on television's future influence on Australian morals.

It passed a resolution urging careful selection, control, and presentation of programmes.

Television should be used as far as possible to stimulate creative thinking, cultural interests, and development of Christian moral values, the resolution added.

Courier-Mail, 15 February 1951, p. 1

SOURCE 3.18 Churches and television, 1951

NOW that all the exciting possibilities of the television era are beginning to be a main topic of conversation, I think it is important to realise that television offers a challenge and an obligation to everyone, especially to parents. By taking an intelligent interest in the kind of programmes planned for children, and voicing praise or criticism wherever necessary, we can play some part in this formative stage. Then we can be sure that this powerful new medium—capable of such influence for good or evil—will not only widen the field of entertainment for our children but enrich and stimulate their imaginations.

£1/1/- to Mrs. I. Simmons, 8 Avon Rd., Dee Why, N.S.W.

Letter to *The Australian Women's Weekly*, 1956

SOURCE 3.19 Television isn't necessarily a bad thing

ACTIVITY 3

Comprehension: chronology, terms and concepts

1 Define 'conservative'.
2 Define 'rebelliousness'.
3 What is liberalisation?
4 What is the meaning of 'generational'?
5 Define 'gender'.

Analysis and use of sources

1 **a** Read the first three paragraphs of source 3.14. Briefly describe this source.

b How does source 3.14 support the view that television was a corrupting influence on traditional ways of life?

2 **a** Describe source 3.15.

b Does this source support or contradict the view given in source 3.14?

3 a Describe source 3.18.

   b What was the World Council of Churches' view of television?

4 a Describe source 3.19.

   b How do sources 3.18 and 3.19 differ? Explain.

Explanation and communication

1 Using evidence from sources 3.14 to 3.19, explain why some people were concerned about the introduction of television.

2 Use sources 3.16 and 3.17 and, if needed, the internet to discuss the ways in which *The Mavis Bramston Show* challenged conservatism.

Perspectives and interpretation

1 Are the views expressed in source 3.14 conservative or liberal? Explain.

2 Are the views expressed in source 3.17 conservative or liberal? Explain.

3 Are the views expressed in source 3.18 conservative or liberal? Explain.

4 Are the views expressed in source 3.19 conservative or liberal? Explain.

5 a How would the writer of source 3.19 respond to sources 3.14, 3.17 and 3.18?

   b How might journalist WA Clarke have responded to source 3.19?

6 Use all the sources. What role did generational differences play in the debate over the introduction of television?

Rock 'n' roll comes to Australia

With mass production of record players, and smaller and cheaper radios—even cars now had in-built radios—listening to music became an ever-more common activity. The rebellious youth of the 1950s weren't satisfied with the music their parents liked. Just as the daring young people of the 1920s had listened to jazz, the young people of the postwar period listened to a new style of music: rock 'n' roll. Unlike in the 1920s, when record players and even radios were luxury items, nearly everyone could hear rock 'n' roll.

SOURCE 3.20 Australian film poster for the American film *Blackboard Jungle*, 1955

The 1955 American film 'Blackboard Jungle' earned its place in rock 'n' roll history with the inclusion of Bill Haley's recording of 'Rock Around the Clock', which played over the movie's opening credits. Set in a tough New York high school, the film linked teenage rebellion and violence with rock 'n' roll. Glenn Ford played the lead role.

When the film was screened in June 1955 in Sydney, Haley's 'Rock around the Clock' provided many Australians with their first taste of rock 'n' roll. EMI had the first option on releasing the record locally, but failed to do so. Festival Records quickly obtained the rights to 'Rock Around the Clock' and released the record in August 1955 to immediate runaway success. It was one of Festival's first 45 rpm releases. For weeks at a time the single was virtually the only record Festival pressed, with the staff working around the clock to fulfill orders. Previous 78 rpm singles like Mitch Miller's 'Yellow Rose of Texas' were considered hits in Australia when they sold 50 000 copies, but by October the following year Haley's 'Rock Around the Clock' had sold an extraordinary 144 000 copies, and remained the fastest-selling single for any Australian record company.

'Rock Around the Clock' saved Festival Records from financial troubles, confirmed the future of 45 rpm discs and revealed a huge untapped teenage market. For a brief moment in time Bill Haley and his backing band, the Comets, were the hottest rock act in the world. The American concert promoter Lee Gordon saw the money-making possibilities in rock 'n' roll and toured Haley to Australia in January 1957. For countries like Australia, which had only heard about rock music second-hand, the opportunities Haley presented were seized with open arms. Parents were horrified, but the young people loved it.

Blackboard Jungle 'Statement of significance',
Powerhouse Museum, Sydney

SOURCE 3.21 The importance of *Blackboard Jungle*

I heard Bill Haley singing 'Rock around the Clock' [when I saw *Blackboard Jungle* when I was 20 years old] and it really freaked me out like nothing I'd ever heard before. I told myself that I had to get amongst this rock'n'roll stuff, so for a while I started impersonating Bill Haley.

Quoted in Michael Sturma, *Australian Rock'n'roll:
The First Wave*, 1991, p. 16

SOURCE 3.22 Johnny O'Keefe, Australian rock 'n' roll star

SOURCE 3.23 Johnny O'Keefe at the Channel 7 studio in his television show *Sing, sing, sing*, 31 December 1963

ACTIVITY 4

Comprehension: chronology, terms and concepts

1   Use sources 3.20 and 3.21.

    a   What was the *Blackboard Jungle*, when was it released and what was it about?

    b   What role did rock 'n' roll play in the film?

    c   What impact did the film have in Sydney?

    d   What were the generational responses to Bill Haley's 1957 tour of Australia?

2   Use source 3.22. How can this source be used to explain different generational responses to rock 'n' roll?

Explanation and communication

Write captions of 150 words for the photographic sources 3.23, 3.24 and 3.25. Part of the caption must explain why the photograph is significant.

Perspectives and interpretations

1   You are a conservative, older woman and you have seen the photograph of the model in Beatles underwear (source 3.25) in a newspaper in 1964. Write a letter to the newspaper's editor outlining your views on the publication of such an image. You should mention the influence of rock 'n' roll in your letter.

2   Use Bernard Fletcher's article in *The Australian Women's Weekly* (source 3.26, opposite).

SOURCE 3.24 Crowds, largely young women, line Exhibition Street in Melbourne to see the Beatles in June 1964

SOURCE 3.25 A model in Beatles underwear, 28 April 1964

a Read the source and make a list of words and phrases that indicate that the writer is opposed to rock 'n' roll.

b Make a list of words and phrases that indicate that the writer is not opposed to rock 'n' roll.

c What is the writer's overall view of rock 'n' roll?

NEW ROCK AND ROLL CRAZE

By BERNARD FLETCHER

NOT long ago the police were called out in Connecticut to break up a session at which 2000 teenagers were found in a state of hysterical abandon. The reason was Rock and Roll [R. and R.], the new music sensation which is sweeping the States.

It has also started a battle. Pro-R. and R. bodies say it keeps young people off the streets; the anti faction claim that it is harmful to morals, having their assertions that one of the ingredients of this music is the use of suggestive lyrics.

R. and R. is not really new. Until the end of the '30s all the larger record companies in America produced records especially for the negro trade. They were called 'race' records, and the few samples I have heard were distinctly off-color …

R. and R. may never come to Australia, but then, on the other hand, juvenile crazes have a habit of spreading. Maybe courses in physical culture are in order because, apparently, rocking and rolling is strenuous work.

Isn't it funny when you think that the Viennese waltz was once considered scandalous and was banned by polite society?

The Australian Women's Weekly, 20 July 1955, p. 29

SOURCE 3.26 Warning to Australians of a coming craze

The coming of rock-'n-roll has shown us how slow older people are to accept new ideas. My mother, who took a dislike to rock-'n-roll immediately, has heard so much of it now that she is beginning to like it. Rock-'n-roll, like abstract art and television, is here to stay—so people might as well learn to enjoy it now as later.—Ron Rowe, St. Kilda, Vic.

The Australian Women's Weekly, 8 June 1960, p. 42

SOURCE 3.27 Older people and rock 'n' roll

ACTIVITY 5

Comprehension: chronology, terms and concepts

1   What is source 3.27 and who wrote it?

2   What is Ron Rowe's view of television?

3   How would Bernard Fletcher (source 3.26) have responded to this letter?

Empathetic understanding

Imagine you are a conservative journalist. Write a 200-word review of one of the songs listed in the 'Research' activity below. Choose a newspaper, magazine or newsletter of the times where you will publish the review.

Explanation and communication

1   Imagine you are Ron Rowe (source 3.27). Write a 200-word review of the song you chose in the previous activity. Choose a newspaper, magazine or newsletter where you will publish the review.

2   'Australian popular culture developed independently.' Discuss.

3   Either draw or describe a cartoon about one of these topics:

   a   the impact of television in 1956

   b   the impact of rock 'n' roll in the 1950s or early 1960s. You need to decide whether your cartoon will portray a conservative or a liberal view.

Research

1   Research one of the following songs (including listening to it):

   •   Bill Haley and the Comets, 'Rock Around the Clock' (1955)

   •   Elvis Presley, 'Hound Dog' (1956)

   •   Johnny O'Keefe, 'Wild One' (1958)

   •   any other hit single from the 1950s.

Design an 'ep' (17.5 cm x 17.5 cm: 45 revolutions per minute) record cover for the song you have chosen.

2   Your task is to find out about Lee Gordon, his connection to Australian rock 'n' roll and how he influenced popular culture in Australia. First, make a list of questions to guide your investigations (for example, Who was he? What did he do?). Next, locate and select relevant information from a range of sources. A good starting place is the *Australian Dictionary of Biography* website where you can search his name.

Long Way to the Top was a series created by ABC-TV that gave an insight to 50 years of Australian rock 'n' roll. Go to your digital support for a link to a timeline from the series.

⊗ How did the nature of the music, film and television industries in Australia change during the postwar period?

The United States has had numerous influences on Australian society since the 19th century. Words such as 'homestead' came from the United States. Barbed wire, used extensively by Australian pastoralists from the last quarter of the 19th century, was an American invention. Throughout the 20th century, the Hollywood film industry has had a major impact on Australian society. After World War II, Asian countries, such as Japan and India, were to have a growing influence on entertainment and the arts, among other things. Some people fear such influence as cultural imperialism.

Technological developments in manufacturing, transport, communications and media brought about modernisation and globalisation. Modernisation involves the application of the latest technologies to everyday life. Western capitalist countries such as Australia and the United States modernised at different speeds and times. The United States was generally more 'advanced' and it influenced Australia.

Modernisation is not necessarily 'Americanisation'. Some aspects of Australia's

PROGRAMS FOR TODAY

TV

ATN Channel 7

12.30: Cartoons.
*12.45: Canberra Report—George Baker.
1.00: Sir Lancelot—"Shepherds War."
1.30: Ray Milland Show—"A Week with Cinderella."
2.00: Jeannie Carson Show—"Jeannie and the Lumber King," starring Jeannie Carson.
2.30: Buckskin—"Well of Gold," starring Tommy Nolan.
3.00: If You Had a Million—"The Jonathon Carroll Story."
*3.30: Religious Program.
*4.00: Comment — "The Sydney Morning Herald" special correspondent George Baker interviews Mr Gough Whitlam, M.P.
4.30: Eddie Cantor Comedy Theatre—"The Suspicious Husband."

*5.00: The Burning Question—"Is Alcoholism a National Problem?" Chairman, Dr Malcolm Mackay. Panel, Mr O. S. Williams, executive director of the Foundation for Research and Treatment of Alcoholism; Dr Patrick Spate, medical director of the Langton Clinic, Moore Park; Mr Norman Lane, Sydney businessman: and Mr Justice J. H. McClemens, Judge of the Supreme Court.
5.30: Roy Rogers Show—"Gaolbreak."
6.00: The Terrible Ten—"The Treacle Gun Spy."
6.10: Cartoons.

MADELEINE CARROL (ATN 7, 8 p.m.)

6.30: Quick Draw McGraw—by the creators of the famous "Tom and Jerry" cartoons.
7.00: William Tell — "Undercover."
7.30: Leave It to Beaver—"Wally's Test," starring Jerry Mathers and Tony Dow.
8.00: Caltex Theatre—"My Favourite Blonde," Bob Hope, Madeleine Carroll (A).
9.30: Alfred Hitchcock Presents — "Road Hog," Raymond Massey (A).
10.00: Medic — "The Inconstant Heart" (A).
*10.30: News and News Digest.
11.15: Close.
* ATN live telecast.

ABN Channel 2

11.00: Divine Service—St. Paul's Cathedral.
4.00: The Living Sea—"Bird Island."
4.30: Dan Farson Presents — "Mixed Marriages."
4.45: Sunday Concert.

... and radio

9 a.m.: 2FC: Melody; 9.30, Radio Service. 2BL: Weather; 9.2, Countryman's Session; 9.15, Interlude; 9.20, English; 9.30, Concerto Hour. 2GB: Hi-Fi Showcase. 2UE: World Hits; 9.30, Disc Jockey Star Parade. 2UW: Allan Toohey. 2CH: Sunday School; 9.30, Dedication at Opening of Bible House—Canberra.

RADIO NEWS

2FC: 8.45 a.m., 12.30, 1.30 7, 9, 10.30, 11 p.m.
2BL: 7.30 a.m., 7 p.m.
2GB: 8.30, 11.45 a.m., 12.30, 2, 4, 6.45, 9.30 p.m.
2UE: 7, 8.45 a.m., noon, 4, 6.45, 9 p.m. 2UW: 6.45, 7.30, 8.30 a.m., noon, 6.30,

TV

DISTINGUISHED stage and screen actor Sir John Gielgud will make his television debut on ATN 7 next Sunday.

He will star in the British drama "A Day By the Sea," which will be telecast at 8 p.m.

The play was specially adapted for TV from the original West End stage production in 1953, when Sir John co-starred with Dame Sybil Thorndike and Sir Ralph Richardson.

Written by N. C. Hunter, "A Day By The Sea" is centred around a group of people spending a day at a country house in Dorset.

The group includes a divorcee, a disappointed career diplomat slowly being shunted from one unrewarding post to another, a Scottish governess, and a doctor whose love is the gin bottle.

Co-starring with Sir John Gielgud in the TV version is Gladys Cooper, who won an Academy Award as the best supporting actress in the movie, "Now Voyager."

Others in the cast include Margaret Leighton, Roger Livesey, Megs Jenkins, Nicholas Hannan, and Alan Webb.

☆ ★ ☆

YANCY DERRINGER (TCN 9, Thursday, 10 p.m.), a new show which had its premiere recently, should be a suc-

SOURCE 3.28 Television and radio program, 1960

modernisation were homegrown. The United States, too, was influenced by other countries, such as Britain. But generally, the period after World War II was one of increasing globalisation.

Globalisation, at one level, is a process of economic and cultural integration. In this process, cultures across the world become increasingly similar. The cultures of the most powerful countries become transplanted or mixed into other cultures. Traditional cultures and practices can be changed or lost. Not all aspects of the weaker culture are affected. Different groups in the weaker culture can be affected in various ways, sometimes not at all. These processes were reflected in changes to the Australian film, music and television industries.

ACTIVITY 6

Comprehension: chronology, terms and concepts

1 Define 'modernisation'.

2 What is 'globalisation'?

3 What is 'Americanisation'?

Research

1 You need to investigate source 3.28. Use the title of this section—How did the nature of the music, film and television industries in Australia change during the postwar period?—to think up an inquiry question about the television industry.

2 How would you use source 3.28 to answer your question?

3   a Choose 10 television programs on Channel 7. Find online historical resources to identify their country of origin.

   b Use your findings from part (a). What do they tell us about content on Australian television in the early 1960s?

   c Find a current television guide for a commercial television channel. Discuss the similarities or differences about the amount of overseas content in Australian television in 1960 and now.

Asian influences in a globalising world

In the 1940s, after bombing attacks and midget submarines, many Australians feared a Japanese invasion. A little more than 20 years later, Japan threw its energy into civilian industries. And Australians welcomed into their homes Japan's distinctive cartoons, comic books and television shows—from the peace-loving *Kimba the White Lion* to the fearsome *Samurai*.

Japan is not the only Asian country to have a global influence in this way. India has one of the largest film industries in the world; the industry is so large that it has been nicknamed 'Bollywood'. While the industry concentrates mainly on musicals that are screened mostly within India, there has been some influence on the rest of the world. Some Bollywood films have been shot in Australia, and the Australian cricket player Brett Lee has acted in one. Bollywood-style dance classes have also become popular.

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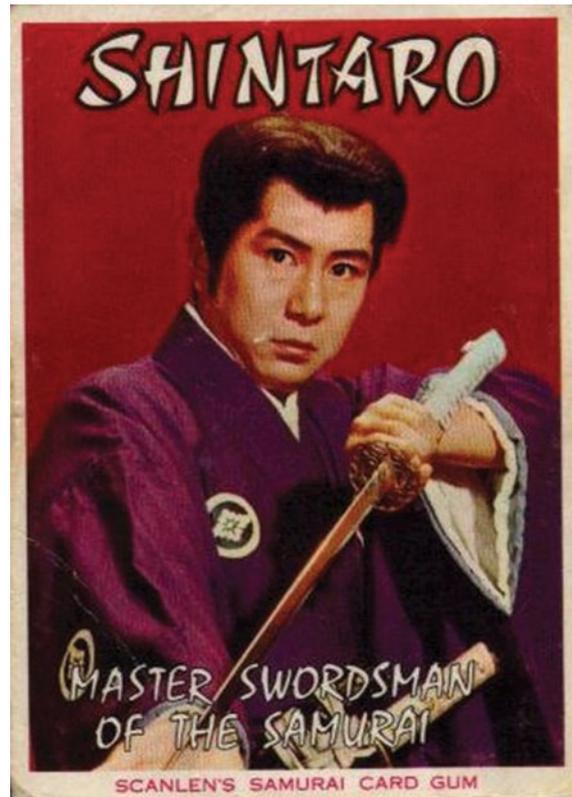
SOURCE 3.29 A Scanlen's Shintaro Samurai card, which came with chewing gum, 1965

'The Samurai', the first Japanese show telecast on Australian TV to have such a phenomenal success, is doing better than ever in its first repeat on Sydney's TCN9.

Every Sunday at 12.30 p.m. Shintaro once more lays about him with his Samurai sword, upholding the honor of the Shogun of Japan. (The Shogun was the hereditary commander-in-chief and virtual ruler in the days before the Emperors.)

If inquiries, letters, and demands for photographs are a guide, Shintaro has a bigger TV audience than ever.

The age group of fans has certainly risen, for as well as the young TV set, many frustrated dads and grandads who couldn't see the premiere run at 5.30 p.m. are catching up with the exploits of the Samurai and the Ninjas.

'The Samurai' took over TCN9, Sundays at 12.30, from Shirley Temple, which seems to signify something, and it looks as if it will take over smartly from Santa Claus, for Shintaro arrives in Sydney in person to star at Sydney's Stadium from Boxing Day on.

The Australian Women's Weekly, 8 December 1965, p. 15

SOURCE 3.30 *The Samurai*, 1965

ACTIVITY 7

Comprehension: chronology, terms and concepts

1 What is source 3.29?

2 Use source 3.30.

   a What was *The Samurai*?

   b According to this source, how was the show received in Australia?

   c What happened when *The Samurai* took over the 12.30 pm time slot on Sundays?

   d What was the significance of this? (You may need to find out who Shirley Temple was.)

   e What was happening from Boxing Day?

   f How do you think some Australian World War II veterans might have reacted to this article?

SOURCE 3.31 Photograph of Shintaro in *The Australian Women's Weekly*, 1965

© Senkosha Productions

Could you please publish an article on *The Samurai* or at least a picture of its hero, Shintaro, a warrior whose face and bravery I have fallen in love with. I am certainly not alone in considering *The Samurai* the finest example of this type of programme so far seen on Sydney television. I hope the series will continue for a long while.—Elizabeth P., Marrickville.

TV Week, 13 February 1965

SOURCE 3.32 One view of *The Samurai*

The headmaster of Sydney's newest private boys' preparatory school [Pittwater House] has banned 'Shintaro cards and any association with that cult'.

Shintaro, played by Koichi Ose, is the hero of *The Samurai*, a Japanese-produced TV series currently popular with boys throughout Sydney. The headmaster, Mr Rex Morgan, told parents at the Pittwater House preparatory school speech night last night:

'I question the mental health of a nation which permits its schoolchildren to be exposed to the current cult of Japanese sadism and cruelty in the guise of a TV hero. I should have thought we had enough of this sort of thing during the war without glorifying such attitudes by the present TV representation and its perpetuation by the sale of sweetmeats containing swap cards.'

Mr Morgan said that to him this was further indication of the lack of principles of some retailers and advertisers. It was essential that children be 'fortified with minds able to resist such undermining and able to discriminate between right and wrong, between good and bad, between the worthwhile and the fruitless'.

Mr Morgan said he had been criticised for being a 'right-wing reactionary'. He said, 'If right-wing reactionary means putting back into life some of the old-fashioned virtues such as good manners, respect for parents, recognition for elders and betters, accepting that Jack is not as good as his master, then I ask you parents to subscribe to the same philosophy. I shall react more and more sharply against the sick and soft and unmanly attitudes which so many people are affecting these days.'

Daily Mirror, 14 December 1965

SOURCE 3.33 A second view of *The Samurai*

I strongly protest the statement attributing sadism to the TV series *The Samurai* by Mr R.H. Morgan, headmaster, Pittwater Preparatory School. That one of this city's supposedly foremost educators should be so bigoted and twisted about the triumph of rights over wrongs, good manners and kindliness as portrayed in the series, bespeaks of a completely closed mind.

His statement, 'This type of programme is producing sick, soft and unmanly attitudes in Australian society' obviously applies not to Australians but to himself. I am father of three boys from 4 to 7½ years. The three of them watch the show as well as myself. All of us are attracted by the beauty of the art direction, camera work and general presentation of the series which is a fairly honest portrayal of life in early Japan.

To see my boys running, jumping and only very occasionally standing still in emulation of the physical feats of the good or bad, seems quite the reverse of soft and unmanly. This seems to be the season when headmasters blame the children whom they are supposed to be leading for the faults into which their own generation has led the young.

If Mr Morgan could open his mind sufficiently to study a little of the history of another country like Japan, he would find portrayed in *The Samurai* a spirit of fine discipline, physical and mental, and honour far above anything he could teach. I had considered sending my children to Pittwater House which I believed was staffed by forward thinking people. But after reading Mr Morgan's attack, I most certainly will not.—John Z. Huie, Seaforth

Letter from a *Daily Mirror* reader, 23 December 1965

SOURCE 3.34 A third view of *The Samurai*

SOURCE 3.35 *Ek se Badhkar Ek* Bollywood film poster, 2004

ACTIVITY 8

Analysis and use of sources

1 How would you describe the person who wrote source 3.32?

2 In source 3.33, which group does the *Daily Mirror* identify as the audience for *The Samurai*?

3 Which group does source 3.30 identify as *The Samurai*'s audience?

4 Based on these three sources, who do you think watched *The Samurai*?

Explanation and communication

Write a paragraph (150 words) arguing that generational differences were the main cause of the different reactions to *The Samurai*.

Perspectives and interpretations

1 What view of *The Samurai* is given in source 3.32?

2 a Whose perspective is given on *The Samurai* in source 3.33?

 b What is Headmaster Morgan's view of *The Samurai*?

 c Why do you think he held this view?

3 a Describe the person who wrote source 3.32.

 b How does the view of *The Samurai* in this source differ from that in source 3.34?

 c Why do you think the views are different?

4 a In source 3.33, what was Headmaster Morgan's view 'of some retailers and advertisers'?

 b What sources in this section could be used to support this view?

Research

1 What influence has Bollywood had on:

 a the Australian film industry

 b Australian popular culture?

2 Go to your digital support to view a documentary about Shintaro to find out more about:

 a how children responded to the television show *The Samurai*

 b how adults responded to the show.

Music festivals and globalisation

Like many aspects of popular culture, music festivals as we know them today had their beginnings in the United States. The Woodstock Festival, held in California in 1969, captured the music of the times and the mood of the mainly young people who attended it, becoming a symbol for their generation. It also inspired others to hold similar festivals around the world; not direct copies, but their own versions of the same basic elements: modern young people, modern music, modern attitudes—a break from the past.

SOURCE 3.36 Poster for the Woodstock Music and Arts Fair, 1969

SOURCE 3.37 Max Merritt and the Meteors, Sunbury Rock Festival near Melbourne, 1972
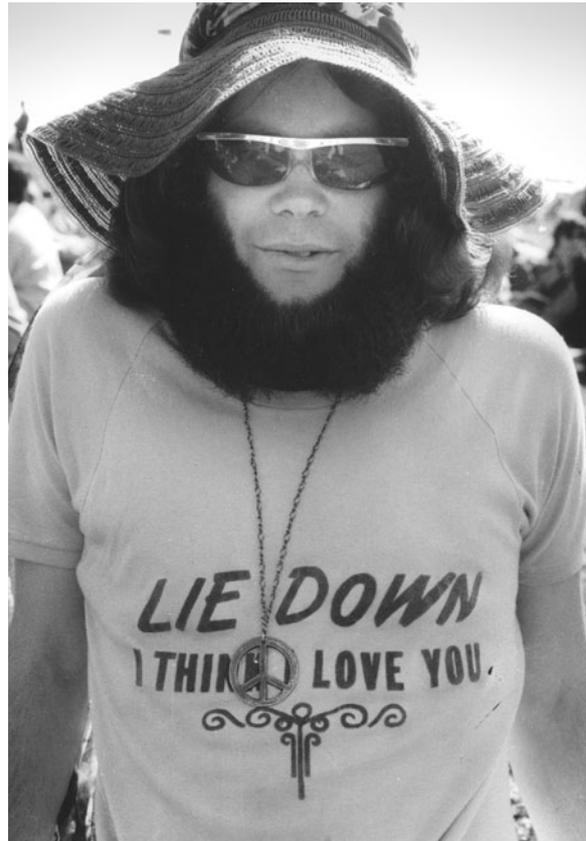
SOURCE 3.39 Sunbury Rock Festival attendee

SOURCE 3.38 Crowd at the Sunbury Rock Festival

ACTIVITY 9

Analysis and use of sources

1 Which source provides evidence about one event that influenced the Australian Sunbury Folk (later called Rock) Festival? Explain why.

2 What items related to popular culture can you identify in sources 3.37, 3.38 and 3.39?

3 How do sources 3.37, 3.38 and 3.39 allow historians to explain the Sunbury phenomenon?

Empathetic understanding

You are the person in source 3.39 talking to a newspaper reporter. Tell the reporter what the Sunbury Festival means to you.

Perspectives and interpretations

What might Rex Morgan (see source 3.33) have thought about the Sunbury concert?

Research

Investigate the Woodstock Music and Art Fair and make notes on relevant information to answer the Explanation and communication question below.

SOURCE 3.40 Soundgarden perform at the Big Day Out, Perth, 5 February 2012

Explanation and communication

1 Using your research from the previous activity, explain the significance of Woodstock.

2 What do sources 3.36 to 3.40 tell us about the impact of technology on the music industry over time?

 a What has changed over time in terms of live music concerts?

 b What has remained the same about live music concerts?

⊗ What has been Australia's contribution to international popular culture?

The Australian film, music and television industries have made significant contributions to Australian culture and identity. They have also played a critical role in shaping international awareness and understandings of Australia and Australian identity.

Films such as *Crocodile Dundee*, released in 1986, had major impacts on overseas audiences. Paul Hogan, the star of the film, also featured in a series of advertisements for the Australian Tourism Commission from 1984 to 1990, which promoted 'Aussie' culture to other countries. The film boosted the advertising campaign's popularity.

Australian television series also reflected the nation's character. A number of these series also became popular overseas and introduced modern Australian life and culture to different parts of the world. In the late 1970s and early 1980s, the Reg Grundy Organisation produced a number of soap operas that also screened overseas: *The Young Doctors* (Britain, France and Spain), *Sons and Daughters* (the Azores, Belgium, Britain, New Zealand and the Netherlands, as well as being adapted for German television) and most famously *Prisoner*, which became a cult hit in Britain, Canada, Sweden and the United States. *Prisoner* even inspired a stage show—and is still selling on DVD around the world. Rival

production company Crawfords produced *The Sullivans*, which was watched in Britain and Europe, and also in the United States (DVDs are available in English and Dutch). Reg Grundy is also responsible for *Neighbours*, watched in 50 countries, which was the most successful of them. *Home and Away* has also been a success in Britain.

It is not just programs that have been successful overseas; a number of Australian actors have also achieved international success: New Zealand–born Russell Crowe and Guy Pearce (both ex-*Neighbours*), Geoffrey Rush, Cate Blanchett, Toni Collette, Rachel Griffiths, Hugh Jackman, Poppy Montgomery and Anthony LaPaglia.

Music has also contributed to this process. Among the large number of groups to be recognised overseas are the Seekers and the Easybeats in the 1960s, AC/DC and Nick Cave and the Birthday Party in the 1970s, INXS, Midnight Oil and Men at Work in the 1980s, Powderfinger in the 1990s, and Jet, Wolfmother and the Vines in the 2000s. While bands tend to be male-dominated, the women who have had successful music careers overseas have tended to be soloists, such as Olivia Newton-John (1980s) and Kylie Minogue (1990s), or all-female acts such as The Veronicas (2000s).

Skippy the Bush Kangaroo

SOURCE 3.41 Skippy, with actors Ed Devereaux, Ken James and Garry Pankhurst, 1968

I remember flying into Japan and there were all these people at the airport and I thought, 'Wow, I must have been travelling with somebody really famous.' I looked around and realised it was all for me.

The Telegraph, 3 May 2011

SOURCE 3.42 Liza Goddard, who played Clancy Merrick in 44 episodes of *Skippy*

'Skippy,' a television series for children, is one of the few local productions of which Australians can be unreservedly proud. It is not just 'good for an Australian series'—it is good by any standard.

Overseas television networks also seem to think 'Skippy' is a good series. It has already been sold in England, Europe, Canada, and Japan.

In Australia 'Skippy' will be shown soon Commonwealth-wide on the National Nine Network. Photographed in full color, the series shows the Australian bush at its best and provides an ideal setting for Skippy the heroine.

Skippy, a female 'forester' kangaroo from Queensland, is a real heart-stealer. She has beige-colored fur, soft brown eyes, and eyelashes a film star might be proud of.

In the series, Skippy lives in Waratah National Park, a fictitious flora and fauna reserve situated on the east coast of Australia.

Most of the scenes for 'Skippy' are filmed in Kuringai Chase—just north of Sydney—and other national parks in N.S.W. At Duffy's Forest, near Belrose, an outer Sydney suburb, a realistic Ranger headquarters was built on 24 acres [about 10 hectares] of Crown land.

'Skippy' gained the approval of the N.S.W. government with the pilot episode, which was made in Kuringai Chase.

The Government immediately set aside 24 acres of bushland for use as the film set and also gave the producing company, Fauna Productions, access to the surrounding 500 acres [200 hectares].

'Skippy' is the story, week by week, of the adventures of a group of Waratah Park rangers headed by Superintendent Matt Hammond (played by Ed Devereaux).

Matt and his two sons, Mark (Ken James) and Sonny (Gary Pankhurst), live in Waratah Park.

The Australian Women's Weekly, 13 September 1967, p. 8

SOURCE 3.43 *Skippy*, 1967

SOURCE 3.44 Loading cartons of St Peters Distillery 'Skippy' wine for export to France and Italy, July 1977

ACTIVITY 10

Comprehension: chronology, terms and concepts

1   What was the television series *Skippy* about?

2   **a**   Was the series popular overseas?

    b   What sources provide evidence about its popularity? Explain.

    c   Why do you think it may have appealed to an overseas audience?

    d   Can you think of other television series that featured animals and was popular overseas?

3   **a**   How did the New South Wales state government respond to the series?

    b   Why do you think that the government did this?

    c   How did other commercial interests respond to the success of the series? (See source 3.44.)

Analysis and use of sources

What sources provide evidence of the popularity of *Skippy* to overseas' audiences?

Explanation and communication

Use sources 3.41, 3.42, 3.43, 3.44 and any of your answers to the questions in this section.

---

1   How was Australian identity portrayed in *Skippy*?

2   Explain why the series was so successful overseas.

Perspectives and interpretations

1   A number of historians are concerned with the way that animals are viewed in history. How might a historian concerned with animal rights view aspects of the *Skippy* television series?

2   How might a historian concerned with Australian nationalism view the *Skippy* series?

3   How might a child at the time have viewed the series?

Research

Investigate what happened to some of the animals used in the *Skippy* series. Use a combination of key words to locate information, including moving footage and stills, on the internet:

- Skippy the Bush Kangaroo
- stand-ins   • kidnap
- RSPCA   • emus.

Write 300 words based on your findings.

The Go-Betweens

SOURCE 3.45 Robert Forster and Grant McLennan, founding members of the Go-Betweens

A sympathetic reviewer once likened an early Go-Betweens album to a poetry reading, but Wednesday night the brilliant Australian band dispelled its bookish reputation with its most musical 9:30 club performance yet. The group, expanded from a trio to a quintet since its poetry-reading days, now has at its disposal a wide array of timbres (latest addition Amanda Brown provides violin, oboe, guitar and backing vocals) and a new-found rhythmic confidence.

Though the band's recent *16 Lovers Lane* album has a light, acoustic sound, at 9:30 only The Devil's Eye was played thus. Instead, the backbeat came up front, with Quiet Heart given a primal pulse and Streets of Your Town a funky swing. These surprisingly loose-limbed arrangements didn't always improve on the recorded versions—Grant McLennan's full-bodied melodies generally fared better than Robert Forster's lean ones—but they showed that the Go-Betweens have achieved a musical playfulness worthy of the verbal wit for which they've long been known.

'The Go-Betweens', Mark Jenkins, *Washington Post*, 21 April 1989

SOURCE 3.46 An American opinion of the Go-Betweens

On Saturday 6th March 2006, legendary singer-songwriter and member of The Go-Betweens Grant McLennan died in his sleep at his home in Brisbane. He will be deeply missed by all who knew him, whether personally or through his music.

The Go-Betweens, www.go-betweens.net

SOURCE 3.47 Tribute to Grant McLennan from the Go-Betweens website, 2011

ACTIVITY 11

Comprehension: chronology, terms and concepts

1 From source 3.48, when did the Go-Betweens form?

2 From source 3.45, who were the founding members?

3 a From source 3.46, did the Go-Betweens achieve international recognition? Explain.

   b How had the band changed by 1989?

   c From source 3.48, was the band line-up to change in the future?

   d From source 3.46, how were the Go-Betweens regarded in the United States?

SOURCE 3.48 Go-Betweens website

If anyone has a right to be bitter and twisted and full of 'it should have been me' stories, it's Robert Forster of the Go-Betweens, an Australian band which during the 1980s was acclaimed as packing more songwriting punch than their close friends and touring partners, REM, but which somehow never made it into multi-platinum, front cover of *Rolling Stone* land. Between 1983 and 1989 they released six of the best albums ever recorded in that decade and while they may never have bothered the compilers of the charts, those people who did hear them were invariably inspired to form their own band.

'I do try to be resentful, I really do, but I just can't bring myself to do it,' says Forster who played the Lennon to his song-writing partner's Grant McLennan's McCartney in the band.

'People often ask me would I swap the artistic reputation of a top 20 hit but I wouldn't and that comes down to how we feel about the music. Even in the early days when we formed in Brisbane we were always shocked after playing a gig that people we had never met before would come up to us and congratulate us on the songs and in a sense we've kept that naive sort of innocence about us. I never have that "we were robbed" feeling when looking around now at where some of our contemporaries are.'

If ever a band epitomised the cliché of 'critical acclaim but commercial indifference' it is the Go-Betweens. Salivated over by critics and the more discerning end of the musical fan spectrum, they never compromised their superb melodies and bitter-sweet lyrics. 'There really is no need to sell 10 million copies of your album and while that situation would certainly have helped us, it's not what we're about. Looking back now I'm sort of glad that I never ended up being a rock star and standing on a PA stack in a stadium waving a white flag round, if you know what I mean.'

'Interview with Robert Forster', *Irish Times*, 5 May 1997

SOURCE 3.49 An Irish view of the Go-Betweens

Comprehension: chronology, terms and concepts

1 From source 3.49, what impact did the Go-Betweens have overseas?

2 What is Robert Forster's view of the success of the Go-Betweens?

3 Who were the primary fans of the Go-Betweens?

4 According to the *Irish Times*, what did the Go-Betweens never do?

Research

1 Research a definition of 'indie rock'.

2 Were the Go-Betweens an indie rock band? Explain.

3 How were the Go-Betweens an example of globalisation, both in Australia and from Australia?

⊗ How have changing beliefs and values influenced the Australian way of life?

The Dish

The Dish is an Australian film released during 2000.
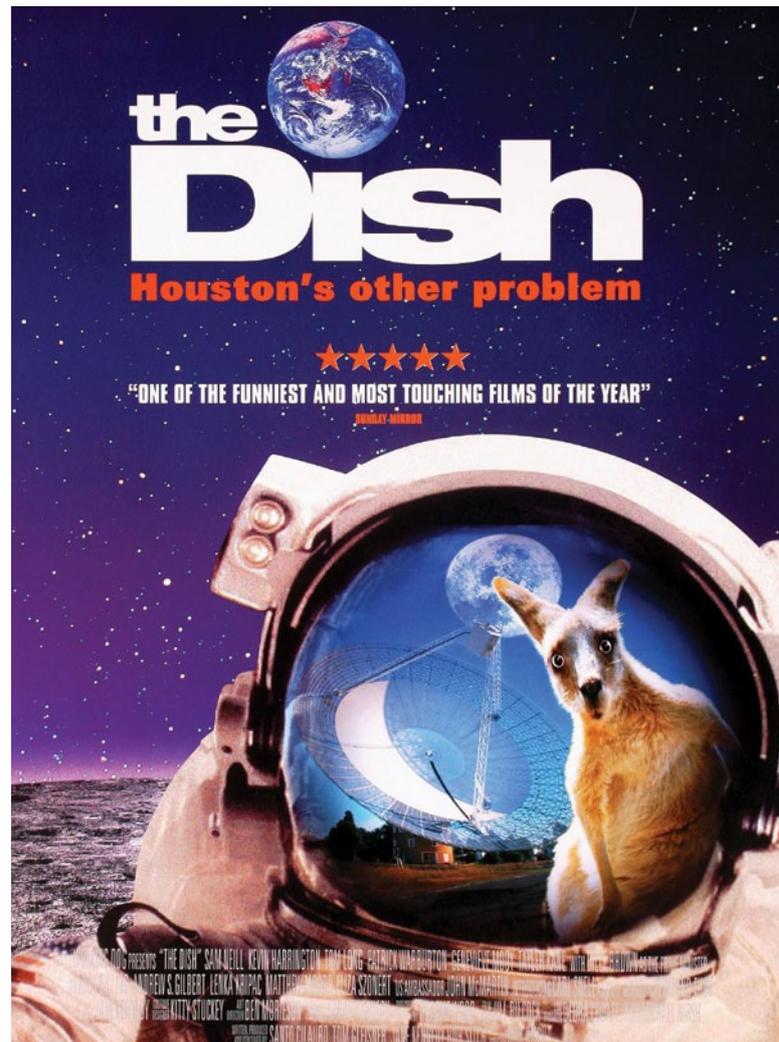
SOURCE 3.50 Poster for the United States release of the Australian film, *The Dish*

ACTIVITY 13

Explanation and communication

How is *The Dish* nationalistic?

Research

1 Locate general details about *The Dish*: cast; writer; director; storyline; when it was released in Australia and other countries; and box office takings.

2 Find a trailer for *The Dish* or a copy of the movie and watch it. How does the movie contribute to our understanding of the impact of Americanisation and global events on Australian society?

Empathetic understanding

Imagine that you are the artist who designed source 3.50. Why did you design the poster this way?

Perspectives and interpretations

1 Find two reviews of *The Dish*: one positive and one negative.

   a How do the reviewers see Australian culture being portrayed in the film?

   b Locate evidence in the trailer or the film that either supports or contests the reviewers' views of the film.

2 What values do the reviewers believe that the film shows Australians as having?

3 What does the poster communicate to Americans about Australian values?

Religion and Australian society

Since the 1950s, religion has played a decreasing role in the lives of most Australians. The sources that follow explore this topic.

SOURCE 3.52 Percentage of marriages preceeded by cohabitation 1975–2008
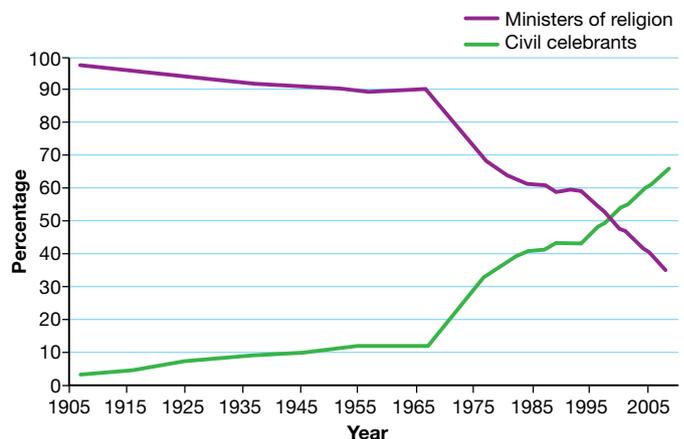
SOURCE 3.53 Category of marriage celebrants, 1908–2008

ACTIVITY 14

Comprehension: chronology, terms and concepts

What is meant by the term 'secularisation'?

Analysis and use of sources

1 How does source 3.51 support the view that Australian society became increasingly secular after World War II?

In terms of religion, the popularity of family history and genealogy could be linked to the secularisation of Australian society, particularly from the 1970s. At this time the number of family history societies began to multiply as the church-going population continued to dwindle. The Uniting Church, for example—Australia's third largest religious denomination—was formed in 1977 when the Congregational, Methodist and Presbyterian Churches joined together in the face of declining congregations. The number of people who associate themselves with the church—who are largely ageing Anglo-Australians—has slipped from twelve per cent of the Australian population at the time of its formation to just over six per cent today. Actual membership has dropped to around 300 000 (or 1.5% of the national population).

Paul Ashton and Paula Hamilton, *History at the Crossroads*, 2010, p. 32

SOURCE 3.51 Secularisation

2 Does source 3.52 support or contradict the view given on secularisation in source 3.51?

3 Does source 3.53 support or contradict the view given on secularisation in source 3.51?

Research

You are to conduct an interview with a family member, friend or neighbour about the secularisation of Australian society.

a Use sources 3.51, 3.52 and 3.53 to develop four questions that you would ask them. (The last question could be very general to allow the person to tell you something that you might not have thought of.)

b Either record the interview or take notes. Then write a page about the secularisation of Australian society using this information.

International perceptions of Australia

Australian attitudes towards and treatment of migrants affects the way Australia is seen by other countries. In 2009, for example, many Indians were attacked and robbed, mainly in Melbourne. An Indian government inquiry concluded that there were 23 racially motivated crimes.

The Australian government began its own inquiry but also tried to contain criticism of Australia. Education had become the third-largest income earner for the country. The government was partly concerned that international student numbers might drop if Australia was seen to be racist. The largest number of international tertiary students came from India.

Racial prejudice against Muslims and people of Arabic appearance also attracts international attention.

The surge in temporary migrants with a right to work has created an unprecedented, unplanned migration wave. Senator Evans said Australia needed a rational immigration debate, beyond the hysteria about the few hundred boat people who arrive each year ...

[Immigration minister] Senator Evans said immigration should be the nation's labour agency, meaning a continued high intake of migrants, especially younger, skilled workers.

But the desires of migrants—including overseas students who came in on temporary visas in order to gain permanent residency—should not be driving Australia's immigration policy.

Decisions about who came to Australia would be increasingly left to employers although, conversely, Australia would also be competing for the most highly skilled migrants. Senator Evans said to do that successfully the impacts of record-high immigration on our liveability had to be tackled.

'In Australia we've got this sense of, "Well, we're the lucky country" and ... people will naturally come here, and that's still true to an extent. But other countries ... are increasingly marketing themselves too.'

He said immigration policy would remain non-discriminatory and that Australia's Muslim communities posed no fundamental threat—despite the arrest of five Melbourne men on terrorism charges, three from Somalia and two from Lebanon.

'I don't want to downplay terrorism ... It is a serious public policy challenge that has to be tackled ... But there's also been this slightly irrational fear and debate about people who arrive unauthorised as possibly posing some sort of threat.'

'Migration rules set for a revamp', Mary-Anne Toy, *The Age*, 31 August 2009

SOURCE 3.54 Why immigrants come to Australia
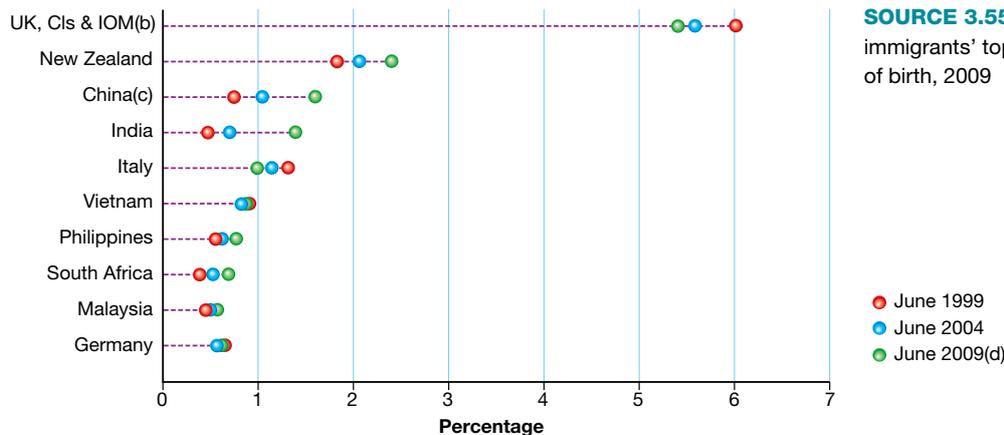
SOURCE 3.55 Australian immigrants' top 10 countries of birth, 2009

(b) United Kingdom, Channel Islands and Isle of Man.
(c) Excludes SARs and Taiwan.
(d) Estimates for 2008-09 are preliminary.

Australian Bureau of Statistics

Australian Bureau of Statistics
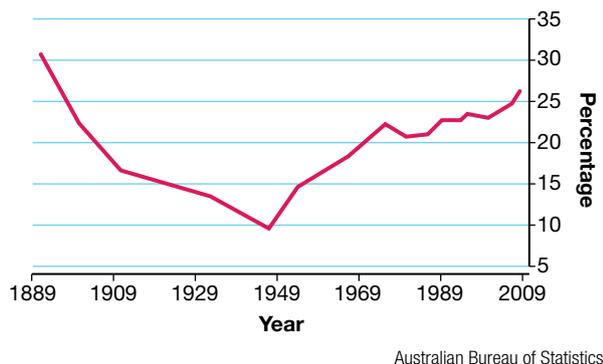
SOURCE 3.56 Percentage of Australia's population born overseas, 1889–2009

ACTIVITY 15

Analysis and use of sources

1 Use source 3.54.

   a What did Senator Evans believe that Australia needed?

   b What did Evans think immigration should be?

   c Who did Evans think would be increasingly left to make decisions about migration?

   d Did Evans think that Australia should market itself more to attract migrants? Why?

2 How can source 3.56 be used to support the view that Australia's immigration policy became less discriminatory?

3 Use source 3.56.

   a Approximately, what percentage of Australia's population was born overseas in 1949?

   b Approximately, what percentage of Australia's population was born overseas in 2009?

   c How does this source indicate a change in beliefs or attitudes in Australia since World War II about people of different nationalities?

   d In what ways would the pattern of immigration shown in Source 3.56 affect Australian life?

Explanation and communication

1 In source 3.54, Senator Evans indicated that he thought that Australia's reputation for being the 'lucky country' would help attract skilled migrants. But he also noted that Australia needed to market itself to compete with other countries for migrants with skills or other resources. Design a poster that would persuade skilled migrants to immigrate to Australia today.

2 What issues does source 3.58 raise about the position of women in Australian society? What does this say about Australia's claim to be an egalitarian society? In what other ways are women discriminated against in Australia?

   Use this source and these questions to develop a topic for a class debate.

SOURCE 3.57 Dutch immigrants arriving in Australia, 1954
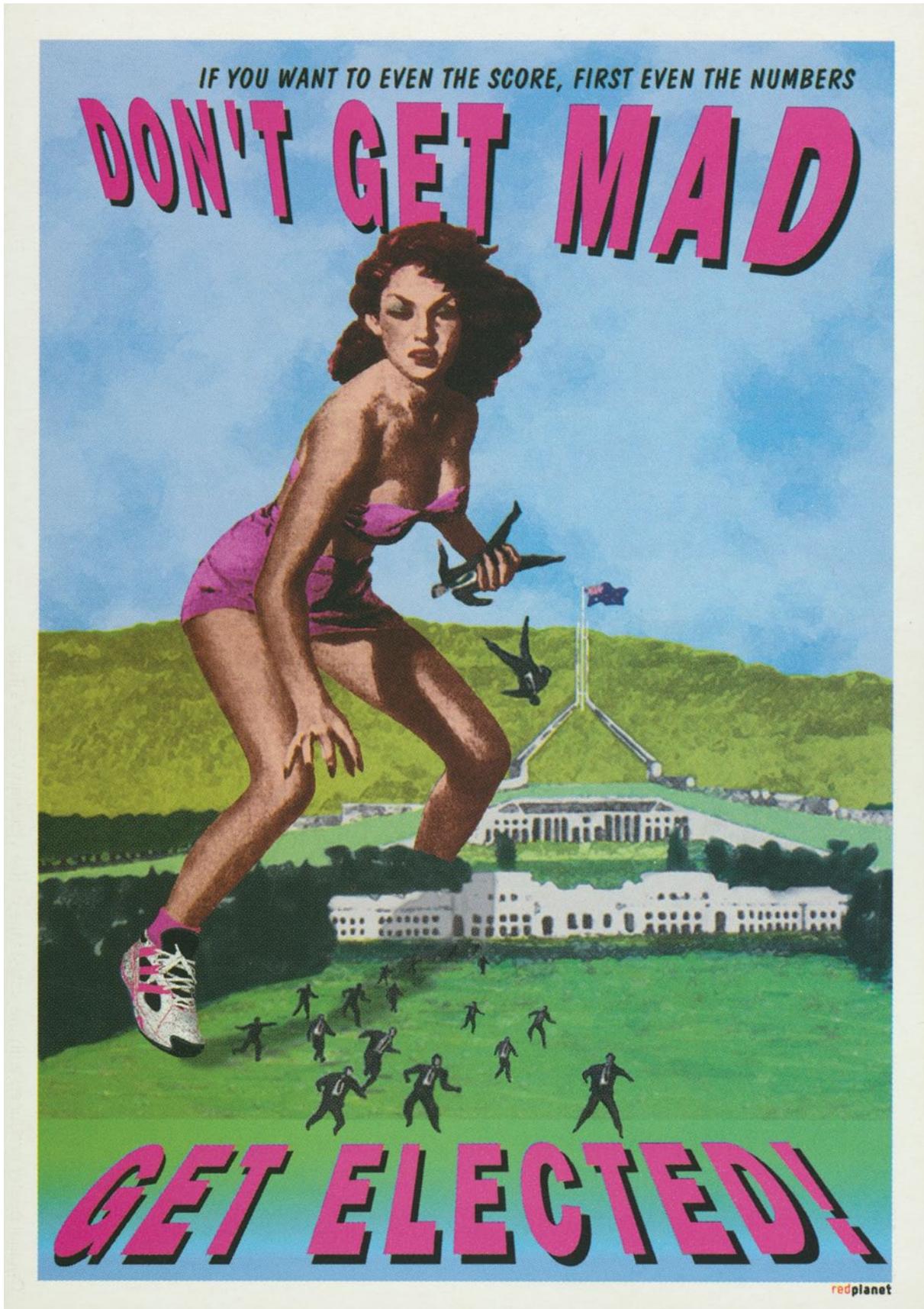
SOURCE 3.58 Carol Porter, 'Don't get mad, get elected', c. 1998

History challenges

Critical and creative thinking

Sources 3.59 and 3.60 are from a personal collection of digital photographs, and source 3.61 is from a paper-based photo album. They tell us about two major influences in contemporary popular culture. What are they? And how influential have they been?

SOURCE 3.59 On board the Gleewarts Express, Central Station, Sydney, 5 am, 2007

SOURCE 3.60 Disembarking from the Gleewarts Express, Carriageworks, Darlington, 9 am, 2007
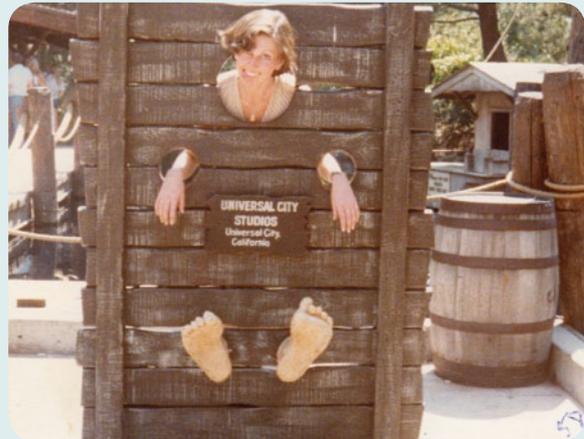
SOURCE 3.61 Pauline at Disneyland, California, 1976

Find at least three images from your own or your family's photographic collections that show aspects of popular culture. Write and present a two-minute class presentation about the photographs.

ICT

Go to your digital support to view a short advertisement.

1   What was the purpose of this advertisement?

2   How is the Australian national identity portrayed?

3   Why was it used in this way?

4   Why did Hogan use the word 'shrimp' in the advertisement?

5   What does this tell us about cultural differences?

Getting the message

SOURCE 3.62 Geoff Pryor cartoon of Sylvester Stallone as Rocky appearing on a children's TV show, 1996

1   To what television series does this cartoon refer?

2   Research the television series.

3   How does this series reflect the influence of other cultures?

4   **a**   Choose one of the following television series from the 1960s:
   - *Whiplash*
   - *Romper Room*
   - *Homicide*
   - *Division 4*.

   b   Watch a trailer or episode of the series you selected on YouTube.

   c   Research the series.

   d   Use your notes to write 200 words on the cultural origins of the show.

Visual communication

SOURCE 3.63 Martin Sharp, *Luna Park: National Trust*, 1979

1   Use the internet or books in your school or local library to find out what 'pop art' is.

2   How does source 3.63 show the influence of British and American culture on Australia?

3   Do some research. Find out what influence Martin Sharpe has had on pop art internationally.

4   How does Luna Park reflect the influence of American culture on Australian popular culture?

Figure it out

Place	Year	Title	Artist	Sales (platinum albums)
1	1986	*Whispering Jack*	John Farnham	24
2	1977	*Bat Out of Hell*	Meat Loaf	22
3	1975	*Come On Over*	Shania Twain	15
4	1985	*Jagged Little Pill*	Alanis Morissette	14
5	1982	*Innocent Eyes*	Delta Goodrem	14
6	1987	*Greatest Hits Collection*	Queen	13
7	1995	*Thriller*	Michael Jackson	12
8	1981	*Rumours*	Fleetwood Mac	12
9	2003	*Savage Garden*	Savage Garden	12
10	1996	*Falling into You*	Celine Dion	12

Based on ARIA accreditations for more than 500,000 copies sold

SOURCE 3.64 Top 10 albums in Australia by sales

1 What does source 3.64 tell us about the influence of other cultures on the Australian music industry?

2 Create your own 'Top 10 Albums' list in your class. Everyone should contribute the name of their favourite album. Make a list of the 10 most popular albums. Discuss the different cultural influences in the albums.

Intercultural understanding

1 Undertake research on Pokemon. What impact has it had on popular culture in Australia and overseas?

2 Where is your favourite game from? How has it affected Australian popular culture?

Talking points

Listen to examples of late 1950s and early 1960s rock 'n' roll in class. Run a class discussion about the nature of the music and reactions to it at the time it was first broadcast.

SOURCE 3.65 Pokemon

Chapter 4

The environment movement, 1960s–present »

British activist from Oxfam, protesting in Durban at the UN Framework Convention on Climate Change, 9 December 2011

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- identify major threats to the natural environment
- outline the origins of environmental awareness and activism
- briefly describe the purpose of the 19th-century National Parks movement in the United States and Australia
- use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world
- discuss how global resource needs and trade have intensified environmental issues in developed and developing nations
- describe the response to key environmental issues in Australian agriculture
- discuss key events in the growing awareness of environmental issues in Australia and the world before 1975
- outline the origins and policies of green political parties in the 1980s
- describe the influence of the following environmental ideas: 'Gaia', limits to growth, and sustainability
- assess changing Australian government policies and actions towards environmental issues since the 1960s, including deforestation and climate change
- discuss the Australian government's achievement in response to an environmental threat since the 1960s
- examine the role of international governments and organisations in dealing with environmental threats.

Inquiry questions

1. What was the background to environmental awareness in the United States and Australia?

2. How did population increases, urbanisation, increasing industrial production and trade affect the environment?

3. How did the environment movement grow, and how does it influence ideas?

4. What were the significant events and campaigns that contributed to popular awareness of environmental issues?

5. How have Australian governments and international organisations responded to environmental threats since the 1960s?

Introduction

THE DROPPING OF TWO atomic bombs on Japan in 1945 by the United States bleakly announced the nuclear age. Photographs of the aftermath and the victims of the bombing were to become well known across the world (they were also used to promote antinuclear policies). Postwar population growth and a massive rise in industrial growth and production put enormous pressures on the planet. Pollution became a critical problem both in developed and developing countries. In the mid- to late 1960s, fears grew about the Earth's capacity to sustain these levels of growth. With the Cold War, fears also mounted about the possibility of nuclear war. Environmental activists and advocates across the world developed the environment movement in new ways to meet these challenges.

The growth of awareness about environmental issues led governments to take a more active role, both locally and internationally. In Australia, state and federal agencies were established to ensure any negative impact on the environment was minimised. By 2012, the issue of climate change had become a hotly debated topic.

KEY TERMS

built environment	parts of the environment that people build
conservationists	people who try to protect the environment
deforestation	loss of trees
degradation	damage or destruction of the natural environment, such as resource depletion, deforestation and habitat destruction
environmentalism	a broad movement aimed at conservation of the environment, the protection of biodiversity and the practice of sustainable development
estuary	the body of water at the mouth of a river where the freshwater stream meets the ocean
Gaia hypothesis	the assertion that all living things and their environments are part of a complex, self-regulating system
global warming	the gradual rise in the Earth's atmospheric temperature (due to the greenhouse effect) that creates damaging climatic changes
green bans	industrial bans enforced by the Builders' Labourers Federation and other unions to prevent demolition or damage to places of heritage significance
greenhouse effect	increased levels of gases such as carbon dioxide and methane in the Earth's atmosphere trap radiation from the Sun close to the Earth, leading to a gradual rise in temperature (a bit like putting an extra blanket or doona on your bed)
native flora and fauna	plants and animals that are indigenous to a particular area
preservationists	people who advocate to preserve architecturally or historically significant buildings
trade union	an organisation consisting of workers from a particular trade that works to promote their interests
urbanisation	the growth of cities and towns

The Hacking River in the Royal National Park, Sydney

TIMELINE OF KEY DATES

1872	Yellowstone National Park is established in the United States
1877	Establishment of the Society for the Protection of Ancient Monuments
1879	Royal National Park (73 000 hectares), Port Hacking, New South Wales, is created: the first national park in Australia
1893	Australian Association for Advancement of Science calls for protection of native plants and animals
1924	Nellie Kershaw, British textile worker, dies of asbestosis
1930	World population reaches two billion
1945	First atomic bombs exploded, creating nuclear fallout
1948	World Conservation Union is established in Gland, Switzerland
1954	World's first nuclear power plant opens at Obninsk, USSR, for electricity generation
1960	World population reaches three billion
1961	World Wildlife Fund is established to protect endangered plants and animals
1968	Club of Rome is founded Paul Ehrlich's book, *The Population Bomb*, generates huge, sustained debate about the impacts of human population increases on the planet
1970	First Earth Day
1972	Stockholm Conference on the Human Environment establishes the notion of sustainability
1985	Hole found in the Antarctic ozone layer
2006	David Attenborough's two-part television investigation *Are We Changing Planet Earth?* is broadcast on the BBC in Britain

FOCUS ON HISTORY SKILLS ≫

Skill: The analysis and use of sources

Reliability—part 2

In our Focus on history skills at the beginning of chapter 3 (page 90), we looked at the reliability of sources.

In researching information, you will often use websites identified from a search of Google. Here is a list of questions to help you judge the reliability of sources you find on the internet.

WHO

- Who authored the web pages and are they an expert?
- Is a biography of the author included?
- How can I find out more about the author?
- Does the website address contain .com, .org, .gov or .edu?

WHAT

- What does the author say is the purpose of the site?
- What other reasons might there be for the site to exist?
- What information is included and does this information differ from other sites?
- What is the purpose of the page?

WHEN

- When was the site created?
- When was the site last updated?

WHERE

- Where does the information come from?
- Where can I look to find out more about the sponsor (if there is one) of the site?

WHY

- Why is this information useful for my purpose?
- Why should I use this information?
- Why is this web page better than another?

Focus on history skills activities

1   Match these domain abbreviations with the correct meaning:

   .edu   created by a person or group who uses an internet service provider

   .gov   created by an organisation

   .org   created by a company or business

   .com   created by a college, university or other educational institution

   .net   created by the American military

   .mil   created by a government office or agency

2   Would sites that are .gov always be more reliable than those that are .com? Explain your answer.

3   Visit the weblinks listed in your digital support. Judge how reliable it is as a source of information on Velcro.

4   Find two sites that contain information about the environment in Australia; one site you should judge to be reliable, the other not reliable. Explain how you decided.

Taking care with sources

Historians should always check the reliability of their sources, but sometimes this rule can be forgotten or overlooked. The consequences can be serious.

In 1912, new discoveries were being made in Europe about human ancestors. Some English people were very keen to try to find an early human ancestor in Britain. When Charles Dawson, an amateur archaeologist, reported finding human-like skull fragments (see source H4.1) at Piltdown in England, many archaeologists were proud: England had a part in the history of evolution. Dawson and a few professional scientists continued excavating and found other remains, and implements, including what they called a tool and what other people

called a prehistoric cricket bat (source H4.2). While overseas scientists were sceptical about the findings, they remained part of official British displays and formal historical writing for several decades.

By the late 1940s, discoveries elsewhere of other human ancestors were making it hard to work out just where 'Piltdown Man' fitted in. An English scientist working at the museum where the Piltdown remains were kept decided to test them; he discovered that they weren't ancient remains at all. More scientific tests were carried out and it was found that all the Piltdown items were forgeries.

As several of the key people involved in 'excavating' the remains had died, it was hard to establish who had started the hoax and why. It is even said that Sir Arthur Conan Doyle, the creator of Sherlock Holmes, could have been involved.

The lesson remains: always check the evidence carefully.

Focus on history skills activities

Research the 1983 'Hitler Diaries' hoax using the internet. Why were people fooled into believing the diaries were genuine?

SOURCE H4.1 A display showing a reconstruction of the Piltdown Man's skull, based on the bone fragments 'found'

SOURCE H4.2 A tool, a prehistoric cricket bat or something else entirely?

Think, Puzzle, Explore

?

Imagine you have been transported back in time to Australia in the second half of the last century. Close your eyes and picture the environment. What things are affecting the environment, both positively and negatively?

1. What sights and thoughts came into your head? Perhaps you thought of a person or event, an animal or a place.

2. Draw up a list of what you remember about positive and negative influences on the Australian environment in the second half of the 20th century.

3. Discuss in class what you remembered and draw up a class list.

4. Make another list, this time of the issues affecting the Australian environment in the second half of the 20th century that you would like to know more about or explore further. How might you find answers to your questions? What words could you search for on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?

» What was the background to environmental awareness in the United States and Australia?

Europeans and the natural environment

When Europeans first came to Australia most of them saw the environment as harsh and alien. It was very different from England and Europe. Throughout the 19th century, the new inhabitants worked to tame the environment and develop money-making industries. Towards the end of the century, people's attitudes began to change. As more people became aware of the value of Australia's natural environment and the damage being done to it, they realised the need to protect it.

People who try to protect the environment are called **conservationists**. They argue that features of Australia's natural environment are unique and should be preserved for future generations. Other people claim that conservationists are standing in the way of 'progress' and that everyone would benefit if the environment was to be developed or its features used. These people are often involved with industry.

Chronology

1788	Clearing, building and farming by European arrivals begins at Sydney Cove and Norfolk Island
1865	Formation of the Commons Preservation Society, Britain
1866	Reserve declared at Jenolan Caves by the New South Wales government
1872	Yellowstone National Park established in the United States
1877	Establishment in Britain of the Society for the Protection of Ancient Monuments
1880s	Australians in cities begin to call for conservation of the natural environment
1885	Rocky Mountains National Park established in Canada
1887	Natural History Association formed in New South Wales Tongariro National Park created in New Zealand
1892	Tower Hill declared Victoria's first national park in an attempt to stop degradation of the site
1893	Native Bird Protection Act passed in New South Wales
1890s–1900s	Formation of various conservation groups in Australia
1916	Formation of the United States National Parks Service

SOURCE 4.1 Yellowstone River in the United States, 1871, in the area that was to become Yellowstone National Park in the following year

SOURCE 4.2 Tom Roberts, *In a corner on the Macintyre (Thunderbolt in an encounter with police at Paradise Creek)*, 1895

Governments began to pass laws to protect the environment. (See the timeline on page 123 and the chronology on page 126.) This was in response to pressure from people and groups with special interests in environmental protection. Before the 1970s, however, environmental laws in Australia were generally passed in a bits-and-pieces fashion. They were not always compulsory and were mostly ineffective. Laws passed from the 1890s to the 1920s were almost exclusively concerned with protecting native flora and fauna. Some of the flora and fauna had become state and national symbols. These were polite responses to growing environmental problems caused by clearing, and unsuitable farming, mining and business practices. The release of non-native animals, in particular rabbits, also caused enormous damage.

Some middle-class preservationists pressed governments, usually unsuccessfully, to save cherished homesteads and mansions for future generations. But in Australia the built environment remained unprotected until the second half of the 20th century.

SOURCE 4.3 Royal National Park, New South Wales, 1888

ACTIVITY 1

Comprehension: chronology, terms and concepts

1. To what does 'conservation' refer?
2. What are 'flora' and 'fauna'?
3. How would you define the idea of 'progress'?
4. Use the chronology to make a timeline for 'The emergence of the preservation movement'.

Analysis and use of sources

1.
  a. What is source 4.1, who took it and when was it taken?
  b. What happened just after this photograph was taken?
  c. What reaction do you think the photographer hoped to gain?
  d. 'Heroic' means to be bold and noble. Do you think this image is heroic? Explain.

2.
  a. What is source 4.3? Where and when was it taken?
  b. What event in the chronology can be used to investigate this source?
  c. Is this source different from or similar to source 4.1? Explain.

3.
  a. What is source 4.2? Who created it and when?
  b. Is this source similar or different to source 4.3? Explain.
  c. Tom Roberts (1856–1931) was a very popular Australian artist. What impact might his painting have had on people's attitudes towards the Australian environment?

Explanation and communication

1. What did most Europeans at first think about the Australian environment? Why?
2.
  a. What happened with some people towards the end of the 19th century?
  b. What events in the chronology support your answer?
3.
  a. What did governments begin to do?
  b. Why did they do this?
  c. What events in the chronology support your answer to part (a)?
4. How protected was the built environment?

The idea of a 'national park' must have jarred strangely the nineteenth century intellects upon which the words of a Montana lawyer fell as he spoke from the shadows of a campfire in the wilderness of ... Yellowstone one autumn night 70 years ago [in 1870]. For Cornelius Hedges addressed a generation dedicated to the winning of the West. He spoke at a time when stout hearted pioneers had their faces determinedly set toward the distant Pacific as they steadily pushed the frontier of civilization and industrialization across prairie and mountain range to claim the land for a Nation between the coasts. His plan was presented to men cast of that die—men whose courage and enterprise characterized the era in which they lived.

But Cornelius Hedges had looked deeply into American character and was not disappointed. He counted upon the altruism [thought for others] which marked that character, and planted in it the ideal which instantly took root and has since flowered as one of America's greatest treasures: the national park system. Thus was a new social concept born to a Nation itself reborn.

A Brief History of the National Park Service,
United States Department of the Interior, 1940

SOURCE 4.4 The origins of America's first national park

SOURCE 4.5 As Australians began to appreciate their environment, they began to incorporate local environmental features into designs for wallpaper, curtains and cushions and other household decorations, such as this waratah bookplate (1889–91)

It must be extremely gratifying to those who have for many years past urged the importance of reserves for public recreation, to see the ... announcement of the reservation of a National Park, which for extent and beauty will hardly find its parallel within the same distance of any metropolis in the world ...

But though civilization has thus made its descent upon the fringes of this new national park, the great bulk of the area between the Bottle Forest Road and the sea coast had, until the survey of the Illawarra railway line was made, remained a 'terra incognita'. An occasional sportsman and a few surveyors may have trespassed now and again upon its solitude, but in the main it is as little known and has been as little visited as if it had been 1000 miles [1600 km] away. The time has come for this solitude to be disturbed ...

The chief feature of the geography of this noble reserve is the Port Hacking Creek running southwards, and terminating in the Port Hacking **estuary** which runs westward ...

The park therefore will contain a great variety of grand and beautiful features. It has at least six miles [10 kilometres] of frontage to the ocean, with cliffs and bays and beaches; it has several miles of frontage to the quiet estuary of Port Hacking; it has the deep gorges of the Woronora and the Port Hacking Creek, and it has the sandstone slopes, with their peculiar forms and vegetation, with which the travellers on the Blue Mountains are now familiar. It has in the valleys one attraction, no longer to be found in the well-known gulleys of the Blue Mountains, namely, splendid specimens of Australian timber. The woodman's axe has spared these trees, on account of the difficulty of getting the timber away, and these giants of the forest now happily remain to adorn a people's park, and show perpetually what Australian vegetation is capable of ...

Report of New South Wales parliamentary proceedings in the *Sydney Morning Herald*, 2 April 1879, p. 4

SOURCE 4.6 Australia's first national park

SOURCE 4.7 Land clearing and resultant soil erosion on the banks of the Ovens River, near Beechworth, Victoria, c. 1856

ACTIVITY 2

Comprehension: chronology, terms and concepts

1   From source 4.4, who was one of the Americans who argued for the creation of national parks?

2   Why does the writer think that Hedges' idea of a national park would have 'jarred' (or clashed) with the pioneers who lived near Yellowstone?

3   Why do you think Hedges and others wanted to create national parks?

4   Use source 4.6. When and where was this source published?

5   What had the area set aside for the national park remained for most people?

6   **a**   What word is used to describe the reserve?

b   Why do you think this word was used?

c   What attraction did the national park contain?

d   What had saved the trees?

e   Would the author agree that national parks were at one level a kind of outdoor, natural museum?

Analysis and use of sources

1 **a** What is source 4.5 and when was it made?

    b How useful is this source in helping to investigate changing attitudes to the environment in Australia?

Research

In 1930, eminent historian Sir Keith Hancock wrote the following in his book *Australia*: 'The invaders hated trees'.

Find at least two visual sources that support this view and two that challenge it. (The photograph of the Ovens River, source 4.7, is an example.) Use your sources to discuss Hancock's view.

⊘ How did population increases, urbanisation, increasing industrial production and trade affect the environment?

World War II led to the development of a broad range of products that would later be commercialised. One of them was the pesticide DDT, now known to cause cancer. The massive destruction caused by the war also stimulated a postwar boom. Both the world's production and its population increased enormously.

As population and industry grew in most countries in the 1950s and 1960s, little consideration was given to negative effects that resulted, such as air and water pollution. Attitudes would change in the 1970s.

In this section you will look at examples of these increases in production and population, and you will investigate their impact on the environment in the second half of the 20th century. You will also look at some of the responses to environmental problems and how these responses influenced public awareness.

Learning that the world is not a tip

For most of human history, people have taken what they needed from the environment—food, water, fuel—and not particularly cared what happened to the rubbish afterwards. The ancient Romans realised that keeping sewage away from housing was a good idea, but even that practice didn't survive the fall of their empire; in medieval Europe, sewers were little more than open gutters in the streets. Animals—most famously the dodo in Mauritius and passenger pigeons in America—were hunted to extinction. But, from the 19th century, there has been a gradual awareness that what humans do has an impact on the environment: that what we take and how we dispose of the waste have consequences for us.

The use of fossil fuels—coal, oil and gas, created naturally from the remains of plants and animals that died thousands of years ago—is a good example. The Industrial Revolution created a need for power that had never existed before. People began to mine and use coal, oil and gas on a vast scale, to power the new machines and all the other technologies that came after them—either directly, through burning and combustion engines, or for generating electricity to provide power.

The use of fossil fuels creates waste products—particularly carbon dioxide. While it seemed there were no problems in simply pumping more and more carbon dioxide into the atmosphere, the world's leading scientists now agree that this is not the case. The higher levels of carbon dioxide and other gases that have been released into the atmosphere have created what is called the **greenhouse effect**, which in turn, through **global warming**, threatens to change the nature of every environment on the planet. Other chemicals produced by using fossil fuels—particularly those in the exhaust fumes of cars and trucks—are toxic and, when enough exhaust fumes collect, can make people ill or even kill them.
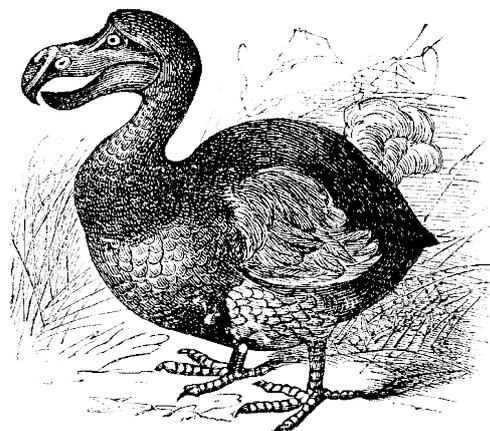
SOURCE 4.8 The dodo is one of the most famous animals to have been made extinct as a direct result of human action

Chronology

1945	Major industrial boom after World War II; many chemical and other developments during the war
1948	International Union for the Protection of Nature and the World Conservation Union is founded in France
1949	United Nations Scientific Conference on the Conservation and Utilization of Resources is held at Lake Success, New York
	Urban sewage becomes a major issue for the United States Great Lakes
1950	Smog becomes a serious problem in Los Angeles
1952	London smog takes 4000 lives; causes problems in other major cities
1956	Mercury poisonings in the Japanese fishing village of Minamata caused by industrial discharges; mercury becomes a major problem elsewhere
1959	Antarctica Treaty comes into effect with 12 nation signatories to protect the continent
	First United Nations Conference on the Law of the Sea ratifies draft environmental protection terms
1962	US biologist and ecologist Rachel Carson's highly influential book *Silent Spring* is published, warning about DDT and other toxic chemicals
1963	Britain, the United States and the USSR sign a limited atmospheric nuclear test ban treaty
1967	Oil tanker *Torrey Canyon* runs aground off Cornwall, UK, causing 119 000 tonnes of oil to spill
1968	UNESCO holds Intergovernmental Conference of Experts on the Scientific Basis for Rational Use and Conservation of the Resources of the Biosphere
1971	DDT, developed in World War II, is generally banned in the United States (not totally banned in Australia until 1987)
1972	Stockholm Conference; at the conference Indian Prime Minister Indira Gandhi connected environment and development issues
	Out of the Stockholm Conference, Barbara Ward and Rene Dubos produce their book *Only One Earth: The Care and Maintenance of a Small Planet*
	Establishment of United Nations Environment Program: first global program of its kind
1976	United Nations Conference on Human Settlements held in Vancouver draws up 65 recommendations to provide basic shelter for the world's population
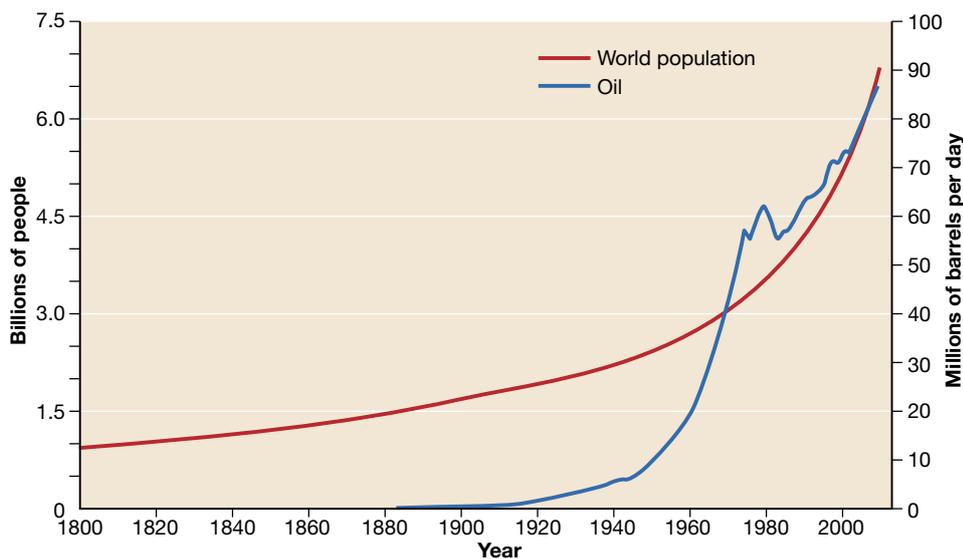
SOURCE 4.9 World population and oil production, 1800–2000
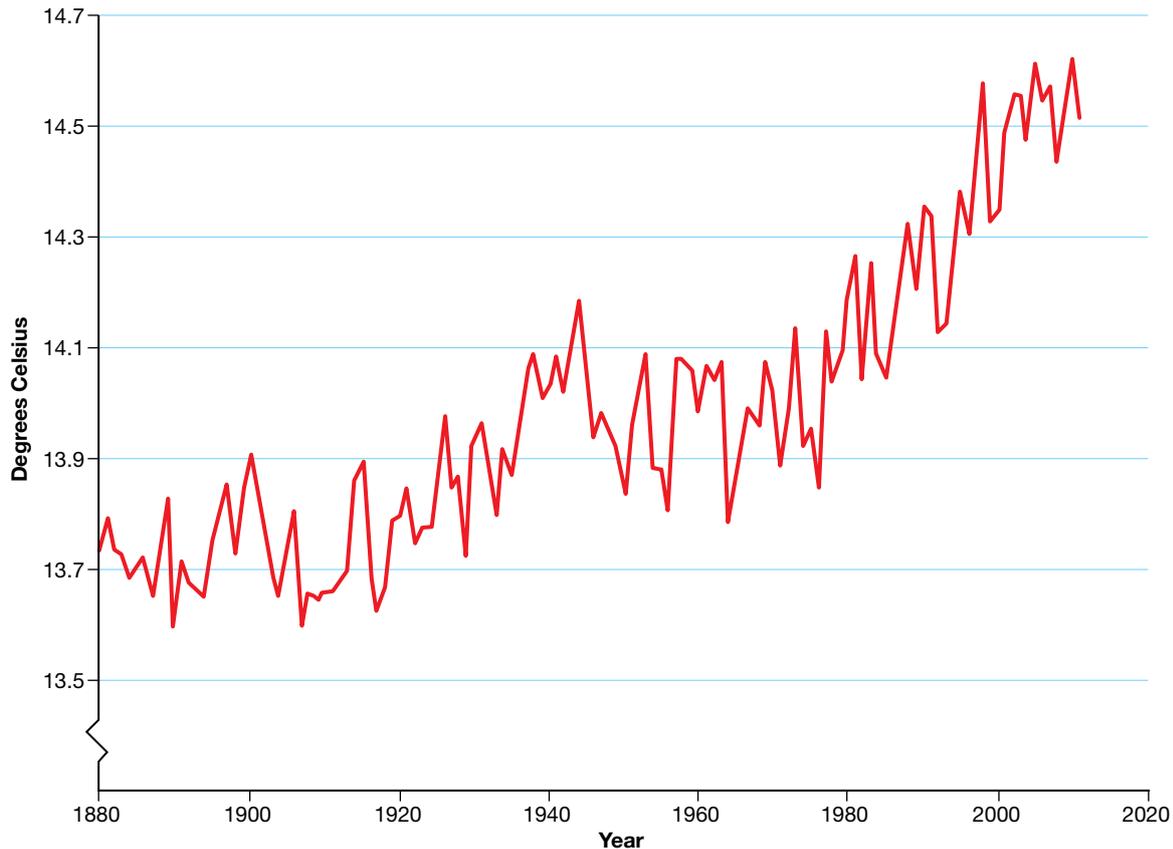
SOURCE 4.10 Average global temperatures, 1880–2010

ACTIVITY 3

Comprehension: chronology, terms and concepts

1   Use source 4.9.

   a   Approximately by how much did the world's population grow between 1880 and 1940?

   b   What was the approximate growth in world population between 1940 and 1980?

   c   Describe the growth of the world's population from World War II until 1980.

2   **a**   Approximately how many barrels of oil were being produced globally in 1960?

   b   How many barrels were being produced in 1980?

   c   Did oil production between 1960 and 1980 double, triple or quadruple?

3   Use the chronology.

   a   List two events from the chronology that relate to population increases.

   b   Explain the connection between the event and population growth.

4   Use the chronology again.

   a   List three events that relate to oil production.

   b   Explain the connection between the event and oil production.

5   Use source 4.10 to answer these questions.

   a   By approximately how many degrees did the average global temperature rise between 1880 and 1950?

   b   What was the approximate rise between 1950 and 2000?

   c   Was the rise greater between 1880 and 1950 or 1950 and 2000?

   d   Was it more than double or more than triple?

6   In what ways can source 4.9 be used to explain source 4.10?

SOURCE 4.11 Steel works at Newcastle, New South Wales, 1954

SOURCE 4.12 Housing Commission flats in the inner-city Sydney suburb of Glebe, 1961

SOURCE 4.13 Downtown Los Angeles covered in smog (a form of pollution) in 1968

SOURCE 4.14 Wolfgang Siever's photograph of Hamersley Iron's iron-ore mine near Mt Tom Price in Western Australia, 1975

Oh, mercy mercy me
Oh, things ain't what they used to be
No, no
Where did all the blue sky go?
Poison is the wind that blows
From the north, east, south, and sea
Oh, mercy mercy me
Oh, things ain't what they used to be
No, no
Oil wasted on the oceans and upon
    our seas
Fish full of mercury
Oh, mercy mercy me
Oh, things ain't what they used to be
No, no
Radiation in the ground and in the
    sky
Animals and birds who live nearby
    are dying
Oh, mercy mercy me
Oh, things ain't what they used to be
What about this overcrowded land?
How much more abuse from man
    can you stand?
My sweet Lord
My sweet Lord
My sweet Lord

SOURCE 4.16 Marvin Gaye lyrics to the hit song 'Mercy mercy me', 1971

For the people of the Carteret Islands in Papua New Guinea, … [climate change is] a bit more serious … As the sea level rises, their drinking water and crops have been poisoned by salt. The 1000 Islanders are packing up and their home abandoned to the waves.

They are the first entire people to officially be evacuated because of climate change.

For Ursula Rakova, seeing her ancestral homeland disappear is a hard reality. As she says, 'Climate change is not just about statistics. Climate change is not just about science. Climate change is about human rights.'

Oxfam blog by Ian Sullivan

SOURCE 4.15 Climate change evacuations in Papua New Guinea

SOURCE 4.17 People from the Carteret Islands, Papua New Guinea

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 a Copy this table into your workbook.

Source	Cause	Effect	Reason
4.11			
4.12			
4.13			
4.14			

   b For each of the sources, fill in the table to indicate whether they were a cause or an effect (or both) of either global warming, increased oil production and use, or population growth.

   c Provide reasons for your answers.

2 What is source 4.16 and when was it released?

3 Use the chronology on page 131. In general, what was happening when Marvin Gaye wrote and recorded this song?

4 Would you say that it was a song for its time? Why?

5 What events in the chronology can you link to Gaye's song?

Explanation and communication

1 Write a caption of around 50–100 words for one of sources 4.11–4.14. Use the existing caption and at least one of the entries in the chronology to give the photograph a context.

2 Choose an event from the chronology, or one mentioned elsewhere in this chapter. Research the event and write your own song lyrics about it.

Perspectives and interpretations

1 From source 4.16, what is Gaye's view on the impact of population increases, urbanisation and industrial production on the environment?

2 How does this source help us to understand attitudes to the environment at the time it was written?

3 How might the chairperson of an oil company have reacted to Gaye's song?

Research

Investigate the following questions:

a How popular was Marvin Gaye's song 'Mercy mercy me'?

b What impact did it have on the environment movement?

✹ How did the environment movement grow, and how does it influence ideas?

Green politics

The early 1970s saw the emergence of a militant environment movement in Australia. It was one of several 'new' social movements that developed in Australia in the late 1960s and early 1970s. It mirrored developments in Western Europe and the United States. The issues giving rise to the conservation movement of the latter part of the 19th century and early 20th century—leading to the formation of national parks and a change in popular attitudes to Australia's plants and animals—remained. This was particularly so in relation to bushland.

Postwar prosperity and the Cold War had created an unfavourable environment for radical social movements. People wanted to get on with their own lives and not be worried about wider global problems—they had had
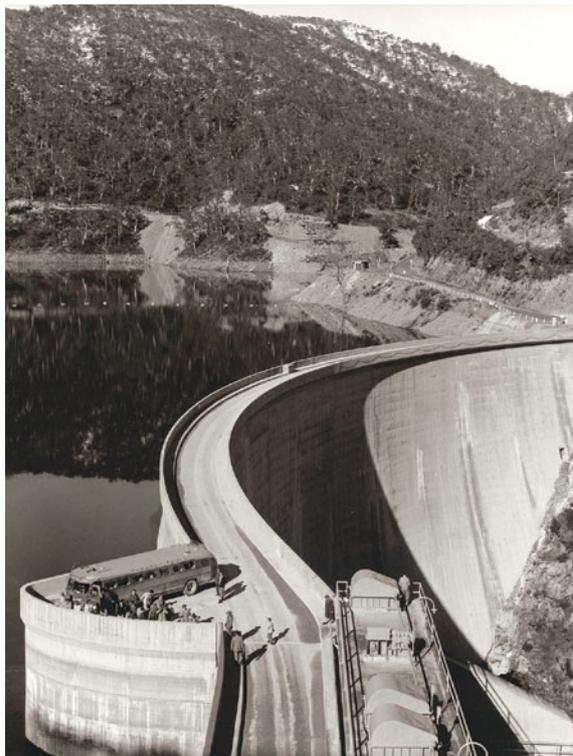
SOURCE 4.18 Wolfgang Sievers' photograph of one of the newly constructed dams in the Snowy Mountains Hydro-Electricity Scheme in 1960

Chronology

1947	Australia's first National Trust is formed in New South Wales
1956	National Trust is formed in Victoria
1964	Australian Conservation Foundation is formed
1965	Australian Council of National Trusts established
1968	First photos of Earth are taken by humans from space during the *Apollo 8* mission launched 21 December 1968; images gave rise to the phrase 'Spaceship Earth'
1969	Pollution Probe is set up by a group of students at the University of Toronto
	The United States creates the Environmental Protection Agency
1971	First green ban is launched by Jack Mundey of the Builders' Labourers Federation in Sydney
	Greenpeace is established by protestors sailing from Vancouver to protest against underground nuclear tests at Amchitka Island, Alaska
1972	ENDA (Environnement et développement du tiers-monde) is established as a network to provide education about environment and development in Africa.
	The United Tasmania Group, which stands candidates in the state election, is possibly the world's first green political party
	Australian ALP federal government creates the Department of Environment
	Club of Rome, a group of world public servants, educators, economists, educators, humanists, industrialists and scientists, issues Limits to Growth
1975	Australian Heritage Commission is established
1980	One of the world's first and most high-profile green political parties is formed in Germany
1983	Bob Brown in Tasmania is the first member of the Greens to be elected to a state parliament
1990	Senator Jo Vallentine from Western Australia, originally elected to parliament as a member of the Nuclear Disarmament Party, becomes the first Greens federal member of parliament when she joins the Western Australian Greens
1992	Australian Greens Party is formally launched federally

enough of that with the war. The environment movement re-emerged in the 1960s. By this time environmental **degradation** caused by economic activities and new technologies was becoming apparent. These included mining and hydro-electric schemes under a broad federal 'national development' policy.

An important influence in the re-emergence of **environmentalism** was the growth of the international movement. Since World War II, conservation in Australia had also come to include historic buildings. Thus the conservation movement of the 1960s and 1970s embraced the legacy of human culture as well as nature. Its main advocates were the state-based National Trusts (see the chronology, left). Based on the British model, the executive (the committee in charge of the group) and members of the National Trusts were more 'upper class'. But the Trust movement was an effective pressure group.
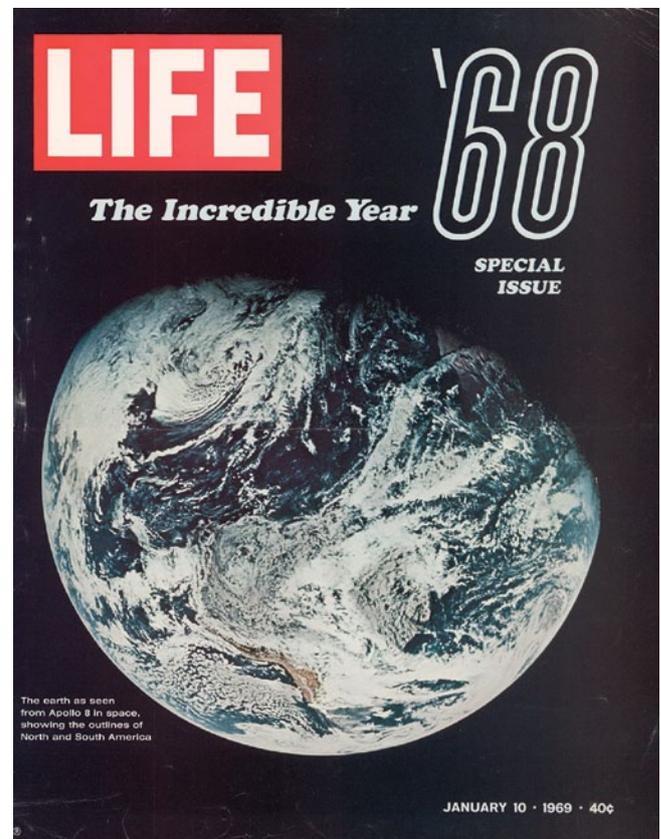
SOURCE 4.19 This special feature of the American magazine *Life*, published on 10 January 1969, featured a photograph of the Earth taken by members of the *Apollo 8* mission. This and similar images had a major impact on how people viewed their world

The same could not be said about the movement for the natural environment. Set up in 1965, the Australian Conservation Foundation's (ACF) founding members—including scientist Francis Radcliffe—saw the Foundation's role as a national advisory group of experts on conservation matters. Although a number of prominent conservationists including Judith Wright and Milo Dunphy were invited to join, most of its initial membership came from the more eminent end of science, government and business circles. Advocating 'controlled development', its executive included Sir Garfield Barwick, the chief justice of the High Court, as president.

The ACF avoided any activism in dealing with conservation issues. It used 'rational argument'. This position was based on the scientific conception of conservation as 'wise use'. This approach had dominated debate during the 20th century. It was based on ideas of 'national development' and influenced by the powerful ideology of 'progress'.

Ultimately, the ACF's position proved insufficient in responding to the various environmental concerns that were emerging by the late 1960s. It played no major role in significant campaigns such as those to save the Great Barrier Reef from mining and oil-drilling, or to stop sand mining at Fraser Island and the Myall Lakes. As environmental battles were being lost to powerful resource industries and state governments eager for economic development, it became very apparent to the Foundation's membership that the executive's approach was ineffective.

But urban environmental campaigns waged in the early 1970s drew on left-wing traditions. This linked the environment movement with groups such as the **trade union** movement. The basis of this urban activism was local residents groups. These formed from the mid-1960s in response to growing concerns about the impact of large-scale development on city and suburban environments in booming property markets. The environment movement was becoming more radical. Confrontational activities became part of its approach. At the forefront were young urban activists, politicised and mobilised by the student and anti-war movements of the period.

In Sydney and Melbourne, the campaigns of the early 1970s were often conducted in cooperation with the Builders' Labourers Federation in what became known as the **green bans** movement. These were industrial bans enforced by the Builders' Labourers Federation and other unions to prevent demolition or damage to places of heritage significance.

SOURCE 4.20 Poet and environmental activist Judith Wright in 1981

SOURCE 4.21 Jack Mundey, trade unionist and environmentalist, was the key leader of Sydney's 'green bans' movement from 1971 to 1974

Spotlight

Fraser Island

Fraser Island, just off the Queensland coast near Maryborough and Hervey Bay, is the world's largest sand island. Among other unique features, it has about half of the world's perched freshwater dune lakes. Fraser Island was given World Heritage Listing in 1992. Logging began on the island in the 1860s; mining of the island's different sands, which contain the minerals rutile, zircon and monazite, began in 1949. Rutile is a source of titanium dioxide, used to provide a bright white colour in paints, on paper (such as this page), in toothpaste, skim milk (it is also said to improve the taste), in pills and tablets, in glazes for ceramics, and in sunscreens. It has potential uses in treating waste water and in generating solar electricity. Zircon is mainly used in industry because it can withstand high temperatures, such as in engines, blast furnaces and even spacecraft. Monazite is a source of thorium, used in televisions, computers, robots and X-ray devices. An environmental group, the Fraser Island Defenders Organization, began campaigning in 1971 to stop mining and logging. Mining stopped in 1976; logging in 1991. In 1998 the island became a national park.

SOURCE 4.22 Mangroves at sunset on Fraser Island, Queensland

Often another objective of these campaigns in inner-city areas was the preservation of working-class communities and the maintenance of low-cost housing. This was the case with the high-profile battles for Fitzroy in Melbourne and The Rocks and Woolloomooloo in Sydney. While short-lived, these battles were an important factor in generating public awareness about heritage conservation during this decade. They played a central role in shaping Australians' environmental consciousness.

ACTIVITY 5

Comprehension: chronology, terms and concepts

1. What happened in the 1970s and what was it part of?

2. What influenced the Australian environment movement?

3. What was one of the issues that remained the same for the movement?

4. What postwar factors had made it difficult for social movements such as the environment movement?

5. a What happened in the 1960s?

   b Why did this happen then?

6. What helped environmentalism to re-emerge in Australia?

7. How had the movement changed since World War II?

8. What were Australia's National Trusts based on?

9. Was the National Trust movement effective?

10. a When was the Australian Conservation Foundation (ACF) set up?

    b What did it advocate?

    c What did it avoid?

    d Describe the ACF's role in major environmental campaigns in the 1960s.

11. What did environmental campaigns draw on and link to in the early 1970s?

12. What were local residents concerned about?

13 What happened to the environment movement?

14 Who were at the forefront of the environment movement?

15 How had they become politicised?

16 What were 'green bans'?

17 Where were some of the high-profile urban battles fought?

18 What did green bans generate?

Analysis and use of sources

1 a What is source 4.19?

b Approximately when was it created?

c When was it published?

d Explain what the cover means.

Explanation and communication

Design a logo or a poster for the green bans movement.

Empathetic understanding

If you had been an environmentalist in the 1960s, what might the image of Earth from space (source 4.19) have meant to you?

Perspectives and interpretations

1 a Use the image of the Snowy Mountains Hydro-Electric Scheme (source 4.18). How would an advocate of progress describe this source? Why?

b How would an environmental activist concerned about protecting the local environment describe this source. Why?

c How would an environmental activist concerned about climate change caused by coal-burning power stations describe this source. Why?

2 Why is the image of the Earth from space (source 4.19) important for the environment movement?

3 Use source 4.22. How would an advocate of progress describe this source if they knew that the sand in this area contained a huge amount of rare and valuable minerals? Why?

4 How would the following people describe source 4.22, knowing about the minerals that the sands contain:

a people who like to buy bright white paper to put in their computer printers

b Australian toothpaste manufacturers

c skim-milk drinkers

d Hervey Bay hotel and backpacker hostel owners

e the owners of an environmentally conscious Australian company who want to start producing solar generators and waste-water recycling equipment

f the traditional owners, the Butchulla people.

Research

Research Judith Wright's (source 4.20) life as an environmental activist. Write 250 words about her.

The new conservation movement

Taking the urbanists' lead, many nature conservation groups abandoned the more restrained methods of campaigning. Apocalyptic predictions coming from overseas of the world running out of resources—fuel, timber, clean air, clean water, enough land to grow food—as well as pollution and a population explosion promoted a stronger sense of urgency about environmental issues. There had also been a shift in conservation thought during the 1960s.

Conservation now took on a broader meaning. It extended to the maintenance and management of entire natural processes. Conservation was no longer simply about the husbanding of particular resources or 'wise use'. It was around this time that theories such as the Gaia hypothesis became popular. Even the competing view of conservation as 'preservation' that had found broad support and popular expression in the bushwalking movement from the 1920s now failed to encapsulate the complexity of nature conservation.

State-based environmental groups, including environment centres and conservation councils, had already begun campaigning on many different issues at the local level. The internal tensions within the Australian Conservation Foundation came to a head in 1973. The executive was sacked for its failure to mount an effective fight to save Tasmania's Lake Pedder from being flooded as part of a hydro-electric scheme. 'Troublemakers', such as the New South Wales Builders' Labourers Federation President Jack Mundey, and environmental activist Geoff Mosley, were elected to the Foundation's new executive. They were willing to use more militant campaign methods. This transformed the ACF into an activist organisation.

SOURCE 4.23 View into Circular Quay showing Sydney's central business district around 1950—a low-rise city

SOURCE 4.24 View into Circular Quay showing Sydney's central business district on 25 January 1979—no longer a low-rise city

In the 1980s, non-Indigenous Australians began to appreciate Aboriginal culture more than they had in the past. Archaeologists played an important role in developing a broader understanding and appreciation of Aboriginal culture. They argued for the protection of Aboriginal sites, although they largely saw Aboriginal heritage as a remnant of the past rather than a living culture and overlooked Indigenous history since 1788. It would not be until the 1980s that Aboriginal Australians began to become directly involved in the identification and management of their own natural and cultural environments.

ACTIVITY 6

Comprehension: chronology, terms and concepts

1 What was the Gaia hypothesis? Find out more about this.

2 a What did many nature conservation groups do?

   b What lead them to do this?

   c Describe the shift that took place in conservation thought in the 1960s.

3 What happened to the Australian Conservation Foundation in 1973?

4 Who were some of the new people elected to run the Foundation?

5 How was Aboriginal culture and heritage generally dealt with by the environment movement?

6 **a** To which environment do sources 4.23 and 4.24 relate?

   b A generation is usually said to be 30 years. How many generations had it taken for Sydney to go from a low-rise to a high-rise city?

   c How do these sources help us to think about the benefits and the disadvantages of modern urbanisation?

Research

Interview a family member or friend who has seen major change in an urban environment over two or more decades. Make a list of questions that you would ask them about the environment and issues about quality of life. See if you can find photographs of the place they talk about at different times. The person you interview may also have photographs. These could be used during the interview.

⊗ What were the significant events and campaigns that contributed to popular awareness of environmental issues?

Chronology

1966–96	France carries out 193 atomic tests in Polynesia
1971	Fraser Island Defence Organization (FIDO) is formed to oppose the granting of further leasing for sand mining on the Island by American mining company Dillgham-Murphyores
1972	Lake Pedder, a natural lake, is dammed and flooded to become part of the upper Gordon River hydro-electric generation scheme by Tasmania's Hydro Electric Commission
1976	Sand mining on Fraser Island stops when the federal government does not renew the mining company's licences
	Ranger Uranium Environmental Inquiry (Fox Commission) report gives qualified approval to developing Australia's uranium reserves
1978	Unions involved in the uranium industry honour existing contracts but ban any new mining until safeguards are set
	Whaling from Australia ceases with the closure of Cheynes Beach station near Albany, Western Australia
1979	Kakadu National Park in the Northern Territory is proclaimed
1982	Royal Commission into the Maralinga atomic tests, carried out in South Australia in the 1950s
1985	Greenpeace ship Rainbow Warrior sunk in Auckland Harbour, New Zealand, by members of a branch of the French Foreign Intelligence Service
1989	24 March: Exxon Valdez oil spill in Prince William Sound, Alaska
1990s	Drought takes hold in eastern Australia: in the first half of the decade in Queensland and northern New South Wales; from 1995 until 2010 in Tasmania and Victoria
1997	Macquarie Island, Heard Island and McDonald Island (Australian territories in the Southern Ocean) are put on the World Heritage List
2000	Official confirmation that the 1990s was the wettest decade of the century
2007	Aral Sea diminished to one-tenth of its original size due to irrigation projects dating back several decades to the Soviet Union
2009	Black Saturday bushfires in Victoria kill 173 people
2010	BP (British Petroleum) Deepwater Horizon oil spill in the Gulf of Mexico; the most devastating marine spill ever
2011	Devastating floods in Queensland: 35 people die and 70 towns are affected

Chernobyl nuclear accident, Ukraine, USSR
On 26 April 1986, an explosion and fire at a nuclear energy power plant killed 31 people and caused radioactive pollution to be released into the atmosphere. The fallout from the explosion was blown over western USSR and eastern Europe. Estimates of the total death toll from people being contaminated by radioactivity range from 4000 to 200000. It is the worst nuclear accident on record.

Prince William Sound, Alaska
On 24 March 1989, the oil tanker *Exxon Valdez* ran aground on Bligh Reef in Prince William Sound. Estimates of spillage ranged from 260000 to 750000 barrels of oil. The oil covered 2100 kilometres of coastline and 28000 square kilometres of sea. The isolated position and a storm made clean-up operations difficult.

Aral Sea, Uzbekistan and Kazakhstan (former USSR)
The Aral Sea was once one of the world's largest inland seas, covering 68000 square kilometres and containing 1534 small islands. The USSR diverted feeder rivers to irrigation areas from the 1960s, and the sea became four smaller lakes. The south-eastern lake had disappeared by 2009 and the local fishing industry has since collapsed.

Indonesia
Land clearing of rainforest on a massive scale has meant that nearly half of Indonesia's forests have been cleared since 1950. Rainforest clearing is increasing, and is estimated to have doubled since the 1980s. The deforestation is due to logging for timber and paper or to clear land, especially for palm oil plantations. Orangutans, whose natural habitat is disappearing, have become the symbol of deforestation.

Deep Water Horizon Spill, Gulf of Mexico
The spill was caused by an explosion on an oil rig that killed 11 men. Oil spilled out from 20 April to 15 July 2010, initially 62000 barrels per day. The spill affected 510 kilometres of Louisiana coast. Petroleum company BP admitted to having been at fault.

Mururoa and Fangataufa atolls in French Polynesia
These atolls are 10 million years old and were the sites of French atomic tests. From 1966 to 1974 the French performed 44 nuclear tests on the atolls, and 137 tests underground between 1975 and 1996.

Lake Pedder, Tasmania
Lake Pedder was flooded by damming in 1972 as part of the Gordon River hydro-electricity generation scheme. This was a state government incentive to generate cheap, renewable energy to attract industry to Tasmania. Local and overseas protests over the flooding began in 1967. In 1972 activist, Brenda Hean died in a suspicious air crash on her way to a protest.

Auckland, New Zealand
On 10 July 1985, Greenpeace International's protest vessel, the *Rainbow Warrior* was sunk in Auckland Harbour by a branch of the French foreign intelligence service. The action was taken to stop the vessel protesting over nuclear testing in Mururoa, an atoll in French Polynesia. Photographer Fernando Pereira drowned on board. Two French agents were sentenced to 10 years' prison but only served two years.

Great Barrier Reef
The Great Barrier Reef is the world's biggest reef system with 900 islands and 2900 reefs in the Coral Sea. It was listed as a World Heritage site in 1981. Much of the reef is in the Great Barrier Reef Marine Park. The reef is threatened by human exploitation (tourism and fishing), run-off from the mainland and larger inhabited islands, and climate change. Tourism on and around the reef is worth AUD$1 billion annually. The 2009 *Great Barrier Reef Outlook Report* indicates that the reef is under serious threat. This report has received a great deal of public attention.

N

0   2000   4000 km

SOURCE 4.25 Environmental hot spots

SOURCE 4.26 French nuclear test at Mururoa, French Polynesia, 1970; a connection has been established between French nuclear tests in the Pacific from 1966 and the high incidence of thyroid cancer in the area

SOURCE 4.27 Lake Pedder, 1974

ACTIVITY 7

Analysis and use of sources

1   Source 4.25 has information about nine significant events and campaigns that raised popular awareness of environmental issues. There is a photograph relating to each of these (sources 4.26–4.34).

Use source 4.25, the chronology on page 141 and the relevant photograph. Take notes about the event or campaign. Include information on these points:

   a   when it occurred or over what period it occurred

   b   what happened or what it was a response to

   c   why it took place

   d   what the impact was on the environment.

Use this information to write a 200-word summary of each event or campaign.

2   How useful do you think sources 4.26–4.34 are in explaining popular awareness of environmental issues?

SOURCE 4.28 Greenpeace's flagship *Rainbow Warrior*, 10 July 1985, after being blown up

SOURCE 4.29 Workers at Naked Island, McPherson Bay, Alaska, 21 April 1989, in the aftermath of the *Exxon Valdez* oil spill

SOURCE 4.31 The Great Barrier Reef, around 2007

SOURCE 4.30 Part of the Aral Sea, around 2009

SOURCE 4.32 Protestors at a rally held on 8 May 2010 in New Orleans organised by the Sierra Club against the BP Deepwater Horizon oil platform disaster

SOURCE 4.33 Indonesia's rainforests are under threat from logging and land clearing

SOURCE 4.34 A worker checks the level of ground contamination in the abandoned town, four years after the nuclear explosion at Chernobyl

Research

1   Search the internet to find five images that you would use in a PowerPoint presentation on one of the following events or campaigns:

   • the Franklin River Blockade
   • green bans.

2   **a**   Choose one of the examples of environmental campaigns or events shown in Source 4.25 as a case study.

   b   To investigate your case study, what three questions would you use for your inquiry? Make sure that you ask questions that will allow you to get both sides of the story.

   c   You will also need to locate historical sources for use in your case study. What three sources will you use? (For example, would newspaper reports be useful?)

   d   Write a one-page report on your case study. Include one map and at least one photograph.

Sharing the environment with other species

Humans have always hunted and killed other animals. Some historians believe that Indigenous people were responsible for the extinction of some species of 'megafauna' in Australia. In the 19th century, people began to realise that humans could wipe out entire species of other animals.

In the 20th century, people began to take effective measures to stop this. While animals such as elephants, lions and pandas have drawn international attention to the issue, in Australia activists have focussed on less glamorous animals such as the bilby or Leadbeater's possum. One species that is still attracting international attention is the whale.

From the first European settlement, whales were hunted in Australia for their meat, their skin and their oil. (Right whales earned their name because they were the 'right' whale to catch.) By the second half of the century, whales could not breed quickly enough to replace the animals that were being killed.

In the 1970s, in line with the general increase in environmental activism, some groups, such as Project Jonah, began to campaign against whaling. In 1978, an inquiry by the federal Liberal government recommended that Australia

SOURCE 4.35 A protestor sits on a Japanese flag covered in fake blood while members of Animal Liberation Victoria conduct a protest in front of the Japanese Consulate, 3 January 2008, in Melbourne. The protest was about Japanese 'scientific whaling'.

should stop whaling. Internationally, whaling has largely been stopped, although some nations, such as Japan and Norway, continue to hunt and kill whales due to loopholes in international agreements.

ACTIVITY 8

Explanation and communication

Choose one of the photographic sources in this section (pages 143–146). If you were going to use this as a poster, what slogan would you use on it?

Perspectives and interpretations

1 Use source 4.35. What is the protestor's view of 'scientific whaling'? (You will need to research 'scientific whaling'.)

2 Imagine you live in a traditional whaling community, such as those in Indonesia, Canada and Alaska. (International agreements currently allow these communities to continue to hunt whales.) Write a letter to the protestor shown in source 4.35, explaining your community's view

on whaling. (You will need to research whaling in your chosen community.)

3 Imagine you are a member of the international commission that decides whether whales should be hunted and by which countries. What factors would you take into consideration when deciding between the competing views? What evidence would you want to see or hear?

Research

1 Use the internet. What was controversial about the *Nisshin Maru*? (See source 4.35.)

2 What towns in NSW were whaling centres? Choose one of these towns. What industries have replaced whaling in the town? What effect has the loss of whaling had on the town?

How have Australian governments and international organisations responded to environmental threats since the 1960s?

SOURCE 4.36 A Greenpeace activist during a demonstration on 21 July 2001 in Bonn, Germany, protesting about inadequate support for the Kyoto agreement on climate change from Australia, Canada and the United States

Chronology

1974	Commonwealth Commission of Inquiry into the National Estate delivers its report Historic Buildings Act is passed in Victoria
1977	New South Wales Heritage Act is passed The Queensland government bans street marches
1980	United States passes the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA)
1987	The Montreal Protocol comes into operation to phase out the use of substances that damage the atmosphere's ozone layer
1989	For the first time in Australian history, the Greens party is able to help decide government policy when the party holds the balance of power in the Tasmanian parliament
1992	United Nations' Framework Convention on Climate Change comes into operation
1995	World Bank rates Australia the world's richest nation in terms of natural resources
1996	The $1.25 billion Natural Heritage Trust is established to oversee the conservation of Australia's environment
1997	11 December: Kyoto Protocol is adopted (linked to UN's Framework Convention on Climate Change); detailed rules, the 'Marrakesh Accords', are adopted 2001; in force
1998	Federal government proclaims a marine park in the Great Australian Bight under the National Parks and Wildlife Act
1999	Federal government passes the Environment Protection Biodiversity Conservation Act
2009	Great Barrier Reef Outlook Report is published
2011	Major debates are held in Australia over the federal government's planned introduction of a carbon tax for 2012

ACTIVITY 9

Comprehension: chronology, terms and concepts

1 When was CERCLA enacted?

2 What did it do?

3 What was it a response to?

4 Make a mind map indicating what CERCLA does.

5 What is the NPL?

6 What is the NCP?

CERCLA Overview

The Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), commonly known as Superfund, was enacted by Congress on December 11, 1980. This law created a tax on the chemical and petroleum industries and provided broad Federal authority to respond directly to releases or threatened releases of hazardous substances that may endanger public health or the environment. Over five years, $1.6 billion was collected and the tax went to a trust fund for cleaning up abandoned or uncontrolled hazardous waste sites. CERCLA:

- established prohibitions and requirements concerning closed and abandoned hazardous waste sites;
- provided for liability of persons responsible for releases of hazardous waste at these sites; and
- established a trust fund for cleanup when no responsible party could be identified.

The law authorizes two kinds of response actions:

- Short-term removals, where actions may be taken to address releases or threatened releases requiring prompt response.
- Long-term remedial response actions, that permanently and significantly reduce the dangers associated with releases or threats of releases of hazardous substances that are serious, but not immediately life threatening. These actions can be conducted only at sites listed on EPA's National Priorities List (NPL).

CERCLA also enable the revision of the National Contingency Plan (NCP). The NCP provided the guidelines and procedures needed to respond to releases and threatened releases of hazardous substances, pollutants, or contaminants. The NCP also established the NPL.

CERCLA was amended by the Superfund Amendments and Reauthorization Acts (SARA) on October 17, 1986.

United States Environmental Protection Agency,
http://www.epa.gov/superfund/policy/cercla.htm

SOURCE 4.37 US Comprehensive Environmental Response, Compensation and Liability Act (CERCLA), 1980

The Convention on Climate Change sets an overall framework for intergovernmental efforts to tackle the challenge posed by climate change. It recognizes that the climate system is a shared resource whose stability can be affected by industrial and other emissions of carbon dioxide and other greenhouse gases.

The Convention enjoys near universal membership. Latest information on ratifications of the Convention can be found here.

Under the Convention, governments:

- gather and share information on greenhouse gas emissions, national policies and best practices
- launch national strategies for addressing greenhouse gas emissions and adapting to expected impacts, including the provision of financial and technological support to developing countries
- cooperate in preparing for adaptation to the impacts of climate change

The Convention entered into force on 21 March 1994.

http://unfccc.int/essential_background/convention/items/2627.php

SOURCE 4.38 United Nations Framework Convention on Climate Change, 1994

ACTIVITY 10

Comprehension: chronology, terms and concepts

1   Use source 4.38. What is the UN Framework Convention on Climate change?

2   What did it recognise?

3   When did it come into force?

4   Create a mind map—UN Framework Convention on Climate Change—that indicates what governments should do under the convention.

SOURCE 4.39 Demonstrators outside the US Embassy in London on 5 May 2001, protesting about their government's withdrawal from the Kyoto Treaty; the placard shows President George W Bush

SOURCE 4.40
Opening session of the United Nations Framework Convention on Climate Change in Kyoto, Japan, 2 December 1997

The Kyoto Protocol is an international agreement linked to the United Nations Framework Convention on Climate Change. The major feature of the Kyoto Protocol is that it sets binding targets for 37 industrialized countries and the European community for reducing greenhouse gas (GHG) emissions. These amount to an average of five per cent against 1990 levels over the five-year period 2008–2012.

The major distinction between the Protocol and the Convention is that while the Convention encouraged industrialised countries to stabilize GHG emissions, the Protocol *commits* them to do so.

Recognizing that developed countries are principally responsible for the current high levels of GHG emissions in the atmosphere as a result of more than 150 years of industrial activity, the Protocol places a heavier burden on developed nations under the principle of 'common but differentiated responsibilities.'

The Kyoto Protocol was adopted in Kyoto, Japan, on 11 December 1997 and entered into force on 16 February 2005. The detailed rules for the implementation of the Protocol were adopted at COP 7 in Marrakesh in 2001, and are called the 'Marrakesh Accords.'

United Nations Framework Convention on Climate Change,
http://unfccc.int/kyoto_protocol/items/2830.php

SOURCE 4.41 Kyoto Protocol, 1997

ACTIVITY 11

Comprehension: chronology, terms and concepts

1 Use source 4.41. What is the Kyoto Protocol?

2 What is its main feature?

3 Explain the difference between the Protocol and the Convention.

4 What did the Protocol recognise?

5 When was it adopted?

6 What are the Marrakesh Accords?

Perspectives and interpretations

1 Whose view is being expressed in source 4.39?

2 Describe their point of view.

3 How does the information about the Protocol (source 4.41) help us to understand the activists' view?

SOURCE 4.42 A flood plume of sediments and run-off flows from the mouth of the Maria Creek out to the Great Barrier Reef in January 2003. This type of land-based pollution continues to threaten the Reef

The outlook for the Great Barrier Reef ecosystem is at a crossroad, and it is decisions made in the next few years that are likely to determine its long-term future. Unavoidably, future predictions of climate change dominate most aspects of the Great Barrier Reef's outlook over the next few decades. The extent and persistence of the damage to the ecosystem will depend to a large degree on the amount of change in the world's climate and on the resilience of the Great Barrier Reef ecosystem in the immediate future.

This first Outlook Report identifies climate change, continued declining water quality from catchment runoff, loss of coastal habitats from coastal development and remaining impacts from fishing and illegal fishing and poaching as the priority issues reducing the resilience of the Great Barrier Reef. It also highlights gaps in information required for a better understanding of ecosystem resilience.

While populations of almost all marine species are intact and there are no records of extinctions, some ecologically important species, such as dugongs, marine turtles, seabirds, black teatfish and some sharks, have declined significantly. Although the declines of loggerhead turtles and dugongs are believed to have halted, there are few examples of increasing populations in species of conservation concern. The obvious example is the humpback whale, which is recovering strongly after being decimated by whaling. Disease in corals and pest outbreaks of crown-of-thorns starfish and cyanobacteria appear to be becoming more frequent and more serious.

Most commercial and non-commercial use of the Great Barrier Reef is dependent on an intact, healthy and resilient ecosystem and it continues to be a significant economic resource for regional communities and Australia. Millions of people continue to enjoy their visits to the Great Barrier Reef. Major changes to the condition of the ecosystem will have social and economic implications.

The Great Barrier Reef continues to be exposed to increased levels of sediments, nutrients and pesticides, which are having significant effects inshore close to developed coasts, such as causing die-backs of mangroves and increasing algae on coral reefs. Substantial resources are being provided to improve water quality to the Great Barrier Reef, but progress is slow and patchy.

Coastal development is increasing the loss of coastal habitats that support the Great Barrier Reef. Human population increases within the Great Barrier Reef catchment are projected to be nearly two per cent per annum. This will place greater pressure on the ecosystem and increase use of the Great Barrier Reef Region. Integrated planning, knowledge and compliance in managing coastal development are areas highlighted as requiring improvement.

Great Barrier Reef Outlook Report, 2009, pp. i–ii

SOURCE 4.43 The future for the Great Barrier Reef

ACTIVITY 12

Comprehension: chronology, terms and concepts

1 Use source 4.43. What, according to the report, will dominate the Great Barrier Reef's outlook?

2 What other threats to the reef does the first *Outlook Report* identify?

3 What has happened to some important species in the reef system?

4 What one species was recovering its numbers?

5 a Name three other things that the Great Barrier Reef continues to be exposed to.

   b What are their effects?

   c Which of the causes of these problems does source 4.42 help us to understand? Explain.

6 a What is happening in the region in terms of population?

   b What will population increases do?

   c What is needed to combat these serious pressures on the Great Barrier Reef?

History challenges

Critical and creative thinking

Use the photograph of the fisherman (source 4.44) and its caption, and the information about the Kyoto Protocol (source 4.41). Design a poster using this image (or another similar one you find) for a group of environmental activists. The poster should indicate why countries like the United States should reduce carbon emissions.

SOURCE 4.44 An American fisherman on the Patuxant River, 2001, near an electrical power plant. In his campaign for president, George W Bush promised to place mandatory emissions reductions for carbon dioxide at these sorts of plants, but he did not keep his promise.

ICT

Find a blog about an environmental issue. Write a report on discussions and points of view in the blog. You may also want to contribute to it.

Getting the message across

1 What is the message in source 4.45?

2 What does this source tell us about changes in the environment movement from the 1960s?

SOURCE 4.45 Anti-logging activists camped in a tree in New South Wales, 2009

Visual communication

What is the artist saying in source 4.46? (You may need to do some research on the internet using his name and the title of the painting.)

SOURCE 4.46 Jan Senbergs, *Copperopolis—Mt Lyell*, synthetic polymer paint on canvas, 1983

Figure it out

1 Use source 4.47.

   a What does this graph tell us about changes in energy consumption since 1975?

   b What does it tell us about current energy consumption?

2 How would an environmentalist view this graph?

3 How would the Chief Executive Officer of a gas company view this graph?

Intercultural understanding

Investigate Japanese attitudes towards whaling and the consumption of whale meat.

Talking points

Hold a class debate on the topic: 'Should Australia have a carbon tax?'
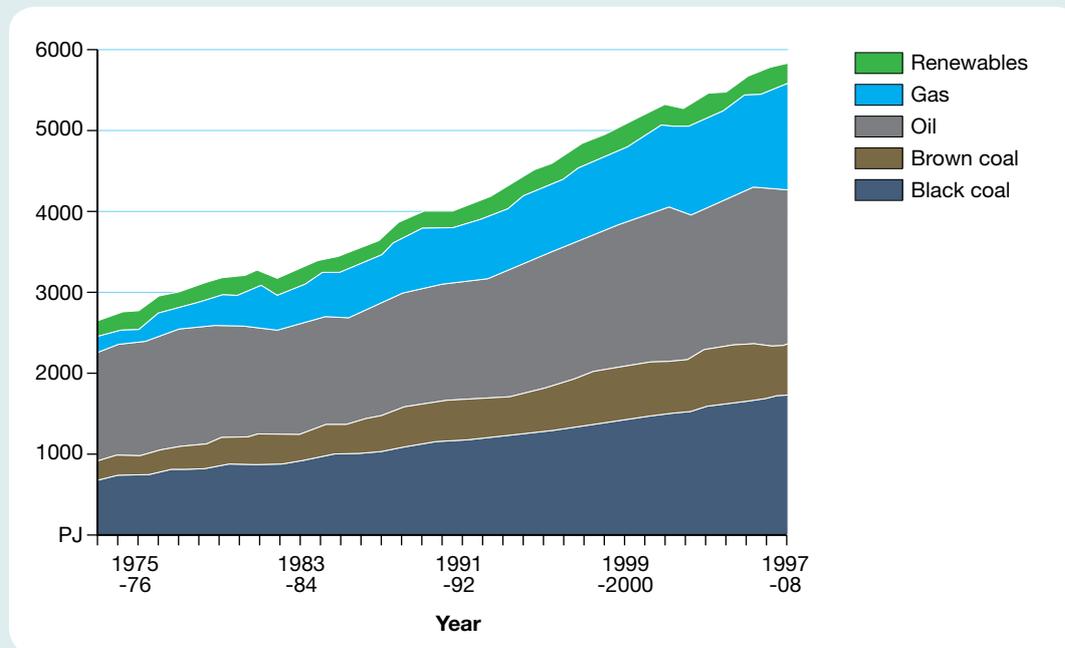
SOURCE 4.47 Energy consumption in Australia, 1975–2008

Chapter 5

'Field of Hearts' protest at Parliament House, Canberra, for UN World Refugee Day, June 2004

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- describe the size and composition of Australia's population in 1945
- sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin
- identify significant world events which influenced post-World War II migration to Australia such as World War II, the Cold War, the Vietnam War, the Gulf Wars and the war in Afghanistan
- outline government policies and practices that restricted migration to Australia before World War II, such as the White Australia Policy, and explain subsequent policies since 1945
- explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, with reference to the slogan 'Populate or perish'
- using a range of sources, describe the hardships faced by migrants, with a particular focus on the experiences of Indochinese refugees who came to Australia between 1945 and 1970
- describe the impact of the Vietnam War or one other world event on Australia's migration policy
- discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s and 1980s
- assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity
- explain how Australia's changing migration policies have affected relationships with other nations.

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Inquiry questions

1. What led to the waves of immigration to Australia after World War II?

2. What was the impact of changing government policies on Australia's immigration patterns?

3. What was the impact and significance of the Vietnam War and Indochinese refugees on Australia?

4. How did immigration contribute to Australia's changing identity as a nation and to its international relationships?

Introduction

AUSTRALIA'S IMMIGRATION PROGRAMS have been generally based on economic, defence or humanitarian reasons. After World War II, the country needed a larger domestic market and a bigger workforce to supply labour for growing industries and major national projects such as the Snowy Mountains scheme. After the Vietnam War, Australia took in refugees from South Vietnam. These people were fleeing Vietnam's new communist government. In accepting these refugees, Australia was protecting them. But it was also protecting its relationship with the United States by taking in people who were escaping communism after the Vietnam War. In this instance, Australian immigration policy was about both humanitarian reasons and the Cold War. Immigrant experiences have also been very different. These have depended upon factors such as class, ethnicity, gender and ability.

KEY TERMS

alien races	people from foreign countries
assimilation	when a person gives up their own customs and way of life to live like other people (for example, giving up Aboriginal ways for European customs)
boat people	refugees, illegal immigrants or asylum seekers who travel in often poorly maintained boats to seek a new life in another country
civilians	people who are not involved with the military
cultural heritage	the total ways of living evolved by a community and passed on to later generations
demography	the basic make-up or structure of a population
discriminatory	making or showing an unfair or prejudicial distinction between different categories of people or things
Displaced Persons	people who were forced out of their country, in this case due to World War II
ideology	a complete system of political and cultural plans or ideas
multiculturalism	in Australia, a policy aimed at managing cultural diversity
new Australians	migrants who came to Australia after World War II and were expected to leave behind their 'old' way of life and adopt the white Australian culture of the time
paternalism	treating people like children
polarised	to be split into directly opposing groups
racism	discrimination against people on the basis of supposed racial characteristics
refugees	people who flee from their country to another for protection because of war or political upheavals, or because they face persecution in their own country
Viet Cong	a guerrilla force with the support of the North Vietnamese Army; fought against South Vietnam during the Vietnam War
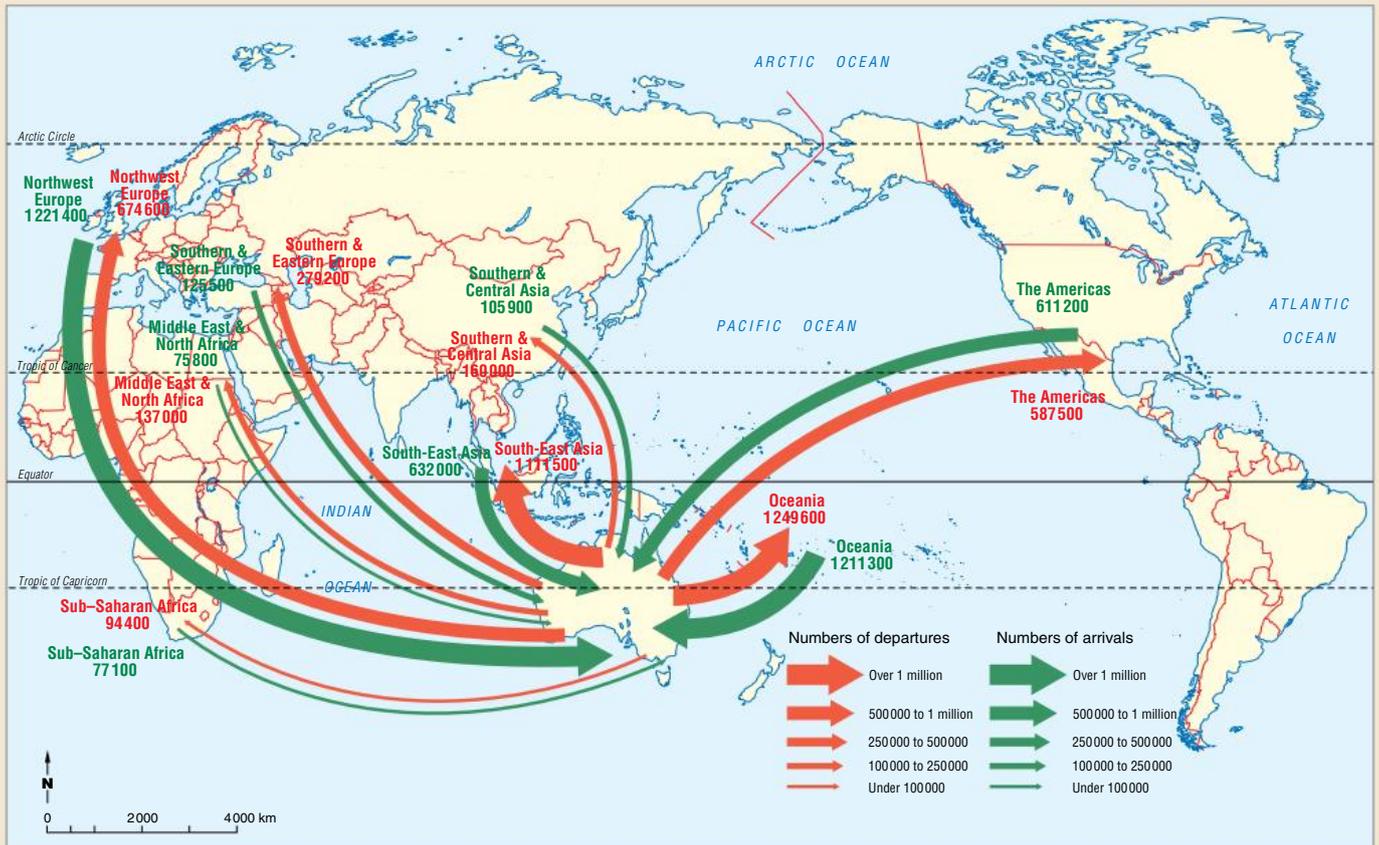
Present-day international arrivals and departures

TIMELINE OF KEY DATES

1946	Scheme to encourage European emigration to Australia
1947	Boom in immigration and the birthrate
1955	Number of postwar immigrants reaches one million
1956	Federal provision for Asian immigrants to gain citizenship after 15 years' residence
1958	Abolition of the discriminatory 'dictation test' for non-English-speaking immigrants
1960s	New boom in immigration; Japan becomes Australia's largest overseas export market
1970	Net immigration begins to decrease
1972	Federal ALP government abolishes White Australia policy
1975	Federal *Racial Discrimination Act 1975* comes into operation Communist victory in Vietnam
1978	Boat people begin to arrive in Australia from Vietnam

FOCUS ON HISTORY SKILLS »

Skill: The analysis and use of sources

Historians analyse sources to see if they contain evidence that can be used for two main reasons:

- to explain why an event occurred
- to support or refute (disprove) a point of view.

    The first steps when working with a source are to:

- identify its origin—when was it made?
- determine the context—what was happening at the time?
- consider its purpose—what does it aim to do?
- assess its type—is it primary or secondary?

    For evidence to be useful and reliable, the historian must check it thoroughly:

- authenticity—is it real?
- relevance—does it relate to the topic?
- coherence—is it logical?
- credibility—is it believable?
- completeness—is it all there?
- consistency—is it similar to other sources of the time/on the same topic?
- objective—is it factual?
- subjective—is it biased?
- detecting points of view—does it represent a common or unusual point of view?

    Once useful and reliable evidence is obtained, the historian must synthesise it into an explanation or historical argument. Synthesis is a similar process to building a brick wall. The collected evidence is the bricks; just as the bricks need to be put together to form the wall, the evidence must be pieced together to form the explanation or argument.

    Synthesis requires you to select the best evidence from a variety of sources and combine it with your own knowledge into a logical text.

Focus on history skills activities

1 The websites listed on your digital support will provide a variety of sources on the history of immigration to Australia. Visit the websites and locate 10 sources that provide useful and reliable evidence on these two topics:

   a why government policies on immigration changed in the 20th century

   b from where and how many immigrants came to Australia between 1945 and 2010.

2 Select two of the sources you located. For each, use the checklist to assess its usefulness and reliability.

3 Synthesise the evidence from your sources to answer in 200 words either of these questions:

   a Why did Australian government policies on immigration change in the 20th century?
   or
   b How many immigrants came to Australia between 1945 and 2010 and where did they come from?

Using timelines and chronologies

A chronology is a written list of events in the order in which they occurred. A timeline is similar except that it provides a graphic representation of when the events happened rather than simply a list. Both are useful. Chronologies provide a quick way to see the major events that happened in a particular period, while timelines can graphically represent how close together or far apart in time events occurred. A scaled timeline is particularly useful for demonstrating whether events are clustered together at particular points in time or occurred at regular intervals. Generally, a chronology is created as the first step in making a timeline.

Focus on history skills activities

1   Look at the timeline on page 155.

   a   Using only the events shown in the years between 1940 and 1970, draw the timeline using the scale 1 cm = 3 years.

   b   Why does using a scale make a timeline more useful to a historian studying a series of events?

2   There are many ways you can create a timeline using ICT. Go to your digital support for some examples. Take the timeline on page 155 and recreate it using technology.

3   Search the internet to find a site that allows you to create a timeline online. An example can be found at your digital support. Use this site to enter the details from the timeline you created in part 1(a).

» What led to the waves of immigration to Australia after World War II?

Since the end of World War II, more than seven million people have immigrated to Australia. Around 1.6 million people came to Australia between 1945 and 1960. Approximately one million people immigrated in each decade after this period.

People came to Australia because of the destruction and displacement caused by World War II. They also came in response to immigration schemes and rigorous government advertising campaigns aimed to attract immigrants.

Spotlight

Emigrant, immigrant or migrant?

An emigrant—a person who emigrates—is someone who leaves their country for another. For example, 'Tony's grandparents emigrated from Italy'.

An immigrant—a person who immigrates—is someone who comes into a country. For example, 'Tony's grandparents immigrated to Australia'.

The same person will be both an emigrant and an immigrant; the word chosen depends on whether the focus is on leaving (emigration) or coming into the new country (immigration).

A migrant, strictly speaking, is someone who moves between places on a regular basis. For example, 'Curlew sandpipers are birds that migrate from Siberia to southern Australia every year' or 'My family migrates to the beach every summer'. Yet, in the media, people often say or write 'migrate' and 'migrant' when they mean 'immigrate' and 'immigrant'.

If you get confused, just remember that an **i**mmigrant comes **i**nto a country while an **e**migrant **e**xits a country.

War intervened, and the Pacific War transformed Australia's immigration priorities. Japan's world power status gave the Australian cry 'populate or perish' a new resonance. Under Labor, with Arthur Calwell as minister for immigration, the goal became an annual population increase of two per cent—half from natural increase, the rest from migration. Because of the acute shipping shortage, the £10 assisted passage scheme for Britons bore fruit too slowly, so Australia agreed to take Displaced Persons from Europe's refugee camps, under a two-year tied labour scheme. Assistance was soon extended throughout Northern Europe and, as the economy boomed from the mid 1950s, to the Mediterranean and the Middle East. British immigration continued strong, but Australia was being Europeanised by default. All major parties agreed that high and continuing immigration was essential to the health of the economy. But as Jean Martin showed in *The Migrant Presence* (1978), the social impact of immigration, and the needs of migrants, especially those who did not speak English, were recognised only gradually.

John Lack, 'Immigration' in *The Oxford Companion to Australian History*, p. 340

SOURCE 5.1 'Populate or perish'

ACTIVITY 1

Comprehension: chronology, terms and concepts

1   What is a 'Displaced Person'?

2   What is the difference between a migrant, an immigrant and an emigrant?

3   From the extract from *The Oxford Companion to Australian History* (source 5.1), what did the war in the Pacific do?

4   What strategies did the federal government adopt to attract immigrants?

5   Where were immigrants drawn from?

6   What was the main aim of immigration policy in the late 1940s and 1950s?

7   How well were migrants catered for?

Analysis and use of sources

1   a   Use source 5.3 (see page 160). What was the purpose of this source?

    b   How does it relate to Displaced Persons?

2   a   What is shown in source 5.2?

    b   Look at the photograph carefully (source 5.2). What might the nationality of the immigrants be? What suggests this in the photograph?

    c   What could the purpose of this source have been?

SOURCE 5.2 Official photograph of the arrival of immigrants on the *Empire Brent*, May 1948

Spotlight

Irena Terkiewicz

SOURCE 5.3 Irena Terkiewicz's Certificate of Identity, 1949

Irene Terkiewicz immigrated to Australia from Poland after the end of World War II. At the end of the war, Europe was in chaos. Many people had lost everything, either through bombing, invasion or imprisonment. Other people were fleeing from eastern Europe, not wanting to live in the new communist societies. Refugees—Displaced Persons—were everywhere. As people often had no passports, and often there were no governments in a position to issue them, refugee organisations issued Certificates of Identity so that people could prove who they were.

SOURCE 5.4 Irena Terkiewicz's medical documentation, 1949

Empathy

Use sources 5.3 and 5.4.

1 Describe some of the processes that Irena Terkiewicz had to go through to immigrate to Australia.

2 How might she have felt on her arrival at the last checkpoint before entering the country?

Patterns of migration

Source 5.5 and source 5.6 (on page 162) provide information about the changing patterns of migration to Australia. They show the birthplace of people living in Australia in 1947 and the top 30 countries of origin of Australia's immigrants between 1945 and 1985.

ACTIVITY 2

Analysis and use of sources

1 Source 5.5 (on page 162) gives information on regional birthplace groupings.

   a Which region did most immigrants to Australia come from in 1947? What percentage of all immigrants did this region account for?

   b Make a list of the 10 countries where most immigrants came from. Indicate the percentage of total immigrants.

2 From source 5.6 (on page 162), make a list of the 10 countries where most immigrants came from. Indicate the percentage of total immigrants.

3 Compare the lists you made from sources 5.5 and 5.6. What changes in the pattern of immigration can you see?

Italy   4.5%
Greece   1.7%
Cyprus   0.1%
Malta   0.4%
Spain   0.1%
Other   0.2%

Other Countries 20.3%

Southern Europe 6.9%

British Isles

Wales 1.6%

Ireland 6.0%

Scotland 13.8%

England 51.3%

Total Northern Europe   4.5%
Total Eastern Europe   3.1%
Other Europe   0.3%
USA   1.56%
Africa   1.01%
India, Pakistan, Sri Lanka 1.09%
China   0.86%
Cyprus   0.09%
New Zealand   5.9%
Papua New Guinea   0.2%
Oceania (Pacific Islands),
    Born at sea   0.6%
Other   1.09%

Based on CA Price and JI Martin (eds),
*Australian Immigration: A Biography
and Digest*, 1976, vol. 3, pt. 1

SOURCE 5.5 Birthplace of people living in Australia, 1947

South Africa 0.7%
Canada 0.6%
Denmark 0.4%
Lebanon 1.4%
Germany 3.3%
Czechoslovakia 0.5%
Spain 0.7%
Cyprus 0.4%
Portugal 0.6%
Austria 0.7%
The Philippines 0.6%
New Zealand 3.6%
Sri Lanka 0.5%
The Netherlands 3.8%
Hungary 0.8%

Switzerland 0.4%
Italy 8.8%
Poland 2.4%
Finland 0.4%
Yugoslavia 4.2%
India 0.7%
Turkey 0.7%
USA 1.7%
France 0.6%
Greece 5.2%
Vietnam 2.0%
Malta 0.6%
USSR 0.4%
Malaysia 0.5%

Other Countries

British Isles

Based on Australian
Bureau of Statistics data

SOURCE 5.6 Top 30 countries of origin of Australian immigrants, 1945–85

SOURCE 5.7 'The Unknown Migrant Woman', Patrick Cook

4 What reasons do you think could be given for the change in Australia's pattern of immigration?

5 a Examine source 5.7. What does this cartoon tell us about changing patterns of immigration after World War II?

b Is the cartoonist's interpretation supported by any of the other sources in this section?

Research

Go to your digital support to find a link to the memorial to the immigrant workers of the Snowy Mountains. What was the Snowy Mountains Hydro-Electric Scheme? Where did most of the labour force for this scheme come from? How many workers died during the construction of the scheme?

Write half a page on the scheme and include four photographs of it from the National Library of Australia website.

What was the impact of changing government policies on Australia's immigration patterns?

During the 19th century, many white Australians saw themselves as defending a white outpost of the British race. Alien races, they thought, needed to be repelled if British racial inheritance and traditions were to be firmly established on the continent. By the 1880s, the term 'White Australia' was being generally used.

With moves towards Federation, there was general political consensus that a policy on immigration should be developed for all colonies. This was decided at the 1896 Intercolonial Conference. Here, delegates agreed that restrictive legislation should be extended to cover all 'coloured' people. This occurred in New South Wales, Tasmania and Western Australia before the turn of the century. Queensland initially objected to the proposed legislation because of its dependence on the Melanesian (or Pacific Islander) sugar workers (see source 5.9). But it withdrew its opposition. Southern states promised a federal subsidy to all sugar produced by white labour.

SOURCE 5.9 Pacific Islanders loading sugar cane at Bingera, c.1898

State Library of Queensland, Image no. 142387

Immigration Restriction Act

The first major piece of legislation that the Commonwealth Parliament passed following Federation was the *Immigration Restriction Act 1901*. Under this Act, immigrants could be asked to take a dictation test in which they had to write out a 50-word passage that was spoken to them by an immigration officer. However, the immigrants had to write out the passage in any European language that the officer chose. Between 1901 and 1908, 52 people managed to pass this deliberately unfair test—no-one has done so since. The test remained part of Australia's immigration laws until 1958.

White Australia

An **ideology** can be defined as a belief system that has some larger plan. White Australia was part of an ideology that wanted to keep Australia racially white and culturally British. As an ideology, White Australia was not solely aimed at keeping Australia white by keeping out immigrants with different skin tones. The White Australia ideal or policy aimed also at cleansing Australia's internal population.

Under White Australia, Aboriginal people were systematically confined and oppressed. Their movements were restricted; they were segregated from mainstream society; and policies were developed to prevent them from having children and to destroy their culture. A stark symbol of this desire to keep Australia white was the decision by the framers of the Constitution not to count Aboriginal people as part of the population.

From the 1920s until the 1970s, around 100 000 Aboriginal children were taken from their families as part of the White Australia ideology. These children were later called the 'Stolen Generations' (see pages 49–53).

ACTIVITY 3

Comprehension: chronology, terms and concepts

1. What was decided at the 1896 Intercolonial Conference?
2. Why did Queensland finally agree to restrict the immigration of all non-white people to Australia?
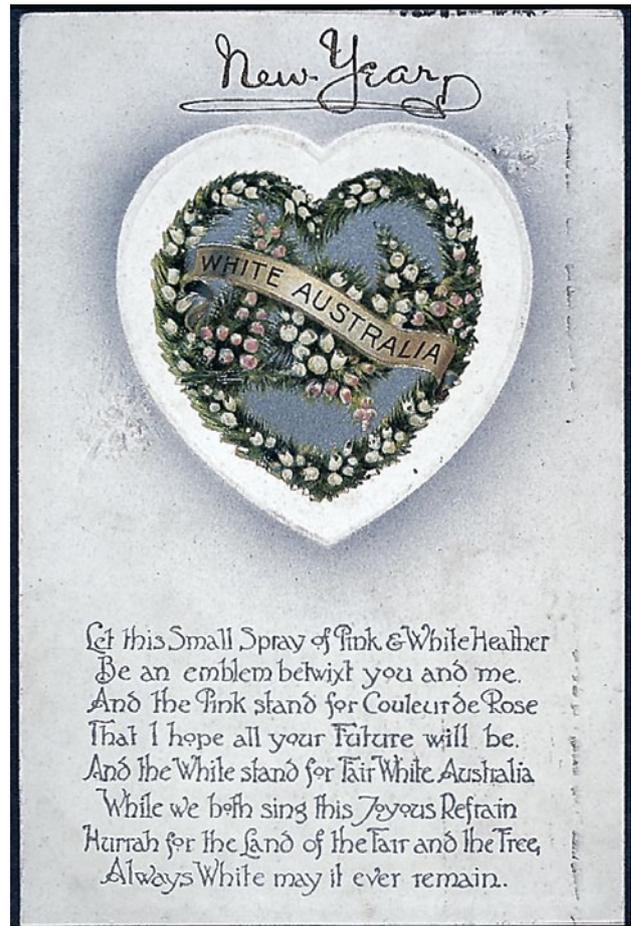
SOURCE 5.10 A New Year's greeting card, 1900

3. Name the first major piece of legislation passed by the Commonwealth Parliament.
4. **a** Describe the dictation test.
   b How many people passed this test between 1901 and 1958?
5. **a** What is an ideology?
   b Was the White Australia ideal an ideology? Why?
6. Was the White Australia ideal only concerned with keeping unwanted immigrants out of the country? Why or why not?
7. Summarise the White Australia policy in one short paragraph.
8. Examine source 5.10.
   a What sort of greeting card was this source?
   b What did the writer hope for?

Research

A bibliography is a list, either complete or selective, of literature on a subject. Compile a bibliography

of six books from your school library, or your local, state or territory library that deals with the White Australia policy.

You may need to use a range of key words. These might include White Australia; Chinese; race relations; immigration. Think laterally about key words. For example, Chinese people sometimes referred to Australia as the 'New Gold Mountain'.

Each item in your bibliography should include these details: the name of the author/s; the title of the work; the publisher; the date and place of publication; and the call or reference number.

If the information is available (for example, from the book's jacket or from its list of contents), write a brief description of what each item on your bibliography is about.

Assimilation

The definition, aim and application of assimilation for immigrants were basically the same as for Indigenous people. Assimilation was Australia's official immigration policy and practice from the end of World War II until the mid to late 1960s. The idea behind assimilation was that the 'Australian way of life' was superior to all others. Immigrants, in this ideology, were seen to have nothing to offer Australian society. Rather, immigrants needed to absorb white Australian culture, habits and language and become Australian in behaviour, outlook and speech, if not in looks.

Some people feared that if immigrants did not assimilate, they would spoil, even 'contaminate' the 'Australian way of life'. Source 5.11 gives the view of the Liberal prime minister, Robert Menzies, on assimilation.

To achieve their assimilationist objectives, governments firmly discouraged differences between people. Lectures, handbooks and pamphlets, official rituals—such as naturalisation (citizenship) ceremonies, immigrant camp and immigration officials insisted that immigrants should learn to become new Australians. This term implied removing or renouncing all that was old.

Of course, some immigrants want to forget about the country they have left behind. They are all in favour of assimilation (see source 5.13).

It is our national desire to develop in Australia a homogeneous population in order that we may avert social difficulties which have arisen in many other countries. It is clearly the right of any nation to determine its own racial constitution ... We have witnessed many examples of nations in which a mixture of races has given rise to deep prejudices and almost insoluble social questions ... Our policy ... is not based upon any idea of racial superiority. We willingly recognise that citizens of other nations possess abilities and traditions which we sincerely respect and admire ... We are ... a friendly people not given to making distinctions among people on grounds of race or religion.

Australians are keen on fair play ... you [the immigrant] will find Australians are very democratic in the way they mix together. They respect the manual labourer as much as a doctor or a lawyer ... Perhaps the most important thing is to learn to speak the language of the Australians. Australians are not used to hearing foreign languages. They are inclined to stare at persons whose speech is different ... Do not hesitate to speak English. If you make mistakes or cannot make yourself properly understood, keep trying. Someone will always be willing to help you.

'Australia's Established Immigration Policy', Australian Archives

SOURCE 5.11 Menzies on assimilation, 1959

Migrants, however, did not meekly transform themselves into new Australians. Ethnic groups formed social and other clubs to keep alive their cultural heritage. They built shrines, temples and churches so they could practise their religions. At home, they prepared traditional meals, spoke their own language and otherwise quietly resisted assimilation. In the end, their cultures and customs were to have major influences on Australian society. In the process, however, many migrants experienced racism, paternalism and intolerance.

Michael Dugan and Josef Szwarc, *'There Goes the Neighbourhood!':
Australia's Migrant Experience*, 1984, p. 169

SOURCE 5.12 Experience of 'new Australians',

Controversial Christian pastor Danny Nalliah has registered a new political party ... whose main platform is to oppose multiculturalism.

Mr Nalliah ... himself an immigrant from Sri Lanka, said he believed in a multi-ethnic Australia but only one culture with the commonsense values and democracy that made it attractive to immigrants.

The Age, 11 February 2012, p. 5

SOURCE 5.13 Immigrant opposed to multiculturalism

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 What was the idea behind the policy of assimilation?

2 When was assimilation the official immigration policy and practice?

3 **a** What did assimilationists think that other cultures and races had to offer Australia?

b What did they fear?

4 What did governments discourage?

5 Describe some of the ways in which they did this.

6 On what did the policy of assimilation insist?

7 **a** What did the term 'new Australian' imply?

b What do you think that this meant?

8 **a** In Dugan and Szwarc's view, did immigrants passively submit to assimilation?

b What were some of the ways in which they resisted assimilation?

Analysis and use of sources

1 **a** Does Menzies' speech (source 5.11) contain evidence for or against assimilation?

b How does this evidence fit with other evidence described in this section, such as government policies and the dictation test?

c Does that make the speech more or less believable as a piece of evidence?

Perspectives and interpretations

1 Read Source 5.11.

a What, in Menzies' view, was Australia's national desire?

b What did Menzies claim that Australians recognised?

c In Menzies' opinion, what were Australians not given to?

2 Find two pieces of evidence in this book to either support or refute Menzies' opinion.

3 **a** Read source 5.12. Do you agree or disagree with anything in this source?

b What is 'paternalism'?

c In what way is source 5.11 paternalistic?

Immigrant contributions to Australia's development

Immigrants made important contributions to Australia's social, cultural and economic development. They contributed greatly to Australia's prosperity by providing workers for industry and markets for products.

Many Australians had feared that immigrants would be happy to work for lower wages and would put up with worse working conditions. The trade union movement and the ALP had been strong supporters of the White Australia policy for decades, believing that 'foreign' workers would undermine the wages and conditions they had fought hard to gain.

Immigrants brought new customs, ideas, food and languages to Australian society and culture. The following sources comment on some of the contributions made by immigrants.

It was not until the mid 1960s that the economic case supporting immigration was presented. In 1965, the Vernon Committee of Economic Inquiry reported [to the federal government] that immigration had made an important contribution to economic growth in Australia ... the Vernon Report concluded that, 'it is clear that GDP [Gross Domestic Product] ... has risen more rapidly in the past 15 years than it would have done without the immigration programme.

Jock Collins, *Migrant Hands in a Distant Land: Australia's Postwar Immigration*, 1991, pp. 100–2

SOURCE 5.14 The economics of immigration

[In Australia there] is a new cosmopolitanism, with a special stress on Asia, that is wholly good. The most remarkable change in the last 10 years is the degree to which Australia has reoriented itself towards Asia. Asian languages are beginning to take the place of European languages in the schools and universities. Goods from Japan, China, Taiwan, Hong Kong and Singapore fill the shops. A young man will be proud to own a Japanese sports car and [have] a Thai friend. Middle-class women study Japanese flower arrangement or Indian yoga. Rather unexpected for a country which still practises the White Australia policy. Sydney and Melbourne always seem full of Asians— Malayan students, Japanese businessmen, Indian journalists. They add a colour to our streets and a new interest to our life. The old suspicious racialism has nearly gone to be replaced, in some cases, by a slightly alarming naivety.

Still, the change is wholly for the better. Rarely now does one hear our Asian neighbours referred to disparagingly as Boongs or Nips or Yellow Bastards. Most people are slightly ashamed of the White Australia policy even though a majority still support it. The same tolerance is extended to our own coloured minority, the Aborigines, though it has yet to be expressed in practical measures to improve their miserable lot ... Aggressive nationalism is dying, except, perhaps in sport.

Australia today is a smoother, pleasanter, more polished country with a smoother, pleasanter, more polished people—but as always in the process of polishing, some of the old character has gone.

John Douglas Pringle, *The Times*, 23 January 1968

SOURCE 5.15 A new cosmopolitanism

SOURCE 5.16 Annie O'Keefe and her daughter Mary Jacob, Melbourne 1956

7 Had racism disappeared in Australia? Explain.

8 What, in Pringle's opinion, had Australia become?

9 **a** What do you think Pringle meant by the word 'cosmopolitanism'?

b In what ways did immigrants contribute to this growing cosmopolitanism?

The end of White Australia

Chronology	
1949	Annie O'Keefe, an Indonesian woman who had escaped to Australia during World War II, wins a High Court case to remain in Australia
1957	Non-Europeans with 15 years' residence are able to apply for citizenship
1958	Amended Immigration Act removes the dictation test and simplifies the system of entry for immigrants to Australia
1966	Immigration Minister Hubert Opperman announces that non-Europeans would be considered for immigration to Australia provided that they were well qualified and able to 'integrate'
1973	ALP federal government legally brings White Australia to an end
1975	Racial Discrimination Act passed, making racially based immigration criteria illegal

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ACTIVITY 5

Comprehension: chronology, terms and concepts

1 Read source 5.14. What was not presented until the mid 1960s?

2 **a** What was one of the Vernon Committee's findings?

b In this instance, what contribution did immigrants make to Australia?

3 What is source 5.15 and when was it published?

4 What did Pringle think was the most remarkable change in Australia?

5 How was this apparent in daily life in Sydney and Melbourne?

6 According to Pringle, what were most Australians ashamed of?

SOURCE 5.17 Arthur Calwell, 1966

Shortly after seeing the *Aliens Deportation Act 1948* come into force, Calwell [the ALP federal minister for immigration] had to deal with a threat to his deportation powers on another front, involving one of the few occasions in which the High Court found against the Commonwealth in a deportation case. In *O'Keefe vs Calwell* (1948), the court quashed a deportation order against Annie O'Keefe, a wartime evacuee from Indonesia who had married a local man. This was because she had not been formally given the status of a prohibited immigrant when she was allowed to enter Australia with a certificate of exemption, so the expiration of the certificate did not make her liable to deportation as a prohibited immigrant. Nor could she be declared a prohibited immigrant more than five years after being allowed into the country. The decision threatened Calwell's determination to force the departure from Australia of non-Europeans who had been allowed into the country during World War II. Although most such arrivals departed Australia voluntarily after the war ended, approximately 800 sought to stay permanently and at the time of the *O'Keefe* decision there were a number of similar cases either before the courts or being debated in public. In an infamous speech, Calwell claimed that the *O'Keefe* case opened the floodgates to a 'mongrel Australia'.

Glenn Nichols, 'Gone with Hardly a Trace: Deportees in Immigration Policy' in K Neumann and G Tavan (eds), *Does History Matter? Making and Debating Citizenship, Immigration and Refugee Policy in Australia and New Zealand*, 2009, p. 12

SOURCE 5.18 Annie O'Keefe v. Arthur Calwell, 1948–49

ACTIVITY 6

Comprehension: chronology, terms and concepts

1 Use the chronology to write a response either for or against the following statement: 'The White Australia policy was phased out gradually'.

2 From source 5.18, who was Annie O'Keefe?

3 Why did the High Court rule in favour of Annie O'Keefe staying in Australia?

4 **a** What did Calwell say in his 'infamous speech'?

   b What did he mean by this?

Research

Find out more about Annie O'Keefe's story. Her maiden name was Jacob. Locate three internet sites that contain useful information.

What was the impact and significance of the Vietnam War and Indochinese refugees on Australia?

The impact of the war on Vietnam

War wreaked havoc on Vietnam. There are various estimates of the number of Vietnamese lives lost. But it seems that during the hostilities, more than 2.2 million Vietnamese people were killed—some 6 per cent of Vietnam's population of around 38 million in 1965. Approximately 930 000 soldiers were killed in North Vietnam and 300 000 in South Vietnam. It is also thought that around one million civilians lost their lives in the war.

Large areas of Vietnam were razed during the conflict. More than 64 million tonnes of bombs were dropped on the country (three-and-a-half times the amount of bombs dropped during World War II). The use of the poisonous herbicide Agent Orange destroyed one-quarter of Vietnam's forests. And people were starving.

After the Viet Cong victory, it is estimated that around 650 000 Vietnamese people in the south were killed as the regime consolidated power.

Chronology

1860s	Vietnam becomes a French colony after military conquest
1941	Japanese occupation of Vietnam
1945	French presence is restored by Allied forces
1946	French Indochina war begins
1954	Vietnam is divided into North (communist) and South (pro-Western)
1956	French withdraw from Vietnam
1960	National Liberation Front (a Viet Cong military arm) is established in South Vietnam
1962	24 May: Australia declares its intention to send 30 military advisers to South Vietnam
1963	1 June: William Hacking, first Australian military adviser, is killed
1964	6 July: Kevin Conway is the first Australian killed in action in Vietnam 10 November: Conscription for national service is introduced by federal Liberal government
1965	First round of conscription registration May: Combat troops arrive in South Vietnam December: Bill White is the first conscientious objector; he is jailed the following year
1966	July: Prime Minister Harold Holt gives 'All the Way with LBJ' speech in the United States October: President Lyndon Johnson visits Australia
1968	Australian troops in South Vietnam reach highest level: 8 300 Draft Resistance Movement is established
1970	May: Reduction of Australian forces in South Vietnam is announced by Prime Minister John Gorton 8 May: First moratorium on the Vietnam War, a second is held on 18 September and a third on 30 June 1971
1972	February: Remaining Australian troops depart South Vietnam December: Remaining Australian advisers leave Vietnam; conscription is abolished and jailed draft resisters are freed
1973	January: United States and Vietnamese declare a ceasefire February: Australia establishes diplomatic relations with North Vietnam March: Remaining American troops withdraw from Vietnam
1974	South Vietnam re-declares war
1975	25 April: Closure of Australian embassy in Saigon 30 April: North and South Vietnam reunited under communist government
1978	'Boat people' begin to arrive in Australia from Vietnam

Indochinese refugees

After the fall of South Vietnam in 1975 and the reunification of the country under the communists, thousands of Vietnamese people feared persecution under the new government. In neighbouring Cambodia, similar fears developed when Vietnam helped Cambodian rebels to overthrow their government in 1979. Ongoing fighting led to a growing number of Indochinese refugees seeking asylum and resettlement in peaceful countries such as Australia.

Nearly two million Indochinese refugees would leave their war-torn homeland, often undertaking a dangerous journey by sea in overcrowded and poorly equipped boats. Between 1975 and 1987, 673 000 (120 000 from Vietnam, 228 000 from Cambodia and 325 000 from Laos) arrived in Thailand and remained in crowded refugee camps until a 'third' country would accept them. More than 120 000 came to Australia; the first boat people arrived in Darwin in 1976. A conference was held in Geneva in 1979, aimed at reducing the refugees coming from Vietnam. The number reduced until a new wave of persecution of Vietnamese people of Chinese background occurred in 1984.

In Australia, opinions were divided over accepting Indochinese refugees. On one side were those who believed Australia would be 'swamped' and efforts should be made to limit the number of refugees entering Australia. On the other side

SOURCE 5.19 Refugees boarding a transport plane; an American official punches a man to try to remove him from the doorway of the already overloaded plane

SOURCE 5.20 Vietnamese boat people, rejected by Malaysian authorities, look for refuge on the Indonesian archipelago of Anambas

SOURCE 5.21 Three Vietnamese boats and refugees in Darwin Harbour, c. 1978, NTAS, England, NTRS 1637, Item 61

were those who saw refugees as a global and humanitarian problem that required Australia's help to solve. As the controversy developed, an increased number of refugees were refused entry or sent back. Many were forced to remain in camps in South-East Asia awaiting assistance.

In 1989, another conference was held in Geneva to deal with the question of Indochinese refugees. A plan was introduced whereby refugees escaping from Vietnam, Cambodia and Laos no longer had automatic refugee status. Only those who could prove they faced persecution in their homeland would be classed as refugees. If it was determined they were fleeing to seek a better standard of living, they would be forced to return to their home country. It was felt this would deter most 'boat people' from trying to reach places such as Australia, Canada and the United States.

Indochinese refugees who were able to remain in Australia faced adjustment problems and often racism. Many had spent years in refugee camps where educational services and opportunities to learn the English language rarely existed. These factors contributed to a high unemployment rate (20–30 per cent) and a feeling of alienation once these people settled in Australia.

The number of refugees from Indochina declined in the 1990s. By 2000, most refugees coming to Australia were from Iraq, Afghanistan, Iran, China and the former Yugoslavia. The issue of accepting refugees, often referred to as asylum seekers, remains.

Date	Number of refugees
April–June 1975	691
1977–78	7077
1980–81	15004
1984–85	7215
1989–90	3736

Amnesty International, *Australian Refugees and the World*, 1990

SOURCE 5.23 Indochinese refugees to Australia

Officially there are 15 million refugees in the world and another 6 million living in refugee-like situations ... the number of refugees Australia has accepted from Indochina is a drop in the ocean when one considers the total number of displaced persons in the world.

Amnesty International, *Australian Refugees and the World*, 1990

SOURCE 5.24 Australia and refugees

Perhaps as many as a quarter of the boat people who fled Vietnam after the war ended in 1975 drowned at sea or were murdered by pirates. Every country in the region prepared an excuse for rejecting them ... Thailand did nothing to discourage the rapacity of its pirate fishermen whose treatment of the boat people seemed at times unbelievable ... In Hong Kong and Taiwan Chinese fat cats ... made fortunes by supplying unseaworthy craft ...

Since the end of the war in 1975 the United States has taken 560000 refugees, Canada 94000 and Australia 91000.

John Pilger, *Heroes*, 1986

SOURCE 5.22 A report on boat people

ACTIVITY 7

Comprehension: chronology, terms and concepts

1 What led to people fleeing Vietnam and Cambodia?
2 How many Indochinese refugees landed in Thailand between 1975 and 1987?
3 When did the first 'boat people' arrive in Darwin?
4 What did the Geneva Conference on Indochinese Refugees decide in 1989?

Analysis and use of sources

1 What is shown in source 5.21?
2 How does source 5.22 assist our understanding of Indochinese refugees?
3 How useful is the table (source 5.23) when investigating Indochinese refugees coming to Australia?
4 What was the purpose of source 5.24?

Explanation and communication

How did the outcome of the Vietnam War affect the number of Indochinese refugees coming to Australia?

How does the perspective in source 5.24 differ from that held by people who believe Australia should not accept refugees?

Find out more about Pol Pot and the 'Killing Fields' in Cambodia. What five questions would you use to guide your research?

⊗ How did immigration contribute to Australia's changing identity as a nation and to its international relationships?

Why was the policy of multiculturalism introduced?

The word **multiculturalism** was coined by the Canadian federal government in 1971 to acknowledge the bi-cultural nature of Canadian society. It wished to establish a policy that recognised differences while maintaining different ethnic, cultural and linguistic communities.

Al Grassby, minister for immigration in the federal ALP government under Gough Whitlam, used the term officially in 1973. Grassby had two meanings for multiculturalism. Firstly, he used it to broadly describe ethnic diversity in Australia. Secondly, it was put forward as the basis for a new social policy to replace assimilation which, although officially dropped, lingered on. In an ideal Australian multicultural society, immigrants and Indigenous peoples would not be required to assimilate into white Australian culture. Rather, ethnic diversity would be recognised and supported and Aboriginal peoples and immigrants would adopt the customs of European Australians at their own pace and keep as much of their culture as they chose.

Why multiculturalism?

Multiculturalism was introduced for a number of reasons. By the early 1970s, the impact of immigration since World War II had profoundly changed Australia's **demography**. The old practice of assimilation was no longer workable.

SOURCE 5.25 David Moore's photograph of immigrants arriving in Sydney, taken in 1966, has become emblematic of the process of immigration in Australia

Chronology

1978	Galbally Report on Migrant Services
1980	Establishment of Australian Institute of Multicultural Affairs
1984	Geoffrey Blainey attacks multiculturalism in his book *All for Australia*
1987	Office of Multicultural Affairs replaces the Australian Institute of Multicultural Affairs
1988	FitzGerald Report on Australia's immigration policies
1989	National Agenda for Multicultural Australia is produced by the Advisory Council on Multicultural Affairs
1996	Office of Multicultural Affairs is abolished by the federal Liberal government; it is replaced by the National Multicultural Advisory Council Abolition of Bureau of Immigration, Multicultural and Population Research One Nation Party is formed, led by Pauline Hanson
2000	Establishment of the Council for Multicultural Australia
2001	September 11: New York terrorist attack generates a climate of fear and suspicion of Muslims and people from the Middle East

Because of these demographic changes, a new ideology for settling people in Australia and minimising social conflict was needed. Multiculturalism was the new ideology.

Other factors helped to bring about the policy of multiculturalism. The new ALP government led by Whitlam wished to distance itself from the previous Liberal–Country Party's policy, which still had strong associations with assimilation. International opinion regarding the rights of indigenous and ethnic populations also had some influence.

ACTIVITY 8

Comprehension: chronology, terms and concepts

1 When and where was the word 'multiculturalism' coined?

2 Who first used the word in Australia? When?

3 What meanings did the word have for Grassby?

4 What was multiculturalism meant to replace?

5 Why was multiculturalism introduced?

6 a What is an ideology?

   b Why can multiculturalism be thought of as an ideology?

7 What other factors influenced the introduction of the policy?

The impact of multiculturalism on Australian society

As an ideology, multiculturalism has generated debate and controversy. From the early 1980s, public debates over multiculturalism became increasingly heated and extremist.

Multiculturalism in many ways **polarised** Australian society. On the one hand, there were those who wanted to support and promote ethnic diversity. On the other, there were people who saw multiculturalism as a threat to 'traditional Australia' and to British heritage.

Multiculturalism also exposed the continuation of **discriminatory** and racist attitudes. Reactions to multiculturalism tended to become more fierce during times of economic recession and rapid globalisation. Right-wing responses to multiculturalism have included the dismantling of services and the rise of extremist and reactionary political parties. The latter included the One Nation Party, which was formed in 1996. Led by Pauline Hanson, this party had few coherent policies, was anti-Asian and appealed in particular to people in parts of rural Australia that were in severe economic trouble.

Politically, multiculturalism has not gained consistent support from any party.

- The multicultural policy has, at times, tended to emphasise the rights of ethnic minorities at the expense of the majority of Australians, thus unnecessarily encouraging divisions and weakening social cohesion. It has tended to be anti-British, and yet the people from the United Kingdom and Ireland form the dominant class of pre-war immigrants and the largest single group of post-war immigrants.
- Recent governments emphasise the merits of a multicultural society and ignore the dangers. And yet the evidence is clear that many multicultural societies have failed and that the human cost of the failure has been high. Many of our refugees actually come from multicultural societies that are faltering or in disarray.
- There are dangers in the increasing belief that toleration can simply be imposed on people by a variety of new laws and by a bureaucracy specialising in ethnic affairs, cultural relations and human rights. Unfortunately, the laws and regulatory bodies, introduced in the hope of promoting toleration, can be invoked to attack freedom of speech, freedom of assembly, and those principles on which minority rights must, in the last resort, depend. A sensible humane immigration policy is more likely than most of these new agencies and laws—present or proposed—to maintain and foster ethnic and racial toleration.
- It is easier to maintain a reasonable level of toleration in a society by regulating the inflow of migrants and selecting the categories of migrants with care than it is to maintain toleration after an unacceptably large inflow of migrants has arrived at an inopportune time or inopportune places.

Geoffrey Blainey, *All for Australia*, 1984, pp. 170–1

SOURCE 5.26 Professor Geoffrey Blainey on multiculturalism

Blainey's stand must be countered

I leave it to others to debate and refute Professor Blainey's extraordinary claim in his book *All for Australia* … that there exists in the labyrinths of the Canberra bureaucracy a conspiracy of immigration officials and politicians against Henry Parkes's ideal society of White Anglo-Celtic Independent Australian Britons.

Some of the contemporary evidence cited by Professor Blainey is, by implication and result, racist in character and socially destructive in object. For over 20 years many academic historians of Australia have been at some pains to analyse and explain the reasons for the extreme racial prejudice and exclusion which existed in the 19th century and for two-thirds of the present century.

In essence, his private 'evidence', with its fears, prejudices and hatreds, matches that of the old *Bulletin* [magazine] … Most of us had hoped that scholarly and dispassionate analysis of some of the darker aspects of white Australians' past would contribute to a more mature, tolerant and compassionate society which some of us hope is still emerging as we approach our bicentenary …—Duncan Waterson, Professor of History, Macquarie University

Sydney Morning Herald, 10 October 1984

SOURCE 5.27 A letter to the editor

Multiculturalism remains a term wreathed with the residues of strong political and social disagreements. It is a state ideology, constructed out of the social relations of the past two decades of Australian life, and designed to sustain harmony and prevent discord and conflict. It can be used by various participants in the discourse of multiculturalism, to encompass at the same time arguments for basic rights in Australia which transcend [go beyond] ethnic or racial differences, and arguments which seek to stress those differences as paramount and unbridgeable.

Andrew Jakubowicz et al., *Racism, Ethnicity and the Media*, 1994, p. 179

SOURCE 5.28 Our problem with multiculturalism

ACTIVITY 9

Comprehension: chronology, terms and concepts

1 Read source 5.26. What, for Blainey, has the multicultural policy tended to do?

2 Describe two dangers that Blainey sees in following a policy of multiculturalism.

3 What is Blainey's solution for maintaining tolerance in Australian society?

4   What ideal is Blainey trying to protect from immigration officials and politicians?

5   Read source 5.27. For Waterson, what is Blainey's evidence?

6   What have some academic historians been doing for more than 20 years?

7   What does Blainey's private 'evidence' contain according to Waterson?

8   With what does Waterson compare Blainey's views?

9   What does Waterson hope for?

10 Read source 5.28. For Jakubowicz, what does the term 'multiculturalism' remain in the 1990s?

11 In Jakubowicz's view, what is multiculturalism?

12 **a**   Describe the two arguments that multiculturalism could be used to support.

   b   Are these contradictory (in opposition to each other)? Why?

Explanation and communication

1   Explain what multiculturalism has generated.

2   What did the debate over multiculturalism become?

3   What did multiculturalism do to Australian society?

4   Explain the two opposing positions on multiculturalism.

5   When did debates become particularly fierce?

6   Describe some of the responses to multiculturalism.

Perspectives and interpretation

1   It is 1984 and Geoffrey Blainey's book has just been released. You have read Waterson's letter to the editor of the *Sydney Morning Herald* (source 5.27). Write a letter to the editor either in support of Waterson or Blainey.

2   Choose one of these topics and write two paragraphs: one supporting the statement and one opposing it.

   'In a multicultural society, everyone should have respect for other people's religious beliefs. This means people should be free to wear symbols of their faith, such as a crucifix (Christian cross), yarmulke (Jewish skull cap), turban (Sikh) or hijab (Muslim).'

or

   'In a multicultural society, people should be free to eat foods traditionally eaten in the lands from which they came. This means people should be able to eat meat from cattle (not eaten by Hindus), pigs (not eaten by Muslims or Jews), sheep (not widely eaten in Asia), horses (not widely eaten in Australia), whales (traditional in some coastal communities around the world) and dogs (eaten in some Asian countries) as they wish.'

Research

View the weblinks on your digital support. How has multiculturalism influenced Australian society?
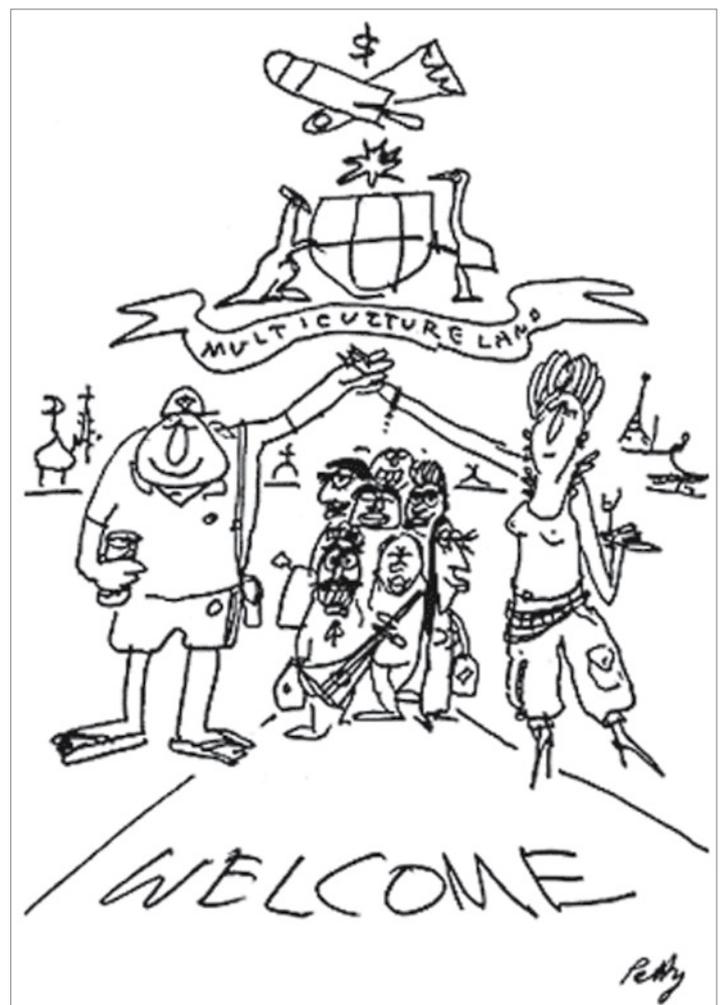
SOURCE 5.29 Bruce Petty cartoon: 'Welcome', c. 1990s

HYGIENE LESSONS WILL HELP MIGRANTS INTEGRATE: COALITION

By PATRICIA KARVELAS

New immigrants should be taught about the Australian customs of wearing deodorant and waiting patiently in queues as part of a program to help them come to grips with local culture.

Opposition citizenship spokeswoman Teresa Gambaro has also called for mandatory 'cultural awareness training' to be taught by employers who are bringing in immigrants for work under programs such as 457 visas.

Ms Gambaro said she was concerned that new immigrants who had come on visas for work were not integrating into the community and that the nation was failing its obligation to teach them how to fit into Australian culture on issues such as health, hygiene and lifestyle.

'Without trying to be offensive, we are talking about hygiene and what is an acceptable norm in this country when you are working closely with other co-workers,' Ms Gambaro told *The Australian*.

She said practices such as wearing deodorant and not pushing in when lining up were 'about teaching what are norms in Australia'. 'You hear reports of people using public transport (without deodorant) and I think Australian residents are guilty of this too,' she said. 'I think we all need to be mindful of our fellow traveller. Sometimes these things are not talked about because people find them offensive but if people are having difficulty getting a job, for instance, it may relate to their appearance and these things need to be taken into account.'

Ms Gambaro said while her comments could be painted as controversial and would make some people 'most upset', she said it was equally important that immigrants were taught about laws, customs and their rights so they were not exploited.

The Australian, 10 January 2012

SOURCE 5.30 Immigrants need to fit in with Australian culture

SOURCE 5.31 Andrew Dyson cartoon about Teresa Gambaro's comments

ACTIVITY 10

Comprehension: chronology, terms and concepts

1   In your own words, what is 'cultural heritage'?

2   What can it include?

Explanation and communication

Explain *your* cultural heritage. Prepare a PowerPoint presentation, a multimedia presentation or a poster on your cultural heritage.

Perspectives and interpretations

1   a   Use source 5.29. What things does Petty see Australians valuing?

     b   How is the Australian identity portrayed in source 5.29?

     c   What is Petty's view of the role of immigrants in constructing an Australian identity?

2   a   Use source 5.31. Does Andrew Dyson's cartoon support or contest Petty's view on multiculturalism? Explain.

     b   Describe or draw your own cartoon supporting Petty and Dyson's perspectives on multiculturalism.

3 a Use source 5.30. What is Gambaro's view of multiculturalism?

   b How might Gambaro have reacted to the cartoons by Petty and Dyson?

Research

1 Investigate the following question:

To what extent—a lot, a little or not at all—have migrants been included in the Australian identity? You may want to use official sites to see what image of Australia is being presented. Try using:

- Tourism Australia
- Tourism NSW
- Tourism Victoria

or any other site you can find.

2 a Watch an episode of *Neighbours*, *Home and Away* or *Packed to the Rafters* and an episode of an Australian reality series (such as *MasterChef*, *Junior MasterChef*, *My Kitchen Rules* or *The Biggest Loser*) and note how many non-white characters or participants are included.

   b Visit a food court at a nearby shopping centre. Do the food and stallholders represent a different image of Australia from that shown on television?

3 Use the internet to find the site for the NSW parliament. Do the members of parliament accurately reflect the immigrant make-up of Australian society? (You may want to refer back to the graphs on page 162—sources 5.5 and 5.6.)

Spotlight

Cultural heritage

Cultural heritage can be defined as 'the total ways of living built up by a group of human beings, which is passed from one generation to the next'. UNESCO defines it in the following way:

> Cultural heritage does not end at monuments and collections of objects. It also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts

UNESCO, www.unesco.org/culture/ich/index.php?pg=00002

Cultural heritage can include things such as heirlooms, costumes and clothing, jewellery, musical instruments, artwork and household items. These things are tangible. Cultural heritage can also be intangible. Here, it could include stories, songs, music, language, rituals and customs.

SOURCE 5.32 Sydney women dressed up for the festival of Holi

History challenges

Critical and creative thinking

Oral history is a very important source for investigating the experiences of immigrants. This is especially the case for refugees or other emigrants who have had to leave their country under adverse conditions. Often, they could not bring items of personal significance with them such as family photographs.

Conduct an oral history interview with someone who has immigrated to Australia. Find out the following details:

- **a** when and why they left their country
- **b** what the journey to Australia was like
- **c** what their perception of Australia and Australians was before they arrived
- **d** where they settled
- **e** their views on assimilation and multiculturalism.

Think of five other questions to ask them.

Take notes or record the interview. You might also ask the person you interview about any photographs or items that have special significance to them relating to their experience of immigration. Talk to the person about how they would like their story presented. Then prepare your presentation. Show it to the person before you show anyone else to make sure that they are happy with your version of their past.

ICT

This poster (source 5.33) was part of a kit issued by the federal Liberal government in 1997. (Find Adrienne Millbank's publication 'An Anti-Racism Campaign: Who Needs it?' in the Commonwealth Parliamentary Library online. This will help you to answer the questions.)

1. What does the poster say?
2. Who supported it?
3. Why would there be a need to issue such a poster?

SOURCE 5.33 Racial Tolerance poster, 1997, Australian Immigration Kit

Visual communication

To what program does the poster in source 5.34 relate? How does it portray Australia to potential immigrants? If you were designing a poster today for the same purpose, what would it look like? Design or describe your poster.

SOURCE 5.34 Poster for Britain, advertising immigration to Australia, 1955–60

Figure it out

1   Use source 5.35.

   a   Draw a line graph using the data from this table. Place the years along the horizontal (x) axis, and on the vertical (y) axis make 1 cm equal 10 000 immigrants.

   b   Outline three things that your graph tells us.

Year	Arrival numbers	Net permanent immigration*
1998–99	84 100	49 000
1999–2000	92 300	51 200
2000–01	107 400	60 800
2001–02	88 900	40 700
2002–03	93 900	43 500
2003–04	111 600	52 500
2004–05	123 400	60 800
2005–06	131 600	63 700
2006–07	140 100	68 000
2007–08	149 400	72 400
2008–09	158 021	77 000

* Taking into account that business globalisation has resulted in a major flow of people who often do not intend to stay in Australia permanently

Based on Australian Bureau of Statistics data

SOURCE 5.35 Immigrant arrival figures

2   Use source 5.36.

   a   Use a bar graph to represent the figures in this table. Place the countries along the horizontal (x) axis, and on the vertical (y) axis make 2 cm equal 5000 immigrants.

   b   What does your graph tell us about cultural diversity in Australian society today?

Country of birth	Arrivals
New Zealand	33 034
Britain	21 567
India	16 909
China	14 935
Philippines	5 619
Iraq	4 008
Sri Lanka	3 918
Malaysia	3 261
Burma (Myanmar)	2 931

Based on Australian Bureau of Statistics data

SOURCE 5.36 Major source countries for settlers, 2008–09, by country of birth

Intercultural understanding

During 2009 and 2010, three international students attending Australian universities were attacked. Use source 5.37 as a starting point to gather information to undertake an investigation on what happened to one of these students.

In your report you must discuss the following two points:

a the impact that these incidents had on international perceptions of Australia's national identity, and

b the impact of these incidents on international relations.

This week has seen tensions between Australia and India escalate, following yet another attack on an international student. Indian authorities have issued a travel warning about increased violence in Melbourne. The Australian Government is in damage control.

While police investigations into the fatal attack of accounting graduate Nitin Garg in Melbourne and the discovery of the body of an unidentified Indian student in NSW are ongoing, the motives behind these attacks remain unclear.

What is certain however is that there is growing disquiet about the way our international guests have been treated. Yet, our Deputy PM, and the acting Premier of Victoria have been quick to dismiss the possibility that racism may have been a factor in why these young people were targeted, attacked and killed.

While it's too soon to determine exactly what happened, to simply rule out the possibility that racism was involved is neither good leadership nor smart diplomacy in an environment of increased violence.

The Australian Government's indignant dismissal of the suggestion that racism exists in Australia can only be seen as inflammatory in India, where emotions are still running high. And for those in Australia who have been on the receiving end of racial intolerance and abuse, it must simply be ignorant and insulting.

The state and federal Government's parroting of PR-lines on these attacks has increased the perception of government indifference. The response to the attack on Shravan Kumar last May, the young Indian student who was attacked with a screwdriver through his skull, while strongly condemned by politicians and Government officials, is a case in point.

7 January 2010, 'The Drum', ABC,
www.abc.net.au/unleashed/27974.html

SOURCE 5.37 Greens senator Sarah Hanson-Young, 'Racism does exist in Australia', 2010

Talking points

Hold a class discussion on the topic: 'Should Australia assess asylum seekers in Australia or overseas?'

NASA image by Robert Simmon and Reto Stöckli

NASA image of Australia from space

3

KEY TERMS

historical inquiry   The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation

research   The process of identifying, locating, selecting and organising information from a variety of sources as part of an investigation

◉ Developing an investigation

In this section you have the opportunity to select a topic to investigate in depth. The following chapters provide a range of examples. No matter which topic you select, you will need to undertake the process of **historical inquiry** in order to carry out your investigation. You will also need to apply your understanding of the historical concepts (shown in brackets in the 'guide' questions below) and use the historical skills you have developed when undertaking the activities in the previous chapters of this book.

The first step of an investigation involves planning. You need to determine what you wish to gain knowledge and understanding about. Is it

- an event?
- a period in time?
- an individual or a group of people?

Next, decide on the questions that will guide your investigation, for example:

- What changed/stayed the same during ...? (continuity and change)
- What caused ...? (cause and effect)
- What were the results/effects/impact of ...? (cause and effect)
- Are there different perspectives about ...? (perspectives)

- What motivated the person or group to ...? (empathetic understanding)
- How important is the person/group/event? (significance)
- Do historians dispute any interpretations of the person/group/event? (contestability)

You will then need to conduct **research**. This involves locating sources, both primary and secondary, which provide information to assist in answering your questions. From these sources you will need to select relevant information. Organise you information so that you know from where it came and how you will use it.

The final step, of course, is presenting the results of your investigation. This could be in written, oral or digital form. You will need to select the best method for communicating your findings to your audience. This may involve the use of graphs, diagrams and animations.

ACTIVITY 1

Explanation and communication

1   Imagine you are going to investigate the Roaring Twenties. Draw a mind map of the questions you would use to guide your inquiry.

2   What sources do you have available to you for conducting research?

Chapter 6

The Roaring Twenties ≫

A group of women in the Roaring Twenties

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- identify the main features of the Roaring Twenties, including music, film, fashion and sport
- explain ways in which Australia in the 1920s was influenced by American culture
- use a range of sources to explain the nature and impact of technology during the 1920s.

Inquiry questions

1. What were the Roaring Twenties?
2. How did people entertain themselves in the Roaring Twenties?
3. What were some of the new inventions and products of the 1920s?
4. What was Prohibition?
5. What social changes for women occurred in the Roaring Twenties?
6. What was the significance of the Roaring Twenties?

Introduction

THE 'ROARING TWENTIES' is a term used by historians to describe the period from the end of World War I to the Wall Street (New York) stockmarket crash of 1929. During this decade, mainly in North America and European cities such as London, Paris and Berlin, people looked for good times to overcome the misery caused by the war.

Some of the features associated with the Roaring Twenties are new forms of entertainment such as radio, movies and dance crazes; jazz and the flapper; and technological advances and mass production, which led to greater purchasing of consumer and household goods.

The Roaring Twenties witnessed changes in attitude by groups of women about their role in society. A number sought to break free from expectations about how a woman should behave. In the Western world, more people were living in urban settings and were becoming consumers of mass-produced goods. Many of their purchases were being encouraged by new forms of advertising of national brands.

However, the image of everyone in favour of a carefree lifestyle needs to be balanced with conservative attitudes, which also existed at the time. In the United States, reaction to the 'evils of alcohol' led to the banning of the sale of any 'intoxicating beverages' under Prohibition legislation. Similar attitudes prevailed in parts of Australia. Social problems associated with drunkenness following World War I prompted various temperance associations to lobby for dry areas. This was particularly the case in Melbourne. The Australian Capital Territory prohibited the sale of alcohol up until 1928.

It was in the United States where the prosperity of the 1920s saw the nation's total wealth more than double during the decade. This economic growth, or boom, created an affluent class and many invested in the stockmarket. But all would come to a crashing end in October, 1929.

KEY TERMS

Art Deco	a style of architecture and art, developed during the 1920s, which represented luxury, glamour and technological progress
boom	in economics, a period of economic growth
crystal set	type of basic radio, listened to by earphone or headset
dry	term used in the Prohibition era to describe an area where alcohol cannot be bought or consumed or a person who opposes the consumption of alcohol
flapper	style of fashion and behaviour of the 'modern' female in the 1920s
Prohibition	in the United States, the period from 1919 to 1933 when the manufacture, importing and sale of alcoholic drinks was illegal
speakeasies	nightclubs or bars where alcohol was sold illegally during Prohibition
talkies	motion pictures (movies) which included a soundtrack
temperance	restraint, control usually in reference to alcohol consumption
wireless (the)	another name for radio in the 1920s

The modern woman with her secret hip flask, 1926

TIMELINE OF KEY DATES

1920	Farmers in Melbourne form the Australian Country Party Prohibition commences in the United States
1921	Edith Cowan becomes the first woman elected to an Australian parliament Airport opens in Mascot (Sydney)
1922	Tomb of Tutankhamen is discovered in Egypt
1923	The Country Women's Association (CWA) holds its first annual conference in Sydney Radio station 2SB makes the first commercial radio broadcast
1924	First human voice is successfully transmitted from London to Australia
1925	Australia's first movie star, Lottie Lyell, dies
1926	General Motors opens a car assembly plant in Sydney First section of the electric underground railway opens between Central Station and St James
1927	Australian pilot Bert Hinkler completes the first solo flight from England to Australia Aeroplane Jelly is launched First talkie movie, *The Jazz Singer*, is released
1928	Speedo swimsuits are first introduced First Mickey Mouse cartoon
1929	Don Bradman scores 112 for Australia against England in the Third Test, his first test century Australian engineer Ray Allsop invents the Raycophone projector for movies with sound

FOCUS ON HISTORY SKILLS ≫

Skill: Explanation and communication

There are many ways we can communicate information about the past to our audience. The most common are written and oral. However, sometimes presenting information in graphic form allows us to more effectively convey our meaning.

Compare the following examples. All contain the same information but it is presented in different forms.

Example 1

In the decade 1920 to 1930, the percentages of immigrants arriving in America according to skills groups were 4 per cent professional and technical, 5 per cent farmers, 4 per cent managers and officials, 7 per cent clerical and sales, 24 per cent craftsmen, 17 per cent household workers, 6 per cent service workers, 8 per cent farm labourers and 25 per cent general labourers.

Economic History Association,
http://eh.net/encyclopedia/article/cohn.immigration.us

SOURCE H6.1 US immigrant skills (%), 1920–30

Example 2

Profes-sional and technical	Farmers	Managers	Clerical and sales	Craftsmen	Household workers	Service workers	Farm labourers	General labourers
4	5	4	7	24	17	6	8	25

SOURCE H6.2 US immigrant skills (%), 1920–30, presented as a table

Example 3

Professional and technical

Farmers and farm managers

Managers

Clerical and sales

Craftsmen

Household workers

Service workers

Farm labourers

General labourers
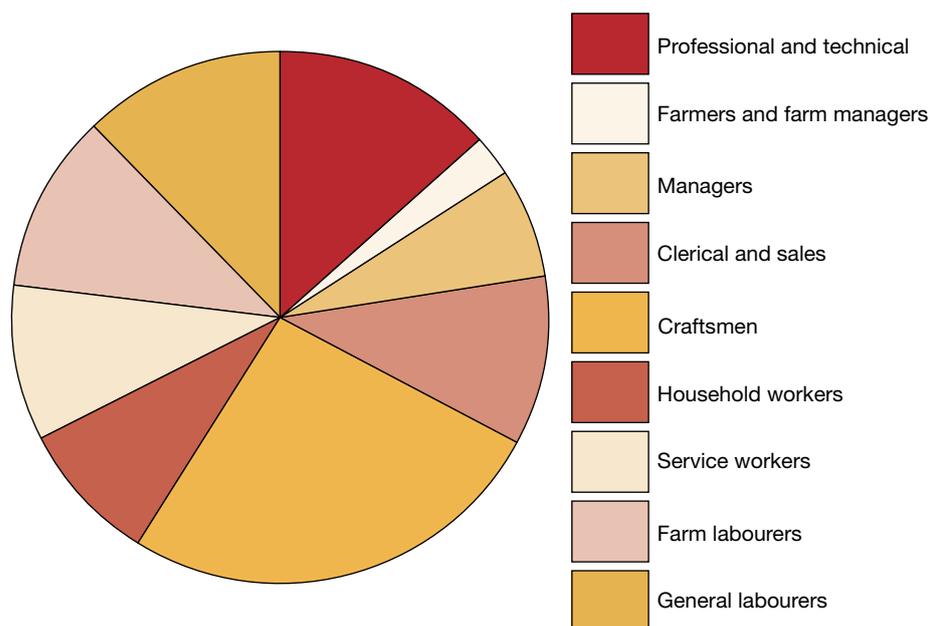
SOURCE H6.3 US immigrant skills (%), 1920–30, presented as a pie chart

Example 4

Legend:
- Professional and technical
- Farmers and farm managers
- Managers
- Clerical and sales
- Craftsmen
- Household workers
- Service workers
- Farm labourers
- General labourers
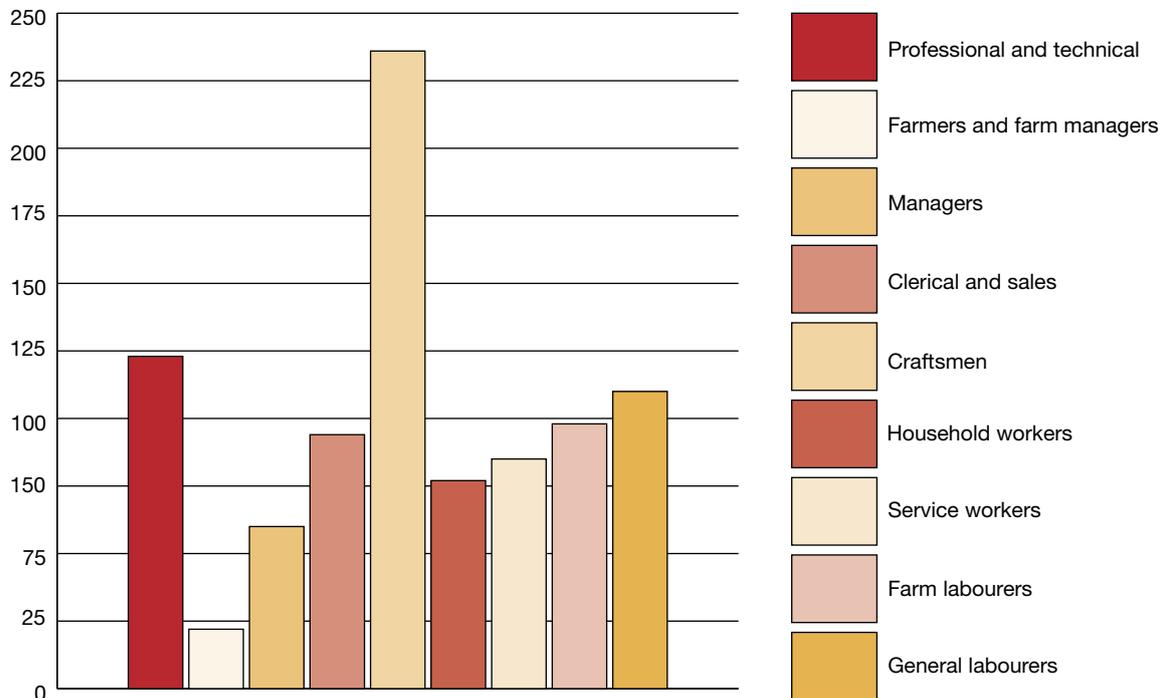
SOURCE H6.4 US immigrant skills (%), 1920–30, presented as a bar graph

Focus on history skills activities

1 Look at the four examples of presenting information about the skills of immigrants to the United States of America between 1920 and 1930.

   a What are the strengths and weaknesses of each for communicating information to an audience?

   b Which form would be best for a presentation to your class? Why?

   c Which form allows easiest comparison of the different skills? Why?

   d How could Example 3 be improved?

2 Present the following information in a graphic form.

The average age of men and women when first married for various countries is: Nigeria, men 34, women 15; Brazil, men 28, women 26; China, men 24, women 22; Japan, men 30, women 29; Denmark, men 35, women 32; Nepal, men 22, women 19; Germany, men 33, women 30; Australia, men 29, women 27.

3 A spreadsheet program such as Microsoft Excel allows you to create charts and graphs at the touch of a button. Create a spreadsheet using the information in question 2, then use the 'insert chart' feature to create two different graphic forms.

≫ What were the Roaring Twenties?

During the 1920s, mainly in North America and European cities such as London, Paris and Berlin, many people looked for good times to overcome the misery caused by the war. Those with a 'modern' attitude to life, who sought pleasure and were not going to be restricted by traditional expectations about behaviour, were to typify the decade. It would become known as the Roaring Twenties and is associated with:

- new forms of entertainment such as radio, movies and dance crazes
- the 'Jazz Age' and the 'flapper'
- technological advances and mass production leading to greater purchasing of consumer and household goods.

The Roaring Twenties in the United States also saw the growth of the gangster as an outcome of Prohibition. Sources 6.1 and 6.2 provide further information about the Roaring Twenties in the United States.

The 1920s heralded a dramatic break between America's past and future. Before World War I the country remained culturally and psychologically rooted in the nineteenth century, but in the 1920s America seemed to break its wistful attachments to the recent past and usher in a more modern era. The most vivid impressions of that era are flappers and dance halls, movie palaces and radio empires, and Prohibition and speakeasies. Scientists shattered the boundaries of space and time, aviators made men fly, and women went to work. The country was confident—and rich.

Joshua Zeitz, *The Roaring Twenties*

SOURCE 6.1 The changes of the 1920s in the United States

Together [US President Coolidge and Treasurer Mellon] they engineered an era of unparalleled growth and prosperity for America. By harnessing America's financial resources, Coolidge and Mellon were successful in making private funding available for such emerging industries as automobile production, electricity generation, radio broadcasting, consumer products, aviation, and real estate construction ... People had jobs and the unemployment rate was 3.3 percent. For the first time ordinary people could afford luxuries such as automobiles, radios, refrigerators and vacuum cleaners.

Calvin Coolidge Memorial Foundation, www.calvin-coolidge.org/the-truth-about-coolidge-and-the-great-depression.html

SOURCE 6.2 Robert P Kirby writing in 2012 on the American president Calvin Coolidge and his treasurer, Andrew Mellon; Coolidge was president from 1923 to 1929
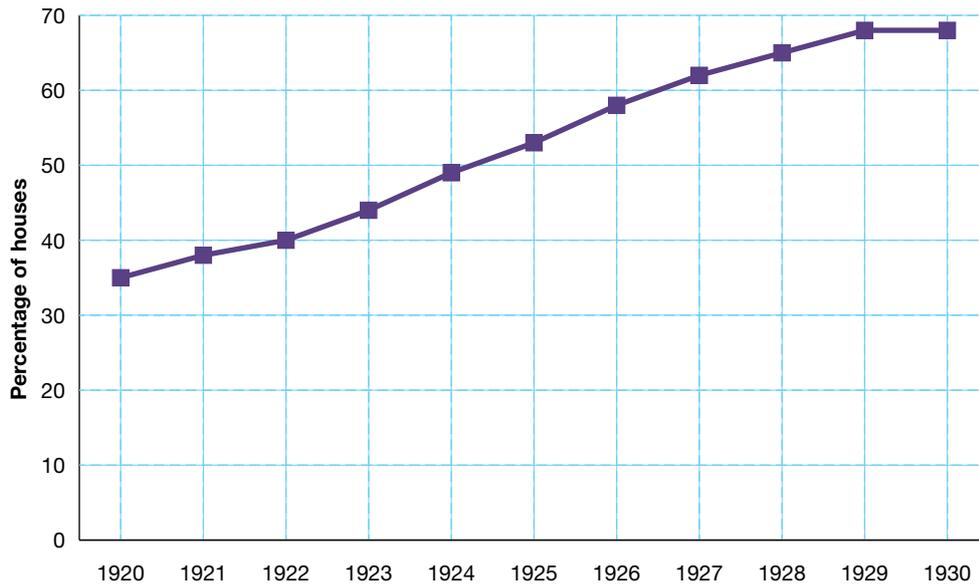
SOURCE 6.3
Percentage of houses connected to electricity in the United States in the 1920s

ACTIVITY 1

Comprehension: chronology, terms and concepts

1. Which places in the world experienced the Roaring Twenties?

2. What new forms of entertainment are associated with the Roaring Twenties?

3. Why, after the end of World War I, would there be an attitude of seeking pleasure?

Analysis and use of sources

1. What information does source 6.1 provide about life in the Roaring Twenties in the United States?

2. How does source 6.2 help us to understand why there was prosperity in the US during the 1920s?

3. How does source 6.3 help our understanding of the Roaring Twenties in the US?

Explanation and communication

Explain why the period 1920–29 would come to be called the 'Roaring Twenties'.

⦿ How did people entertain themselves in the Roaring Twenties?

The Roaring Twenties was a time when many people wanted to enjoy their leisure time. With more people living in towns and cities, two options that became popular were the cinema and dancing. Listening to the radio also became very popular, but we will cover that a bit later.

Going to the movies was one of the major forms of entertainment in the 1920s. For most of the decade, these movies were silent. In the movie theatres (sometimes called 'picture palaces') a pianist played music to accompany the film being shown. All this changed in 1927 with the release of *The Jazz Singer*, the first full-length movie to have recorded dialogue. Its star was Al Jolson. Movies with sound became known as **talkies** and made going to the cinema even more popular. By the 1928, there were 65 million tickets sold each week in the United States.

In Australia, movies were also a major form of entertainment in the 1920s. The Wintergarden Theatre in Rose Bay, Sydney was the first Australian cinema to install sound technology to show talkies. In June 1929, the movie *Syncopation* was screened (see source 6.4). You can view a newsreel of the opening of the theatre by going to your digital support.

The Roaring Twenties saw new types of movie stars appearing on screen, such as the mysterious sex goddess, (a role made famous by actress Greta Garbo), the hot-blooded Latin lover, (the most well-known being Rudolph Valentino), the Wild West cowboy (played by actors such as Will Rogers and Tom Mix) and the life of the flapper (Clara Bow and Colleen Moore often played this role).

SOURCE 6.4 Poster for the talkie *Syncopation*, 1929

Dance halls, or ballrooms, had existed prior to the 1920s. However, in the Roaring Twenties they became increasingly popular places to dance the latest crazes such as the Charleston or Black Bottom. The style of dancing was energetic and joyful—reflecting the mood of the era. In larger American cities, nightclubs became fashionable as places to go dancing and have a good time. When Prohibition was introduced after 1919, many of these clubs became known as **speakeasies** and continued to secretly sell alcohol.

Jazz was the most popular style of music played in the nightclubs and speakeasies in the United States. This led some historians to call the Roaring Twenties the Jazz Age. Jazz was viewed as 'race music', played by jazz bands with Afro-American musicians. Many conservative people saw jazz music, and the dancing that went with it, as immoral.

Dancing was also very popular in Australia at this time, with many new dance halls, sometimes with names like Palais de Dance, opening for business. Source 6.6 shows opening night of the Palais in Adelaide in 1920. The weekly schedule was dancing on Monday, Tuesday, Friday and Saturday nights. On Wednesday nights there was a jazz band and on Thursday the theme was fancy dress.

SOURCE 6.5 Jazz band and performers in a Chicago nightclub, 1922

SOURCE 6.6 Opening night at the Palais de Dance, Adelaide, 1920

With money in their pockets and a renewed sense of optimism after the end of the Great War, Americans and Canadians developed an insatiable appetite as consumers and a newfound appreciation for leisure during the 1920s …

The cinema became wildly popular in the '20s, especially with the advent of the 'talkie' in the later part of the decade. Women, who'd been given the right to vote in the U.S. in 1920, led a fashion revolution imitating the 'flapper' style of their favourite screen actresses, and wore their limb-exposing dresses out to dance halls and liquor clubs.

Heather Whipps, *Roaring Twenties*,
www.livescience.com/5078-roaring-twenties-changed-world.html

SOURCE 6.7 Historian's view on life in the Roaring Twenties

ACTIVITY 2

Comprehension: chronology, terms and concepts

1   When was the first talkie movie released, what was its title and who was its star?

2   How many tickets to the movies were bought by Americans in 1928?

3   What was the name of Australia's first movie theatre to have sound? In what year was it opened?

4   Name two dance crazes of the 1920s.

5   Why did conservative people in the United States consider jazz as immoral?

Analysis and use of sources

1   Look at source 6.4. What information does it provide about life in the Roaring Twenties in the US?

2   Look at source 6.5. How does this source help us to understand entertainment in the US during the 1920s?

3   Look at the dress of the women in source 6.6 and compare this with source 6.5. What differences do you notice?

4   Read source 6.7. This is a secondary source written in 2008. Based on the information in sources 6.4 and 6.5, what evidence is there to support the claim made in source 6.7?

Explanation and communication

Explain why the period 1920–29 would come to be called the 'Roaring Twenties'.

⊗ What were some of the new inventions and products of the 1920s?

Radio

Although radio had been invented prior to the 1920s, it was not used for providing public entertainment. In the Roaring Twenties, radio was to become a household item. When advertising was introduced by radio stations to their programs, not only did it become a major source of revenue for station owners, but it went hand in hand with mass marketing of consumer goods.

The first public radio broadcast in the United States occurred in 1920. Few people actually heard the voices and music when this occurred because ownership of a radio receiver was very low. Initially, people listened to radio broadcasts on a **crystal set**, but with the invention of the home radio, the public soon became part of the radio craze. Radios were very popular and by 1930, six out of 10 families in the United States had bought one. Radio stations also boomed, soaring to 550 in number by 1923.

In Australia, the first radio broadcast was conducted by George Fisk of Amalgamated Wireless Australasia (AWA) on 19 August 1919, where he arranged for the National Anthem to

SOURCE 6.8 American entertainer Al Jolson, the star of the first talkie movie *The Jazz Singer*, with a radiogram, c. 1928

be transmitted. When it came to manufacturing radio sets (often known as 'the wireless') and establishing radio stations, a decision was made in Australia to have 'sealed sets', that is, the radio was tuned only to one station and 'sealed' to it. In 1923, Sydney radio station 2SB (later changed to 2BL and now known as 702) made the first public broadcast. Only listeners with a sealed set tuned to 2SB could receive it. The sealed-set system was not popular with the public and only 1400 people purchased a licence to own a sealed set in the six months after the first broadcast.

The sealed-set system was scrapped in 1924 and replaced with a licencing system. This method required radio owners to purchase a licence. Almost 40 000 licences were issued in 1924. A year later this number had doubled.

Year	Amount ($ millions)
1927	4.8
1928	14.1
1929	26.8

Economic History Association,
http://eh.net/encyclopedia/article/scott.radio.industry.history

SOURCE 6.9 Radio advertising expenditures in the US, 1927–29

Year	Sales ($ millions)
1922	60
1923	136
1924	358
1925	430
1926	506
1927	426
1928	651
1929	843

Economic History Association,
http://eh.net/encyclopedia/article/scott.radio.industry.history

SOURCE 6.10 Sales of radio equipment in the US, 1922–29

ACTIVITY 3

Comprehension: chronology, terms and concepts

1 Draw a timeline covering the development of radio in the 1920s.
2 What does AWA stand for?
3 How soon after the first public radio broadcast in the US was the first one made in Australia?

Analysis and use of sources

1 Describe the radio set in source 6.8.
2 How does source 6.9 confirm that radio advertising became very popular?

Explanation and communication

1 Explain the 'sealed set' form of radio and why you think it would not have been popular.
2 Draw a graph to present the information contained in source 6.10.

Research

Locate information at the library or on the internet about popular radio programs in Australia in the 1920s. Who were some of the stars?

Mass-produced goods

The Roaring Twenties was a time of hope and progress. Mass production and technological advances increased consumerism and modernisation. New products entered the market and were advertised on radio and in magazine. Sources 6.11 to 6.14 on the next page are examples for you to examine.

ACTIVITY 4

Analysis and use of sources

Draw the following table then use sources 6.11, 6.12, 6.13 and 6.14 to fill it in.

Source	When was it made?	Information it provides to historians studying the Roaring Twenties
6.11		
6.12		
6.13		
6.14		

Explanation and communication

1 Explain how women are presented in sources 6.12, 6.13 and 6.14.
2 How do sources 6.11, 6.12, 6.13 and 6.14 reflect what we know about life in the Roaring Twenties?

Research

Use the internet to locate other images of inventions and products that were popular during the Roaring Twenties. Combine these into a digital presentation.

SOURCE 6.11 Hoover vacuum cleaner, c. 1923

SOURCE 6.13 Magazine for Mum deodorant, 1927

SOURCE 6.12 Magazine advertisement for a 'dashing, two-four passenger' Chevrolet, 1928

SOURCE 6.14 Magazine advertisement for a phonograph (record player), 1922

What was Prohibition?

Prohibition in the United States operated nationally between 1920 and 1933. It aimed to reduce drinking by eliminating the businesses that manufactured, distributed and sold alcoholic beverages. Although called a 'noble experiment', its effectiveness was minimal and it did much to create the image of the Roaring Twenties lifestyle.

The introduction of Prohibition was the result of lobbying by groups such as the Woman's Christian Temperance Union (formed in 1873) and the Anti-Saloon League (formed in 1893). They blamed alcohol for many of society's ills, especially crime, murder and family problems. Prohibition, they believe, would give them the opportunity to educate Americans to live life without alcohol. By 1916, the Prohibition movement's leaders had convinced over half the states in America to introduce legislation to ban alcohol.

In 1919, the 18th Amendment to the US Constitution was passed. This prohibited the sale and manufacture of alcohol and came into effect on 16 January 1920. Although the 18th Amendment established Prohibition, it was the Volstead Act (passed on 28 October 1919) that provided the law to enforce Prohibition. It gave details of specific fines and jail sentences for violating Prohibition.

So 1920 was to be the beginning of a 'dry' decade, but it was not the case. Prohibition created an enormous public demand for illegal alcohol and led to the rise of speakeasies, gangsters and crime in major US cities such as Chicago. Generally, history records Prohibition as a failure, but there are other interpretations that dispute this assessment.

The enforcement of Prohibition laws was not always seriously undertaken in many areas. Even when people were caught, sympathetic juries would let them off. However, in some of the southern states of America, Prohibition was strictly enforced.

To make a judgment about the effectiveness of Prohibition, we would need to compare 'before and after' evidence to answer questions such as:

• did the level of consumption of alcohol rise or fall as a result of Prohibition?
• was society better or worse as a result of Prohibition?

Sources 6.16 provides information to help you begin to answer these questions.

In 1933, the 18th Amendment was repealed and Prohibition ended.

SOURCE 6.15
Governor Goodrich of Indiana, surrounded by prominent 'dry' campaigners, signing the state-wide Prohibition bill, 1918

The critics claim, first, that the Eighteenth Amendment caused dangerous criminal behaviour; and, second, that in spite of Prohibition more people drank alcohol than before … During the 1920s there was almost universal public belief that a 'crime wave' existed in the United States. In spite of the literary output on the subject, dealing largely with a local situation in Chicago, there is no firm evidence of this supposed upsurge in lawlessness. The crime wave, in other words, was the invention of enterprising journalists feeding on some sensational crimes and situations and catering to a public to whom the newly discovered 'racketeer' was a covert folk hero.

… From the beginning, a number of contemporary observers (particularly in the largest cities) saw many violations of the law and concluded that Prohibition was not working. These observers were in the minority, and for a long time most people believed that by and large Prohibition was effective.

J Burnham, *New Perspectives on the Prohibition 'Experiment' of the 1920s*, Journal of Social History, Vol. 2, No. 1 (Autumn, 1968)

SOURCE 6.16 Perspective on the effectiveness of Prohibition

Both so-called wet and dry sources agree that the amount of liquor consumed per capita decreased substantially because of Prohibition. The best figures available show that the gallons of pure alcohol ingested per person varied widely over four different periods. In the period 1911–1914, the amount was 1.69 gallons. Under the wartime restrictions, 1918–1919, the amount decreased to .97. In the early years of national Prohibition, 1921–1922, there was still further decrease to .73 gallons. In the later years of Prohibition, 1927–1930, the amount rose to 1.14 gallons. These figures suggest that great care must be used in making comparisons between 'before' Prohibition and 'after'. Statistics and memories that use 1920 as the beginning of Prohibition are misleading since not only were federal laws in force before then but there was also extensive state prohibition. The peak of absolute consumption of beer, for example, was reached in the years 1911–1914, not 1916–1918, much less 1919. The real 'before' was sometime around 1910.

J Burnham, *New Perspectives on the Prohibition 'Experiment' of the 1920s*, Journal of Social History, Vol. 2, No. 1 (Autumn, 1968)

SOURCE 6.18 Consumption of alcohol during Prohibition
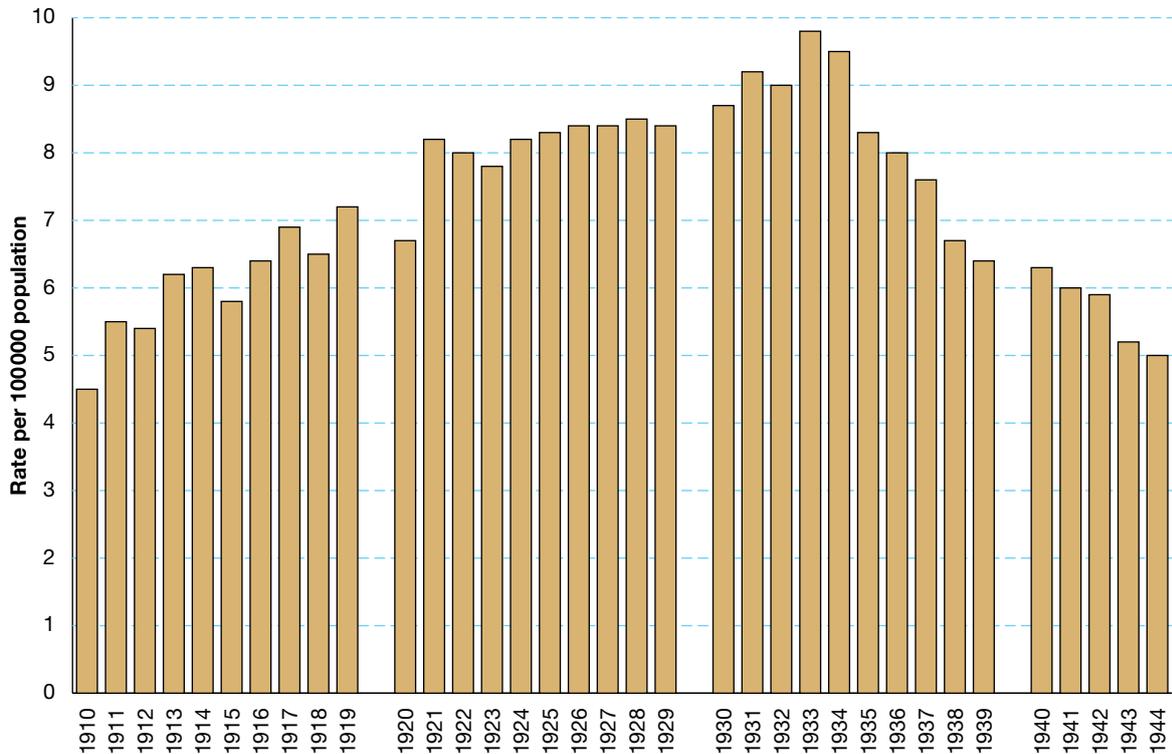
http://library.thinkquest.org/04oct/00492/Crime_Rate.htm

SOURCE 6.17 American crime rate 1910–44: murders per 100 000 of population

An examination of death rates does reveal a dramatic drop in deaths due to alcoholism … but the drop occurred during World War I, before enforcement of Prohibition. The death rate from alcoholism bottomed out just before the enforcement of Prohibition and then returned to pre-World War I levels. That was probably the result of increased consumption during Prohibition and the consumption of more potent and poisonous alcoholic beverages. The death rate from alcoholism and cirrhosis also declined rather dramatically in Denmark, Ireland, and Great Britain during World War I, but rates in those countries continued to fall during the 1920s (in the absence of Prohibition) when rates in the United States were either rising or stable.

Mark Thornton, 'Cato policy analysis no. 157: Prohibition was a failure', Cato Institute, 17 July 1991

SOURCE 6.19 Death rate analysis during Prohibition

Date	Males	Females
1914	21.4	27.9
1920–23	20.6	25.8
1936–37	23.9	31.7

'The History of Alcohol Prohibition' from *Marihuana: A Signal of Misunderstanding, The Report of the National Commission on Marihuana and Drug Abuse*, commissioned by President Richard M Nixon, March 1972

SOURCE 6.20 Average age of formation of drinking habit in the US
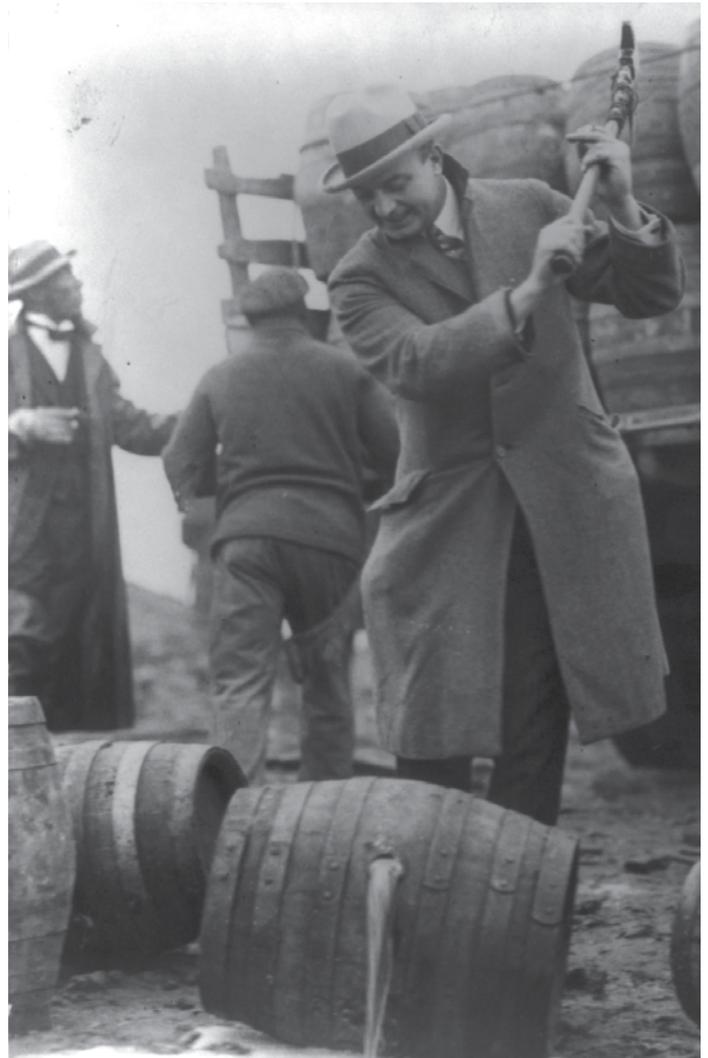
SOURCE 6.22 Destroying kegs of beer during Prohibition, 1924

http://www.druglibrary.org/schaffer/library/studies/nc/nc2a_6.htm
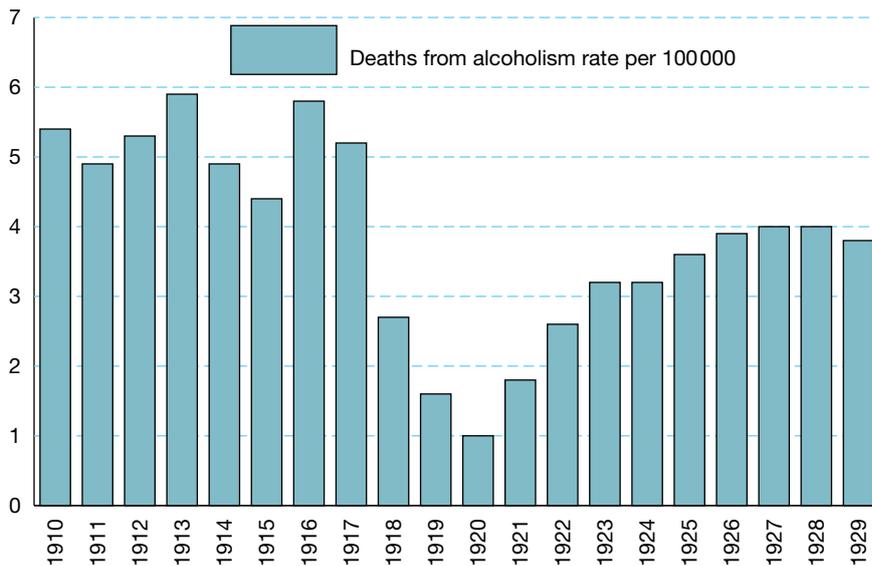
SOURCE 6.21 Deaths from alcoholism (rate per 100 000) in the US, 1910–29

Spotlight

Who was Al Capone?

Al Capone was born in New York in 1899, but it was in Chicago during the 1920s where he made his name as a notorious gangster. Capone, who could be benevolent and charismatic, operated as a powerful and vicious crime boss, and became an icon of the Roaring Twenties.

Capone first became associated with crime during his teens in New York. A violent argument in a bar caused him to suffer knife wounds to his cheek, leading to his nickname of 'Scarface'. Moving to Chicago in about 1920, Capone was soon running illegal gambling and drinking clubs known as speakeasies. To ensure he was not raided, Capone bribed city officials and the police.

In 1925, after a number of gangland executions, he became the head of the Chicago crime organisation that controlled illegal gambling, speakeasies, production and distribution of alcohol, prostitution and dance halls. Rather than stay out of the public eye, Capone was happy to become a celebrity. He was well known for wearing a white fedora hat, cigar and a giant diamond ring on his little finger. Around town, he would often pull out a large wad of cash and give big tips to waiters and provide charity to needy people.

In the later part of the Roaring Twenties, Capone became engaged in turf wars over control of the city, culminating in the St Valentine's Day Massacre where seven members of a rival gang were machine-gunned to death.

Capone's ability to corrupt local officials allowed him to operate his illegal activities without being convicted. However, federal agencies used another method to stop him. By investigating Capone's tax records, it was shown that he had not paid income tax and was liable for prosecution. In 1931, a jury found him guilty of tax evasion and he was sentenced to 11 years' imprisonment. He became one of the first inmates of Alcatraz prison.

Capone was eventually paroled in 1939. Suffering ill-health, he died in 1947.

SOURCE 6.23 Al Capone

ACTIVITY 5

Analysis and use of sources

1   Look at source 6.15. Describe the appearance of the people present during the signing of the Prohibition legislation. How could this source be used to present an image of 'drys'?

2   Use source 6.16.

   a   What information is provided about the 'crime wave' during Prohibition?

   b   How useful is this source for investigating the effectiveness of Prohibition?

3   Look at the information presented in source 6.17. Is there any evidence to support or counter the view that Prohibition led to increased crime?

4   Would source 6.20 be used to support or argue against the view that Prohibition had positive results? Give reasons for your answer.

5   Compare sources 6.19 and 6.21. Does the information presented in source 6.21 support the view presented in source 6.19?

6   How useful is source 6.22 in deciding if Prohibition was effectively enforced?

Perspectives and interpretations

1   Read source 6.16. Does the author of this source seem to have a positive or negative view of Prohibition? Give reasons for your answer.

2   Read source 6.19. Does the author of this source seem to have a positive or negative view of Prohibition? Give reasons for your answer.

Explanation and communication

1   Source 6.18 provides advice on interpreting figures about alcohol consumption before and after Prohibition. Explain the advice given in this source.

2   Source 6.19 states that alcohol consumption declined during Prohibition. Explain if the source can be used to support the view that Prohibition had positive results.

3   Using the information presented above, write a 300-word historical argument in response to the statement: 'Prohibition did more harm than good during the Roaring Twenties in the US'.

⊛ What social changes for women occurred in the Roaring Twenties?

The 1920s in the United States saw many young women breaking free from traditional social restrictions. It began in 1920 when women were granted the vote.

Flappers become a symbol of the 'new woman' of the Roaring Twenties. The author of the novel *The Great Gatsby*, F Scott Fitzgerald, wrote that flappers 'are just girls, all sorts of girls, their one common trait being that they are young things with a tremendous talent for living'. The flapper, with her bobbed hair and above-the-ankle skirt, smoked cigarettes and drank alcohol in public without a care. The actress Clara Bow portrayed a flapper in many of the silent movies in which she starred.

Throughout the 1920s in the United States, the number of women in paid work increased. There were more than two million more women in paid work in 1930 compared with 1920. However, three out of every four women still were at home undertaking unpaid domestic duties. Those working were mainly from migrant and disadvantaged backgrounds.

One of the main forces bringing social change to American women during the 1920s was the continuing economic growth. Those with increased income could spend on things other than the basics and enjoy life. Although the general impression we have of the Roaring Twenties is that all women participated in the **flapper** lifestyle, millions of Americans in rural areas away from the cities continued to live conventional, quiet lives. For women from minority groups, life remained traditional and often a struggle.

Feminist Alice Paul, through the National Women's Party, lobbied for equal rights to be granted to women and written into the US Constitution. Interestingly, her views were often opposed by other women, as the attitude at the time was that women needed protection rather than equality.

It needs to be remembered that the Roaring Twenties did not always create attitudes to empower all women. It was generally viewed,

even by many women at the time, that 'a woman's place is in the home' and that a man's wage should be higher than a woman's. Female workers were often single, and in some occupations were forced to resign once they married. The era saw the commencement of the Miss America beauty contest (1921), which had as one of its rules 'contestants must be of good health and of the white race'.

In Australia, some women continued in the employment they gained during World War I, while others returned to traditional domestic roles. There were those who took on the fashions of the Roaring Twenties and dressed like flappers and were bold enough to smoke and drink in public. Compared with Britain, Australian women of the 1920s enjoyed more rights, for example, it was only in 1928 that British women gained the vote. In Australia, Edith Cowan had been elected to parliament seven years before this.

Two examples of Australian women who pursued non-traditional roles in the 1920s are Millicent Bryant and the McDonagh sisters.

On 28 March 1927, Millicent Bryant achieved pilot's licence number 71. She was the first Australian woman to be awarded a licence and did this in the first year women were allowed to obtain a pilot's licence in Australia.

Paulette, Phyllis and Isobel McDonagh were pioneers in Australia's film industry and produced feature-length movies. Paulette undertook directing and writing duties, Phyllis was the producer and art director, and Isobel acted using the name Marie Lorraine. Their first film was *Those Who Love* in 1926, followed by *The Far Paradise* in 1928.

The 1920s was a time of mass advertising and much of this was directed towards women. The cosmetic industry grew greatly during the decade through sales to women. But most advertising reinforced traditional roles, constantly reminding women that their place was in the home, doing the housework with their new electrical appliances and making themselves beautiful for their husbands.

Although the Roaring Twenties was a 'modern' time, it was not a revolution that resulted in women gaining equality in society or the workplace.

Modern ideas, modern dress, modern plays, motion pictures, modern conversation and many other modern dangers seems to be sapping the purity of mind of our girlhood ... a generation ago the lowest of the slum frequenting would be ashamed to be seen smoking in public, yet today even some Catholic and convent-bred girls have no compunction about a 'whiff in public'. Who a generation ago had ever seen a girl or woman taking intoxicating liquors?

Freeman's Journal, March 1925

SOURCE 6.24 Criticism of 'modern' female behaviour

SOURCE 6.25 Clara Bow, popular American actress in the Roaring Twenties, modelling the style of a flapper

Prior to the establishment of Prohibition, saloons—whether in big cities or small towns—were very male and most often very working-class places; women who ventured into saloons were quickly labelled prostitutes, whether they were or not. The 1920s 'speakeasy', however, catered to both men and women.

Russell Johnson, *Flappers*, 2011

SOURCE 6.26 Historian's view of the speakeasy

Marriage ain't woman's only job no more. A girl who's worked hard and earned her place ain't gonna be satisfied as a wife. I know this, I wouldn't give up *my* work for marriage. I think a modern girl's capable of keeping a job *and* a husband.

SOURCE 6.27 Clara Bow's view on the modern woman, made in an interview in the 1920s

SOURCE 6.28 Louise Nellie Lovely (1895–1980), Australian silent film actress, c. 1924

ACTIVITY 6

Comprehension: chronology, terms and concepts

1   Draw up two columns. In one, write the names of the people below. In the second column, write some information about them.

   a   Clara Bow
   b   Edith Cowan
   c   Millicent Bryant
   d   Alice Paul.

2   When did women get the vote in:
   a   the United States
   b   Britain?

Analysis and use of sources

1   What does source 6.24 tell us about attitudes to women?

2   Use source 6.26. How did Prohibition change the social position of women?

3   How does source 6.27 help us to understand attitudes to women in the 1920s?

4   What evidence do sources 6.25 and 6.28 provide about fashions of the 1920s?

Explanation and communication

Did the Roaring Twenties bring about social change for women? Explain.

Research

1   How did the term 'flapper' come about?

2   Use the internet to find examples of advertisements from the 1920s featuring women. To what extent do these reinforce traditional social roles for women?

⏩ What was the significance of the Roaring Twenties?

The technology that developed during the Roaring Twenties has continued to influence the way we live today. It was in the 1920s that the mass production of cars and household electrical items began, along with broadcasting of popular music, the building of skyscrapers, and the cinema as a major form of entertainment.

The 1920s began the consumer generation, where the average person, rather than just the

SOURCE 6.29 The New York skyline in 1932. The tallest building in the centre is the Chrysler Building for which construction began in 1928 and was completed in 1930

wealthy, could aspire to own a car, a radio, an electric iron and a range of other 'modern' conveniences that were designed to improve the quality of life.

By the end of the decade, skyscrapers such as the Chrysler Building in New York (see Source 6.29) were reaching record heights, sound had been introduced to movies, and daring pilots were making the first flights—in the United States, Charles Lindbergh was the first to fly across the Atlantic Ocean (1927), while in Australia, Charles Kingsford-Smith was the first to fly across the Pacific and the Tasman (both in 1928).

The Roaring Twenties created the first era of modern popular music where the 'younger' generation embraced it but the older generation saw it, and the style of dancing that went with it, as 'immoral'.

American Prohibition created the stereotype of the gangster, which became popular in movies as early as the 1930s and continues today.

As carefree as the Roaring Twenties might seem, it was not always a time of progressive thinking. In the United States, crime and gangsters became associated with European migrants, particularly from Italy. This led to demands to restrict immigration, and in 1924 and 1926 laws were passed to limit immigration, particularly for those from the Mediterranean. Conservative views about religion led to a science teacher, John Scopes, being placed on trial in Tennessee in 1925 for teaching evolution in a public school.

It was also in the 1920s that sporting events became very popular. Radio broadcasts of events increased public access and interest. People could now follow sport without actually being at the venue. In 1924, many Australians listened as Andrew Charlton won the 1500-metre swimming finals at the Paris Olympic Games. Attempting to break records was all the rage in the Roaring Twenties. A number of feats were achieved. For

SOURCE 6.30 Charles Kingsford-Smith and Charles Ulm, on landing after the Pacific flight, June 1928

example, up until 1922, no swimmer, male or female, had been able to swim 100 metres in less than a minute. American Johnny Weissmuller was the first to do so when, in 1922, he achieved the record time of 58.6 seconds. Gertrude Ederle became the first woman to swim across the English Channel in 1926. Her time was 14 hours and 31 minutes, which beat the men's record. In 1929, Henry Seagrave, driving his car, the Golden Arrow, reached a record speed of 372.46 kilometres per hour. He also set record speeds on water.

Chronology of sporting 'firsts'

1923	First 24-hour Le Mans car race
1924	First Winter Olympic Games
1927	First Ryder Cup (golf)
1928	First Olympic Games allowing women to compete in athletics and gymnastics

SOURCE 6.31 Johnny Weissmuller, the first person to swim 100 metres in less than one minute, 1922

The 1920s represented an era of change and growth. The decade was one of learning and exploration. America had become a world power and was no longer considered just another former British colony. American culture, such as books, movies, and Broadway theatre, was now being exported to the rest of the world. World War I had left Europe on the decline and America on the rise. The decade of the 1920s helped to establish America's position in respect to the rest of the world, through its industry, its inventions, and its creativity.

Barrett A Silverstein, 'The 1920s: A Decade of Change', North Carolina Museum of History, *Tar Heel Junior Historian*, vol. 43, no. 2, Spring 2004

SOURCE 6.32 Historian's view of the rise of the US in the 1920s

With the stockmarket collapse of 1929, the economic **boom** that drove much of the Roaring Twenties came crashing to an end. The lifestyle enjoyed by many of the urban middle class would be replaced by the struggle of the Great Depression. Yet, much of what was developed in that lively decade would remain as the foundations of our modern world.

ACTIVITY 7

Comprehension: chronology, terms and concepts

1 Draw up two columns. In one, write the names of the people below. In the second column, write the event they were associated with.

   a Charles Lindbergh
   b Charles Kingsford-Smith
   c Johnny Weissmuller
   d Gertrude Ederle
   e John Scopes
   f Andrew Charlton.

2 How did radio influence sport in the 1920s?

Analysis and use of sources

1 Look at source 6.29 and describe the Chrysler Building.

2 How does source 6.31 help us to understand the 1920s?

3 How does source 6.32 help explain the impact of the United States on the world from the 1920s?

Explanation and communication

In 300 words, explain the significance of the Roaring Twenties.

Research

1 The chronology on page 203 provides a number of sporting 'firsts' of the 1920s. Use the internet to research other 'firsts' that occurred in the 1920s. (For example, Agatha Christie wrote her first mystery novels featuring her famous fictional detective Hercule Poirot in 1920.)

2 There are many other aspects of the Roaring Twenties you could further investigate, for example:

   • the Art Deco style
   • Bessie Smith
   • the novels of F Scott Fitzgerald
   • movie theatres.

   Select one of these or a topic of your choice to investigate. Before beginning, make a list of questions that will guide your research.

History challenges

Critical and creative thinking

The Roaring Twenties was an era of different dance crazes. Create a dance style that involves six steps and two hand movements.

ICT

Download a free app or applet for making mind maps. Use it to create a mind map of the Roaring Twenties.

Getting the message

Design a poster for a new 'talkie' movie in the style of the 1920s.

Visual communication

1 What is shown in Source 6.33?

2 What messages about life in the 1920s does the photographer give us?

SOURCE 6.33 Stopping for refreshments at Duncan's Café in Kilcoy (Queensland), 1920

Figure it out

1   Draw a two-column table. For the first column, write the heading 'Year'. For the second column, write the heading 'Number of immigrants (000)'. Use information from Source 6.34 to fill in your columns.

2   What do you notice about the percentage of growth for

   a   1922?

   b   1924?

   c   1928?

   d   1929?

Intercultural understanding

What challenges do immigrants face when they move to a new country? How do they meet these challenges?

Talking points

Divide the class into teams to discuss the following topics:

   a   the positives and negatives of technology

   b   the advantages and disadvantages of prohibition

   c   life in the Roaring Twenties was better or worse than it is today.

SOURCE 6.34 Graph showing population and immigration in the US, 1920–30

Chapter 7

The Great Depression »

Destitute pea picker at the height of the Great Depression

Inquiry questions

1. What caused the Great Depression?
2. How did the Great Depression impact on people's lives?
3. What attempts were made to solve the Great Depression?
4. Who was Jack Lang and why was he dismissed?

Introduction

THE 'GREAT DEPRESSION' is a term used by historians to describe the period from the collapse of the New York Stock Exchange (commonly referred to as Wall Street) in 1929 to the commencement of World War II in 1939.

The Great Depression affected most countries in the modern world, particularly the United States, Britain, Germany and Australia. Their economies were to experience little economic activity and this led to high unemployment and social distress. While the democracies of the United States, Britain and Australia survived, this was not the case in Germany. At the height of the Great Depression in 1933, Adolf Hitler was elected to office. Much of his success at this time was owed to the poor conditions created by the Great Depression.

A range of solutions was sought by governments to find a way out of the Great Depression. In the United States, President Franklin D Roosevelt introduced the 'New Deal' in order to re-start the economy. Both the federal and state governments in Australia made various attempts, but in doing so often made matters worse. One attempt, following the advice of the British banker, Sir Otto Niemeyer, was to decrease government spending, cancel public works, cut public servants' salaries and reduce welfare benefits.

The world eventually recovered from the Great Depression. The policies of President Roosevelt in the United States saw more socialist programs introduced. This was often challenged by those who believed in free enterprise; however, the strategy allowed the country to return to normal. In Australia, the recovery was slower because government action was more conservative. But in Germany, under the total control of Hitler, unemployment was quickly overcome through the creation of work that would prepare the country to embark on World War II. Ironically, it was World War II that would bring the Great Depression to an end.

KEY TERMS

boom	in economics, a period of economic growth
deflationary	economic policy of reducing prices and costs
depression	a prolonged period of low economic activity in which output continually falls and unemployment rises and remains high
eviction	removal, sometimes by force, of a tenant from a property
inflationary	economic policy of creating activity through increasing spending
jump a rattler	to ride a freight train (without paying) to get from town to town to find work
on the track	walking from town to town seeking work during the Great Depression
shanty town	a settlement of poor people, living in houses made from whatever material is available
susso	slang for 'sustenance'; a payment, usually in coupons, that can be exchanged for food

Queuing for food during the Great Depression in Chicago. This soup kitchen was funded by Al Capone.

TIMELINE OF KEY DATES

1929	Joseph Scullin (Labor) government is elected Wall Street (New York) stockmarket crash, signalling the start of the Great Depression
1930	Phar Lap wins the Melbourne Cup for first time British banker, Sir Otto Niemeyer, arrives in Australia to provide advice on solving the Depression
1931	Premiers' Plan is developed to fight the Depression in Australia
1932	Opening of the Sydney Harbour Bridge Joseph Lyons is sworn in as Prime Minister Death of Phar Lap in the US Dismissal of Lang government in NSW
1933	Roosevelt commences as president in the US Hitler comes to power in Germany
1934	First Qantas overseas flight, Brisbane to Singapore
1939	RG Menzies is elected as prime pinister of Australia Australia enters World War II

Family living in poverty, Oklahoma, 1936

FOCUS ON HISTORY SKILLS ≫

Skill: Empathetic understanding

The general meaning of empathy is an ability to understand and share the feelings of others. For historians, it goes beyond this. When we study history, we need to be able to interpret the actions, values, attitudes and motives of people at the time they were living.

Empathetic understanding also requires us to consider the context, that is, the circumstances people faced, in order to fully appreciate how and why they did what they did.

The following questions will assist you to develop empathetic understanding.

Actions

When we do something, we are taking action. Our actions aim to achieve something, for example, to stop something or to help someone. When we study the actions of a person in the past, we need to ask:

- What did they do?
- What was happening at the time their actions were taken?
- If you were faced with the same circumstances at that time in history, would you take the same actions?

Values

Our values are our beliefs about what is right and wrong, what is good and bad, and what is important and unimportant. Values may be shared by a group; for example, Australian values include a 'fair go'. A person's actions can be influenced by the values of the society in which they live or the group to which they belong. Political parties hold certain values. Religious groups have a set of values.

A person may have their own values that differ from the society in which they live. Questions we need to ask:

- What were the values of the person, group or society at the time?
- Why were these values present at that time?

- For a person, did the individual's values differ from the dominant values of the time?
- What is the connection between the actions taken and values of those taking the actions?
- How do our values of today differ from those we are studying?

Attitudes

Our attitude towards someone or something usually involves a judgment and a way of behaving. People can have a positive attitude or a negative attitude, or a caring or uncaring attitude. Attitudes can change over time. In Australia, attitudes towards women and Aboriginal people have changed. In the Western world, attitudes about smoking in public and slavery have changed. Our attitude towards a person or group influences the way we interact with them. In the past, the behaviour of some people towards people of a different race was based on an attitude of being superior. To empathise with people from the past, we need to ask:

- What was the individual's and the society's attitude at the time?
- How did this attitude influence behaviour and actions?
- Why was this attitude held?
- Do we hold different attitudes towards the person, group or event today?

Motives

Our motive is the reason behind why we do something. Usually it involves hoping to gain something as a result of taking an action. People can be motivated by money, fear, a sense of service or many other desires. When we want to examine the motives behind an action, we need to ask:

- What did the person or group hope to obtain by doing what they did?
- Did the person or group make clear their motives before taking the action?
- Could there have been other, unstated motives?

- Why did the person or group have these motives?
- If you had faced the same circumstances at that time in history, would you have had the same motives?

Focus on history skills activities

Margaret Thatcher was the United Kingdom's first female and longest-serving prime minister. Under her leadership between 1979 and 1990, she set about reforming the British economy. This involved selling government-owned industries, reducing the power of trade unions and cutting expenditure on social services.

The British public was divided over her actions. Some felt that she was making the country strong by ending inefficient practices.

Others believed she was causing misery and hardship, especially those who were thrown into unemployment by her policies. Miners were particularly hard hit.

Margaret Thatcher's ability to make tough decisions led to her being called the 'Iron Lady'. In 2013, she died. Usually when a prime minister dies, people reflect on the life of the person and praise their achievement. Those who opposed the leader generally stay silent as it is 'not proper' to celebrate the death. Most people respect the principle of 'not speaking ill of the dead'. However, this was not the case with Margaret Thatcher. In parts of northern England and Scotland, people held parties to celebrate her death.

By reading the following sources and completing the activities, you can apply the skill of empathetic understanding.

SOURCE H7.1 Margaret Thatcher, British Prime Minister, 1979–90

> I don't normally go around celebrating the deaths of people but she was a piece of work. She demonised us miners and pursued us with a vendetta.
>
> http://www.scotsman.com/edinburgh-evening-news/politics/miners-celebrate-margaret-thatcher-s-funeral-1-2901196

SOURCE H7.2 Brendan Moohan, former miner, celebrated Margaret Thatcher's death at a local hotel where the music played was 'Ding Dong the Witch is Dead' and 'We're going to have a party when Maggie Thatcher dies'.

> There was nothing left around here after the closing of the pits [mines]. All the other local industries, such as textiles, were under attack from Thatcher so there was nothing for the working man.
>
> http://www.scotsman.com/edinburgh-evening-news/politics/miners-celebrate-margaret-thatcher-s-funeral-1-2901196

SOURCE H7.3 John Maguire, former miner, also attended the celebration party at the local hotel

People around here had it hard during the strikes, there were soup kitchens, I can remember not being able to buy the children shoes. She didn't care about our families and our children ... she [Thatcher] had no compassion.

http://www.scotsman.com/edinburgh-evening-news/
politics/miners-celebrate-margaret-thatcher-s-funeral-1-2901196

SOURCE H7.4 Margo Russell, wife of a miner who went on strike in 1984, attended the celebration

People say that we are disrespectful by having a party, we are not disrespectful, we weren't brought up that way... All we've heard for more than a week is what a great leader she was. Millions will say that she was, but [we] oppose this view ... and our views need to be heard.

http://www.scotsman.com/edinburgh-evening-news/
politics/miners-celebrate-margaret-thatcher-s-funeral-1-2901196

SOURCE H7.5 Alex Bennett, National Union of Miners branch chairperson, also attended the celebration

1   How did the people quoted in the sources act following Margaret Thatcher's death?

2   What group did those quoted in the sources have in common?

3   What values do you think this group held?

4   Did all the people quoted share the same values
    a   with each other?
    b   with supporters of Thatcher?

5   How did those values influence their actions following the death of Thatcher?

6   What is the attitude of those quoted to
    a   the working class?
    b   Margaret Thatcher's time as prime minister?

7   How does source H7.5 help us to understand the motive of those who celebrated the death of Thatcher?

8   In a paragraph, explain the actions of those who celebrated the death of Thatcher.

9   In what ways can you empathise with the actions of those quoted in the sources?

10 What would lead you to celebrate the death of a politician?

⊗ What caused the Great Depression?

Although the cause of the Great Depression is associated with the Wall Street crash of October 1929, economic conditions had been worsening in the years prior to this event.

During the 1920s, many countries, including Australia, had borrowed money to fund development. Repayment of these loans required an economy in which there was plenty of business activity, employment was high and exports could be sold in order to generate revenue. For Australia, loans had been provided by Britain and the main exports were agricultural. Provided farming produce was being sold to overseas markets, the Australian economy was sound. However, in 1925, the British government decided to adjust the value of their currency (known as the pound sterling) and base it on the price of gold. This raised its value. Because the value of Australia's currency was linked to the British pound, the value of the Australian pound increased, making our exports more expensive for other countries to buy. This reduced trade at a time when British demand for our products was also declining.

In the United States, the 1920s was a period of prosperity and economic growth producing a **boom**. During this time, businesses expanded and the middle class experienced increased wealth. Many people had bought on credit the

new consumer items of the Roaring Twenties, such as a car, an electric washing machine and a radio. The wealthy invested their savings in company shares. Although the early 1920s saw growth in share prices, the years from 1925 to 1929 saw an enormous increase in the value of shares. In 1925, the total value of the New York Stock

SOURCE 7.1 A boom economy and a bust economy

Exchange was $27 billion. By September 1929, it had climbed to $87 billion. It seemed to many people that an easy way of getting rich was to buy shares. But not all parts of the American economy were booming. Farmers, who had supplied Europe with produce and made record profits during World War I, began to face a downturn in demand as Europe got back on its feet in the 1920s. This created an oversupply of produce.

There were also weaknesses in the American economic system. Banks operated without having to guarantee the return of savings that had been deposited by their customers. In a time of economic uncertainty, this could lead to panic withdrawals. Further, there was little government regulation of banks. This allowed them to lend large amounts of money to those who wanted to buy shares, even when the investments were risky.

On 24 October 1929, the stockmarket crash commenced. The immediate cause was a loss of confidence by owners of shares. They had watched share prices climb higher and higher in the previous four years, but it was now believed prices could go no higher. Around this time, the federal government had also been taking action to stabilise the price of shares. Whatever the reason, a rush to sell shares took place on what would become known as 'Black Thursday'. The value of shares fell dramatically as there were more sellers than buyers (see source 7.3 for an explanation).
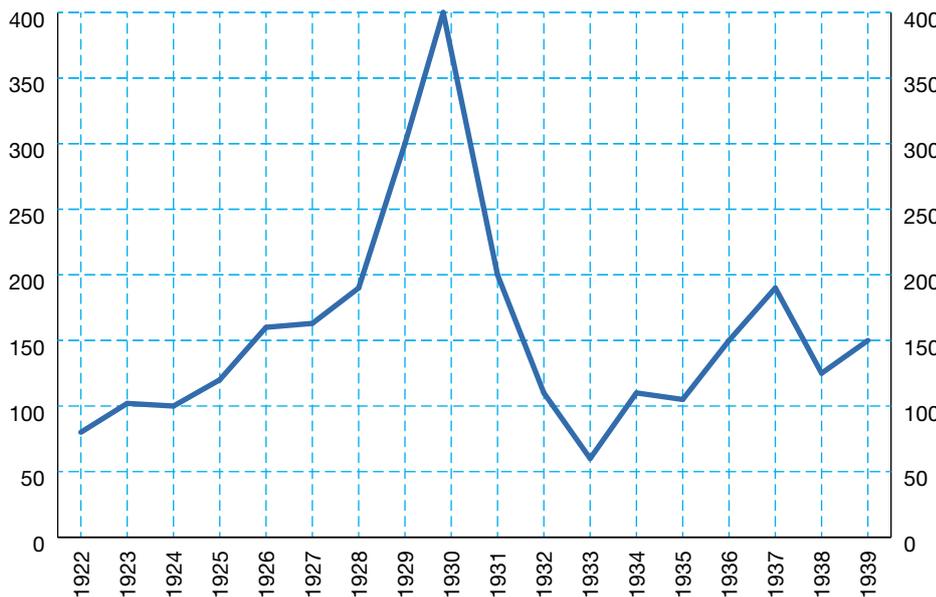
SOURCE 7.2 Wall Street share price index, 1922–39
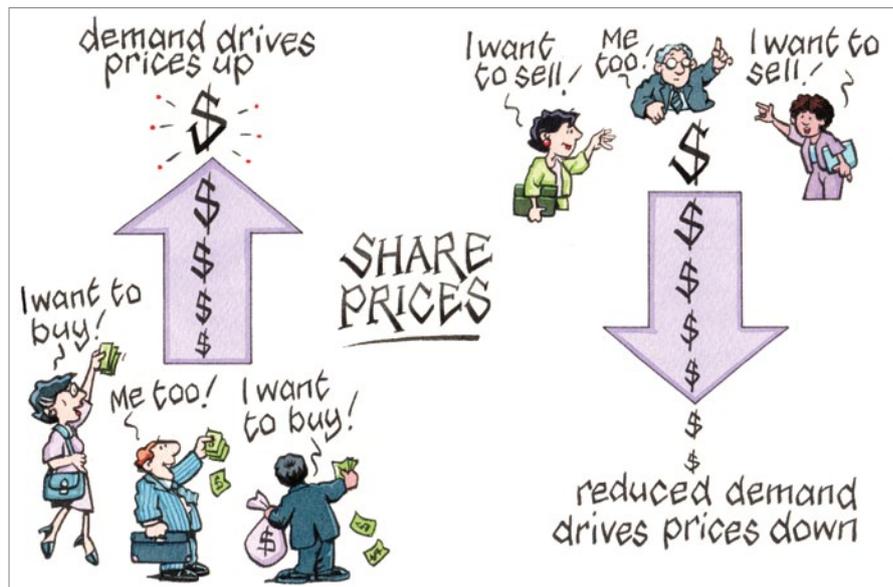
SOURCE 7.3 How share prices are determined on the stock market

SOURCE 7.4 Nervous crowds around Wall Street, October 1929

SOURCE 7.6 Bank customers trying to withdraw their savings find the bank has shut its doors
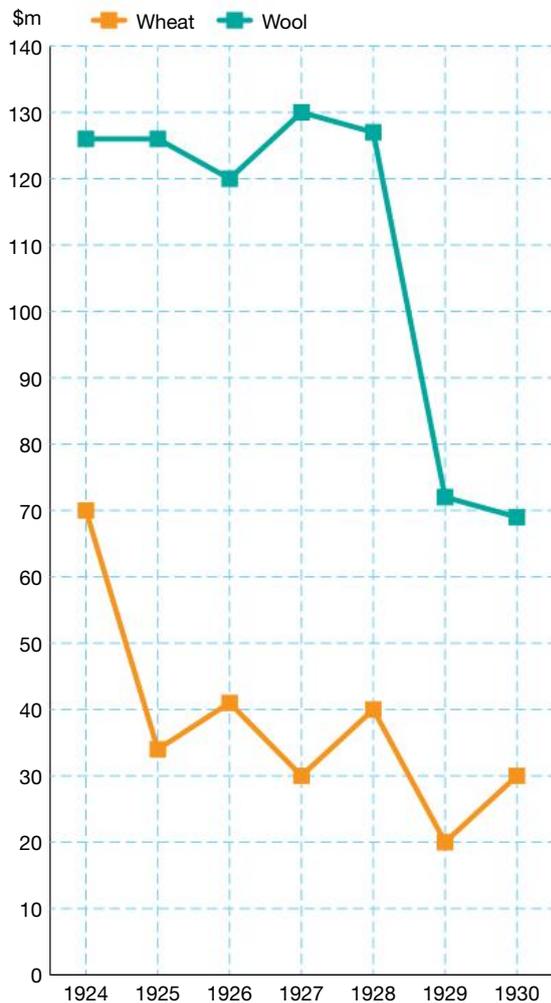
SOURCE 7.5 Value of Australian exports: wheat and wool, 1924–30

Over the next five days, a record 16 million shares were traded for lower and lower values. For some shares, no buyers could be found. By 29 October, there was complete panic—Wall Street had crashed.

Yet, why did this lead to the Great Depression? The number of share-owning Americans was approximately 10 per cent of the population, therefore the impact of the stockmarket crash should not have affected the majority of people. However, banks that lent money to investors faced the risk of not having these loans repaid. This could, in turn, affect the savings of the 'average' person if their money was in a bank deposit. Fears of banks collapsing led to further panic. There was then a rush by people wanting to withdraw their savings. This led to banks' failures and many families lost their life savings.

To make matters worse, concerns about money led many people to stop spending as much as they did before the crash. This meant that the demand for goods and services dropped, leading to businesses having to lay off workers. In

turn, this led to even fewer people with spending money, so demand fell further. This 'vicious circle' is shown in source 7.1 in the 'bust' diagram. In the United States, this continued until 1933. The stock exchange that had been worth $87 billion in 1929 was worth just $15 billion in 1932.

In Australia, the Great Depression was not directly caused by the Wall Street crash but by the financial connections between Australia and Britain, and Britain and the United States, which impacted on the Australian economy. Australia's economic depression was primarily the result of falls in:

- export prices and sales
- overseas loans to Australia, leading to a reduction in government spending.

In mid-1929, before the Wall Street crash, prices received for Australian exports had plunged by 30 per cent (see source 7.5). On the London stock exchange, investors began selling Australian securities, making it more difficult for Australia to raise capital. Without capital, the government could not fund public works as much as before. For example, $10.5 million was being spent on public works in 1929–30. This expenditure was reduced to $3.9 million the following year. Less construction meant less employment, leading to less spending and the 'vicious cycle'. Under these circumstances, Australia could not avoid entering the Great Depression.

ACTIVITY 1

Comprehension: chronology, terms and concepts

1. Place the following events on a timeline.
   - Britain links the value of its pound to the gold price
   - 'Black Thursday'
   - Shares on the New York stockmarket are worth $27 billion
   - Shares on the New York stockmarket are worth $87 billion
   - Shares on the New York stock market are worth $15 billion
2. What is the difference between a 'boom' economy and a 'bust' economy?
3. What was 'Black Thursday'?
4. What caused the Great Depression in Australia?

Analysis and use of sources

1. What does source 7.2 tell us about share prices between 1925 and 1933 in the United States?
2. How does source 7.5 help us to understand why Australia faced economic depression in 1929?

Explanation and communication

1. Use source 7.1 to explain how unemployment occurs in a 'bust' economy.
2. Use source 7.3 to explain how share prices rise and fall.
3. Explain what caused the Wall Street stockmarket crash and how it led to the Great Depression.
4. Explain what caused the Great Depression in Australia.

How did the Great Depression impact on people's lives?

During the Great Depression, most people in the affected countries suffered greatly. High unemployment meant many families had little or no income. Those in jobs often had their wages reduced. Families who could not keep up their loan repayments or rent were evicted from their homes or farms.

In the United States, between 1929 and 1933 the number of unemployed people jumped from 1.6 to 12.8 million. In Australia, unemployment reached approximately 30 per cent in 1932, although some sources put this figure lower.

In the United States, the impact on lives was widespread:

- A 1932 study by the New York Department of Health found that 20 per cent of children were suffering malnutrition.
- It is estimated that 250 000 people, mainly young men, were 'riding the rails'—that is, roaming around America on freight trains looking for work.
- Farmers, particularly those affected by drought in the 'Dust Bowl' (mainly the states of Oklahoma, Arkansas, Missouri, Iowa, Nebraska, Kansas and Texas) faced starvation or tried travelling west to California looking for work.
- African Americans suffered more than white workers; in 1930, about 50 per cent were unemployed.

- Evicted families would live in shanty towns.
- People joined long queues at soup kitchens in order to get a meal.

In Australia, similar experiences occurred, for example:

- unemployed men would go on the track or jump a rattler to seek work
- evicted families would live in shanty towns such as Happy Valley
- people depended on soup kitchens for food.

The sources below provide information on how people's lives were affected during the Great Depression. Examine them carefully then complete the activities that follow.

SOURCE 7.7 Farmers in the 'Dust Bowl', Oklahoma, 1936

SOURCE 7.9 An unemployed man 'riding the rails' in the United States during the Great Depression. In Australia, this was also done and was known as 'jumping a rattler'

RATTLER JUMPERS

During the past few weeks there has been probably a record number of rattler jumpers caught at Innisfail. Practically every night the police have taken men off trains and escorted them to the lockup on a charge of having travelled without paying their fares. Another rattler jumper, a Russian, who was before the court on Wednesday for travelling from Boogan to Innisfail without paying his fare, said he had work to go to in this district, and had walked about 20 miles before he got on the train. Mr. Aitken, S.M., remanded him till the following morning so that police could get in touch with the man's prospective employer and have the statements made by the prisoner tested.

Cairns Post, 7 June 1934, p. 6

SOURCE 7.8 Newspaper report on a 'rattler jumper'

EVICTION ORDER GRANTED

Nina Shannon sought an eviction order against George Bateman at the Parramatta Court yesterday.

Mr. H.W. Shepherd, who appeared for Miss Shannon, said that his client could not work, and she depended upon the rents from several cottages for her living. He understood that Bateman was president of the Granville Unemployed Workers' Movement and was leader of the Granville anti-eviction committee.

Bateman, who stated that he had been unemployed for 18 months, and who sought three weeks in which to leave the premises, was granted 14 days in which to move.

Sydney Morning Herald, 16 April 1931, p. 6

SOURCE 7.10 Newspaper report of an eviction

I went broke in western Queensland in
    Nineteen Thirty One
Nobody would employ me so my swag carrying
    begun
I came down into Charleville through all the
    western towns
I was on my way to Roma destination Darling
    Downs

My pants were getting ragged my boots were
    getting thin
But when I stopped at Mitchell a goods train
    shunted in
I heard the whistle blowing and looking out
    could see
She was on her way to Roma it was quite plain
    to me

When we got into Roma I kept my head down
    low
I heard a voice say 'Any room mate?' I answered
    'Plenty Bro'
'Come out of there my noble man' came the
    voice of Sergeant Small
'I have trapped you very nicely—you've ridden
    for a fall'

The judge was very kind to me he gave me
    thirty days
Saying 'Maybe this will help to cure your rattler
    jumping ways'
So if you're down and outback boys I'll tell you
    what I think
Stay off those Queensland goods trains they're a
    short cut to the clink

SOURCE 7.11 Excerpt from *Sergeant Small*, an Australian song composed in the 1930s

SOURCE 7.12 Makeshift home in Happy Valley, La Perouse, 1938

'HAPPY VALLEY'
CAMP OF UNEMPLOYED
FINE COMMUNITY SPIRIT

They call it 'Happy-Valley,' that little collection of tents and huts erected at La Perouse by homeless men and women, and it does not belie its name. Waiting till the sun shines through the murk of depression, 350 men, women and children have gathered in a community that for self-help and orderly conduct must stand alone ... bound together by a common misfortune.

Sydney Morning Herald, 10 June 1931, p. 10

SOURCE 7.13 Newspaper report on Happy Valley

UNEMPLOYMENT
SOUP KITCHEN OPENED
GLEBE TOWN HALL

A soup kitchen for the unemployed was opened at the Glebe Town Hall yesterday by the Minister for Justice (Mr. Lamaro). The cost of the kitchen is being borne by the Glebe Unemployed Relief Fund.

Mr. Lamaro said that the Government realised that it had only one set of masters—the people of New South Wales. Difficulties confronted it from many angles. The Government's policy was not easy, but the Cabinet had resolved to do its best for the people.

Mr. Beasley, MP., said he regretted that circumstances had made it necessary for soup kitchens to be opened in Australia. Australians had always boasted that they were leading the world in economic development. While there was an abundance of wheat, wool, and other necessities, starvation existed all around them. It was because of that, and the failure of the Government of which he was a member, that he had refused to follow its leader (Mr. Scullin) and had resigned. In doing so he had supported the action of the Premier (Mr. Lang) in his attack upon the structure of capitalism.

Sydney Morning Herald, 2 June 1931, p. 10

SOURCE 7.14 Newspaper report on opening of a soup kitchen for the unemployed

SOURCE 7.15
Unemployed men 'on the track' looking for work, 1930

RELIEF WORKERS
NEW SYSTEM OF PAYMENT SHELTER BEING CONSIDERED

After consultation with the Police Department, Mr A. Brown (Industrial Inspector), who is in charge of the payment of relief workers, has succeeded in doing away with the lengthy queue of men in Bolsover and Denham Streets while they are awaiting payment.

Yesterday the men gained entrance to the pay office by way of the lane at the rear of the Post Office and thence through the police station grounds. This innovation met with approval.

It is understood the matter of a shelter for the men against the weather while waiting for their pay is under consideration.

Questioned regarding the queue, Mr Brown said that over 1200 men are paid in less than two and a half hours.

Morning Bulletin, 19 October 1935, p. 6

SOURCE 7.16 Newspaper report that provides relief payments to unemployed men

SOURCE 7.17 Road construction as part of relief ('susso') work, Willoughby, 1934

THE DOLE
WHAT IT REPRESENTS

Statements, actuated no doubt by praise-worthy motives, are being made in Parliament and to the public otherwise on the subject of the dole, its excessive cost, and the effect of this form of relief on the character of those who habitually receive it. One or two of the assertions quite recently made by leading men are so evidently ill-considered—and, in any case, wide of the mark—that one feels impelled to draw attention to at least one or two salient considerations in this important question.

The person who is in regular employment, or, indeed, any who have not been driven to apply for relief in this unusual period of distress, appears prone to regard the principle of the dole with condescending tolerance; many regard those 'on the dole' with veiled contempt. It has become a common form of expression to refer to recipients of relief as people 'living on the dole'.

At the outset, the fact should be emphasised that to none, probably, is the thought of the dole more disagreeable than to those who are compelled to apply for it. There are, of course, imposters, but this article deals with the overwhelming majority who are driven through the conditions accompanying this inescapable depression to accept Government help.

An outstanding aspect of the subject which is persistently ignored is that the measure of relief which the dole represents falls far short of the actual needs in food alone for a man, or a man and his family. Also, while the allowance is greatly deficient in actual food necessities, it plays, at the same time, no part towards the payment of rent, light, gas, clothes, and the meeting of minor but imperative expenses of even those under the bread line. How, then, can it be said that anyone but a park 'dosser' [person who sleeps in a park] or one of a party of professional campers can possibly 'live' (God forbid the word) on the few shillings' worth of bread, groceries, and meat which the dole represents? As a matter of fact, the amount of food relief is not even sufficient to sustain life.

Take for instance the case of a man with a wife and one child. He receives coupons to draw 8/3½ [8 shillings, three and a half pence or 83½ cents] worth of groceries, seven loaves of bread and 1/8 [1 shilling, eight pence or 18 cents] worth of meat total, say 12/7 [12 shillings, seven pence or $1.27] for three people, or, approximately, 4/3 [43 cents] a week each. To say that any family of three could even mark time, let alone sit back on 12/7 a week in view of responsibilities in other directions, is to speak without consideration of the subject. No one could settle down to a life ... on 4/3 a week, even if he were able to hold body and soul together on that amount. And, after all, the dole merely represents a contribution towards (not the means for) avoidance of absolute starvation...

In conclusion only those who have to undergo the ordeal of applying for the dole, with the accompanying interrogation, subsequent investigation, personal attendance in an open queue each week to receive the ration coupons, and presenting the coupons at shop counters shoulder to shoulder with the public, have any idea of the test of moral courage that the experience represents.

Sydney Morning Herald, 7 July 1931, p. 13

SOURCE 7.18 Newspaper report that provides details about the dole

EAGER MEN FIND EMPLOYMENT

Eager to get a remunerative job, during the week a number of local unemployed, or what is generally termed 'Susso', men left for work with the Forestry department in country districts. A section were despatched to Heathcote and a further batch to Neerim South in the Gippsland district. All the men have been looking forward to these appointments and eager to get into camp at their destination. The men will be employed for 12 weeks and then will be discharged. They work only three days in the week and provide their own meals, the preparation of which being done by the camp-mate whilst the other is on the job each alternate day.

Williamstown Chronicle, 31 July 1937, p. 2

SOURCE 7.19 Newspaper report about the type of work men could do on the 'susso'

We're on the susso now,

We can't afford a cow,

We live in a tent,

We pay no rent,

We're on the SUSSO now.

SOURCE 7.20 Traditional song from the Great Depression era

Spotlight

Who was Phar Lap?

The racehorse Phar Lap is one of the legends of Australian sporting history.

Phar Lap became a hero to many people struggling with the effects of the Great Depression. He lifted their spirits and gave them something to cheer about at a time of high unemployment and poverty.

Between 1928 and 1932, Phar Lap won 37 out of 51 races, including winning the 1930 Melbourne Cup, carrying a massive 62.6 kilogram handicap. In 1931, Phar Lap was shipped to the United States to compete for bigger prize money. He won his first race, at Agua Calienti in Mexico, but never raced again. In April 1932, he died suddenly at a ranch in California. An American autopsy listed gastric trouble as the cause. In Australia it was seen as a tragedy, and rumours spread that the horse may have been poisoned. A scientific study in 2008 indicated that Phar Lap had indeed died of arsenic poison.

After his death, Phar Lap's heart was sent to the University of Sydney for examination. The heart of an average thoroughbred racehorse weighs about 3.5 to 4 kilograms. Phar Lap's heart was unusually large, weighing 6.35 kilograms. This gave rise to the expression 'having a heart as big as Phar Lap' to praise someone who made a big effort against the odds.

SOURCE 7.21 Phar Lap, 1930

ACTIVITY 2

Comprehension: chronology, terms and concepts

1 What do the following terms mean?

   a jumping a rattler

   b relief work

   c soup kitchen

   d shanty town

   e susso (look back at the key terms at the start of this chapter)

   f on the track

   g 'Dust Bowl'

Analysis and use of sources

How does source 7.7 help our understanding of 'Dust Bowl' farmers in the United States during the Great Depression?

2 Sources 7.8, 7.9 and 7.11 are all different in nature yet provide information on the same aspect of the Great Depression. How does each help us to understand 'jumping a rattler'?

3 Using source 7.10, what information does it give about the impact of the Great Depression on people's lives?

4 Using sources 7.12 and 7.13, describe Happy Valley.

5 What information does source 7.14 provide about political attempts to solve the economic problems caused by the Great Depression?

6 What information do sources 7.16, 7.17 and 7.19 provide about how relief work operated during the Great Depression?

7 What is the attitude of the author of source 7.18 to those on the dole?

Explanation and communication

1 Using sources 7.8 to 7.20, explain how the lives of Australians were affected during the Great Depression.

2 Write a letter to the editor that supports the view expressed by the author in source 7.18.

Empathetic understanding

1 Describe the life of the woman shown in source 7.12.

2 Sources 7.11 and 7.20 are both song lyrics. Using ideas from sources 7.15, 7.16, 7.17 and 7.19, write a song that reflects life in the Great Depression.

Research

1 Not everyone suffered hardship during the Great Depression. Use your school library and the internet to research which people in the 1930s lived comfortably during the Great Depression.

2 Use the internet to find other pictures similar to source 7.17 that show relief work.

3 There are a number of websites that contain oral histories of people who lived through the Great Depression. Find at least three examples that show different aspects of life (for example, someone from the country, a woman with a family and a schoolchild).

What attempts were made to solve the Great Depression?

The Great Depression was something not experienced before. In countries such as the United States and Australia whose economic systems were based on capitalism and free enterprise, it was believed by some economists and politicians that the government should play no role in trying to solve the crisis. Their belief was that the economy would correct itself and governments should not interfere. There was also opposition by some groups against the government providing welfare to unemployed people as this was viewed as socialism. When economic conditions grew to be worse rather than better in the early 1930s, governments then began to see the need to take drastic action.

In the United States, the election of Franklin D Roosevelt as president in 1933 led to the 'New Deal'. This was a series of government initiatives to bring about the '3Rs'—relief, recovery and reform. Relief programs were targeted to assist the unemployed and poor. Recovery aimed to get the economy back to normal. Reform involved fixing the financial system so as to prevent another depression. Much of the New Deal involved major public works such as road and dam building to create employment.

SOURCE 7.22 President Franklin D Roosevelt in 1933
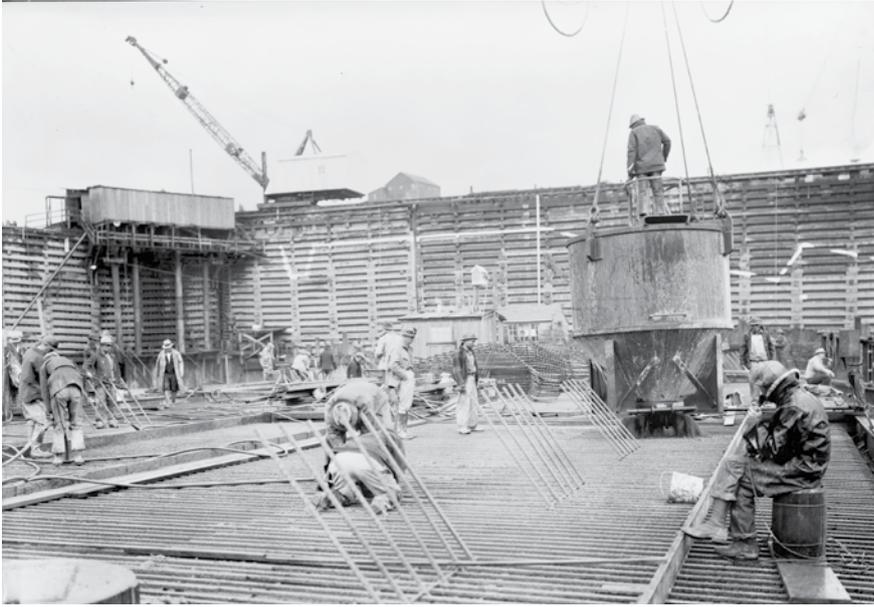
SOURCE 7.23 Building of the Bonneville Dam, Oregon, in 1935 as part of the New Deal

Throughout the nation, men and women, forgotten in the political philosophy of the Government, look to us here for guidance and for more equitable opportunity to share in the distribution of national wealth ... I pledge myself to a new deal for the American people.

SOURCE 7.24 Franklin Roosevelt promising a 'new deal' for the American people in a speech made in 1932

During the Great Depression, many Australians lost confidence in the ability of the government to handle the economic situation. A number of extremist groups gained popularity. On the political left wing, communist and socialist pushed for more radical help for the working class. Unemployed workers' organisations were formed that actively opposed home evictions. On the other side of politics, right-wing groups such as the New Guard were

SOURCE 7.25 Labor poster used in NSW elections, 1928

LABOR STANDS FOR ALL WHO WORK!
VOTE LABOR

formed. They were of supporters of fascism and very nationalistic.

The October 1929 federal elections resulted in the establishment of a Labor government under the leadership of James Scullin. His government had to face the worst economic depression in Australia's history and it was confused as to what economic policy it should follow.

Within the Labor Party, factions developed over how the government should deal with the Depression. There were two options: either deflation or inflation. A **deflationary** policy would involve the government cutting its spending and balancing the budget. It was believed that this policy would create confidence in the economy and lead to improved investment, business and job opportunities. This policy was preferred by bankers, business interests and conservatives in Australian society. An **inflationary** policy called for the government to put more money into the economy to create an environment where people would be more confident and start spending money. When people started buying again, this would lead to jobs and an improved economy. Some within the Labor Party preferred the inflationary policy, as it was felt this would mean less hardship for workers. Others disagreed.

In 1930, while attending the Imperial Conference in London, Prime Minister Scullin (see source 7.26) invited the British financial expert Sir Otto Niemeyer to come to Australia and give advice on how to deal with the Great Depression. Niemeyer was a representative of the Bank of England, to which Australia owed large debts. Niemeyer's solution was for the Australian government to follow a deflationary policy. He said that Australia's standard of living was too high and that too much money had been borrowed from overseas. His advice was:

- the federal government must cut costs and reduce spending
- pay back the loans owed to England
- reduce wages and the standard of living of Australians.

To achieve this, Scullin's government would need to cut expenditure on public works, reduce social-security payments and balance the federal

SOURCE 7.26 Farewell to Prime Minister Scullin (front row, third from left) on the eve of his visit to London for the Imperial Conference, 13 August 1930

budget. Traditional Labor members found this advice unacceptable. They saw their party as a defender of Australia's standard of living, not the destroyer of it. They also believed Niemeyer was putting England's interests first at the expense of the suffering Australian. Three different solutions eventually emerged from government: the Theodore Plan, the Premiers' Plan and the United Australia Party Plan.

The Theodore Plan

The federal treasurer, Edward Theodore, believed in an inflationary solution to the Great Depression. His plan, supported by Scullin, was:

- the federal government and the Commonwealth Bank should put an extra $36 million into the economy
- increase spending on public works to create jobs
- increase social-service payments
- banks should drop interest rates on loans
- pay back Australia's loans by instalments.

To be successful, the plan needed the support of the banks. Because the banks were conservative and preferred a deflationary policy, they did not cooperate. An attempt to force banks to cooperate failed because the bill was defeated in the Senate as the government did not have a majority.

SOURCE 7.27 Edward ('Red Ted') Theodore

SOURCE 7.28 Prime Minister Joseph Lyons meeting with Brisbane waterside workers

The Premiers' Plan

Scullin had to seek another solution. At the meeting in June 1931, Scullin and the state premiers developed a further plan to overcome the Great Depression. This was called the Premiers' Plan. Using the ideas of the Australian economist Douglas Copeland, a compromise resulted that called for:

- an increase in taxes to provide additional revenue so that loans could be paid back and the budget could be balanced
- a reduction of 20 per cent in government spending
- a reduction in bank interest
- reduced pensions
- a reduction of the interest rate on overseas loans.

This plan was accepted by all states except New South Wales. The New South Wales Labor premier, Jack Lang, wanted Australians to fight the Great Depression as a group. No 'considerable section of the population' was to remain in a privileged position.

The adoption of the Premiers' Plan did not ease the problems faced by Scullin. Of the 36 seats in the Senate, Labor held only 7. This made passing legislation very difficult. Further, the failure of New South Wales to be part of the Premiers' Plan did not help matters. The major problem, however, came from within Scullin's government and it would lead to another split in the Labor Party.

Joseph Lyons was one of the few men in the Scullin government with political experience. Labor had not been in power since the beginning of World War I. Lyons had been premier of Tasmania from 1923 until 1928, and in 1929 entered federal politics. He became the leading right-wing figure in the party and found himself in disagreement with Scullin over economic policy. Lyons opposed the views of Theodore, the treasurer, and in May 1931 left the Labor Party to join the Nationalist Party. With supporters in the party he formed the United Australia Party (UAP). This further weakened Scullin's government and led to an election on 19 December 1931.

The United Australia Party Plan

The new UAP strongly contested the federal election. Source 7.29 gives details of how Lyons proposed to respond to the Great Depression if elected. The election results saw the UAP gain 39 seats, the Country Party 16 seats, the Labor

Party 14 seats and the independents 7 seats. The UAP formed government, with Lyons as prime minister. This led to the third plan to solve the Great Depression. The UAP produced plans to:

- balance the budget
- reduce wages
- reduce government spending
- reduce pensions
- pay back Australia's loans.

These plans led some UAP critics to say that UAP stood for 'Unemployment And Poverty'. Lyons' government came to power at a time when the economy was slowly improving. The price Australia received for exports rose slightly. There were increased exports of agricultural products and industrial output increased, which led to more job opportunities. Lyons was able to raise pensions and, in 1934, restore the 10 per cent that had been cut from wages.

Whether it was the effectiveness of the United Australia Party Plan or the result of other factors, by 1938 the worst of the Great Depression was over. Some historians believe it was the realisation that the world was heading for war that led countries to increase production, thereby ending the Great Depression.

The United Australia Party … welcomes this election. It gives us an opportunity of placing before the people the choice between sound, honest finance and government as against fantastic schemes of inflation … If returned to office we will, therefore, proceed by every means within our power to balance the budget—in other words, to show that we can live within our income. This would immediately give to industry and business within Australia … a sense of security which they have not enjoyed under the Scullin Administration. We will endeavour to make Australia an attractive field for investment of money.

… There is definite evidence, however, that the Scullin Government, if returned to office, does not intend to adhere to [the Premiers'] plan … Mr Theodore is still determined upon demented schemes of inflation and the overthrow of our present system of banking. Inflation and the political control of banking must surely destroy any sound economy plan … Inspired and directed from Moscow, the ugly serpent of Communism is becoming more active and aggressive in Australia. This movement is anti-Australian, anti-British, and anti-religious … We shall use every effort within the law to deal with this menace.

Sydney Morning Herald, 3 December 1931

SOURCE 7.29 Newspaper report on the UAP's election campaign
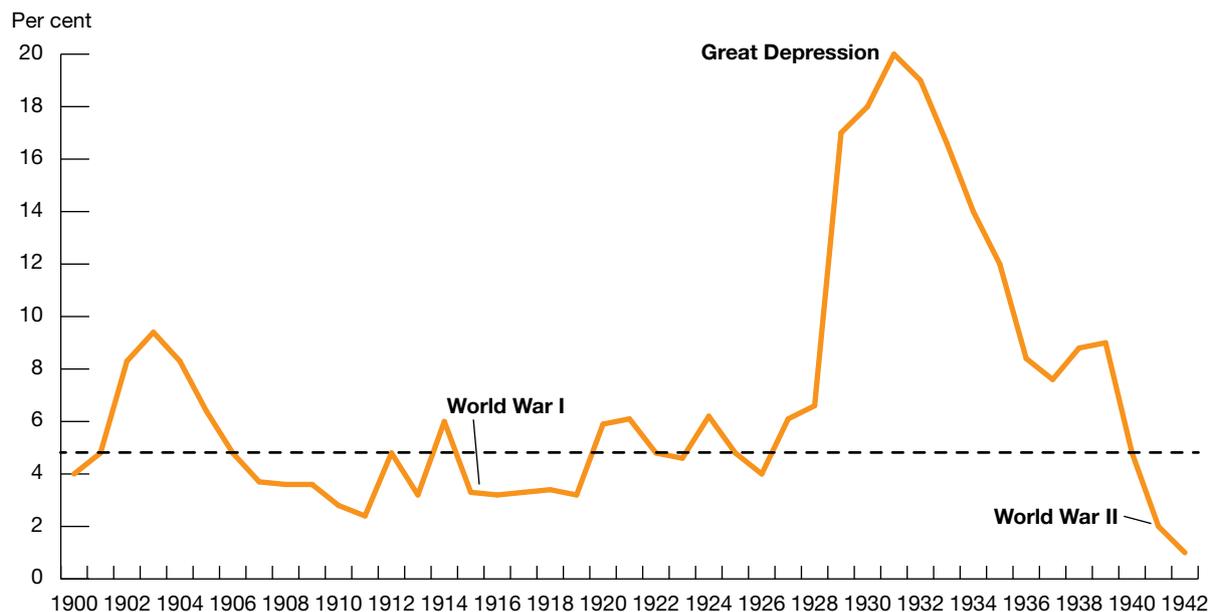
SOURCE 7.30 Australia's unemployment rate 1900–41

Australian Treasury, http://archive.treasury.gov.au/documents/110/PDF/round3.pdf

Comprehension: chronology, terms and concepts

1 Draw a two-column table. In the first column, write the following names. In the second column, write a few sentences about them.

 a Franklin D Roosevelt

 b Jack Lang

 c Joseph Scullin

 d Joseph Lyons

 e Sir Otto Niemeyer

 f Edward Theodore

2 What was the 'New Deal'?

3 Why, after the end of World War I, would there be an attitude of seeking pleasure?

Analysis and use of sources

1 Look at source 7.25 It was created in 1928. Do you think this election poster would have been suitable for an election after this time? Explain your answer.

2 What information does source 7.29 tell us about Lyons' promises to voters in the 1931 election?

3 Look again at source 7.29. How does this explain Edward Theodore getting the nickname 'Red Ted'?

4 Does source 7.30 provide any evidence to show if any of the plans to solve the Depression in Australia were successful?

Explanation and communication

1 Draw three mind maps, one for each of the following plans:

 a Theodore Plan

 b Premiers' Plan

 c UAP Plan.

2 Compare and contrast (that is, explain the similarities and differences) between the Theodore Plan and the Premiers' Plan.

3 Explain the difference between an inflationary and a deflationary approach to solving the Depression.

Perspectives and interpretations

1 What would have been the perspective of Sir Otto Niemeyer?

2 What do you think Jack Lang meant when he said about the Premiers' Plan, 'No considerable section of the population' was to remain in a privileged position?

Research

Locate on Youtube videos of Franklin D Roosevelt during the New Deal years.

Who was Jack Lang and why was he dismissed?

John Thomas (Jack) Lang entered the New South Wales Parliament in 1913 as the Labor member for Granville in Sydney. Between 1925 and 1927, he served his first term as premier and introduced the widows' pension, workers' compensation and child endowment payments to mothers. He attempted to have the upper house of the parliament abolished and constantly battled with the federal government for a better deal for New South Wales. In the October 1930 elections, the Labor Party was re-elected and Lang again became premier. When the Scullin government announced its intention to follow a deflationary policy (cutting wages and government spending), Lang disagreed. When the Premiers' Plan was developed in 1931, he refused to accept it and developed his own.

The Lang Plan

The Lang Plan involved increasing public works projects, refusing to cut social-service payments and suspending interest payments on overseas loans. His plan was rejected by the other premiers and the Scullin government. From April 1931, Lang ceased paying back loans owed to Britain. The Scullin government was then forced to make the payments on behalf of New South Wales. By June 1931, this sum had reached nearly £5 million. The reason behind Lang's refusal was that he wanted to use the money to ensure that 'susso' payments could be made to the unemployed. To him, it was simply a question of whether the unemployed would be left to starve or whether the British loan providers went unpaid.

When the non-Labor Lyons federal government was elected to power in December 1931, it continued to pay back the interest on New South Wales' debts, but took action to reclaim the money from the state. The *Financial Agreements Enforcement Act 1932* gave the federal government power to withdraw money from New South Wales accounts at the Commonwealth Bank to cover what it had spent on paying the state's debts.

On 10 May 1932, Lang issued a memo to New South Wales public servants, instructing them to send all money collected by the state to the New South Wales Treasury, not the Commonwealth Bank. This prevented the federal government from reclaiming it. He also withdrew state monies from the Commonwealth Bank and placed it in the New South Wales Treasury. The federal government put pressure on the New South Wales governor, Sir Philip Game, to dismiss Lang from office. The governor informed Lang that he was breaking the law and asked for his resignation. Source 7.32 is Sir Philip's letter to the premier.

Lang's dismissal

Lang replied to the governor's letter on the same day by refusing the request for his resignation (Lang was the minister of the Crown). The next day (Friday, 13 May 1932) the governor met a deputation from British companies who held mortgages in New South Wales. They were there to protest Lang's decision to introduce a 10 per cent capital tax that would have disadvantaged them. After listening to them and considering Lang's refusal to resign, the governor decided to dismiss Lang from office (see source 7.33). The reason he gave was Lang's refusal to 'withdraw the circular' (the memo to public servants not to put the state money in the Commonwealth Bank where the federal government could take it).

The dismissal of Lang caused great controversy. Many saw him as the 'people's champion', 'the Big Fella', the supporter of the underdog. The supporters of Lang rallied behind him with the slogan 'Lang is Right'. Others, however, felt he was the 'mad dog' of Australian politics and a communist sympathiser.

In the state elections on 11 June 1932, Lang was defeated and never regained power. He remained interested in politics until his death at age 99, in 1975—the year the governor-general dismissed the Whitlam government.

Dear Mr Lang

At our interview this afternoon you requested me to communicate my views by letter.

The position as I see it is that Ministers are committing a breach of the law. While you did not admit this, you did not deny it. Your case as I understand it is, that Ministers are determined on their action in order to carry on the essential services of the State.

Into the aspect of justification it is not, as I conceive it, my province to inquire. My position is that if my Ministers are unable to carry on essential services without breaking the law, my plain duty is to endeavour to obtain Ministers who feel able to do so.

I have already pointed out to you in my letter of the 12th instant, it is impossible for me to put the Crown in the position of being a party to an illegal action.

If Ministers are not prepared to abide by the law, then I must state without hesitation that it is their bounden duty, under the law and practice of the Constitution, to tender their resignations.

I await an early reply, as I am sure you will agree that the present position cannot be allowed to extend over the weekend.

Philip Game
Governor

B Foolt, *Dismissal of a Premier*, Morgan Publications, Sydney, 1968, p. 209

SOURCE 7.32 Warning letter from Governor Philip Game to Jack Lang

SOURCE 7.33 Final warning letter from the Governor to Jack Lang

Dear Mr Lang,

Your letter informing me that Ministers are not prepared to tender their resignations has just reached me. In view of this and of your refusal to withdraw the circular, I feel it my bounden duty to inform you that I cannot retain my present Ministers in office, and that I am seeking other advisers. I must ask you to regard this as final.

Philip Game
Governor

B. Foott, *Dismissal of a Premier*, Morgan Publications, Sydney, 1968, p. 209

SOURCE 7.34 Political cartoon of Jack Lang fighting his opponents

'British fair play', *The Labour Daily*, 1932

SOURCE 7.35 NSW Governor Sir Philip Game speaking at an official event, March 1932

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 What were the features of the Lang Plan?

2 Why did Lang refuse to pay back foreign loans?

3 What was the *Financial Agreements Enforcement Act*?

4 How did Lang prevent the federal government from taking money from the New South Wales government?

5 What reason did Sir Philip Game give for dismissing Lang from office?

6 Construct a chronology of the events involving Jack Lang from information supplied in this inquiry question.

Analysis and use of sources

1 Look at source 7.32. Why would ministers have to 'tender their resignations'?

2 Source 7.34, 'British fair play', shows Jack Lang fighting his opponents.

   a Who are the opponents of Lang shown in the cartoon?

   b Who do you think is the person with the knife about to stab Lang in the back? Give reasons for your answer.

   c The cartoon shows two other Labor politicians (Scullin and Theodore) defeated by Lang. Why is this?

   d Is the cartoon for or against Lang? Explain your answer.

3 Look at source 7.35.

   a When was this photograph taken?

   b Describe what is shown in the photograph.

Explanation and communication

Write a 250-word response, in the form of an historical argument, to this statement: 'The dismissal of Jack Lang was the correct action to take.'

Research

Using the Trove website of the National Library of Australia, search the digitised newspapers section to find reports from 1932 on the dismissal of Jack Lang.

History challenges

Critical and creative thinking

Happy Valley was a shanty town that was established when unemployed families came together. Imagine you have been elected by the residents to draw up a set of rules to ensure everyone cooperates and lives in harmony. Make a list of the six rules you would require the community to follow.

ICT

Prepare a five-minute multimedia presentation that shows images of life during the Great Depression and has a soundtrack of songs from the 1930s. You will need to locate suitable sources by searching the internet.

Getting the message

You are a passionate supporter of Jack Lang. Write a letter to the editor defending the actions taken by Jack Lang and criticising Governor Game for dismissing him.

Visual communication

Look closely at source 7.36. What does this source tell us about the impact of the Great Depression on families?

SOURCE 7.36 Family living in a cave at Kurnell, NSW, during the Great Depression

Figure it out

Year	Population	Workforce	Unemployed	Percentage of workforce
1929	88 010 000	49 440 000	1 550 000	3.14
1930	89 550 000	50 080 000	4 340 000	8.67
1931	90 710 000	50 680 000	8 020 000	15.82
1932	91 810 000	51 250 000	12 060 000	23.53
1933	92 950 000	51 840 000	12 830 000	24.75
1934	94 190 000	52 490 000	11 340 000	21.60
1935	95 460 000	53 140 000	10 610 000	19.97
1936	96 700 000	53 740 000	9 030 000	16.80
1937	97 870 000	54 320 000	7 700 000	14.18
1938	99 120 000	54 950 000	10 390 000	18.91
1939	100 360 000	55 600 000	9 480 000	17.05
1940	101 560 000	56 180 000	8 120 000	14.45
1941	102 700 000	57 530 000	5 560 000	9.66

SOURCE 7.37 Unemployment statistics for the United States, 1929–41

Use source 7.37 to calculate answers to the following.

1 Between which years did the percentage of unemployed increase the most?

2 Between 1930 and 1931, what was the increase in the number of unemployed workers?

3 By how many did the population of the United States increase between 1929 and 1939?

Intercultural understanding

In the decade prior to the Great Depression (1920–30), 412 474 immigrants settled in the United States. In the years of the Great Depression up until after the end of World War II (1930–46), only 50 507 immigrants were allowed to enter the country. Why would attitudes towards accepting immigrants have changed as a result of the Great Depression?

Talking points

Look back at source 7.36. As a class, discuss how poverty can affect families.

Chapter 8

INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- outline the background of the Holocaust
- identify the main features of the Holocaust
- use a variety of sources to explain the nature and impact of Nazi Germany on the lives of Jewish people in Europe
- describe how the experiences of victims and survivors of the Holocaust are preserved.

Auschwitz concentration camp, where up to three million people were murdered under the Nazis

Inquiry questions

1. What was the background to the Holocaust?
2. How was the Holocaust implemented by the Nazis during World War II?
3. What were some of the experiences of those affected by the Holocaust?
4. How is the Holocaust remembered?

Introduction

THE 'HOLOCAUST' is a term used by historians to describe the period in Nazi Germany from 1933 to 1945, which involved the planned and deliberate murder of approximately six million Jewish people.

At the time of Adolf Hitler's rise to power in 1933, the Jewish population of Europe was around nine million. Most lived in countries that Nazi Germany would gain control over during World War II. By 1945, nearly two out of every three European Jews had been killed as part of the 'Final Solution'.

The Nazis believed that Germans were 'racially superior' and that Jews were an 'inferior' race and the cause of Germany's economic problems. In the early years of Hitler's regime, concentration camps were established to keep in custody anyone viewed as an opponent of the Nazis. This included Jews and other victims of ethnic and racial hatred. Ghettos were also created to isolate and control Jews.

In the 1940s, some concentration camps became death camps where the systematic extermination of Jewish and other prisoners was undertaken using poisonous gas. Towards the end of World War II, those prisoners who remained alive were forced to undertake 'death marches'. With the defeat of Nazi Germany in 1945, the true horrors of the Holocaust became known to the world.

Many of those who survived the Holocaust emigrated to Israel or the United States from 1948 onwards. Since that time there have been ongoing efforts to preserve their stories and the history of the Holocaust as both a memorial and reminder of the need to guard against any reoccurrence.

KEY TERMS

anti-Semitism	hostility or prejudice against Jewish people
Aryan race	term used by Nazis to refer to non-Jewish Germanic people, particularly those with features such as blonde hair and blue eyes; believed to be the superior or 'master race'
concentration camps	places where political prisoners or members of persecuted minorities are held, usually in harsh conditions
Final Solution	the Nazi policy to murder all European Jews
ghetto	an area in a city where a minority group lives, often in poor and overcrowded conditions
Kristallnacht	'Night of broken glass,' a series of planned attacks against Jews and their properties throughout Nazi Germany on 9 and 10 November 1938
SS	German abbreviation for Schutzstaffel (protection squads) originally created to serve as bodyguards to Hitler and other Nazi leaders, and later taking charge of concentration camps and the systematic killing of Jews and other groups viewed as inferior
yellow star	badge in the shape of the Star of David (a symbol of Judaism) that Nazis forced Jewish people to wear so they could be easily identified

A Jewish man (with a visible **yellow star**) and two boys pose next to a makeshift shelter in the Kutno Ghetto, Poland, early 1940

TIMELINE OF KEY DATES

1933	Adolf Hitler, leader of the National Socialist German Workers' (Nazi) Party, becomes Chancellor of Germany
1935	Citizenship Law and the Law for the Protection of the German Blood and Honour areenacted in Germany, prohibiting marriage between Jews and 'persons of German or related blood'
1938	Kristallnacht ('Night of Broken Glass'): Nazis burn synagogues, loot Jewish homes and businesses, and kill at least 91 Jews Approximately 30 000 Jewish men are arrested and imprisoned in concentration camps
1940	German authorities seal off the first major Jewish ghetto, in Lodz, confining at least 160 000 people inside; **SS** establishes the Auschwitz concentration camp
1941	'Final Solution', the planned mass murder of the Jewish population of Europe, commences; Nazi government orders all Jews over the age of six to wear a yellow Star of David when in public
1942	Mass deportation of Jews from occupied countries to death camps in Poland
1944	Advancing Soviet troops begin to liberate a number of concentration camps
1945	Nazi Germany defeated

FOCUS ON HISTORY SKILLS ≫

Skill: Analysis and use of sources—evaluating usefulness

Often you will be presented with a source and asked: 'How useful is this source for providing information about …?'

Questions like these require you to make judgments about the value of the source when seeking information about a topic. The following guide will assist you in evaluating the usefulness of sources.

Question: How useful is Source H8.1 for providing information on the popularity of the Nazi Party in Germany?
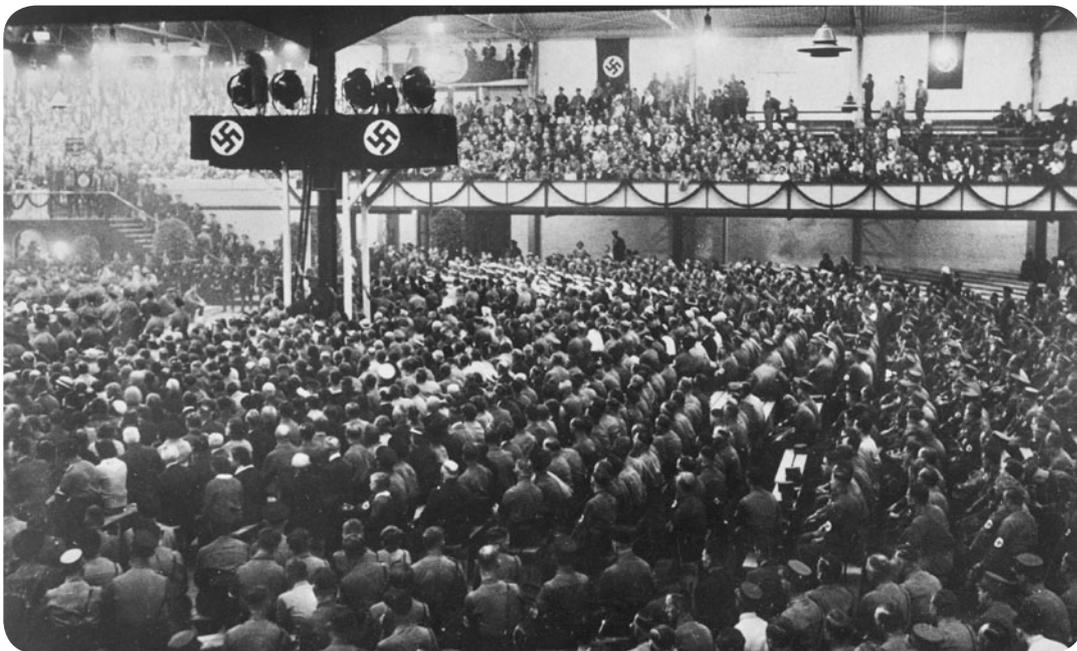
SOURCE H8.1 Nazi Party rally; official photograph by Nazi Ministry for Propaganda, 1935

Step 1

Begin by looking closely at the source and recording all the details you notice. For source H8.1 you might write:

- it is a black and white photograph
- lots of people
- taken from the back of the room
- Nazi swastikas.

Step 2

What information does the caption provide?

- date taken (1935)
- an official photograph taken by the Nazi Ministry for Propaganda
- states that the event is a rally.

Step 3

Having looked at the source and the caption, what are your first thoughts about its usefulness?

- useful because it shows a crowd of people supporting the Nazis at the time and that many people attended Nazi rallies

- not useful because it is an official photograph by the Nazis, therefore it could be staged and biased.

    Remember: most sources will not be completely useful or useless. As a historian, you will need to make decisions about what parts are useful and what parts are not. This source may not be reliable, but it is useful, even if it is propaganda.

Step 4

Write your answer. It might be something like: 'This source is useful for showing us how the Nazis organised rallies to promote their popularity. The photograph, taken in 1935, was produced by the Nazi Ministry for Propaganda, therefore it may not be reliable in showing how popular the Nazis were in reality.'

Focus on history skills activities

Your task is to look at source H8.2 and, using the four-step guide, write an answer to: 'How useful is this source for providing information on conditions in concentration camps under the Nazis?'

SOURCE H8.2 Belsen Concentration Camp; photograph by Lieutenant Alan Moore, Australian official war artist who accompanied the British Army who liberated the camp in 1945

1 List what you see in the photograph (step 1)

2 What information does the caption provide? (step 2)

3 What are your first thoughts about its usefulness? (step 3)

4 How useful is this source for providing information on conditions in concentration camps under the Nazis? (step 4)

» What was the background to the Holocaust?

The Holocaust was the planned murder of Jews and others believed to be 'inferior' by the Nazis in the period 1933 to 1945. It aimed at the complete extermination, or genocide, of the Jewish people in Europe.

Adolf Hitler, the leader of the Nazi party, came to power in 1933. Anti-Semitism was part of his political ideas, which he expressed in his book *Mein Kampf* (My Struggle) written in 1923. He believed 'pure' Germans, the Aryan race, were the superior or 'master' race, and that Jews and the Roma (commonly called 'gypsies') were evil and inferior. He blamed the Jews for the economic and social problems facing Germany.

The Nazis began to persecute German Jews 'legally' when they commenced in government. The first laws, from 1933 to 1934, limited the participation of Jews in German public life. Under the 'Law for the Restoration of the Professional Civil Service' (1933), Jewish public servants were classified as 'unreliable' and dismissed from office. Further laws were implemented to restrict the number of Jewish students at German schools and universities, and to limit 'Jewish activity' in the legal and medical professions. A campaign was commenced by the Nazis to boycott Jewish shops.

In 1935, the Nazi leaders announced the 'Nuremberg Laws' which excluded Jews from being German citizens and banned them from marrying 'pure' Germans. German Jews could no longer vote. In defining a 'Jew', the Nuremberg Laws did not base this solely on being a follower of the Jewish religion. Anyone who had Jewish grandparents was regarded as a being a Jew, regardless of whether that person practised the Jewish religion or not. By the end of the year, these laws were being used to prevent Jewish patients being treated in public hospitals.

SOURCE 8.1 Adolf Hitler

... the personification of the devil as the symbol of all evil assumes the living shape of the Jew.

SOURCE 8.2 Adolf Hitler, *Mein Kampf*, chapter 11

SOURCE 8.3 Nazi officer pasting a notice onto a Jewish business urging Germans to boycott the shop, 1933

SOURCE 8.4 Pedestrians glance at the broken windows of a Jewish-owned shop in Berlin after the attacks of *Kristallnacht*, November 1938

In 1936, there was a temporary easing of anti-Semitic action in Germany while the Olympic Games were held in Berlin, as Hitler did not want the international community witnessing his treatment of the Jewish population. Signs such as 'Jews unwelcome' were removed from public parks.

However, in 1937 and 1938 efforts to remove Jews from German society continued. Under 'Aryanisation', Jewish owners of businesses were forced to sell their companies or shops to 'pure' Germans at a price determined by the Nazis. Jewish employees were then sacked. But it was events of the Kristallnacht on 9 and 10 November 1938, that signalled the greater violence to be taken against Jews in future. That night, countless Jewish houses, 7500 shops and 267 synagogues had their windows smashed (the broken glass shining in the evening light led to it being called 'crystal night') and were looted or burnt by a riot organised by Nazi leaders. Following *Kristallnacht*, 30 000 Jewish males were arrested and placed in concentration camps. This was to be the first instance of the Nazis detaining a mass of people based on their race and signalled the beginning of the systematic violence designed to eliminate Jewish people, which would become the Holocaust.

Nazi propaganda

Propaganda is the spreading of false ideas or misleading information to convince people to believe a certain point of view.

Hitler was able to win over the German people to the Nazi cause through the use of propaganda. He told the German people what they wanted to hear:

- the Jews were responsible for Germany's defeat in World War I
- the Jews preferred communism as a system of government
- the Jews caused the Great Depression
- the Jews had made life in Germany difficult.

In his speeches he often told the German people how much better off they were without the Jews—see Source 8.5.

Joseph Goebbels was Hitler's minister for propaganda during the Nazi dictatorship in Germany. He was responsible for controlling the

minds of the German people through all forms of media. Further, the German education system was controlled by Goebbels, leading to Nazi beliefs being taught to school children. This included hatred of the Jews.

... our attitude to the Jewish question. For us, this is not a problem you can turn a blind eye to—one to be solved by small concessions. For us this is a decisive problem, whether our nation first and foremost is restored to health again in its very essence, whether the Jewish spirit also truly disappears. Because do not think that you are able to combat an illness without killing the virus ... The effect of the Jews will never die away, and the poisoning of the nation will not end, so long as the virus, the Jew, is not expelled from our midst.

SOURCE 8.5 Speech by Hitler, 1920

SOURCE 8.6 German school children being taught Nazi beliefs

SOURCE 8.7 Joseph Goebbels

ACTIVITY 1

Comprehension: chronology, terms and concepts

1 Place the following events on a timeline.
   - Hitler becomes Chancellor of Germany
   - Hitler writes *Mein Kampf*
   - Nuremberg Laws are enacted
   - Kristallnacht
2 What were the Nuremberg Laws?
3 In your own words define 'Aryanisation'.
4 Who was Joseph Goebbels?

Analysis and use of sources

1 How do sources 8.2 and 8.8 provide us with information on how Nazis wanted Germans to view Jews?
2 How does source 8.3 help us to understand the Nazi treatment of Jews?
3 Read source 8.5. How does help to explain Hitler's attitude to Jews?
4 Describe what is shown in source 8.6.
5 Describe the features of the girl shown in source 8.9.
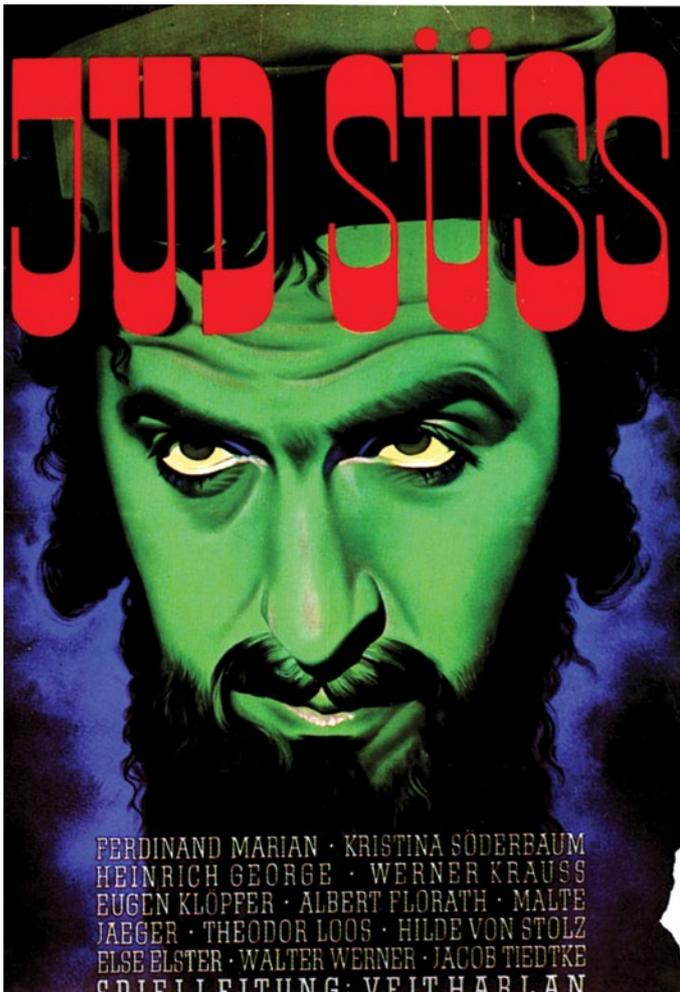
SOURCE 8.8 Poster for the anti-Semitic film *Jud Suss*, produced at the request of Goebbels, 1940

SOURCE 8.9 Poster showing the image of a 'pure' Aryan German according to Nazi propaganda

Explanation and communication

1 Use source 8.4 and the information in this inquiry question to explain Kristallnacht.
2 How did the Nazis exclude Jewish people from German society between 1933 and 1939?
3 Explain how propaganda was used to create hatred of Jews in Germany.

Empathetic understanding

How would Jewish people living in Germany between 1933 and 1939 have felt? In your answer, refer to the actions and laws implemented by the Nazis.

Research

1 Use the internet to find further examples of anti-Semitic Nazi propaganda.
2 Search Youtube to find examples of Nazi-produced films that portrayed the Aryan race.

How was the Holocaust implemented by the Nazis during World War II?

Ghettos

Ghettos were city districts, often enclosed, where Jewish communities were forcibly isolated and contained while the Nazi leadership decided what to do with them. The first ghettos were established in Poland in 1939. Some ghettos lasted only a few days. Others lasted for months or years. The biggest was in Warsaw, Poland, where 400 000 people were crowded into an area of 2.1 square kilometres.

Conditions in the ghettos were miserable. There was not enough food or medical supplies. The starving people were forced to work for the German authorities. Education was forbidden. Anyone disobeying orders was instantly shot. Some people defied their Nazi captors by smuggling in food and supplies from the outside.

When the Nazis began the Final Solution, Jews in ghettos were either murdered there or taken to death camps to face the gas chamber.

In October 1942, the German authorities issued orders to liquidate the Warsaw Ghetto and move its able-bodied residents to forced labour camps in other parts of Poland. This was met by resistance from the occupants of the ghetto. In April 1943, efforts were again made to deport them. When German police and troops entered the ghetto, an uprising began. The Germans had planned to liquidate the ghetto in three days but the resistance of the ghetto fighters continued until 16 May 1943.

By this time the buildings in the ghetto were in ruins. The German commander reported that he had killed 7000 Jews during the uprising and had captured 56 000. The German authorities then deported approximately 42 000 to either the Lublin concentration camp or the Poniatowa, Trawniki, Budzyn, and Krasnik labour camps. Another 7000 were transported to the Treblinka death camp where most were killed in the gas chambers upon arrival.

> There were weekly rations of food, mainly clay-like bread, potatoes—or just their peels, left from German army kitchens—occasional portions of horsemeat and processed sugar beets, left after extraction of sugar. Variations in this occurred when a product no longer regarded as edible outside the ghetto was sent in.
>
> Each factory had a kitchen where hot soup was issued, one ladleful into our pannikins in return for the coupon received from the supervisor. This was the main meal of the day, available only to those present at work, so if you did not turn up there was not much to eat. No wonder those who fell ill for a while had small chance of recovery.
>
> Halina Wagowska, *The Testimony*, 2012, p. 36

SOURCE 8.10 Food in a Polish ghetto (Halina was 10 years old when she and her parents were forced into a ghetto)

SOURCE 8.11 Major ghettos in occupied Europe, 1939–44

SOURCE 8.12 Jews from the Warsaw ghetto surrender to German soldiers after the uprising in 1943

ACTIVITY 2

Comprehension: chronology, terms and concepts

1 Define 'ghetto'.
2 What was the 'Final Solution'?
3 Where and why were the ghettos formed?
4 How did people survive in the ghettos?
5 Why were the ghettos emptied and destroyed?

Analysis and use of sources

1 How does source 8.10 assist our understanding of life in a ghetto?
2 What is shown in source 8.12?

Empathetic understanding

Read source 8.10. More than 50 years later in Australia, Halina Wagowska met a man who, as a young boy, had lived outside the ghetto in which she was imprisoned. In pairs, create a dialogue of what Halina and he might have said to each other when they met.

Explanation and communication

Explain why the Nazis forcing Jewish people to live in ghettos can be considered to be part of the Holocaust.

Research

1 Use the internet to locate information to write a short report on the Warsaw ghetto uprising.
2 Use the internet to locate information on other ghettos. What terms would you use when undertaking a search?

Mobile killing squads

In 1941, the Germans broke their treaty of non-aggression with Stalin and invaded the USSR. Mobile killing squads (*Einsatzgruppen* or *Einsatzkommando*) followed the German army as it advanced into Soviet territory. Their job was to kill anyone believed to be an enemy of the Nazis. This included Jews and Roma (gypsies). Also killed were the physically and mentally disabled.

The *Einsatzgruppen* would shoot Jewish men, women and children then bury them in mass graves. Sometimes this involved marching them to the execution site where trenches had been prepared. Other times the victims had to dig their own graves. After the victims had handed over their valuables and undressed, they were shot.

Heinrich Himmler, the Nazi in charge of the *Einsatzgruppen*, wanted to find another method for killing the captives that would not involve his men having to shoot them. Late in 1941, the 'gas van' was introduced. This was a truck in which victims were placed in the back and the truck's exhaust was used to gas those inside. Some historians consider this to be the first application of the 'Final Solution'. By mid-1943, it is estimated that the *Einsatzgruppen* had killed more than one million Soviet Jews.

The *Einsatzgruppen*, however, found the gas-van method too slow for killing the number of Jews they captured. The Nazi response was the establishment of special concentration camps or killing centres equipped with purpose-built gas chambers.

SOURCE 8.13 Children eating in the ghetto streets in Warsaw, Poland, between 1940 and 1943

SOURCE 8.14 Members of an *Einsatzkommando* (mobile killing squad) about to shoot a Jewish youth

			Total carried forward 99,804
12.9.41	City of Wilna	993 Jews, 1,670 Jewesses, 771 Jewish children	3,434
17.9.41	City of Wilna	337 Jews, 687 Jewesses, 247 Jewish children and 4 Lith. Comm.	1,271
20.9.41	Nemencing	128 Jews, 176 Jewesses, 99 Jewish children	403
22.9.41	Novo-Wilejka	468 Jews, 495 Jewesses, 196 Jewish children	1,159
24.9.41	Riess	512 Jews, 744 Jewesses, 511 Jewish children	1,767
25.9.41	Jahiunai	215 Jews, 229 Jewesses, 131 Jewish children	575
27.9.41	Eysisky	989 Jews, 1,636 Jewesses, 821 Jewish children	3,446
30.9.41	Trakai	366 Jews, 483 Jewesses, 597 Jewish children	1,446
4.10.41	City of Wilna	432 Jews, 1,115 Jewesses, 436 Jewish children	1,983
6.10.41	Semiliski	213 Jews, 359 Jewesses, 390 Jewish children	962
9.10.41	Svenciany	1,169 Jews, 1,840 Jewesses, 717 Jewish children	3,726
16.10.41	City of Wilna	382 Jews, 507 Jewesses, 257 Jewish children	1,146
21.10.41	City of Wilna	718 Jews, 1,063 Jewesses, 586 Jewish children	2,367
25.10.41	City of Wilna	1,776 Jewesses, 812 Jewish children	2,578
27.10.41	City of Wilna	946 Jews, 184 Jewesses, 73 Jewish children	1,203
30.10.41	City of Wilna	382 Jews, 789 Jewesses, 362 Jewish children	1,553
6.11.41	City of Wilna	340 Jews, 749 Jewesses, 252 Jewish children	1,341
19.11.41	City of Wilna	76 Jews, 77 Jewesses, 18 Jewish children	171
19.11.41	City of Wilna	6 POW's, 8 Poles	14
20.11.41	City of Wilna	3 POW's	3
25.11.41	City of Wilna	9 Jews, 46 Jewesses, 8 Jewish children, 1 Pole for possession of arms and other military equipment	64

EK 3 detachment in Minsk from 28.9–17.10.41:

Pleschnitza Bischolin
Scak Bober Uzda   620 Jews, 1,285 Jewesses, 1,126 Jewish children and 19 Comm.   3,050

133,346

Prior to EK 3 taking over security police duties, Jews liquidated by pogroms and executions (including partisans)   4,000

Total   137,346

Today I can confirm that our objective, to solve the Jewish problem for Lithuania, has been achieved by EK 3. In Lithuania there are no more Jews, apart from Jewish workers and their families.

The distance between from the assembly point to the graves was on average 4 to 5 Km.

I consider the Jewish action more or less terminated as far as Einsatzkommando 3 is concerned. Those working Jews and Jewesses still available are needed urgently and I can envisage that after the winter this workforce will be required even more urgently. I am of the view that the sterilization program of the male worker Jews should be started immediately so that reproduction is prevented. If despite sterilization a Jewess becomes pregnant she will be liquidated.

(signed) Jager SS-Standartenführer [Nazi Party Special Forces Local Commander]

SOURCE 8.15 Part of a report sent by *Einsatzkommando* commander Jager, outlining the details of their work and announcing the job completed
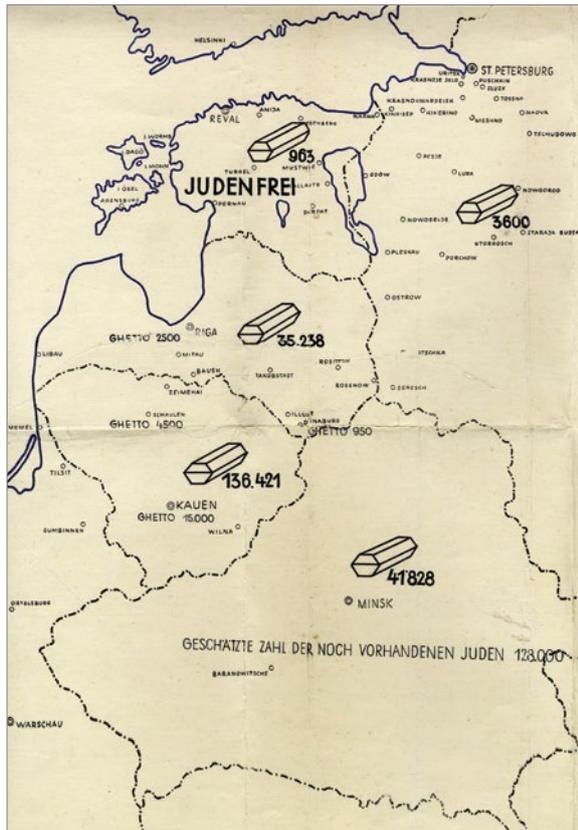
SOURCE 8.16 A map that accompanied the secret report on the mass murder of Jews by *Einsatzgruppe* A (Judenfrei means 'free of Jews')

ACTIVITY 3

Comprehension: chronology, terms and concepts

1 What were the *Einsatzgruppen* and *Einsatzkommando* and what was their purpose?

2 Who was Heinrich Himmler?

Analysis and use of sources

1 Describe what is shown in source 8.14.

2 a What are sources 8.15 and 8.16?

    b How useful are they for investigating the activities of the killing squads?

3 Use source 8.15 to answer the following:

    a Approximately when was it created?

    b To which country does the document relate?

    c How many people died on 16 October 1941?

    d How many people were killed in total in Lithuania?

    e How useful is source 8.15 in investigating other atrocities carried out by the killing squads?

4 How do sources 8.14, 8.15 and 8.16 contribute to our understanding of the Holocaust?

Explanation and communication

Why can the mobile killing squads be considered part of the Holocaust?

Empathetic understanding

How do you think it is possible for people to have wanted to be members of the *Einsatzgruppen*?

Concentration camps

The term **concentration camp** refers to a prison-like place where people are detained, usually under harsh conditions. There is no limit to how long a person can remain a captive or rules for their treatment.

Between 1933 and 1945, Nazi Germany built concentration camps for several purposes. Some of these were used as forced-labour camps where inmates toiled in factories or nearby work sites. Others were transit camps that served as temporary collection points for prisoners being deported to other areas. The most notorious were the extermination camps, used to carry out the 'Final Solution'. Auschwitz was the largest German camp. It consisted of an extermination camp and a forced-labour camp. Around 1.1 million people were killed in Auschwitz.

From 1944, as the German army retreated, inmates of concentration camps were forced to participate in 'death marches' to camps deeper into Germany. In a brutal winter, many died of exposure or exhaustion. Those who could not march were shot or just left to die where they stopped.

When the Allies liberated the concentration camps in the final months of the war, some of the camps were already deserted or destroyed. At some camps, they found prisoners barely alive, thousands of corpses and tonnes of confiscated material, including the clothes and hair of executed inmates.

On 15 April 1945, British troops liberated the concentration camp at Belsen. More than 10 000 dead inmates needed immediate burial to halt the spread of diseases. Former guards were made to become work squads to bury the bodies.

Concentration camp
■ **Extermination camp**
— **Deportation routes**

Ulven
Grini
Berg
Vaivara
Rumbula
Kaiserwald
NORTH SEA
BALTIC SEA
Horserod
Kaunas
Vilnius
Ponary
Maly Trostenets
Stutthof
Soldau
Nemengamme
Ravensbrück
Treblinka
Białystok
Lakhva
Westerbork
Bergen-Belsen
Potulice
Chelmno
Warsaw
Sachsenhausen
Amersfoort
Arbeitsdorf
Berlin
Łódź
Sobibór
Babi Yar
Niederhagen
Mittelbau-Dora
Majdanek
Breendonk
Buchenwald
Gross-Rosen
Bełżec
Mechelen
Auschwitz
Lwów
Vinnitsa
Breitenau
Theresienstadt
Kraków
Lager Sylt
(Alderney)
Compiègne
Plaszów
Zaslaw
Mogilev-Podolski
Drancy
Hinzert
Flossenbürg
Hodonín
Chernivtsi
Transnistria
Paris
Lety
Novaky
Pithiviers
Natzweiler-Struthof
Mauthausen
Vyhne
Kishinev
Odessa
Dachau
Vienna
Sered
Ebensee
Kistarcsa
Budapest
Cluj
Bolzano
San Sabba
Jasenovac
BLACK
SEA
Sajmište
Asti
Rab
Schabatz
Topovske Supe
Fossoli
Crveni krst
Gurs
Nisch
Dupnitsa
Vernet
Skopje
MEDITERRANEAN
SEA
Rome
ADRIATIC
SEA
Bitula
Thessaloniki

SOURCE 8.17 Map of Nazi concentration camps throughout Europe

SOURCE 8.18 *Blind Man in Belsen* by Lieutenant Alan Moore, an Australian official war artist who made several paintings, sketches and drawings as a record of Nazi atrocities

SOURCE 8.19 The front gate of Auschwitz-Birkenau concentration camp, photographed by a Russian documentary-maker on 31 January 1945; 'Arbeit macht frei' means 'work will set you free'

SOURCE 8.20 British soldiers stand guard as German SS (Nazi Party Special Forces) troops load bodies of dead victims into trucks

The first processing barrack contained a row of wooden benches. We sat down to have our hair shaved off and our mouths and fingers searched for gold. Female soldiers did the shaving while a man collected jewellery in a large glass jar. Those with gold crowns on their teeth were ordered into a corner where another woman in uniform removed the gold with what looked like a pair of pliers. The screaming testified to the pain …

Further shouted orders told us to undress, leave our clothes at the door and proceed in a single line to the next barrack. As we walked naked between two rows of armed soldiers, a man in a white coat ordered some to step to one side, to select and separate the frail and emaciated from those who still had some muscles.

Mother and I passed this selection for life or death.

Halina Wagowska, *The Testimony*, 2012, p. 44

SOURCE 8.21 Arriving at Auschwitz (Halina's family was sent to Auschwitz after four years in a ghetto)

A goods train traveled directly into the camp of Belzec, the freight cars were opened and Jews whom I believe were from the area of Romania or Hungary were unloaded. The cars were crammed fairly full. There were men, women and children of every age. They were ordered to get into line and then had to proceed to an assembly area and take off their shoes ...

After the Jews had removed their shoes they were separated by sex. The women went together with the children into a hut. There their hair was shorn and they had to get undressed ... The men went into another hut, where they received the same treatment. I saw what happened in the women's hut with my own eyes. After they had undressed, the whole procedure went fairly quickly. They ran naked from the hut through a hedge into the actual extermination centre. The whole extermination centre looked just like a normal delousing institution. In front of the building there were pots of geraniums and a sign saying 'Hackenholt Foundation', above which there was a star of David. The building was brightly and pleasantly painted so as not to suggest people would be killed here ...

Inside the buildings, the Jews had to enter chambers into which was channelled the exhaust of a [100(?)]-HP engine, located in the same building. In it there were six such extermination chambers. They were windowless, had electric lights and two doors. One door led outside so that the bodies could be removed. People were led from a corridor into the chambers through an ordinary air-tight door with bolts. There was a glass peep-hole, as I recall, next to the door in the wall. Through this window one could watch what was happening inside the room but only when it was not too full of people. After a short time the glass became steamed up. When the people had been locked in the room the motor was switched on and then I suppose the stop-valves or vents to the chambers opened ... It is possible that the pipe led directly to the chambers. Once the engine was running, the light in the chambers was switched off. This was followed by palpable disquiet in the chamber. In my view it was only then that the people sensed something else was in store for them. It seemed to me that behind the thick walls and door they were praying and shouting for help.

SOURCE 8.22 The testimony of Professor Wilhelm Pfannenstiel, a Waffen-SS (Nazi Party Armed Special Forces) hygienist, on a gassing at Belzec
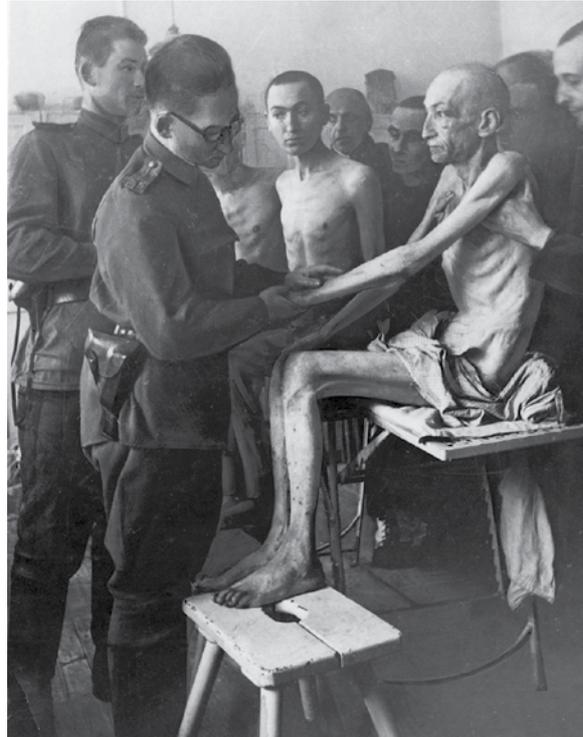
SOURCE 8.23 Soon after liberation, a Soviet physician examines Auschwitz camp survivors in Poland on 18 February 1945

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 Describe the three different types of camps.

2 What type of camp was Auschwitz?

3 Why did the Nazis start the death marches?

Explanation and communication

1 Use source 8.22.

   a What is this source?

   b You are a journalist doing an article on gassings at Belzec. Write a six-paragraph article in a journalistic style. Use quotes from source 8.22 as if you interviewed Professor Pfannenstiel.

2 Write a 100-word caption for source 8.23

Analysis and use of sources

1 Read sources 8.21 and 8.22.

   a How do the two accounts reinforce each other, even though they are about different camps?

   b How are the two accounts different from each other?

2 Do the similarities between the two accounts make the differences more or less believable? Why?

Empathetic understanding

Use source 8.18 and other information in this section. Imagine you are Alan Moore, arriving at the Belsen camp. Write a letter to a friend about what you discover there and explain how it makes you feel.

Research

Go to your digital support to watch a video about the liberation of the camps. Using this clip and other resources, draw a map of the location of the concentration camps and label the camps according to who liberated them.

What were some of the experiences of those affected by the Holocaust?

Although the Holocaust was designed by the Nazis to murder all Jewish people in Europe, the complete genocide was prevented by the defeat of Germany in 1945. The experiences of men, women and children during the Holocaust vary. Those who survived were able to provide first-hand accounts of their treatment. A number of the diaries of others who died as a result of the Holocaust have been collected and preserved in Holocaust museums.

One famous account of how the life of a Jewish girl was affected by the Holocaust is told in *The Diary of Anne Frank*. Anne was one of over one million Jewish children who died in the Holocaust. She was born in 1929 in Frankfurt, Germany. Her parents were Otto and Edith Frank.

When the Nazis gained power in 1933, Otto Frank began moving his family to Amsterdam in Holland. However, whatever safety he hoped for was lost when the Germans occupied Amsterdam in May 1940. From July 1942, German officials began placing Jews living in Amsterdam into concentration camps in order to deport them to Auschwitz and other killing centres. In order to avoid arrest, Otto had arranged a hiding place for the family in their apartment building.

SOURCE 8.24 Anne Frank

Trusted friends smuggled food to the Franks. For two years, the family lived in the secret rooms and during this time Anne kept a diary of her experiences. However, on 4 August 1944, the Gestapo (Nazi secret police) discovered the hiding place following an anonymous tip-off. The Franks were transported along with about 1000 others to Auschwitz. Anne and her sister were transferred eight weeks later to the Bergen-Belsen concentration camp to undertake forced labour.

Just weeks before British troops liberated Bergen-Belsen on 15 April 1945, Anne and her sister had died of typhus. Anne's mother had

SOURCE 8.25 Survivors of Belsen concentration camp at the time it was liberated in April 1945

died in Auschwitz in January 1945. Her father lived and was freed from Auschwitz when Soviet troops liberated the camp late in January 1945. He returned to Amsterdam where he was given Anne's diary by one of the trusted friends who had found it after the Franks had been arrested.

The following sources present some of the experiences of others during the Holocaust. They come from the United States Holocaust Memorial Museum. The weblinks in your digital support will take you to a podcast of the actual interview with the survivor.

My grandparents, my aunt, my relatives and all the other Jews in the community, we were all loaded onto this train, going to Auschwitz. When we were put onto this train, which of course I don't need to describe to you—it was a cattle car as you know, no windows, had no seats and no toilet. When we got onto the trains none of us knew we were being taken to a concentration camp. None of us knew anything about Auschwitz. At least I don't think we knew. We honestly thought we were going to be relocated, until the door closed and we heard the lock go on from the outside. I believe that was the first we knew, wherever we were going to be taken to, it was not going to be freedom.

SOURCE 8.26 Fritzie Weiss Fritzshall, born 1929, Klucarky, Czechoslovakia

The hunger in the ghetto was so great, was so bad, that people were laying on the streets and dying, little children went around begging, and, uh, everyday you walked out in the morning, you see somebody is laying dead, covered with newspapers or with any kind of blanket they found, and you found … those people used to carry the dead people in little wagons, used to bring them down to the cemetery and bury them in mass graves. And every day thousands and thousands died just from malnutrition because the Germans didn't give anything for the people in the ghetto to eat. There was no such thing. You can't walk in and buy anything, or getting any rations. It's your hard luck. If you don't have it, you die, and that's what it was.

SOURCE 8.27 Abraham Lewent, born 1924, describing life in the Warsaw ghetto

When I came to Auschwitz, a few months later, I think almost everybody became very sick. My mother had malaria too, but she never had typhus. I was the one who came down with typhus, and I have very little memory of what went on, but my mother dressed me every morning, took me out to this 'zellappell' which is the equivalent of roll call, and dragged me to work so that I wouldn't be beaten or sent into the hospital barracks which was … which was really a death barracks. So my mother dragged me around but of course I looked terrible and there was the selection for the gas chambers one time, and we were standing outside and an SS man told me to go in one direction and my mother into another because I looked so sick, and of course I was just wasting the food, this, this two hundred calories worth of food that they gave us every day. So my mother pleaded with him and said that, well, I'm her child and she, can't she come with, can't I come with her, and he said no, but if you're so concerned about your daughter, go with her. And she was just about to do this, and one of the women who was working in the barracks, I think she swept floors and whatever and maybe cleaned the chimney, the stoves, and whatever other menial work, but she had some kind of protected position whatever that was worth. She sort of grabbed me under one arm and my mother grabbed my other arm, and we managed to walk away. We were not even stopped, and I … I it was some kind of miracle that the SS man didn't notice that or … or pretended not to notice us, and just, and we just kept going and uh my life was saved that day. It was really the most amazing thing. I … I can't figure out, of course I was sick and I don't know exactly what went on, it was the excitement of the moment but my life was saved that way.

SOURCE 8.28 Ruth Meyerowitz, born 1929, Frankfurt, Germany

I was in that shack hiding for over two years. Never went outside. Uh, in the winter it was very cold; in the summer it was hot. And, um, he used to bring us, uh, usually, uh, a loaf of bread for both of us every day and a bottle of water. Once in a blue moon for a special occasion he would bring a little soup. And, uh, sometimes he had, if he had to go away on business where they send him to another town for a day, or some other, he would, his wife or his daughter will never give us anything so we starved for a day or two until he came back. And my mother and I been in that, uh, uh, shack for—at night sometimes, my mother used to sneak out to clean up the [chamber] pot, and, uh, I never went out. Uh, she wouldn't let me out, and I was afraid to. She was, uh, I, we didn't have anything to do. I didn't have anything to play. I was at that time six years old, and I didn't know … I used to play with the chickens and play with the straws on the, there was a lot of straw on the floor and he used to, he put up, uh, a kind of a mattress or something where we slept in a corner with blankets, and that was where we stayed.

SOURCE 8.29 Sarah (Sheila) Peretz Etons, born 1936, Chelm, Poland

ACTIVITY 5

Explanation and communication

After reading (or viewing the podcasts) of sources 8.26 to 8.29, describe the experiences of the four Holocaust survivors.

Analysis and use of sources

1   What is the value of sources 8.26 to 8.29 to historians investigating the Holocaust?

2   The interviews with these survivors were recorded many years after the experiences they describe. What care do historians need to take when using accounts such as these?

Empathetic understanding

1   After reading (or viewing the podcasts) of sources 8.26 to 8.29, describe your reaction to each.

2   How might each of the experiences described in sources 8.26 to 8.29 have affected each of the survivors?

Research

1   Go to your digital support for an online exhibition which documents the experiences of six Holocaust survivors.

2   Use the internet to locate the official Anne Frank website and others that have exhibitions related to her. Use these to write an account of her life.

3   Explore the site *Echoes and Reflections* at your digital support, which records the experiences of 51 survivors and witnesses of the Holocaust.

⊗ How is the Holocaust remembered?

The United Nations has made 27 January, the anniversary of the liberation of Auschwitz, the International Holocaust Remembrance Day. Each year on this day, member countries commemorate and honour the victims of the Nazi era. The purpose of the day also includes a commitment to preventing future genocides through education.

Below are a number of sources related to ways the Holocaust is remembered. Examine these, then undertake the activities that follow.

This year, we pay special tribute to the women who suffered in the Holocaust. Mothers and daughters, grandmothers, sisters and aunts, they saw their lives irrevocably changed, their families separated and their traditions shattered. Yet, despite appalling acts of discrimination, deprivation and cruelty, they consistently found ways to fight back against their persecutors.

They joined the resistance, rescued those in peril, smuggled food into ghettos and made wrenching sacrifices to keep their children alive. Their courage continues to inspire. On this Holocaust Remembrance Day, let us honour these women and their legacy. Let us pledge to create a world where such atrocities can never be repeated.

SOURCE 8.30 United Nations Secretary-General Ban Ki-moon, 2011

SOURCE 8.31 United Nations Secretary-General Ban Ki-moon opening the exhibition *Architecture of Murder: The Auschwitz-Birkenau Blueprints*, held in conjunction with the International Day of Commemoration in Memory of the Victims of the Holocaust on 26 January 2010

To commemorate the lives of the six million Jews murdered by the Nazis and their collaborators, honour the Survivors and pay tribute to the Righteous Among the Nations.

Ensure through education, academic research and the display of artefacts and memorabilia, that the Holocaust and its uniqueness in history is never forgotten and that it is recognised as a crime against humanity with contemporary and universal significance.

Explore and illustrate the depth of the Jewish religion, tradition and culture, Australian Jewish history and the contribution of Jews to Australian society.

SOURCE 8.32 The mission statement of the Sydney Jewish Museum

ACTIVITY 6

Comprehension: chronology, terms and concepts

1. On what day each year is International Holocaust Remembrance Day?
2. Why was this date chosen?
3. What is the purpose of International Holocaust Remembrance Day?

Analysis and use of sources

1. Read source 8.30. What was the theme of that year's remembrance day?

SOURCE 8.33 A Holocaust survivor attends a ceremony in observance of the International Day of Commemoration in Memory of the Victims of the Holocaust, 27 January 2009

2. Describe what is shown in source 8.33.
3. How does source 8.32 help us to understand the purpose of remembering the Holocaust?
4. Look at sources 8.34–8.37.
   a. How would these websites be used to promote remembrance of the Holocaust?
   b. How could these websites be useful when investigating the importance of remembrance of the Holocaust?
5. Sources 8.38 and 8.39 are memorials to the victims of the Holocaust. How do they communicate their message?

Research

1. Go to your digital support to watch a video on the importance of remembering the Holocaust.
2. Go to your digital support to undertake a virtual tour of the Dachau camp.

Explanation and communication

1   Look at source 8.38. Explain what you think this represents.

2   Go to the websites shown in sources 8.34–8.37. Evaluate how useful each is for providing information on:

a   remembering the victims and survivors

b   personal accounts (including oral histories)

c   how to conduct a remembrance ceremony

d   learning about the Holocaust.

3   Why is it important to remember the Holocaust?
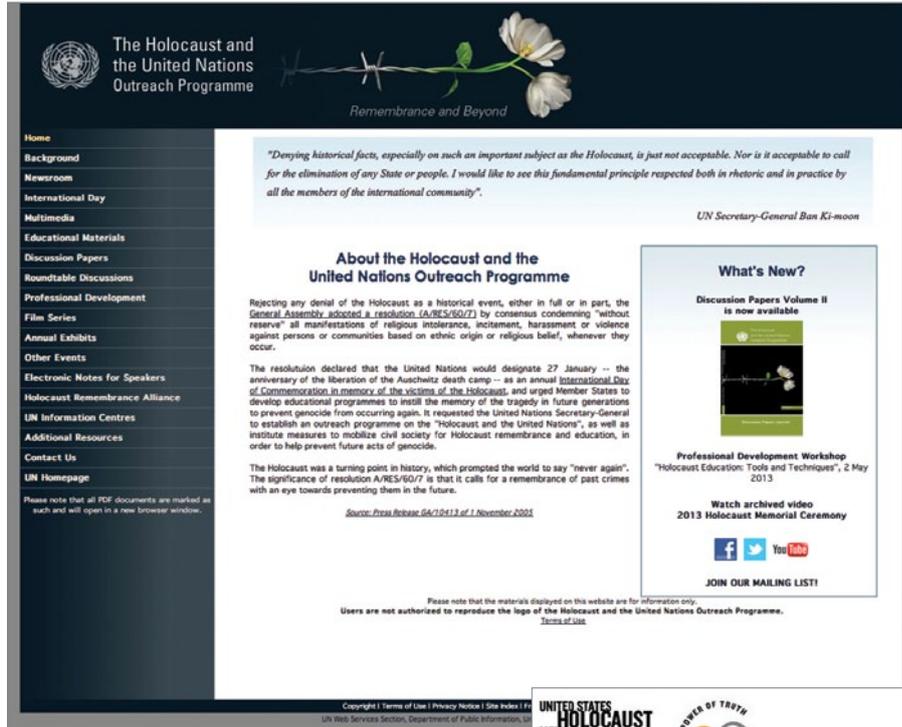
SOURCE 8.34 The web page of the UN's Holocaust remembrance

SOURCE 8.35 The web page of United States Holocaust Memorial Museum

SOURCE 8.36 The web page of Sydney Jewish Museum

SOURCE 8.37 The web page of the Jewish Holocaust Centre

SOURCE 8.38 Memorial to the murdered Jews of Europe, Berlin

SOURCE 8.39 A memorial at Dachau Concentration Camp with the words 'never again' written in several languages

History challenges

Critical and creative thinking

Go back and look at sources 8.38 and 8.39. They are examples of memorials. Design a memorial to be placed at the site of the Belsen Concentration Camp. Explain your design.

ICT

A virtual tour is an online presentation of a location. See links in your digital support that will take you on virtual tours of the Dachau and Auschwitz concentration camps.

Locate a selection of images on the internet and create a virtual tour of the Warsaw Ghetto.

Getting the message

1   What countries are represented by the three flags in source 8.40?

2   Describe how the Jew has been drawn.

3   What was the purpose of drawing the Jew that way?

4   What was the intended message of this poster?

Visual communication

1   Look closely at source 8.41. Who do you think the person on the left represents?

2   Who do you think the person on the right represents?

3   Make a list of three words to describe the person on the left.

SOURCE 8.40 Behind the enemy powers: the Jew

4   Make a list of three words to describe the person on the right.

5   How would these illustrations have influenced a child reading the book in 1936?

SOURCE 8.41 Page from an anti-Semitic German children's book, 1936

Figure it out
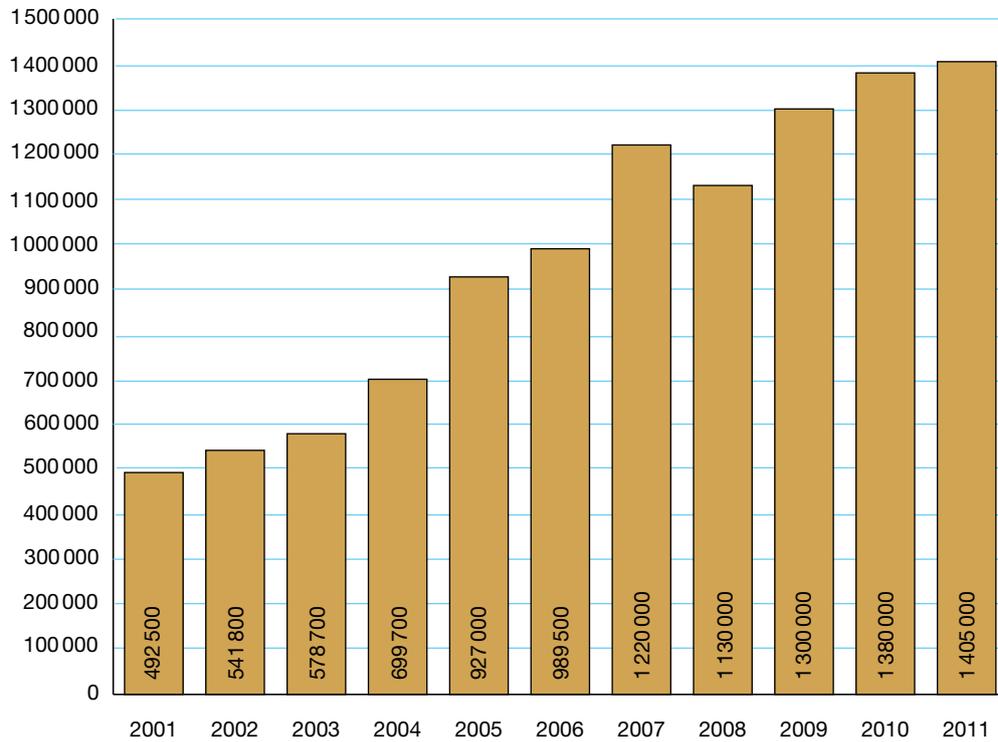
SOURCE 8.42 Number of visitors to Auschwitz Memorial, 2001–11

1 In what year did visitor numbers first exceed one million?

2 The difference between the number of visitors in 2001 and 2011 is approximately

    a double

    b triple

    c ten times more.

3 Calculate the average number of visitors each year for the period 2002 to 2011.

4 The number of visitors by country to the Auschwitz Memorial in 2011 was Poland (610 000), Great Britain (82 000), Italy (78 000) and also Israel (62 000), Germany (58 000), France (56 000), USA (52 000), Spain (46 000), South Korea (43 000), Czech Republic (43 000) and Australia (14 200). Draw a bar graph to present this information.

Intercultural understanding

A racial stereotype is a representation of an ethnic group that exaggerates what are thought to be typical characteristics. Use the internet to research racial stereotypes and find information on how the following groups have been presented: Jews, Australians, Asians and the French.

Why can the use of racial stereotypes be damaging?

Talking points

As a class, discuss the reasons why there would be increasing numbers of people visiting sites such as Auschwitz.

Chapter 9

Australia and the Vietnam War »

Private Graham Bagnell in Nui Dat, South Vietnam, March 1968

Inquiry questions

1. What was the background to the Vietnam War?
2. Why and how did Australians become involved in the Vietnam War?
3. How did various groups respond to Australia's involvement in the Vietnam War?
4. What was the impact of the war on those who participated?

Introduction

THE VIETNAM WAR is a term used by Western historians to describe the military conflict in Vietnam, mainly in the period from 1961 until 1975, involving North Vietnam and its allies on one side and South Vietnam and its allies, most notably the United States, on the other. To the Vietnamese this war is known as the American War.

The background cause of the Vietnam War can be traced to the 19th-century colonisation of Indochina (Vietnam, Cambodia and Laos) by France. Following World War II, the French returned to resume control Vietnam. This was resisted by Ho Chi Minh, leader of Vietnam's Communist Party, who in September 1945 declared Vietnam independent.

France refused to accept this and eight years of war followed. In 1954, the peace settlement left Vietnam divided—the communist North under Ho Chi Minh, and the South under President Ngo Dinh Diem. When the South proved ineffective in preventing the North's attempts to reunite the country, the United States became involved in the early 1960s.

Australia, as a result of alliances with the United States and a fear of the spread of communism, entered the war in 1962. In order to ensure sufficient troops, conscription was used, leading to fierce public debate. This all took place when 'the times were a changing' and the established social order was being challenged by the protest movements.

The election of the Whitlam government in 1972 saw Australia's involvement in Vietnam end. Returning Vietnam veterans often did not receive the welcome home given to previous returning soldiers due to their connection with an unpopular war.

KEY TERMS

ANZUS	agreement between Australia, New Zealand and the United States, signed in 1951, to assist each other if attacked
conscientious objection	an anti-war belief that is used to refuse to be involved
conscription	compulsory military service
conservatives	political view that does not support change or 'left' ideas
defoliant	chemical which causes leaves and foliage on trees to fall
domino theory	the idea that if one country comes under Communist control, neighbouring countries will follow
moratorium	agreed pause or suspension of an activity
SEATO	South East Asia Treaty Organization, a defence alliance against Communism signed in 1954 by Australia, Great Britain, France, New Zealand, Pakistan, the Philippines, Thailand and the United States of America
Tet Offensive	major attack by North Vietnamese army and the Viet Cong on South Vietnam, begun on 30 January 1968 (Tet, the Vietnamese lunar new year)
veteran pacifist	person with a long-held opposition to war and violence
Viet Cong	communist guerilla forces operating in South Vietnamese territory
Vietnamisation	process of withdrawing American troops from Vietnam and transferring responsibility to the South Vietnamese government

ASIO surveillance photograph of the Moratorium March, 1969

TIMELINE OF KEY DATES

1860s	Vietnam becomes a French colony
1942	Japan occupies Vietnam during World War II, interrupting French colonial rule
1945	French presence is restored by Allied forces
1946	French Indochina war begins with Vietnam's communist forces led by Ho Chi Minh
1954	Vietnam is divided into North (communist) and South (pro-Western) following Battle of Dien Bien Phu and the Geneva Agreement
1956	French withdraw from Vietnam
1960s	South Vietnam appears ineffective in resisting spread of communist North's influence; the US sends advisers to assist the South Vietnamese Army
1962	Australia declares its intention to send 30 military advisers to South Vietnam
1964	6 July: Kevin Conway is the first Australian killed in action in Vietnam
1965	First round of conscription registration; combat troops arrive in South Vietnam.
1966	Prime Minister Harold Holt gives 'All the Way with LBJ' speech in the US; President Lyndon Johnson visits Australia later that year
1968	Australian troops in South Vietnam reach highest level: 8 300
1970	First moratorium protest held
1972	Election of Whitlam as Prime Minister; remaining Australian troops depart South Vietnam
1975	North and South Vietnam reunited under communist government

FOCUS ON HISTORY SKILLS »

Skill: Analysis and use of sources—synthesising information

As a historian, you may be presented with a variety of sources on a subject. Not all the information in the sources will be relevant or useful to your investigation.

If your task was to write a historical argument, you would need to find evidence in sources to support your point of view. To do this requires the skill of synthesising information. When we synthesise, it involves selecting and combining together evidence from a range of sources into one coherent text.

The following example will guide you in how to synthesise evidence to write an answer to the question: 'Did Australia fully commit to the Vietnam War?'

In 1962, Australia's involvement in Vietnam began with a small number of the Australian Army Training Team Vietnam (AATTV). Australia became more deeply involved in 1965 when Prime Minister Robert Menzies announced to Parliament that Australia would send combat troops. Between 1962 and 1975 nearly 60 000 Australian troops served in Vietnam. At its height there were about 8 000 Australian soldiers in Vietnam at the one time.

SOURCE 9.1 Australia's involvement in Vietnam, Annika Evans, 2013

SOURCE 9.2 Australian Prime Minister Harold Holt and US President Lyndon Baines Johnson in 1966. Holt used the slogan 'All the way with LBJ' to emphasise Australia's commitment to supporting the United States during the Vietnam War.

Australia never undertook a commitment to the Vietnam War either comparable with that of its larger ally, the United States, or indeed ever approaching the level requested by the Americans. ... During the war the Australian armed forces constituted about 0.7 per cent of the Australian population, and Australian defence expenditure averaged between 4 and 4.5 per cent of Gross National Product. By way of comparison, the American armed forces constituted 1.6 per cent of the total population and American defence expenditure averaged 9 per cent of Gross National Product during the same period.

SOURCE 9.3 Ashley Ekins, Official History Unit, Australian War Memorial
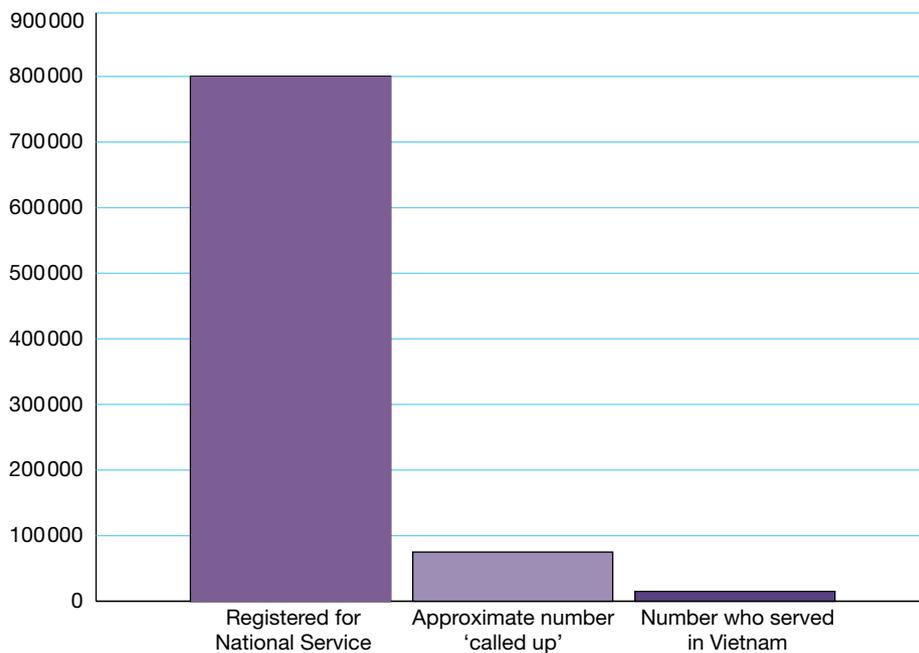
SOURCE 9.4 Australian national servicemen in Vietnam

Step 1

If you were going to argue that Australia did not fully commit to the Vietnam War, you need to look at each source to find if there is any evidence to support or oppose your argument. Summarise your results in a table, like this:

Source	9.1	9.2	9.3	9.4
Evidence for your argument			Australia never undertook a commitment to the Vietnam War … approaching the level requested by the Americans Australian armed forces constituted about 0.7 per cent of the Australian population … American armed forces constituted 1.6 per cent of the total population Australian defence expenditure averaged between 4 and 4.5 per cent of Gross National Product … US defence expenditure averaged 9 per cent of Gross National Product	Graph shows approximately 800 000 Australians were part of National Service About 60 000 were called up About 15 000 were made to serve in Vietnam
Evidence against your argument	Australia became more deeply involved in 1965	'All the way with LBJ' to emphasise Australia's commitment to supporting the United States during the Vietnam War		
Other information	Between 1962 and 1975, nearly 60 000 Australian troops served in Vietnam. At its height there were about 8 000 Australian soldiers in Vietnam at the one time			

Step 2

Synthesise the information to be used as evidence.

- Australian armed forces constituted about 0.7 per cent of the Australian population … American armed forces constituted 1.6 per cent of the total population

- Australian defence expenditure averaged between 4 and 4.5 per cent of Gross National Product … American defence expenditure averaged 9 per cent of Gross National Product

- Graph shows that approximately 800 000 Australians were part of National Service but only about 60 000 were called up for training and only approximately 15 000 were made to serve in Vietnam

Step 3

Use your evidence to support your argument. You might include paragraphs like these in your historical argument:

- Although Australian Prime Minister Holt said 'All the way with LBJ', Australia's commitment to the Vietnam War was not at the same level as that of the United States. For example, while America spent about 9 per cent of its Gross National Product on the war effort, Australia spent half this.

- Compared with 1.6 per cent of the American population making up the armed forces fighting in Vietnam, Australia's commitment was only 0.7 per cent of its population.

- Australia had approximately 800 000 men registered for National Service during the Vietnam War. However, the government called up only about 60 000 of these to undertake training. Of these, about 25 per cent were sent to Vietnam. This shows that Australia could have made a greater commitment of armed forces in Vietnam but chose not to.

Focus on history skills activities

1 You have been given the task to write a historical argument on the topic 'The National Service ballot was a fair method for selecting men to be conscripted into the army during the Vietnam War'. (To get some background on this topic, read the Spotlight on National Service in the Vietnam War era on page 270).

2 Decide whether you are going to argue for or against this statement

3 Locate at least three sources that contain information on National Service in Australia during the Vietnam War era.

4 Undertake steps 1, 2 and 3 of the guide to synthesising information.

Think Puzzle Explore
?

1 Draw a three-column table.

2 Put for the heading of first column, 'Think'. For the second 'Puzzle' and for the third 'Explore'.

3 In the 'Think' column, list the thoughts that come to your mind when you hear the term 'Vietnam War'.

4 In the 'Puzzle' column, list the reasons why the Vietnam War has been the subject of many documentaries and movies.

5 In the 'Explore' column, record the sources you might access in order to find out more about Australia's involvement in the Vietnam War.

What was the background to the Vietnam War?

During World War II, the control that Britain, France and the Netherlands had over their colonies in the Asia-Pacific region was removed by the advancing Japanese. At the end of the war there was the view that the colonies should be allowed to have independence.

In Indochina (an area comprising Vietnam, Cambodia and Laos), France agreed to allow self-government, but expected the former colonies to remain part of the French Union (like the British Commonwealth). Vietnamese nationalists and communists opposed this restriction and began action to overthrow their French rulers.

Ho Chi Minh became the leader of the Vietminh, a political group that was both nationalist and communist. When the Japanese left in 1945, he declared Vietnam independent from France. French troops were sent to maintain rule, leading to a 10-year guerrilla war with the Vietminh. At the Battle of Dien Bien Phu in 1954, France was finally defeated and the matter was referred to a conference in Geneva to determine a peace settlement. Here it was decided Vietnam should be divided at the 17th parallel. Ho Chi Minh established a capital in Hanoi and controlled North Vietnam. His government was supported by both the USSR and China. In South Vietnam, an anti-communist government under the leadership of President Diem was created. It was friendly to the United States and received support in return.
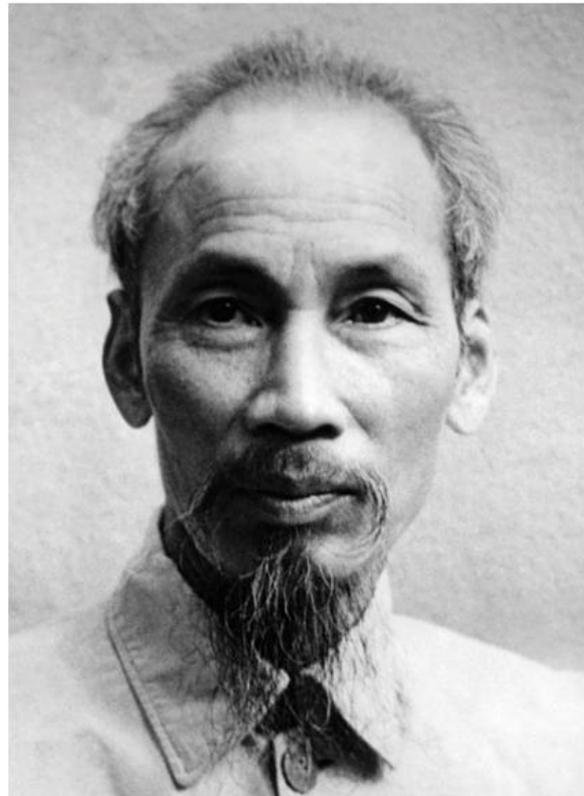
SOURCE 9.5 Ho Chi Minh

This action did not bring peace to Vietnam. Diem's government was viewed by many Vietnamese as being corrupt and a puppet of the United States. Within South Vietnam were the **Viet Cong**, a group of pro-communist terrorists who aimed to bring down Diem. They were supported by Ho Chi Minh with arms and equipment.

To help Diem's government resist the communists, the United States sent money,

SOURCE 9.6 Dien Bien Phu

SOURCE 9.8 Female Viet Cong fighter

SOURCE 9.7 Geneva Conference, 1954

SOURCE 9.9 French Indochina

equipment and advisers to South Vietnam. By 1961, there were 10 000 Americans in the country teaching the South Vietnamese how to defend themselves. Meanwhile, Ho Chi Minh's army and the Viet Cong were inflicting increasing damage on Diem's government. Indirect aid to South Vietnam was not preventing the spread of communism.

In July 1964, US President Lyndon Baines Johnson approved secret raids by the South Vietnamese navy against North Vietnam in the

Gulf of Tonkin. On 2 August, it was claimed by the Americans that their destroyer, the *Maddox*, while undertaking surveillance in the Gulf, was fired upon by North Vietnamese gunboats. A second attack was said to have occurred two days later. Johnson used this as an excuse to begin

SOURCE 9.10 US Defence Secretary Robert McNamara

SOURCE 9.11 The domino theory

the bombing of North Vietnamese oil storage depots in Haiphong. He next gained US Congress approval to take 'all necessary measures to repel any armed attack against the forces of the United States'. Thus began the official involvement of the United States in the Vietnam War.

Australia soon followed. Agreements such as **ANZUS** and **SEATO** had tied the country to support American action to stop the spread of communism in the Asia-Pacific region. Australia's involvement was also linked to a belief in the

'**domino theory**'—if communism was not stopped in Vietnam, then Laos, Cambodia, Thailand, Malaysia and Singapore would fall like dominos, and eventually Australia would be next.

ACTIVITY 1

Comprehension: chronology, terms and concepts

1. What countries made up Indochina?
2. Who was Ho Chi Minh?
3. When was the Battle of Dien Bien Phu and what was the result?
4. Who were the Viet Cong?
5. What happened between July and August 1964?

Explanation and communication

1. Using source 9.11, explain, in your own words, the domino theory.
2. How did the US make it appear they were justified in attacking North Vietnam?
3. Write a 40-second 'news flash' for American radio announcing the US decision to go to war in Vietnam.

Empathetic understanding

Why would Vietnamese people at the time support Ho Chi Minh? Who had the most to gain? Who had the most to lose?

Research

1. Use the internet to find out more about the Battle of Dien Bien Phu in 1954.
2. Locate information on the life of Ho Chi Minh.

Perspectives and interpretations

Try to obtain the movie *The Quiet American* (the 2002 version). How does this film present events in Vietnam during the declining years of French control?

◉ Why and how did Australians become involved in the Vietnam War?

The period after World War II saw the world divided between supporters of the United States, representing the 'free world', and those on the side of communist USSR. Western nations feared

the spread of communism and joined together in various alliances for protection as part of the Cold War. Australia's prime minister, Robert Menzies, believed in having a strong relationship with the United States and welcomed involvement in both the ANZUS and SEATO agreements. He was also a strong believer in the domino theory.

> I subscribe to the domino theory … because I believe it obvious … that if the Vietnam War ends with some compromise that denies South Vietnam a real and protected independence, Laos and Cambodia, Thailand, Malaysia, Singapore and Indonesia will be vulnerable … this domino theory … has formidable realities to Australians who see the boundaries of aggressive communism coming closer and closer.

SOURCE 9.12 Menzies on the domino theory, *Commonwealth Parliamentary Debates*, 21 April 1965

Australian support for South Vietnam in the early 1960s was therefore in line with support of the United States in its battle to prevent the spread of communism. In 1961 and 1962, the South Vietnamese government repeatedly requested economic and defence assistance from the United States and its allies. Australia responded in 1962 by sending 30 military advisers, known as the Australian Army Training Team Vietnam (AATTV). This was the beginning of Australia's involvement in the Vietnam War. In 1964, as a result of the Gulf of Tonkin incident, the United States escalated its commitment to fighting communism in Vietnam. The following year, Prime Minister Menzies announced the introduction of National Service in Australia to increase the army's strength from 22 750 to 37 500.

By the first months of 1965 it had become clear that South Vietnam did not have the strength to prevent the communist opposition taking over the whole country. The United States then increased its involvement in the war against North Vietnam and by the end of the year it had 200 000 troops involved. It also requested additional support from its SEATO allies, including Australia. The response of the Australian prime minister is contained in source 9.13.

> There can be no doubt of the gravity of the situation in South Vietnam. There is ample evidence to show that with the support of the North Vietnamese and other communist powers, the Viet Cong has been preparing on a more substantial scale … to destroy South Vietnamese Government control, and to disrupt by violence the life of the local people … We have not, of course, come to this decision without the closest attention to the question of defence priorities. We do not and must not overlook the point that our alliances, as well as providing guarantees and assurances for our security, make demands upon us … Assessing all this, it is our judgement that the decision to commit a battalion in South Vietnam represents the most useful additional contribution which we can make to the defence of the region at this time. The takeover of South Vietnam would be a direct military threat to Australia.

SOURCE 9.13 Menzies announces Australia's involvement in Vietnam, *Commonwealth Parliamentary Debates*, House of Representatives, 29 April 1965, Vol. 45, pp. 1060–1

Throughout 1965, Australia sent more troops to Vietnam including a battalion supported by artillery, engineers and army helicopters. It was also the year Warrant Officer Kevin Wheatley was awarded the Victoria Cross. In 1966, a two-battalion taskforce, which included conscripts who had been called up as part of National Service, was sent to replace the original battalion. These troops were assigned their own area of operation and were based at Nui Dat in Phuoc Tuy Province.

Battle of Long Tan

The Australian base at Nui Dat was in a village area where Viet Cong forces were active. The Australians were aware and undertook regular patrols. During the night of 16–17 August 1966, the base at Nui Dat was attacked by the Viet Cong and resulted in 24 Australians being wounded.

While patrolling near the Long Tan rubber plantation just after 3 pm on 18 August 1966, the lead platoon of D Company of the Sixth Battalion Royal Australian Regiment (6RAR) came across a

Spotlight

National Service in the Vietnam War era

In 1964, under the National Service Act of that year, compulsory military service for 20-year-old males was introduced. The selection process for determining who would be conscripted to do this service was by a type of lottery (known as a ballot) based on dates of birth. Those 'called up' (in the United States, this was known as 'drafted') had to do two years' full-time service and be on the active reserve list for three years after this.

In May 1965, the Defence Act was amended to allow National Servicemen to be deployed overseas, as had been done during World War II. A year later, the Government announced that National Servicemen would be sent to Vietnam to fight as part of the Australian Regular Army.

National Service required males who turned 20 years of age and who were 'ordinarily resident' in Australia to register. The registration process involved completing a form at a local National Service Registration Office. Failure to register was an offence and those who did not register were automatically balloted in and considered for call-up.

The public ballot was conducted under government supervision with the numbered marbles being drawn by a 'distinguished citizen'. The first ballot was held on 10 March 1965. Those conscripted to undertake National Service became known as 'nashos'.

The birthdates drawn in the first National Service ballot were for men born between 1 January and 30 June 1945:
January 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 21, 23, 27, 28

SOURCE 9.14 Former Australian cricket captain Lindsay Hassett drawing the National Service ballot, 1966

February 1, 2, 4, 5, 6, 9, 12, 14, 16, 17, 19, 20, 21, 23, 24, 25, 26
March 2, 3, 5, 8, 9, 10, 11, 12, 13, 15, 17, 18, 20, 24, 26, 27, 28, 29, 30
April 1, 3, 4, 6, 7, 8, 11, 13, 14, 19, 20, 21, 22, 23, 26, 29
May 1, 2, 4, 5, 8, 9, 12, 14, 19, 22, 23, 26, 30
June 2, 6, 7, 8, 9, 10, 12, 14, 15, 17, 20, 21, 25, 26, 29

small group of Viet Cong. An exchange took place and the enemy fled. Patrolling continued and about an hour later, D Company was confronted by a major Viet Cong force. The Australians returned fire, supported by artillery from the Nui Dat base, some 5 kilometres away. All this was taking place in a tropical downpour of rain.

At 5 pm, D Company was running low on ammunition and radioed for a resupply. Although dangerous, two RAAF helicopters flew from the Nui Dat base into the battle zone and successfully delivered the much-needed ammunition.

The Viet Cong aggressively continued the attack, trying to overcome the isolated patrol. To assist D Company, A Company was dispatched in armoured personnel carriers (APCs). Their arrival was delayed due to difficulties crossing a flooded creek and encountering enemy forces on the way. About 7 pm, A Company arrived and the Viet Cong retreated. This ended the Battle of Long Tan.

Throughout the night, the Australians began to evacuate their casualties by helicopters. Under the cover of darkness, the Viet Cong removed their wounded, leaving 245 dead behind.
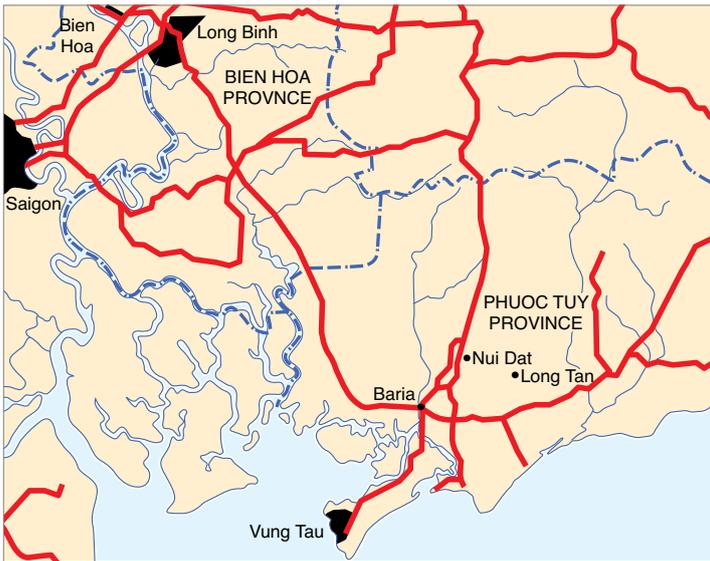
SOURCE 9.15 Map showing locations of Nui Dat and Long Tan

SOURCE 9.17 A Vietnamese woman at the village well at Long Tan (note the Australian soldiers in the background)

SOURCE 9.16 Troops of 6th Battalion Royal Australian Regiment (6RAR) on board armoured personnel carriers (APCs) returning to base at Nui Dat after the Battle of Long Tan in 1966

SOURCE 9.18 Group portrait of original soldiers from D Company 6RAR at the third anniversary of the Battle of Long Tan

The 108 soldiers of D Company had engaged the Viet Cong for four hours in appalling weather conditions. With accurate artillery support from Nui Dat, the resupply of ammunition by RAAF helicopters at a critical time and the arrival of A Company in the APCs, they had held off an enemy force estimated to be over 2 000. The battle had cost 18 Australians their lives and 24 were wounded, with one later dying of his wounds.

In 1967, Prime Minister Harold Holt announced an increase of 1700 Australian troops, including a third infantry battalion and a tank squadron, to be sent to Vietnam. The following year, communist forces launched the Tet Offensive. These were large-scale attacks on major cities and areas in South Vietnam. Although they did not succeed and were very costly in terms of human life for the communists (it is estimated up to 50 000 were killed), the Tet Offensive led to Americans and Australians re-thinking their strategy towards fighting the Vietnam War. The the United States government began to implement a policy of Vietnamisation, which involved the gradual withdrawal of their soldiers and leaving the war in the hands of the South Vietnamese army. Australians based in Phuoc Tuy Province began to provide greater training to local South Vietnamese forces to improve their ability to take on the war effort alone.

A number of major battles continued to take place, but by the end of 1969, the United States was withdrawing 25 000 troops from South Vietnam and had plans to withdraw another 50 000. Australian Prime Minister John Gorton announced that there would be reductions in Australian forces. Back home, the first moratorium demonstrations in 1970 saw more than 120 000 people throughout the country protest against the war. The withdrawal of troops continued throughout 1971.

In 1972, the mood of many Australians was anti-war and change was needed. The election of Gough Whitlam as prime minister coincided with the last Australian troops coming home. Australia's participation in the Vietnam War was formally ended when the governor-general issued a proclamation on 11 January 1973.

From the time of the arrival of the first members of the Australian Army Training Team Vietnam (AATTV) in 1962, until the war's end, about 60 000 Australians (15 542 having been conscripted through National Service) had served in Vietnam. Of these, 521 died as a result of the war and over 3000 were wounded.

ACTIVITY 2

Comprehension: chronology, terms and concepts

1   What is the meaning of the following?

   a   AATTV

   b   6RAR

   c   APCs

2   When did the Battle of Long Tan take place?

3   What was the Tet Offensive?

Analysis and use of sources

1   How does source 9.13 explain why Australia became involved in the Vietnam War?

2   How do sources 9.15, 9.16 and 9.17 help us to understand the Battle of Long Tan?

3   Use source 9.18 to describe the appearance of soldiers from D Company.

Explanation and communication

1   Using information from the Spotlight, explain National Service and how the ballot worked.

2   Do you think it was a coincidence that Menzies introduced a new National Service scheme in 1964, then a year later changed the Defence Act to allow conscripted National Servicemen to be sent to Vietnam?

3   Write an account of the Battle of Long Tan and explain its significance.

4   Explain in your own words 'Vietnamisation' and why it was introduced.

Empathetic understanding

Imagine you were male and your birthday was 3 March 1945. How would you have felt as a result of the first National Service ballot?

Research

1   Use the internet to locate information on Normie Rowe. What was he in the 1960s? What happened to him in 1967?

2   Locate information on how the Battle of Long Tan has been commemorated.

3   In 2006, Red Dune Films made a documentary called *The Battle of Long Tan*. Use the internet to locate the trailer for this film.

◉ How did various groups respond to Australia's involvement in the Vietnam War?

In April 1965, the Menzies Liberal government announced that a combat battalion, the First Royal Australian Regiment (1RAR), would be sent to fight in Vietnam. Most Australians supported this decision as being the right thing to do in the war against communism.

Menzies retired from politics in 1966 and was replaced by Harold Holt. At the same time, the US president, Lyndon B Johnson (known as LBJ), increased America's involvement in Vietnam and paid a visit to Australia. Many Australians enthusiastically welcomed the visiting president and agreed when Holt declared Australia was 'all the way with LBJ'. Opposed to this was Arthur Calwell, the leader of the Labor Party. In the November 1966 elections, Holt and the Liberal–Coalition government was returned to power in a landslide victory.

> Here is an active struggle against the southward spread of Communist domination in Asia. Here is an immediate need to maintain the independence of new nations. Here is an urgent cry to stop murder, sabotage and terror.

SOURCE 9.19 Paul Hasluck, minister for external affairs, quoted in *The Australian*, 7 November 1964

Groups such as the Returned Services League (RSL) supported the policy of involvement in Vietnam. However, others were beginning to question it, particularly when conscripted soldiers were used. Conscription of 20-year-old males, based on a lottery system, had been introduced in 1964. It was never mentioned at the time that those conscripted into 'National Service' would be sent to fight in the Vietnam War. When the first birth date was drawn from the barrel on 10 March 1965, the Save Our Sons, Youth Against Conscription, Australian Communist Party and other groups increased their protests. By the early

SOURCE 9.20 Lady Bird Johnson, Harold Holt, Lyndon Johnson and Zara Holt

'Gosh, Lyndon, you make me feel so much at home!'

SOURCE 9.21 All the way with LBJ, *The Australian*, October 1966

1970s there was a dramatic division in Australian society over involvement in the war and the conscription issue. Sources 9.22 to 9.26 reflect some of the perspectives of the time.

SOURCE 9.22 Federal Liberal Party election advertisement, *The Sydney Morning Herald*, 22 November 1966

I convened the first meeting of SOS [Save Our Sons, in May 1965] …

The issue of being against the war came later. These [women] were mainly against conscription as such … Our aims were that we were against conscription for overseas service … SOS was mainly a women's group … at its height we had 500 people on our mailing list in Victoria and we had many more supporters … Some joined because they were politically aware, some because they were worried about their sons, and there were some like me with very young children but who objected to the whole idea of conscription … Every month we were at the barracks. We had to get there at some ungodly hour like 5 a.m. for the intakes, and then we'd march around with our flag and wearing 'Save Our Sons' sashes. We got continuous coverage in the media for eight years for doing that …

Our first arrest was under by-law 418. This was at Richmond Barracks and occurred because we were becoming effective … by-law 418 was a Melbourne City Council by-law which said that you weren't allowed to hand out printed information in the street. It had been on the statute books for a hundred years and nobody had ever been arrested under it …

SOURCE 9.23 Oral history: interview with Jean McLean in Gloria Frydman, *Protesters*

SOURCE 9.24 Protesters in George Street, Sydney, May 1970

SUPPORT
AUSTRALIA'S OWN
**MORATORIUM AGAINST
THE WAR IN VIETNAM**

OUT with Apathy
OUT with our troops
OUT with the National Service Act

For five years we have been participating in a war condemned
by the world as unjust and inhuman.

**EXERCISE
YOUR DEMOCRATIC RIGHT
AND RESPONSIBILITY
SPEAK OUT WITH US
DURING MORATORIUM WEEK
3rd to 10th MAY 1970**

CONTACT US NOW
EASTERN SUBURBS MORATORIUM COMMITTEE
37 Sturt Street, Kensington   6 Duxford Street, Paddington
Phone: 3491549 or 313176 or 309127 or 612522

(Please tick where indicated)

I would like to help with ☐   I enclose donation
Moratorium activities   towards your work $ . . . .

Name . . . .

Address . . . .   Phone . . . .

VIETNAM IS YOUR CONCERN

Authorised by Mrs Babs O'Sullivan, 37 Sturt Street, Kensington
Printed by Comment Publishing Company, 22 Steam Mill Street, Sydney.

SOURCE 9.25 Eastern Suburbs Moratorium Committee
flyer

At first, the anti-war movement had little
impact on Australian society. Many Australians
supported Australia's involvement in the war, but
few understood the political realities of the war.
Many people did not even know the geographical
location of Vietnam.

More and more men eligible for conscription
protested by refusing to register. Under the
National Service Act 1964, all men who were
turning 20 had to register for possible enlistment
or face imprisonment. Approximately 12 000
men did not register. Source 9.27 shows a march
in support of John Zarb, a Melbourne man
imprisoned for refusing to go to Vietnam. Some
men burnt their registration cards in public as

In 1969 I went up to Hurstville, that's where I
lived, and I had to register by 31 January.

You just went to the post office, got a yellow
form, filled in your name and address, date of
birth, and just posted it back to the national
service.

I don't know where the card went from there,
but then they used to bring the marble out.
Certain numbers would be drawn from a lottery
barrel and if your birthdate corresponded to the
number on the marble then you were called up
for national service.

The chances of going in were supposed to
be one in seven by the marble, but my birthday
came out every year from '65 to '71. In my class
at Kingsgrove High there were 28 blokes and 28
were called up.

I got a letter to say I'd been posted to
Puckapunyal [a military training camp]. I didn't
even know where bloody Puckapunyal was
… I can remember that year, 1969. It was when
Whitlam nearly got into government and we
couldn't even … vote.

SOURCE 9.26 Wayne, interviewed in Stuart Rintoul, *Ashes
of Vietnam: Australian Voices*, 1987
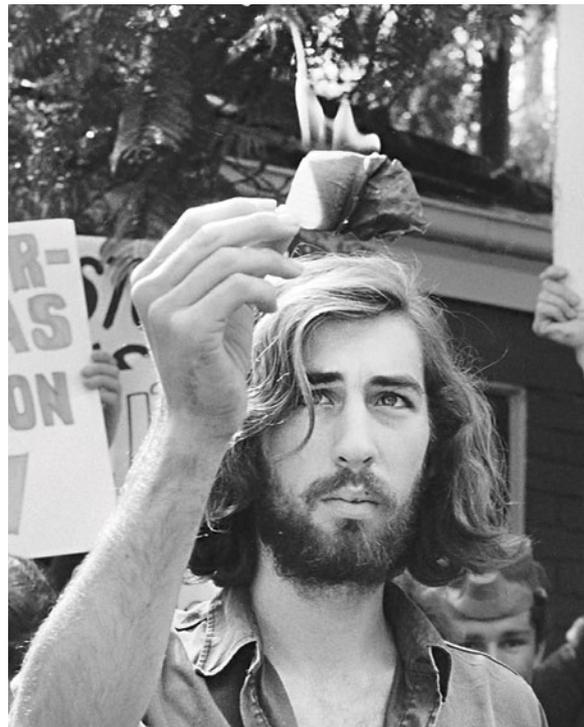
SOURCE 9.27 Andrew Bunden, 20, burns his national
service registration card outside the prime minister's
residence

a sign of protest. Others tried to prove they were pacifists in order to be exempted from national service. This involved having a **conscientious objection** to war.

Nov 1966	Poll finds 63% are in favour of conscription, but only 37% approve of sending National Servicemen to Vietnam
May 1967	Poll finds 62% in favour of continuing the war in Vietnam
Aug 1969	Poll finds 55% want Australians brought home from Vietnam

SOURCE 9.28 Morgan Gallup Polls, quoted on the Vietnam Veterans Association's website

The anti-war movement was radicalised by university students who conducted open acts of defiance. Some academics, unionists, **veteran pacifists** and others were also involved. Seminars, lectures, non-violent protests and sit-ins were held. Some **conservatives** also opposed the war. Sydney businessman Gordon Barton, a Liberal Party supporter, formed the Liberal Reform Group in 1966 after US President Johnson's visit. Opposed to Australia's involvement in Vietnam, the group was renamed the Australia Party in 1969. Most conservatives, however, supported Australian involvement in the war. This included conservative university student bodies such as army cadet corps.

By 1969, anti-war sentiment had strengthened. The media, especially television coverage of the horrors of the war, had a critical role in changing public opinion. 'Ratbag' protesters came to be seen as champions of a just cause.

The movement against the Vietnam War reached a peak in 1970. On 8 May that year, the first national demonstration calling for a **moratorium** on sending conscripted soldiers to Vietnam was held. About 120 000 protesters took to the streets (see Source 9.24) and, although this march was enormously successful, the tide was already turning against involvement in Vietnam. In April, the Australian government had announced plans for the withdrawal of troops. Similarly, in the United States the government faced strong opposition to continued involvement and was looking for an honourable way to pull out of what was becoming an unwinnable war.

The impact of the Vietnam War and the social changes of the 1960s saw the rise of the 'flower-power' and hippy generation. In opposition to the regulation 'short back and sides' army haircut, males expressed themselves by growing their hair long. In Australia, the swing from tradition to a desire for change was captured in Gough Whitlam's 1972 election campaign with the slogan: 'It's time'. That year, the last of Australia's main force had returned home from Vietnam. Three years later, South Vietnam, without the military support of SEATO countries, was no longer able to defend itself against the North. The capital Saigon fell in April 1975 and the country was unified under communist control.

Australian War Memorial V895

SOURCE 9.29 A poster for the 18 September 1970 moratorium protest

ACTIVITY 3

Comprehension: chronology, terms and concepts

1 Who replaced Menzies as prime minister in 1966?
2 Who was LBJ?
3 What is meant by 'having a conscientious objection'?
4 When was the first moratorium demonstration held?
5 What could happen to a person who refused to register for National Service?

Analysis and use of sources

1 Look at source 9.21 and answer these questions:
   a Which figure represents LBJ?
   b Who is in the pouch?
   c What symbols are used to represent Australia and the United States?
   d What is the cartoon's message?
2 Look at source 9.22 and answer these questions:
   a What was this source originally?
   b What was happening at the time this source was created?
   c How does this source try to persuade the audience?
3 Read source 9.23 and answer these questions:
   a What was Save Our Sons?
   b Why did people join Save Our Sons?
   c What sort of activities did Save Our Sons engage in?
   d What was the response of the authorities to the Save Our Sons campaigners?
4 Look at source 9.24. How are people in this source responding to Australia's involvement in the Vietnam War?
5 Look closely at source 9.25.
   a What group published this flyer?
   b What is the source asking people to do?
6 Read source 9.26.
   a How were people selected for National Service?
   b When was Wayne called up?
   c What was Wayne's response to being called up?
7 Describe what is shown in source 9.27.

8 How could source 9.28 be useful to historians investigating Australian attitudes to involvement in the Vietnam War?
9 What was the purpose of source 9.29?

Explanation and communication

1 Explain which groups in Australia supported Australia's involvement in Vietnam.
2 Explain which groups in Australia opposed the use of conscripted soldiers in Vietnam.
3 Why would anti-war feelings have increased?

Empathetic understanding

1 How do sources 9.26 and 9.27 help you to understand the feelings of conscripted men at the time?
2 What motivated women to join Save Our Sons?

Perspectives and interpretations

1 What perspectives are presented in sources 9.23, 9.25 and 9.26?
2 How was Jean McLean's perspective (source 9.23) of conscription different from that of the Liberal government of the time?

Research

1 Go online to Trove (see your digital support for the link) and locate newspaper reports on anti-war protests, including the moratorium demonstrations.
2 Use the internet to find video clips of LBJ's visit to Australia.

What was the impact of the war on those who participated?

The unpopularity of involvement in the Vietnam War had a negative impact on the soldiers who had served in it. When they returned home there was little recognition or celebration of their service. Many found it difficult to return to civilian life because of the hostile treatment they received from anti-war protesters. Others were affected by the experiences of fighting in Vietnam and received little or no treatment for the stress they suffered. Often they would turn to alcohol or drugs in an effort to escape the mental torment. Some suffered from exposure to chemicals such as 'Agent Orange', a **defoliant** sprayed in combat zones.

My experience of being drafted to serve in Vietnam can only be described as bitter-sweet. The bitterness lies in the fact that as soldiers we lacked total support for a war to which we had been committed by politicians; there was misunderstanding and a lack of support from a divided civilian populace; and there was criticism and a lack of government recognition for our efforts once involvement was complete.

I learnt a lot about soldiering, combat, other men and most of all myself ... I have a bond and comradeship with all of those men which can never be broken. All that is sweet.

SOURCE 9.30   Former national serviceman's view, Gary McKay, *In Good Company*, 1987

SOURCE 9.31   Vietnam Veterans Association of Australia badge

www.vvaa.org.au

The Vietnam Veterans Association of Australia (VVAA) was formed in late 1979 to get action for those veterans and their children who were experiencing health problems related to Agent Orange. These problems ranged from skin blisters, itching, flushes, nasal problems, blurred vision, respiratory, cardiovascular, gastrointestinal, gastro-urinary, muscular and nervous system disorders, cancers and tumours. Many veterans were also suffering psychological disorders caused by what was later diagnosed as post-traumatic stress disorder. Source 9.32 shows the association's homepage for their website. Source 9.33 is from their web page 'A Short History of the VVAA'.

On 3 October 1987, 15 years after the last national servicemen and regular soldiers had returned from Vietnam, a 'Welcome Home' parade was finally held for the veterans. This was a turning point in attitudes towards those who had participated in an unpopular war. It would be another seven years until the government acknowledged that Agent Orange was the direct cause of cancer and other illnesses suffered by the veterans. Today, Vietnam veterans enjoy respect in the community; however, many still feel bitterness over the impact the war has had on their lives.

SOURCE 9.32   Homepage of the Vietnam Veterans Association of Australia website

www.vvaa.org.au

The Association lobbied against government indifference, including the bitter disappointment of the now discredited 1983 Evatt Royal Commission on the Use and Effects of Chemical Agents on Australian Personnel in Vietnam. At the same time there was a very real feeling that the RSL had not accepted the Vietnam veterans, and nor would it pursue the concerns of this group with the vigour they believed that those concerns warranted. This feeling was never stronger than during this period, when the VVAA and the RSL were absolutely opposed.

The gradual successes of the VVAA in the following years came as a result of much hard work and lobbying. The Vietnam Veterans Counselling Service was established as a direct result of the action of the VVAA, and it is now an integral part of treatment regimes, not only for veterans, but also for the survivors of traumatic events such as the Port Arthur Massacre.

This was followed by the establishment of the Post Traumatic Stress Disorder Clinic in Heidelberg, which now extended its treatment to St John of God Hospital in Sydney, together with visiting services to various rural locations. Lifestyle courses permit veterans to contribute to their own well-being, learning how to cope with problems and adapt their lifestyle to best suit themselves …

Current issues involving the Association include the recently released results of the Vietnam Veterans' Mortality Study (commissioned by the Department of Veterans Affairs) following through on the self-reported issues revealed in the long-delayed Vietnam Veterans' Health Study, including spouses and children. The Mortality Study revealed that Vietnam veterans have a death rate 7% higher than the general male population, with deaths from cancer 21% higher, prostate cancer 53% higher, lung cancer 29%, ischaemic heart disease 10% and suicides 21% above the general male population. This is a cause for grave concern, and work continues to ensure that the results of this study are reflected in Repatriation Medical Authority and Departmental documents …

Over the years there has been a persistent media presentation of Vietnam veterans as 'victims'. The Association believes that this is counter-productive. This is not an image that the VVAA wishes to perpetuate either for itself or for its members. Rather, it sees Vietnam veterans as achievers. Vietnam veterans have reached the highest level of business, professional and political ranks within Australia, and every one of them who has overcome psychological or health problems in order to raise a family and live a relatively normal life has overcome adversity in order to achieve. Vietnam veterans aren't victims, they are achievers.

www.vvaa.org.au

SOURCE 9.33 Vietnam Veterans Association of Australia

'When blokes came back from the Second World War they were heroes, tickertape receptions and the whole bit. With us I don't think they wanted to know … people just pretended the whole thing never happened,' said one of the men who regard themselves as Australia's Forgotten Diggers …

Like 50 000 other Australians, they went to Vietnam as young men and came back veterans to a society that first rejected them, then forgot them. They came home without obvious physical or psychological injuries, but with a bitter resentment that 'the job' they were sent to do was not recognized …

Says one: 'I'd like to say to these people who opposed us in Vietnam: "All right—you have your right to criticise the war, but why attack us? We were only doing our job".'

SOURCE 9.34 *The Age*, 12 May 1979

The veterans … searched for a word, one word, to describe how they now felt about even saying to others that they had been involved in Vietnam.

Most of them had never mentioned it to their outside friends, unless it had come up by accident …

Eventually the word came out, a word they all agreed upon, to describe that they had been in Vietnam.

That word, and they agreed on it, was embarrassed.

What a terrible indictment of what these now middle-aged men had allegedly done. They had risked their lives in a foreign war, fought on behalf of their country. Now, at home, years later, they were embarrassed to talk about it.

SOURCE 9.35 Michael Frazer, *Nasho*, Aries, 1984

ACTIVITY 4

Comprehension: chronology, terms and concepts

1 Describe the treatment of Vietnam veterans when they returned to Australia.

2 Why was the Vietnam Veterans Association of Australia formed?

3 What occurred on 3 October 1987?

4 What was 'Agent Orange'?

Analysis and use of sources

1 How does source 9.33 help your understanding of issues related to Vietnam veterans?

2 What information do sources 9.30, 9.34 and 9.35 provide about the impact of the Vietnam War on participants?

Explanation and communication

1 Explain why soldiers returning from the Vietnam War did not receive the same reception as those returning from other wars.

2 How has the Vietnam Veterans Association of Australia assisted veterans?

3 Why would it have taken 15 years for a Welcome Home parade to be held for the Vietnam veterans?

Empathetic understanding

1 What is the attitude of the Vietnam veterans expressed in sources 9.34 and 9.35?

2 How would Vietnam veterans have felt as a result of the Welcome Home parade in 1987?

Perspectives and interpretations

1 Whose perspectives are presented in sources 9.34 and 9.35?

2 In source 9.33 it is stated 'Over the years there has been a persistent media presentation of Vietnam veterans as "victims". The Association believes that this is counter-productive.'

   a What does this say about the media's perspective of Vietnam veterans?

   b How does this compare with the VVAA's perspective?

Research

1 Use the internet to locate information on the 1987 Welcome Home parade. Describe the atmosphere and reaction to the parade.

2 It may be possible for you to contact a Vietnam veteran who is willing to be interviewed by you.

   a How would you prepare for this?

   b What care should be taken when taking an oral history? (Locate advice by searching the internet)

   c Make a list of the questions you would ask.

History challenges

Critical and creative thinking

Select a song of the 'protest era' of the 1960s and locate images on the internet that reflect the message of the song.

ICT

Using the song and images you chose for the previous activity, create a video clip.

If you need assistance on using iMovie or Windows Live Movie Maker to create your clip, search on Youtube for 'How to' guides.

SOURCE 9.36 Protester holding banner during Vietnam War Moratorium march, Melbourne, May 1970

Getting the message

1 Look at source 9.36. What was happening at the time the photograph was taken?

2 The message the protester is holding up is just five words. Why would this be?

3 What is the message the protester wants to communicate?

4 How effective do you think this message is? Explain your answer.

Visual communication

1 Who is represented by the figure on the left in source 9.37?

2 What is the purpose of the way the person on the left is drawn?

3 The figure on the right represents a Vietnamese man. Why is he shown thinking 'He's asking me?...'?

4 What message is communicated by this cartoon?

SOURCE 9.37 Cartoon by Geoff Pryor, published in 1994

Figure it out

	Australian Regular Army	National servicemen	Citizen Military Forces	Total
Killed in action	172	143	1	316
Killed accidentally	15	10	0	25
Died of wounds	40	28	0	68
Died of injury/illness	0	3	0	3
Missing presumed dead	0	1	0	1
Drowned	1	0	0	1
Wounded in action	1 140	880	6	2 026
Wounded accidentally	92	87	1	180
Injured/ill in battle	79	63	0	142

SOURCE 9.38 Australian Army casualties in the Vietnam War, 1962–72

1 What percentage of the total of those killed in action were National Servicemen?
2 What percentage of those wounded in action were National Servicemen?
3 Compare the percentages from your answers to questions 1 and 2.
4 What were the totals of dead and wounded for Australian Regular Army soldiers?
5 Create a bar graph that includes killed in action and wounded in action for the Australian Regular Army and National Servicemen.

Intercultural understanding

Source 9.37 asks us to consider the viewpoint of the Vietnamese to the war.

1 What would be the feelings of those from North Vietnam to the war?
2 What would be the feelings of those from South Vietnam to the war?
3 What would be the feelings of Vietnamese refugees who fled Vietnam?

Talking points

As a class, discuss how valid were the reasons for the United States and Australia entering into the Vietnam War.

Glossary

activist a person who actively and vigorously promotes a cause

alien races people from foreign countries

alienation to turn away in feeling or affection

anti-Semitism hostility or prejudice against Jewish people

ANZUS agreement between Australia, New Zealand and the United States, signed in 1951, to assist each other if attacked

Aryan race term used by the Nazis to refer to non-Jewish Germanic people, particularly those with features such as blonde hair and blue eyes; believed to be the superior or 'master' race

apartheid South African social system where people of different skin colours were legally forced to live completely separate lives

assimilation when a person gives up their own customs and way of life to live like other people (for example, giving up Aboriginal ways for European customs)

Atlantic Charter drafted by Britain and the US and issued in August 1941, it set out the Allied goals for the postwar world

boat people refugees, illegal immigrants or asylum seekers who travel in often poorly maintained boats to seek a new life in another country

boom in economics, a period of economic growth

built environment parts of the environment that people build

capitalism an economic system that allows private ownership of property and a free market to operate

charter an agreed set of aims

civilians people who are not involved with the military

civil rights the rights that people in any society should have

civil rights movement a struggle for political and social reforms to end systemic discrimination against African Americans in the United States of America

colonisation the claiming of and exerting control over foreign territories

commemoration a ceremony to remember people or events

communications refers to the ways in which information is conveyed

communism a system of society in which all property is owned by the community

concentration camps places where political prisoners or members of persecuted minorities are held, usually in harsh conditions

conscientious objection an anti-war belief that is used to refuse to be involved

conscription compulsory enlistment and service in the armed forces

conservationists people who try to protect the environment

conservatives people who do not like change but prefer tradition

crystal set type of basic radio, listened to by earphone or headset

cultural heritage the total ways of living evolved by a community and passed on to later generations

cultural imperialism implanting the culture of a dominant society into a less powerful one

Day of Mourning the protest held by Indigenous people on Australia Day in 1938 to mark 150 years of oppression

decolonisation the dismantling of colonial governments and the return of autonomy to indigenous peoples

deflationary economic policy of reducing prices and costs

defoliant chemical which causes leaves and foliage on trees to drop off

deforestation loss of trees

degradation damage or destruction of the natural environment, such as resource depletion, deforestation and habitat destruction

demography the basic make up or structure of a population

depression a prolonged period of low economic activity in which output continually falls and unemployment rises and remains high

discriminatory making or showing an unfair or prejudicial distinction between people or things

disenfranchised not permitted to vote

Displaced Persons people who were forced out of their country, in this case due to World War II

domino theory the idea that if one country comes under Communist control, neighbouring countries will follow

egalitarian believing in the equality of all people

environmentalism a broad movement aimed at conservation of the environment, the protection of biodiversity and the practice of sustainable development

estuary the body of water at the mouth of a river where the freshwater stream meets the ocean

eviction removal, sometimes by force, of a tenant from a property

feminist a person who supports equal rights and opportunities for women

Final Solution the Nazi policy to murder all European Jews

flapper style of fashion and behaviour of the 'modern' female in the 1920s

Freedom Rides bus journeys organised in the 1960s to protest against racial segregation in the United States and Australia

Gaia hypothesis the assertion that all living things and their environments are part of a complex, self-regulating system

gender roles socially learnt behaviour: for example, boys wearing blue; girls wearing pink

generational relating to different generations

genocide the systematic extermination of a racial or national group

ghetto an area in a city where a minority group lives, often in poor and overcrowded conditions

global warming the gradual rise in the Earth's atmospheric temperature (due to the greenhouse effect) that creates damaging climatic changes

globalisation economic and cultural integration; not recognising national boundaries but trying to be the same everywhere

green bans industrial bans enforced by the Builder's Labourer's Federation and other unions to prevent demolition or damage to places of heritage significance

greenhouse effect increased levels of gases such as carbon dioxide and methane in Earth's atmosphere trap radiation from the Sun close to the Earth, leading to a gradual rise in temperature

human rights the basic rights and freedoms that all human beings are entitled to

ideology a complete system of political and cultural plans or ideas

inflationary economic policy of creating activity through increasing spending

infrastructure the underlying foundations essential to the function of a system; in a society, the infrastructure consists of roads, railways, sewerage, power lines, communications transmission towers, the water supply and so on

Jim Crow laws laws relating to racial segregation in the southern states of the United States

Kristallnacht 'Night of broken glass', a series of planned attacks against Jews and their properties throughout Nazi Germany on 9 and 10 November 1938

Ku Klux Klan a group opposed to racial integration in the United States, known for violent and illegal activities, including bashings and murders, as well as for wearing white hooded gowns and burning crosses

land rights movement a movement for Australian Indigenous peoples to have their rights to their traditional lands recognised and restored or be compensated in return

League of Nations an international organisation set up after World War I that was intended to help nations solve disputes without going to war

liberalisation changing society to be more tolerant, with fewer restrictions on individuals, particularly in their private lives; not to be confused with the Liberals, a conservative political party

mass production a quick and efficient process for producing large numbers of items, where each worker has one small task to do and an assembly line moves the product from worker to worker to enable them to do their jobs

modernisation adopting the latest technological products and processes

moratorium an agreed pause or suspension of an activity

multiculturalism in Australia, a policy aimed at managing cultural diversity

native flora and fauna plants and animals that are indigenous to a particular area

native title recognition in Australian law of the rights of Aboriginal people and Torres Strait Islanders to land and waters under their laws and customs

new Australians migrants who came to Australia after World War II and were expected to leave behind their 'old' way of life and adopt the white Australian culture of the time

NGOs (non-government organisations) organisations such as charities that are not connected with governments and do not exist to make profits but are usually concerned with improving social conditions or environmental problems

paternalism treating people like children

polarised to be split into directly opposing groups

preservationists people who advocate to preserve architecturally or historically significant buildings

Prohibition in the United States, the period from 1919 to 1933 when the manufacture, importing and sale of alcoholic drinks was illegal

propaganda information that is spread to persuade the audience to believe a point of view

racial segregation a process in which people use separate facilities such as schools, restaurants, bathrooms and entrances to buildings on the basis of their race

racism discrimination against people on the basis of supposed racial characteristics

reactionary a person who is extremely conservative; wanting to go back to earlier values

rebellious defying authority and traditional institutions

Reconciliation (in reference to Australia and Indigenous people) building mutually respectful relations between Indigenous and other Australians to foster cooperation and problem solving

redress remedy or compensation

refugees people who flee from their country to another for protection because of war, political upheavals or because they face persecution in their own country

SEATO South East Asia Treaty Organization, a defence alliance against Communism signed in 1954 by Australia, Great Britain, France, New Zealand, Pakistan, the Philippines, Thailand and the United States of America

secularisation to separate from religious connection or influence

segregation separation of humans into racial groups in daily life

selective logging cutting down only the trees whose timber will be milled

self-determination the right of an indigenous people to govern themselves

shanty town a settlement of crudely built huts and houses occupied by the poor

speakeasies nightclubs or bars where alcohol was sold illegally during Prohibition

SS German abbreviation for Schutzstaffel (protection squads) originally created to serve as bodyguards to Hitler and other Nazi leaders, and later taking charge of concentration camps and the systematic killing of Jews and other groups viewed as inferior

Stolen Generations those approximately 100 000 Aboriginal children who were removed from their families and communities from the 1920s to the 1970s

sustainability where a natural environment is able to continue to exist in its current state, replacing animals, plants and other resources that are removed from it

systemic part of an overall system, such as a method or a plan

talkies motion pictures (movies) which included a soundtrack

temperance self-restraint and moderation, usually in relation to the consumption of alcohol

terra nullius the idea that Australian land had no legal owners when the Europeans first arrived

totalitarian a person or governing body that seizes absolute control and refuses to recognise different opinions or values

Tet Offensive major attack by North Vietnamese army and the Viet Cong on South Vietnam, begun on 30 January 1968 (Tet is the Vietnamese lunar new year)

trade union an organisation consisting of workers from a particular trade that works to promote their interests

United Nations an international organisation set up after World War II that was intended to help nations solve disputes without going to war

urbanisation the growth of cities and towns

veteran pacifist person with a long-held opposition to war and violence

Viet Cong a guerrilla force with the support of the North Vietnamese Army; fought against South Vietnam during the Vietnam War

Vietnamisation process of withdrawing American troops from Vietnam and transferring responsibility to the South Vietnamese government

warmongers people who want to create and sustain war and conflict

warmongers people who want to create and sustain war and conflict

wireless (the) another name for radio in the 1920s

yellow star badge in the shape of the Star of David (a symbol of Judaism) that Nazis forced Jewish people to wear so they could be easily identified

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Acknowledgements

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