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CAMBRIDGE HUMANITIES FOR VICTORIA 10

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Please be aware that this publication contains images of Aboriginal and Torres Strait Islander people now deceased. Several variations of Aboriginal and Torres Strait Islander terms and spellings may also appear; no disrespect is intended. Please note that the terms 'Indigenous Australians' and 'Aboriginal and Torres Strait Islander peoples' and 'First Australians' may be used interchangeably in this publication.

About the cover

One of the goals of the Humanities subject in the Victorian Curriculum is to 'appreciate the common humanity shared across time and distance'. Pictured on the cover of this book is American Civil Rights leader Reverend Martin Luther King, Jr. King was the most significant leader within the American civil rights movement from the mid-1950s until his assassination in 1968. The-Nobel-Peace-Prize-winner sought human rights and equality for African Americans as well as other victims of injustice through peaceful protest. The Civil Rights Movement is one of the key topics in this book. The illustration was created by Melbourne-based artist Ben Sanders.

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Foreword

Dear student,

In the final compulsory year of Humanities, you will refine your knowledge and understanding of the modern world and the role that we all play in it. You will hopefully also see your individual place in the world, and the role you can play in helping to improve it. You will find many examples of inspiring individuals who have done just that, and be equipped with the knowledge that you will need to make your own mark on the world.

In Year 10 History you will explore the highs and lows of the twentieth and early twenty-first centuries. From the devastation of World War II to the inspiring civil rights movements both within Australia and the United States, you will see some of the best and some of the worst of humanity on display from the last hundred years.

In Year 10 Geography will discover how our environment changes over time and the role we can all play in responding to these changes. You will also examine how environment can play a role in determining the wellbeing of people.

In Year 10 Economics and Business you will examine the modern work environment, and the knowledge and skills you will need to maximise your success as you think about the role you will play in your near economic future.

In Year 10 Civics and Citizenship you will learn about the diversity of Australian society and identity and the laws that underpin it.

We hope the knowledge you gain through the study of the Humanities lights a fire in you to change the world for the better!

– Ashley Keith Pratt, series author

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Adrian De Fanti (*lead author: Geography*) has taught Geography and Mathematics at secondary schools for over ten years. At his current school, he coordinates the Learning Management System and is the Dean of Learning and Innovation. Adrian has a particular interest in integrating technology into the Geography curriculum, including using Geographic Information Systems to analyse spatial data, tracking change over time using satellite imagery, going on virtual field trips using virtual reality, and collecting data in the field using spatial technology. Adrian is also an active member of the Geography Teachers Association of Victoria, regularly presenting professional development sessions and revision lectures, and writing a range of classroom resources.

Lisa Ritchie (*lead author: Economics and Business*) is Head of Business Studies at her current school. She has worked in the area of Business and Economics for over 15 years and has experience teaching Economics, Global Politics, Accounting, Legal Studies and Japanese. She has worked in exam development and assessing, and has extensive experience around curriculum development at both boys' and girls' schools. Lisa has also worked at as Head of Global Connections.

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Ben Hoban (*contributing author: History*) has been teaching twentieth century history in secondary schools since 2009. He is passionate about history as a discipline, and is also an advocate for innovative learning and digital literacy. Ben is the co-author of *Modern History Transformed Year 12* and *Media Reframed* and has been widely published in areas outside education, including action sports and popular culture.

Ashley Keith Pratt (*contributing author: History*) is currently a teacher at a Melbourne high school and has worked in Victorian Secondary schools for over a decade with extensive experience teaching History. Ashley has completed post-graduate research in history education at the University of Melbourne and has contributed to curriculum design in Victoria though VCAA review panels for VCE History. Ashley is Vice-President of the History Teachers' Association of Victoria (HTAV), a contributor to the HTAV journal *Agora*, and a VCAA assessor for VCE History exams.

Nick Frigo (*digital content advisor*) is Digital Learning Leader at his current school. He has worked across a number of educational settings for over 20 years. Nick is passionate about examining, and experimenting with, the intersection of digital technology and the teaching of History for increased student engagement and maximum pedagogical efficacy.

About the illustrator

Jean-Michel Girard (*History illustrator*) Jean-Michel Girard is an illustrator based in a Québec City, Canada, who has thirty years' professional experience in working around the world. While Jean-Michel is able to work in a wide variety of styles (from hyperrealism to cartoon), he has specialised in historical illustrations as he is a long-time History aficionado. His attention to historical detail is extraordinary. Jean-Michel uses digital tools but with traditional drawing methods.

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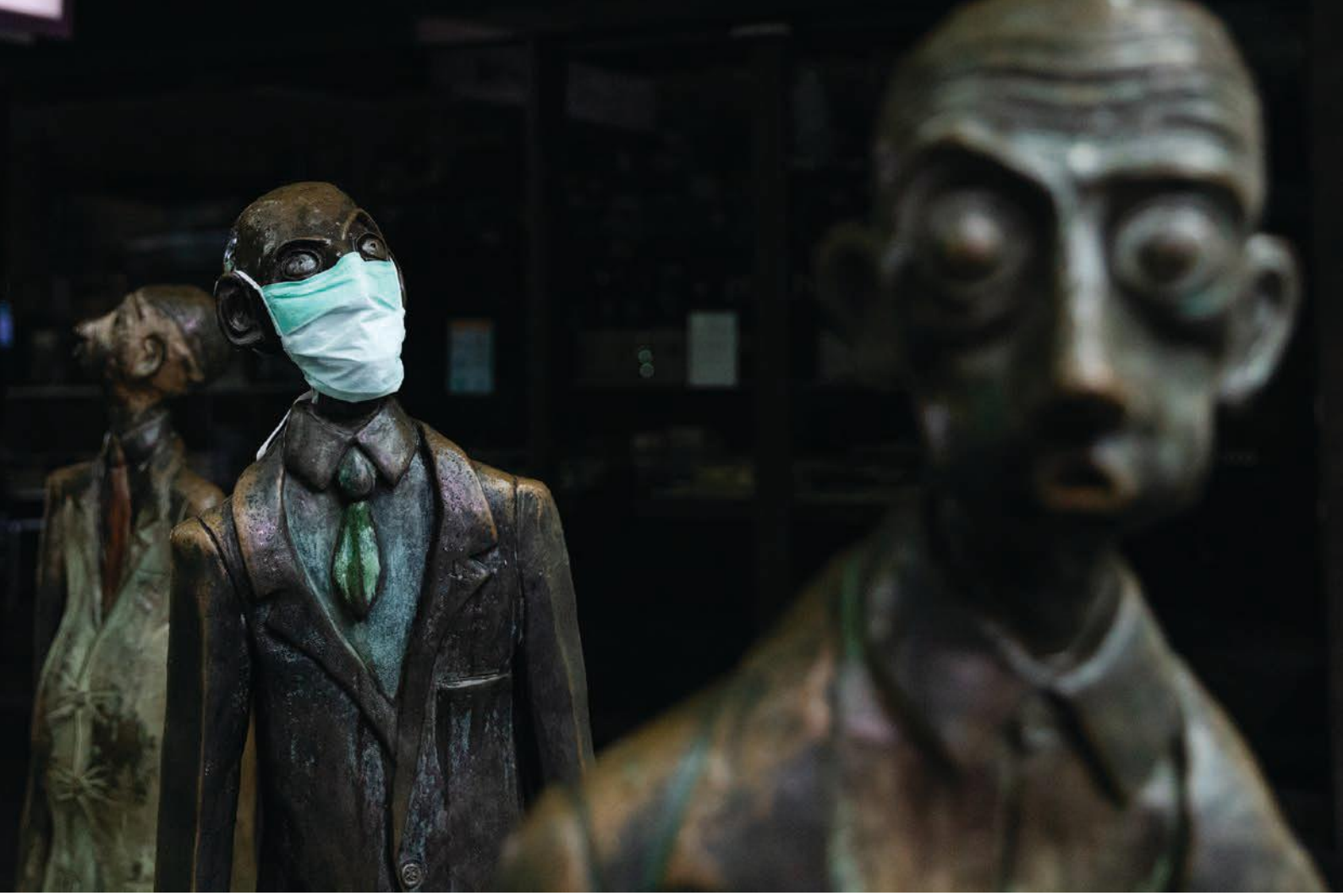

Introduction

At the time of writing this introduction in 2020, we were in an unprecedented period of isolation due to the global pandemic known as Coronavirus or COVID-19. This global pandemic has had an impact on our wellbeing and livelihood and will be a focus in our lives well into the future. Many argue that this focus will continue until a vaccine has been produced.

A truly global pandemic such as COVID-19 has only really occurred once before in living history, in the form of the Spanish Influenza. We can turn to the Humanities, and History in particular, to learn from the experience of the Spanish Flu and try and make sense of COVID-19.

These two global pandemics – while separated by 100 years – share many similarities. Not only do both diseases cause respiratory failure but they have led to government intervention, such as the temporary shutdown of our cities, and then lesser shutdowns of non-essential businesses and schools. Physical distancing measures imposed on populations around the world, and the halt of international and interstate travel to stem the transmission of the disease have also impacted businesses, communities and individuals around the world.

The long-term economic effects of the COVID-19 pandemic are less clear than the medical effects. Unprecedented steps by governments to stop the spread of the virus have caused disruptions to livelihoods through economic shutdown and unemployment. Global supply-chain issues contributed to panic buying in cities throughout the world. The year 2020 will likely become associated with key images, including of empty supermarket shelves due to the panic buying of toilet paper and many

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other household staples, such as milk, eggs, pasta, rice and flour. Another key image will be the wearing of face masks. Even one of the whimsical statues seen on the corner of Swanston and Bourke Streets in Melbourne, known as the 'Three Businessmen Carrying Lunchboxes', is wearing a facemask (pictured at the start of this introduction).

But it is important to remember that today's world in 2020 is a far cry from 100 years ago. Great advances have been made medically, technologically and in terms of the general standard of living. People living in 1918 were also dealing with the horrific ramifications of World War I, which had just ended. However, reflecting on our historical experience is one way we can find optimism and hope for the recovery ahead. The global impact of COVID-19 both on people's health and on their livelihoods means the world must come together, like never before, to find a global solution. This virus spreads across geographic borders, with drastic human and economic costs, and a common global effort to find a solution via a vaccine is more important now than ever. Learning across the Humanities; History, Geography, Economics and Business, and Civics and Citizenship will add to our understanding of the world and our ability to respond with solutions to future crises like COVID-19.

In this text you will learn about History, the modern world, and Australia's and your individual role within them. Through Geography you will understand the importance of human wellbeing and environmental management. You will also learn about Economics and Business through the lens of innovation and enterprising behaviours. Finally, you will view Australia's international obligations through Civics and Citizenship. These are crucial areas to understand to be able to plan towards a better global-focussed future.

– Lisa Ritchie, series author

▼ **Image:** History repeats itself? A tramcar driver in Seattle, Washington D.C. refuses entry to a passenger who is not wearing a face mask during the global Spanish Influenza pandemic in 1918

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How to use this resource

Book structure

- All chapters have been closely aligned to the Victorian Curriculum for Humanities for Year 10
- This book contains four sections, with each section covering one of the four topic areas: History, Geography, Economics and Business, and Civics and Citizenship
- Every chapter starts with an engaging 'Setting the scene' story to help you jump into a new topic, and includes an activity that can be used to spark classroom discussion
- Each chapter has a 'Chapter overview' which lists 'Learning goals' for the chapter
- Each chapter is divided into numbered sections, and each of these sections cover a content descriptor from the Victorian Curriculum
- Each chapter section starts with 'Focus questions' to drive your inquiries into the Humanities
- In all chapters QR codes are included for easy access to related videos
- At the end of each section are End-of-section Review questions and at the end of each chapter are End-of-Chapter Activity questions.

Activity types

This series uses a range of activity types including the following:

- Developing concepts and skills (activities that scaffold important concepts and skills from the Victorian Curriculum)
- Making Thinking Visible activities based upon Harvard's Project Zero's innovative Visible Thinking Routines (a guide to using these activities is available for teachers in the Online Teaching Suite)
- End-of-section Reviews (questions in both print and digital formats)
- Multiple other activity types, particularly in End-of-chapter activities, that vary from analysing historical visual sources to graph interpretation and map-reading
- Activities cover a range of different learning types and levels.

Digital resources

This series uses the interactive Edjin platform, and includes both a student and a teacher edition.

In the **Interactive Textbook** version of this book students will find the following key resources:

- Self-assessment checklists (aligned to each chapter's Learning goals, for students to rate their progress)
- Interactive Chapter quizzes and Scorcher quizzes (timed, competitive and fun tests of knowledge)
- Google Earth tours of key locations in each chapter (to provide dynamic geographic context)
- Videos, image galleries and other multimedia materials such as interactive maps
- A guide to using Topographic maps for Geography
- Additional PDF chapter on the COVID-19 pandemic of 2020
- A Victorian Curriculum Capability Project and downloadable assessment rubric (a research-based task; further information is available for teachers in the Online Teaching Suite)
- Downloadable worksheets for all activities
- Suggested solutions to all activities (enabled by teacher)
- A PDF downloadable version of the student textbook.

In the **Online Teaching Suite**, teachers will find:

- Guidance on using the digital versions of the book
- Teaching programs and teaching tips
- Curriculum grids for each topic area
- Additional activity worksheets.

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Glossary of activity verbs

Term	Definition
Account	account for: provide reasons for; *give an account of*: report or describe an event or experience; *taking into account*: considering other information or aspects
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
articulate	Express coherently
categorise	To classify by labelling or giving a name to
Compare	Estimate, measure or note how things are similar or dissimilar
Construct	Build or make
Contrast	Compare in such a way as to emphasise differences
Critically analyse	Analysis or evaluation of an issue or information in order to form a critical judgment
deduce	Arrive at a conclusion by reasoning
Define	to say what the meaning of something, especially a word, is
demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
design	Plan and evaluate the construction of a product or process
develop	To elaborate or expand in detail
Discuss	Talk or write about a topic, taking in to account different issues or ideas
distinguish	Recognise point/s of difference
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates an understanding of reasoning and/or application
Identify	Establish or indicate who or what someone or something is
interpret	Explaining the meaning of information or actions
investigate	Plan, collect and interpret data/information and draw conclusions about
Justify	Show how an argument or conclusion is right or reasonable
List	A series of items that are related or recorded for a particular purpose
locate	To identify where something is found
Predict	Suggest what might happen in the future or as a consequence of something
Propose	to offer or suggest a possible plan or action for other people to consider
recall	Remember information, ideas or experiences
recognise	To be aware of or acknowledge
Recommend	to suggest that something is the best thing to choose
record	To mark in a form that can be understood by others and revisited
relate	To tell or report about happenings, events or circumstances
represent	Use words, images, symbols or signs to convey meaning
Research	to study a subject in detail, especially in order to discover new information or reach a new understanding
respond	To react to a person or text
Select	To choose in preference to another or others
sequence	To arrange in order
substantiate	Establish proof using evidence
suggest	Put forward for consideration
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Understand	To perceive what is meant, grasp an idea, and to be thoroughly familiar with

Source: Victorian Curriculum Foundation to Year 10 Glossary of Verbs

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1

History

What is history?

History is the study of the past. We study the past in order to better understand the present and to help us prepare more effectively for the future. History can give us a sense of where we have come from. It can also give us a sense of where we are headed.

The concept of history is common to all people. It exists in all societies. The simple act of keeping records about ourselves, our families and the nation in which we live makes all of us historians in one way or another.

History opens a window on the past. It shows how our own society has changed over time. It also helps us understand how other nations and societies have changed over time.

History is a process of investigation that follows certain rules. It begins by posing a question or starting an investigation, then gathering evidence that will answer that question.

One kind of evidence historians seek out is **primary sources**. These are records that were made by people who lived at the time being investigated. Written or printed documents are useful primary sources. Photographs, drawings and paintings can also tell us a great deal if we can interpret, or 'read', them carefully.

Another kind of evidence used by historians is **secondary sources**. These are records made at a time after the event being investigated. When using secondary sources, historians look critically at the views of the people who created those sources. They ask extra questions about those people's interpretations of what happened.

When you think about it, history could be thought of as 'the thinking person's guide to the future'.

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Introducing historical concepts and skills: using historical sources as evidence

In this section, you will come across a variety of historical **sources**. You will be asked to examine these sources and to interpret what they show. You will be asked to consider who created these sources, and why. You will decide how **reliable** these sources are, often by comparing them with other sources. Historians are sometimes called 'time detectives' because, like detectives, they are constantly investigating and interrogating the stories that people tell. You will be asked to read historians' points of view, to make decisions about their interpretations, and to conclude how accurate their view is.

As historians, our most important form of evidence comes from **primary sources**. This is information written by people who were present at the time we are studying. They were there, witnessing what occurred, and they made some record of it at the time (or shortly after). These records are the lifeblood of history. They offer us a deep understanding of events and people's reactions to them.

Primary sources can take many forms: handwritten documents, printed material, images (drawings, oil paintings, photographs), statues and artefacts (objects).

Secondary sources are records that were written well after the events being studied. They are often written by historians who may not have been there to witness events directly. That is why it is so important for historians to carefully read and analyse primary sources, to get an accurate picture of what actually happened. Historians do often have quite different points of view. Their historical opinions might be formed by their class, religious and political beliefs, age or gender.

Secondary sources can take a number of forms, but typically they include things like broad surveys of a period of history, more precise studies of specific events, and biographies (life stories) of famous people.

There is a very special relationship between primary sources and secondary sources. Because primary sources were written by people who were alive at the time – people who experienced those events directly – it is tempting to think that they must be completely reliable eyewitness accounts. However, this overlooks the fact that every person has their own particular way of looking at things, based on their personal values and attitudes. These values and attitudes might lead a person to write an explanation of what happened that is more in line with their values and attitudes than what actually happened. This is called **bias**.

The task of a historian who is writing a secondary source many years after the event is to look critically at a primary source. They need to carefully research who the creator of that primary source was and what their point of view might have been. For example, in times of war we might expect a general sitting comfortably in his headquarters to have one view of a battle, while an ordinary soldier fighting at the battlefront might have a very different view of the battle altogether.

◄ **Image:** This poster from the time of World War II, showing a sailor shaking hands with two factory workers, is an instance of a primary source for this historical event.

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Unit 1

The modern world and Australia: World War II

Overview

During the 1930s Australia followed the British policy of 'appeasing' Adolf Hitler. Appeasement can be defined as the process of 'giving in' to the demands of an aggressive ruler in order to avoid the possibility of a declaration of war. The Allies did not like Hitler's many demands, but they gave in to them on the grounds that compromise was better than triggering another world war.

Later, when war broke out despite appeasement, nearly one million Australians enlisted voluntarily to support Britain and its allies in their struggle against Germany. The men and women who enlisted had in some cases already been involved in the Great War of 1914–1918. One hundred Australians, including thirty pilots, were present at the early World War II conflict known as the Battle of Britain, the savage air battle that saved Britain from invasion. One important difference between World War I and World War II was that World War II touched Australia directly. The Japanese mini-submarine attack on Sydney Harbour, which killed 19 sailors, showed how easily the war could reach Australia. The devastating attack on Darwin and other northern cities, which killed 230 people and injured 300-400 more in Darwin alone, was so traumatic that for decades its full extent was kept a secret.

By contrast, the Battle of Kokoda captured the nation's imagination in the same way that Gallipoli had. Each year hundreds of people walk along the Kokoda Trail in tribute to the soldiers who fought a desperate holding battle to turn back the superior Japanese invasion force. There, some 600 Australians were killed and another 1600 were wounded.

Video
Unit overview

Australia's involvement in World War II redirected Australia's international alliances away from Britain towards the United States of America, which helped to increase the pace of its industrial development.

Learning goals

After completing this unit, you should be able to answer these questions:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II?
- How did these consequences shape the modern world?

Introducing historical concepts and skills: change and continuity

Throughout this unit there will be a special focus on the concepts of **change** and **continuity**. Even in times of great change – such as the Industrial Revolution in Britain – some things remain unchanged and continue as they had before. For example, while the Industrial Revolution made massive changes to the way industry and agriculture were carried out, the government of Britain remained very much as it had been before, with a king or queen ruling in conjunction with a parliament.

Historians never limit themselves to merely describing what has happened in the past. Instead they ask themselves two questions.

First, what kinds of **change** have occurred in the period of time we are studying? Are the changes mainly **political** (to do with

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▲ **Image:** German children playing on a tank in a bomb-damaged part of Berlin, circa July 1945

government), **economic** (to do with the production of goods) or **social** (to do with the way people lived)? Are the changes a combination of two or three of these kinds of change?

Second, can you **quantify** these changes (that is, explain whether the changes were massive in scale, or relatively minor)? Did the changes generally benefit people, or did they cause difficulty and hardship? Did the changes affect the entire population, or only certain groups of people? What were the long-term and short-term consequences of those changes?

These two considerations can come together very powerfully in the hands of the historian. Instead of making a general statement like, 'Australia was changed by the experiences of World War II', the historian can say that, in political terms, change was less dramatic than for other nations because the Commonwealth Government of Australia, created in 1901, remained in place throughout both wars. In economic terms, a historian can say that the Australian economy remained capitalist, but also that Australia learned how to increase its manufacturing capacity by creating its own ammunition instead of relying on Britain. In social terms, the historian can say that Australian society was changed very greatly by World War II, due to the fact that women gained the experience of entering the workforce and proved that they could do jobs that, traditionally, only men had done up until that time.

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CHAPTER 1

Aboriginal and Torres Strait Islander people should be aware that this chapter contains images and names of people who have, or may have, passed away.

Australia's involvement in World War II (1939–1945)

Setting the scene: Europe's everyday memorial to the Holocaust: the *stolpersteine*

In many ways, there is a sense in modern-day Berlin (the capital of Germany) that a bright, limitless future lies ahead. At ground level, though, the past is permanent. All across the city, fitting snugly between cobblestone footpaths that were re-laid after Berlin was all but destroyed at the conclusion of World War II in 1945, are small, brass plaques that remind us of the human cost of this conflict.

These plaques are known as *stolpersteine* ('stumbling stones'). Each plaque contains the name of a resident who once lived at the stone's location, and who was forcibly evicted by the fascist regime that took hold of Germany between 1933 and 1945. The stones include the victim's date of birth and their final fate: imprisonment, exile, suicide, or, as is overwhelmingly the case, murder. These people include Jewish people, Romani people, gay and lesbian people, people with a disability, and those who politically opposed the fascist government of the National Socialist Party. They are a reminder that those who fell victim to The Holocaust and the National Socialist regime were ordinary people who lived in ordinary streets in an otherwise ordinary European city.

The *stolpersteine* are the creation of German artist Gunter Demnig, who began making them in 1992. Each one is crafted by hand. There are 70 000 stolpersteine installed across 1200 towns across Europe, but Demnig's work is ongoing – the National Socialists killed approximately 9 million people. In an event of such scale it is easy to understand how individual names can be lost and forgotten.

Carefully examine the photo in Source 1.3. These *stolpersteine* represent the members of the Laubinger family, who were forcibly removed from their home in Leipzig by the German army and secret police. The parents, seven children and five grandchildren were all removed from their home in Leipzig between 1939 and 1943. An entire extended family was removed. On the far right is Artur, who was 15 years old when he was deported. He was murdered a year later in Auschwitz.

Artur Laubinger would likely have been forced down the road past his childhood home at gunpoint. He would have been shouted at by soldiers and barked at by dogs while clutching the few possessions he could carry. His neighbours and friends would have watched. He may have been forced to live in squalid conditions in a faraway ghetto and eventually taken via train to the Auschwitz concentration camp, the largest death camp in wartime Germany. He would have been separated from his family, stripped of his few belongings and murdered in one of Auschwitz's four industrial-sized gas chambers.

What would you do if the police came for your neighbours and took them away? Would you say something? Who would you say it to? What if they came for your parents? Your brothers and sisters? Your nieces and nephews? What if they came for you?

When the people of Berlin walk to school or work, or meet with their friends, they do so with reminders of these horrific events at their feet. Every year Berlin residents gather in their neighbourhoods to clean their local *stolpersteine* in order to help preserve the story that these stones tell. They are educated and warned about the events that led up to these horrific events, and urged to make a commitment that they never happen again. We all must do the same.

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▲ **Source 1.1** A *stolperstein* ('stumbling stone') memorial

▲ **Source 1.2** German artist Gunter Demnig laying one of his *stolpersteine* in Berlin's Friedrichstrasse on 27 March, 2010

▲ **Source 1.3** *Stolpersteine* for the Laubinger family, who were forcibly removed from their house by the German army and secret police

MAKING THINKING VISIBLE 1.1

See, think, wonder

Look carefully at the images of the *stolpersteine*. Each name on each stone was a small part of a much larger conflict. What do you already know about World War II and The Holocaust?

Use the images and the text in Sources 1.1 to 1.3 to answer the following questions.

1. What's going on?
2. What do you see that makes you say that?
3. What do you know?
4. What do you know that makes you say that?

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Chapter overview

Introduction

The study of World War II is an essential element of understanding the world we live in today. It was a direct result of World War I, which took place between 1914–18 and was also known as 'the war to end all wars'. The eruption of global conflict almost 20 years after the end of World War I saw death, destruction and displacement on the grandest scale in human history. We study World War II to understand the way the world was re-shaped and upended by its battles of ideas, and the way it inspired the fortification of an Australian society under threat of invasion.

Learning goals

By the end of this chapter, you should be able to answer the following questions:

- How did the end of World War I lead to the start of World War II?
- How could factors like communism, the Great Depression and the policy of appeasement provide the platform for World War II?
- How was the National Socialist Party able to rise to power in Germany?
- How did German military tactics contribute to their early victories in the conflict?
- How was Australia drawn into World War II?
- What was the Australian experience of war on the home and on the battlefront?
- What were the major turning points of World War II?
- What was the Holocaust and how did it happen?
- What were the consequences of the Holocaust?
- What was the atomic bomb why was it used to end World War II?
- What was the impact of World War II on Australia's place in the world?
- What are the key lessons we can still learn from the World War II?

Historical skills

After completing this chapter, you should be able to:

- Explain what 'continuity and change' means in the study of history
- Understand and evaluate different historians' points of view
- Develop historical empathy with people in the past
- Interpret primary sources in both print and visual form
- Evaluate the reliability of primary sources
- Correctly use special terms specific to the topic under study
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

► **Image:** 1940 recruitment poster for the Australian Imperial Force (AIF) – Australia entered World War II on 3 September 1939, following the Australian Government's acceptance of Britain's declaration of war on Germany.

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"We're Coming!"

AIF-19

Join the A.I.F Now!

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Timeline of key events

What came before this topic?

- In the lead-up to World War I, Europe was controlled by five major empires that were competing for power, land, wealth and influence. As each nation built its military strength, powerful alliances or mutual protection agreements were forged, to be called upon in the event of a war. A bonfire of national suspicion, jealousy and aggression had been built. All it needed was a spark. The assassination of a little-known member of the Austrian royal family in a small corner of Europe provided that spark, igniting World War I.
- The end of World War I left matters unresolved. In Europe, Germany lurched towards extreme political ideologies as millions of people were left homeless and unemployed by the Great Depression.
- The rising spectre of communism in Russia meant that Germany was left to its own devices to plan and launch a sinister revenge for the conclusion of World War I.

France, 1916: ANZAC soldiers marching to the front

1914
World War I begins

1918
World War I ends in a stalemate

1919
The Treaty of Versailles is signed and Germany is punished for 'starting the war' – this triggers the start of widespread social, political and economic chaos

1929
A global economic collapse cripples nations around the world and plunges Germany further into crisis

1933
Adolf Hitler and the National Socialist Party win the German elections, promising to return Germany to greatness and to punish its 'enemies' – this ideological strategy is promoted through the media and schools

1935
The Nuremberg Laws marginalise German people from Jewish backgrounds, beginning their slow exclusion from society

1937
Invading Japanese forces massacre hundreds of thousands of people in the Chinese city of Nanjing

1939
World War II begins when France and Britain declare war on Germany after Germany invades Poland

27 May–4 Jun 1940
After a month-long German *Blitzkrieg* attack, the Allied forces are driven out of Europe by the German army at Dunkirk, and France is defeated

June 1941
Germany invades Russia, marking the start of Operation Barbarossa

December 1941
Japan attacks the US Naval Base at Pearl Harbor, bringing the USA into World War II

January 1942
German leaders decide on the 'final solution' to the 'Jewish question'

German Chancellor Adolf Hitler

Timeline questions

1. How many countries can you identify in this timeline?
2. What do the events in this timeline, including the number of countries involved, tell you about the scale of the World War II?
3. What are three key events that stand out to you? What do these events make you think about?

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What came after this topic?

The end of World War II reshaped the world. The use of the atomic bomb meant that the suspicion and animosity between the USA and Russia, which those countries had put aside to defeat Hitler, soon resurfaced. As the leaders of the free world divided Germany and the rest of postwar Europe between themselves, a new and frightening conflict – the Cold War – began. This new conflict would last for another 45 years. While the atrocities of the fascist National Socialist Party were uncovered, and former German leaders were tried and punished, the German capital of Berlin remained the divided centre of a global conflict that few could escape.

Surviving National Socialist Party leaders in court for the Nuremberg Trials, a series of military tribunals held by the Allies in the German city of Nuremberg in late 1945

February 1942
Fall of Singapore, and end of the Battle of Guadalcanal

February 1942
The Japanese Air Force attacks Darwin, Australia

June 1942
Battle of Midway was the turning point of the war in the Pacific.

1942: A squadron of US bombers on patrol over Midway Island in the Pacific

July–November 1942
Australian forces defeat the Japanese Army on the Kokoda Track

August 1942 to Feb 1943
The German Army is defeated at the Battle of Stalingrad, turning the war in favour of the Soviet Union

April–May 1943
A violent uprising in the Warsaw Ghetto in Poland sees Jewish resistance fighters battle German soliders

June 1944
D-Day: American, British and other Allied forces land on the beaches of France to open a second front against the German Army

US troops prepare to land in France during D-Day

January 1945
Russian forces liberate the Auschwitz concentration camp and find evidence of the murder of 1.1 million Jewish prisoners

1945
Russian forces reach Berlin and force Germany to surrender

The mushroom cloud from the atomic bomb dropped on Hiroshima

1945
Two atomic bombs are dropped on Japan, forcing Japan to surrender

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1.1 The causes of World War II

FOCUS QUESTIONS

- What was the real cause of World War II?
- How significant was the Treaty of Versailles in causing World War II?

Timeline

7 November 1917
The Bolshevik Party takes control of Russia

11 November 1918
World War I ends

28 June 1919
Treaty of Versailles signed

24 February 1920
The German Workers Party changes its name to the National Socialist Party

29 July 1921
Adolf Hitler becomes leader of the National Socialist Party

August 1921
The German economy plunges into hyperinflation

8 November 1923
Hitler and other National Socialist Party members arrested for failed Beer Hall Putsch

20 August 1927
The first annual Nuremberg rally is held by the National Socialist Party

29 October 1929
Stock price crash in the New York Stock Exchange sparks the Great Depression

May 1930
Unemployment in Germany reaches 4 million

30 January 1933
Adolf Hitler sworn in as Chancellor of Germany

September 1935
The Nuremberg Laws are enacted in Germany, severely restricting the rights of Jewish people

15 October 1935
In defiance of the treaty of Versailles, the German Army is reformed

7 March 1936
The German Army marches into the Rhineland

13 March 1938
Anschluss unifies Austria and Germany

30 September 1938
British Prime Minister Neville Chamberlain claims he has made an agreement with Hitler to avoid war

15 March 1939
Czechoslovakia surrenders territory to Germany

1 September 1939
The German army invades Poland, World War II begins

▲ **Source 1.4** Nuremberg, Germany, 1937: National Socialist Party rally

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The Treaty of Versailles

In this section you will examine the five key causes of World War II. Each of these causes played a fundamental role in driving the world towards war. It will be your task to determine which was the most influential cause of the conflict.

The Treaty of Versailles was one cause of World War II. At 11 a.m. on 11 November 1918, a ceasefire was honoured and the 'war to end all wars' (or World War I) was ended. World War I had ground an entire generation of young men through a cycle of death and futility as European empires fought to settle old scores. Germany, aided by its Austro-Hungarian and Italian allies, had sought to exert its power across Europe, opposed by the formidable alliance of the nations of France, England and Russia.

In the four years of World War I, 17 million soldiers were killed. Many of these deaths were a result of the **stalemate** of trench warfare. In the final year of the war, several factors forced its conclusion:

1 All nations, particularly Germany, were exhausted from the conflict. Few nations had the economic or emotional will to continue the fight.
2 America had joined the war and committed four million soldiers to the conflict.
3 The Spanish flu had decimated the fighting capacity of all combatants (it would eventually kill 50 million people worldwide).

The conclusion of World War I led to the collapse of the Austro-Hungarian and Russian Empires. Kaiser Wilhelm, the German leader blamed by many for the conflict, had fled his capital and **abdicated** his powers as the country descended into chaos, lurching from one armed uprising to another. As German soldiers marched home, however, they were confident that they had done their duty for the 'fatherland'.

KEY TERMS

stalemate situation in which neither side in war can win or in which no progress is possible

abdicate when a monarch decides to give up their throne and title

The deadliest blow of World War I was not delivered in any battle. It was delivered on a paper document in June 1919 as we shall see after a refresher on the causes of the war.

ACTIVITY 1.1

Check your understanding: the causes of World War I refresher

Before World War I began in 1914, Europe was a bonfire waiting to be lit. The five empires of Britain, France, Germany, Austria-Hungary and Russia were each building their armies (this is known as **militarism**) and attempting to intimidate each other in a quest for land, wealth and influence around the world (this is known as **imperialism**). To convince their own citizens to join this quest for empire, a strong culture of national pride and hatred of outsiders (known as **nationalism**) was growing across the continent.

Crucially, all five empires were signed up to diplomatic agreements that committed them to helping each other in the event of an attack or invasion. France, Britain and Russia were partners in the **Triple Entente** in order to protect themselves from the **Triple Alliance** of Germany, Austria and Italy.

Bizarrely, it was an event in the tiny nation of Bosnia that started it all when Gavrilo Princip, a Serbian Bosnian nationalist, assassinated Archduke Franz Ferdinand, the future leader of the Austro-Hungarian Empire. With Germany's blessing, Austria invaded Serbia in retaliation. However, an alliance existed between Russia and Serbia, and Russia soon mobilised to attack Austria. Germany had been quietly waiting for this day and invaded France shortly afterwards. Within a month Europe was at war.

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▲ **Source 1.5** The alliance system of the Great Powers during World War I

1 Quickly research the causes of World War I. Briefly explain the role of the following factors in causing the war to start:
   - **a** nationalism
   - **b** militarism
   - **c** the alliance system
   - **d** imperialism
   - **e** the assassination of Franz Ferdinand.
2 Examine each cause carefully. List them in order of importance from least to most important.
3 In a brief paragraph, explain what you believe to be the cause of World War I.

DEVELOPING HISTORICAL SKILLS AND CONCEPTS 1.1

Identifying continuity and change

Historians examine the key events of the past so they can not only understand the order of events that took place, but also why they happened and what it means that they happened. As historians, we have to examine the events and look for **change** or **continuity**. To do this we ask a number of questions. What changed? What was unchanged? Was the change on a large or a small scale? Who did the changes affect?

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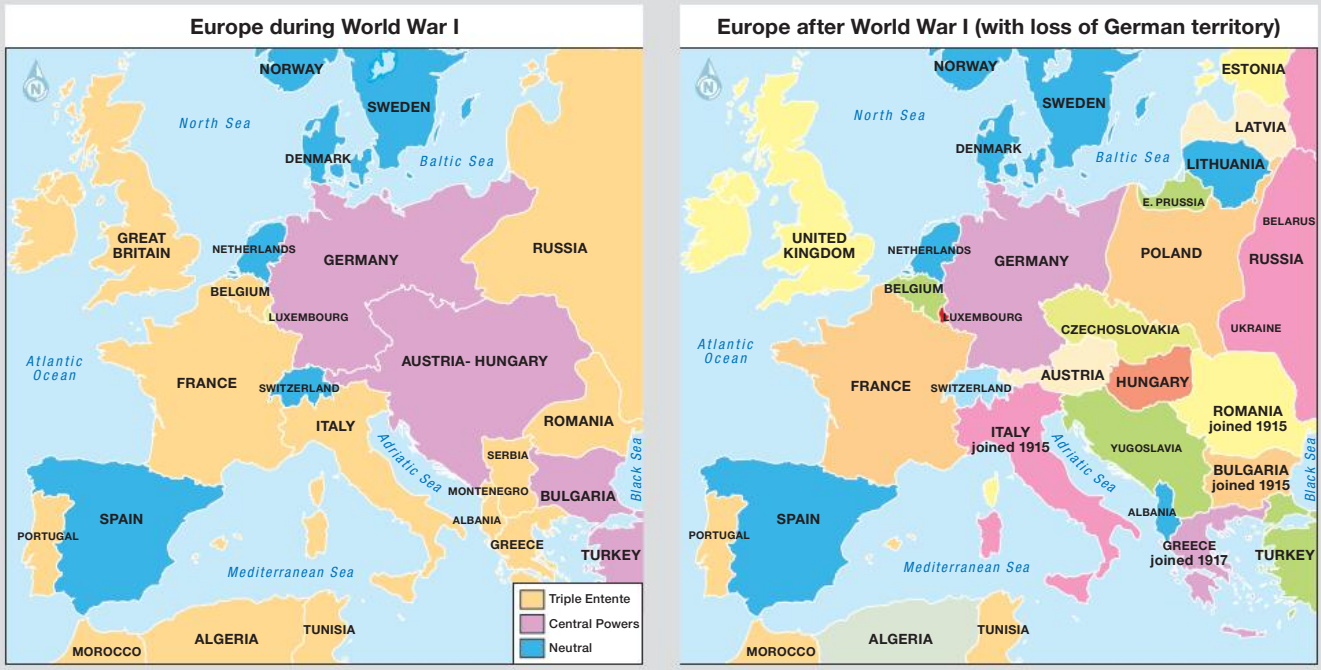

▲ **Source 1.6** These two maps show the changes to Europe's borders after World War I

Examine these two maps then answer the questions that follow.

1 Explain the power Germany and its allies, Austria-Hungary and Italy, enjoyed prior to World War I.
2 Examine the second map, paying special attention to the borders around Germany. What changed after the war?
3 What do you see as the significance of these changes?

A dictated peace

In an effort to draw the World War I to a close, leaders from all of the nations involved in the war met in Versailles, France, to negotiate the terms of the peace. The smaller nations were looking to gain independence, while the larger ones were hoping to be compensated for their losses.

The negotiations were dominated by the leaders of France, the United Kingdom and the USA. Their countries were known as 'The Big Three'. Germany was excluded from the negotiations. Germany's wartime allies Austria-Hungary and Italy were also excluded from the negotiations. Austria and Hungary had been decimated by the war and Italy had secretly backed out of their alliance with Germany in 1915. This left Germany alone and vulnerable.

The Big Three

1 **Woodrow Wilson, President of the USA:** Wilson came to Versailles with a 14-point plan that encouraged national independence. He also came to establish a League of Nations that would meet to resolve disputes and avoid future conflicts. Wilson's plan was rejected by the US Congress in Washington, and the USA never joined the League of Nations.

▲ **Source 1.7** June 1919: The Big Three: British Prime Minister David Lloyd George (right), American President Woodrow Wilson (centre), and French Prime Minister Georges Clemenceau (left) attend the Versailles Peace Conference at the end of World War I

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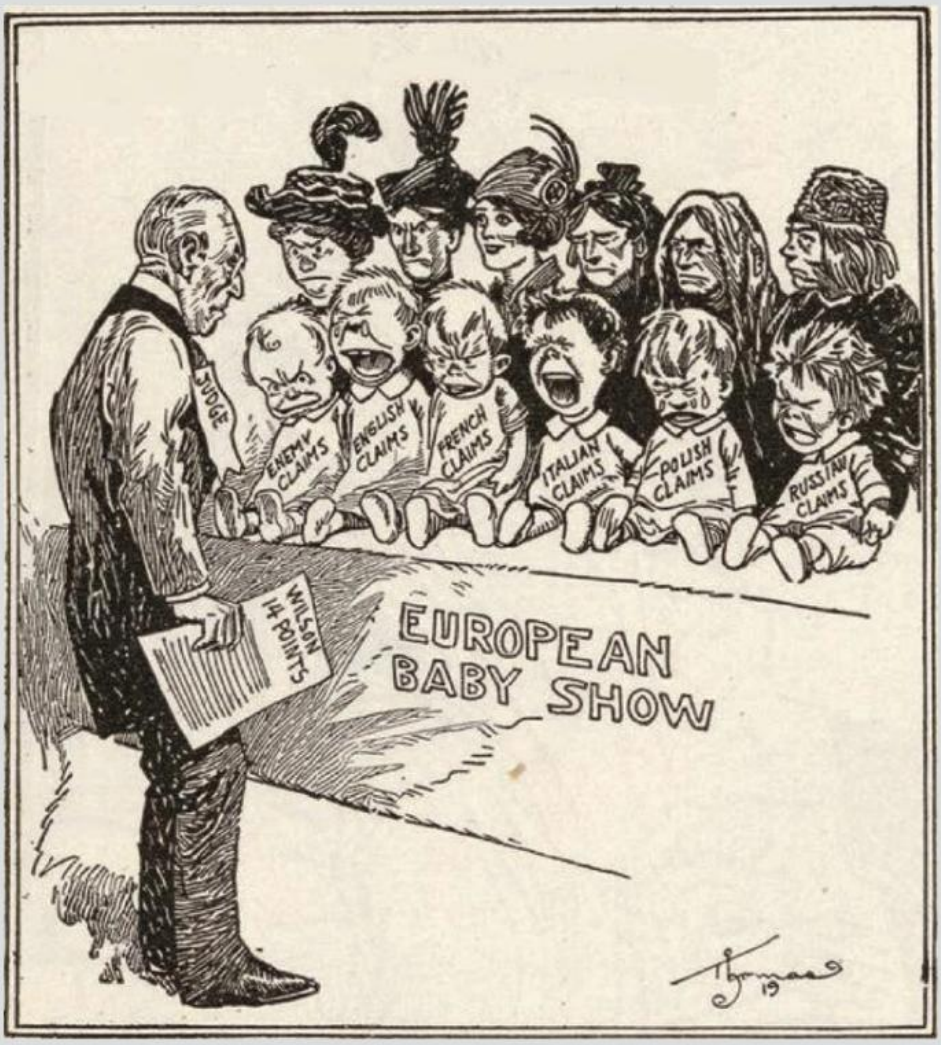
2 **George Clemenceau, President of France:** Clemenceau wanted revenge. France had been invaded and many of its towns had been reduced to rubble. He wanted to punish Germany for invading France. He also wanted to make sure they would never try to invade again. He had no interest in Wilson's 14-point plan. He simply felt Germany should pay what they owed for what they had done.

3 **David Lloyd George, Prime Minister of the United Kingdom:** Lloyd George was in a tricky spot. He needed to seek retribution for the deaths of hundreds of thousands of British people. He also wanted to protect Britain's colonies and interests around the world. The 14-point plan didn't appeal to him either. However, he believed that Germany's economic power needed to be protected to assist future trade and economic recovery.

ACTIVITY 1.2

Using historical sources as evidence

Analyse Source 1.8 and consider what the motivations of each leader meant for the Versailles negotiations.



◄ **Source 1.8** Political cartoon by Burt Randolph Thomas, published in *The Detroit News* in June 1919

Responding to the source

1 Explain what this source tells you about American attitudes to the Great War.
2 How does this source help to explain the response of the US Congress to Wilson's proposals?

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The conditions of the Treaty

The results of the Versailles Peace Conference were disastrous for Germany. Knowing that a resumption of the war would mean their defeat, the German delegation reluctantly signed the treaty, condemning their army and population to the harshest possible conditions.

KEY TERM

reparations payment or other assistance given by those who have done wrong to those who they have wronged

▼ **Table 1.1** Terms of the Treaty of Versailles and the significance of their impact

Treaty term	Significance
The surrender of all German colonies	Germany's wealth and influence around the world were destroyed
The return of Alsace-Lorraine to France	Alsace-Lorraine was a stretch of land on the French–German border and a source of conflict and propaganda for both sides – Germany was humiliated by its loss
Land was granted to Belgium, Poland and Czechoslovakia, reducing Germany's territory significantly	Certain nation-states like Poland and Czechoslovakia now existed only because of the Treaty, further damaging Germany's pride
The French army would occupy the Rhineland, Germany's prime industrial region	This occupation crippled Germany's ability to build an army and affected their ability to generate money
Germany must pay **reparations** of 269 billion marks; the equivalent of 96 000 tons of gold. (Germany finally paid off this debt in October 2010, 92 years after the country's defeat)	This was an almost impossible sum to repay, which was deliberately intended to keep Germany in debt
An admission of Germany's guilt in causing the war	This was perhaps the most insulting clause of the Treaty because it lay all the blame for the war at Germany's feet
Limitation of Germany's army to 100 000 men, with no conscription, no tanks, no heavy artillery, no poison gas supplies, no aircraft and no airships	This meant that Germany would never be able to build an army that could threaten France
The German navy allowed only six battleships and was forbidden to use submarines	Germany was now unable to compete with Britain to establish and manage colonies around the world

ACTIVITY 1.3

Using historical sources as evidence

Examine the Treaty of Versailles's conditions carefully in Table 1.1.

Responding to the source

1 What do you see as the most significant clause in the Treaty?
2 Which clause would have the most damaging impact on Germany's security?
3 Which clause would have the most damaging impact on Germany's ability to recover from the war?

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ACTIVITY 1.4

KEY TERMS

nationalism belief in the importance of strongly identifying with your own nation and vigorously supporting its interests

November Criminals the nickname German nationalists gave the German politicians who negotiated the Treaty of Versailles

Using historical sources as evidence

Germany's immediate reaction to the Treaty was shock. In Germany, **nationalists** were angered, calling the German representatives at Versailles the **November Criminals**. They began to spread the idea that the German Army had somehow been stabbed in the back by the Treaty. World leaders publicly lauded the Treaty's achievements, but privately they felt the Treaty was too harsh and would have serious negative consequences.

Was Germany justly treated? Examine the following sources in pairs and determine your point of view.

Read the witness statements provided. Copy and complete the table below.

1. In column 3, include some dot points outlining the evidence the witness gives to support their claim.
2. In column 4, consider the reliability of the witness. From which perspective are they talking? Was this source written at the time or well after the event? Does it contain a biased opinion from the viewpoint of a particular country?
3. In column 5, include out your verdict on the source. Decide which verdict you believe to be true and write a short response to the question below.
4. Once you have completed the table, read over it again and, using your knowledge, answer the following question: 'Was Germany to blame for starting World War I?'

Name	Source	What evidence does the source use to support this?	Where is the source from? Does that make it reliable or unreliable?	VERDICT: Who does the source blame for the war?
Count Brockendorff–Rantzann – the head of the German delegation at Versailles – 1919	'We are being forced to admit that we alone are to blame for the war: such an admission on my lips would be a lie. We are not seeking to pardon Germany from all responsibility for this war, and for the way it was fought. However we do strongly deny that Germany, whose people thought we were fighting a war of defence, should be forced to accept ALL responsibility.'			

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Name	Source	What evidence does the source use to support this?	Where is the source from? Does that make it reliable or unreliable?	VERDICT: Who does the source blame for the war?
A conversation between French President Clemenceau and a German delegate at the Versailles conference. 1919.	**German:** 'I wonder what history will make of all of this (The Treaty).' **Clemenceau:** 'Well, history will not say that Belgium invaded Germany.'			
French Prime Minster Clemenceau in a speech to the German delegates in Paris after the ceasefire in 1918.	'The Allied Powers welcome the ceasefire. It represents a great hope for peace in the future. But it cannot affect the settlement (future treaty) of the war itself. The German Government only came to this decision when it knew its armies had been defeated and all hope of victory had been lost.'			

Reactions to the Treaty

The German people were in shock. They had not believed that they might lose the war. They had been told by their government that it was a war of defence. The vast sum of money Germany owed to France was astronomical. To make matters worse, Germany was not allowed membership in the League of Nations, which was the very group designed to prevent future conflicts.

The impact of the Treaty

The shock and humiliation of the Treaty of Versailles was felt across Germany. Extremist political groups clashed in the streets while the new German Government was still attempting to pick up the pieces left by the departure of the Kaiser. When the bill for reparations was due, the German Government paid the first instalment, but then announced it could pay no more.

In return, French and Belgian soldiers marched into the Rhineland and helped themselves to resources, including food, steel and coal. The German Government encouraged workers in the region to go on strike in response. By April 1923, the German Government was spending seven times more money than it was able to make. The solution was seemingly simple: print more money.

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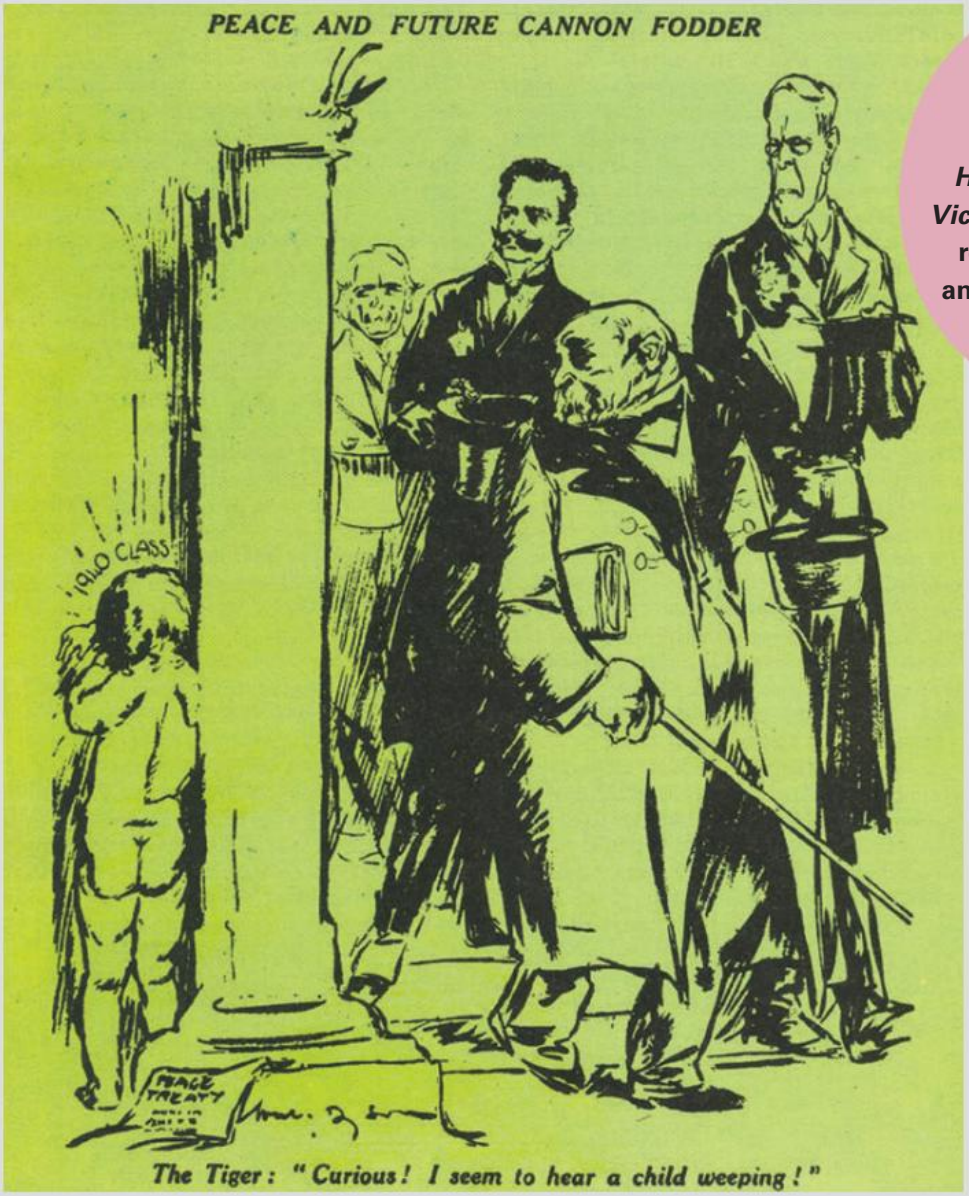
ACTIVITY 1.5

Using historical sources as evidence



If you used *Cambridge Humanities for Victoria 9* you may remember the amazing story of Will Dyson

▲ **Source 1.9** This newspaper comic by Australian cartoonist Will Dyson was printed after the signing of the Treaty of Versailles in 1919

Responding to the source

1 Identify the people you can see in this poster.
2 Explain what the child is doing in the corner of the image. Why do you think they have been drawn this way?
3 This poster was created in 1919 and is making a prediction about 'the class of 1940'. How old would this child be in 1940? What prediction is being made for the 'class of 1940'?
4 What is the normal fighting age of a soldier? Using your answer from the previous question, compare the two numbers. What does this suggest to you?
5 Based on what you have learned, explain the point of view that this source is presenting on the Treaty of Versailles.

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Hyperinflation

The mark (the German currency) had been steadily decreasing in value since the end of World War I. Printing more money, however, was a catastrophic decision. The exchange rate between the US dollar and the German mark rose from 4.2 marks to one dollar in 1914 to a peak of around 4.2 trillion marks to one dollar by November 1923. This meant that whatever savings people had were now worthless.

Even with giant piles of banknotes, German people could not afford to buy the basic commodities they needed to survive. These piles of money were not enough to even buy firewood. Heating is essential in a European winter, so workers were bringing wheelbarrows of cash home and burning it to stay warm. Prices were rising so fast that waiters had to climb onto tables to announce changes in menu prices in restaurants every half an hour. In October 1923 the price of one dozen eggs was 4 billion marks. Children played with stacks of banknotes while others swept useless notes down the drains in the streets.

This chaos of **hyperinflation** eventually subsided and a new German Government was formed in August 1923. The new German Chancellor, Gustav Stressman, was able to restore order. Hyperinflation was not forgotten by ordinary Germans, though – especially not by one particular soldier called Adolf Hitler.

KEY TERM

hyperinflation when the prices of goods and services rise by more than 50 per cent every month

ACTIVITY 1.6

Using historical sources as evidence

▲ **Source 1.10** Children in Germany's Weimar Republic during hyperinflation

Responding to the source

1 Summarise the impact of hyperinflation in a sentence.

2 Explain how hyperinflation would have compounded the anger Germans felt about the Treaty of Versailles.

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Fear of communism

Fear of communism was one cause of World War II. Prior to the end of World War I, the Russian monarchy was barely holding onto its power. For decades political activists had been chipping away at the authority of the Russian Tsar, Nicholas II. These activists were inspired by the writings of German philosopher Karl Marx. In *The Communist Manifesto*, Marx's 1848 political pamphlet, he wrote about a world where industrial workers were being crushed by wealthy factory owners who exploited workers for their own gain. In Marx's assessment, the two classes of people would inevitably come into conflict, with the result being revolution. This would leave the workers in charge of a classless utopia in which the state owned the resources and shared them equally. Marx had studied workers in France, Germany and England. His ideas were popular all across the world (they still are in some places today), but they took particular hold in Russia and were a significant cause of World War II.

KEY TERM

cult of personality situation in which a public leader is deliberately presented to the people of a country as a great person who should be admired (even loved) and never questioned

Additional content
For more detail on the nature of communism and leaders in Russia, see the Interactive Textbook.

If western democracies were afraid of communism, they were even more afraid of the Russian leaders. Vladimir Lenin, the man who led Russia into communism, was considered responsible for millions of deaths during the Russian Civil War (1918–21). Even so, his crimes would be nothing compared to the horrors of his successor, Joseph Stalin, who ruled Russia with a regime of terror. Stalin had built a **cult of personality** so strong and vast that his power could not be questioned. Worse still for other nations' leaders, Lenin and Stalin consistently talked of international revolution and their plans to spread communism around the world. Communism was seen as a threat because it sought to overturn democracy, destroy businesses, strip individuals of their own property, and restrict the freedoms enjoyed by most people in the rest of the world.

ACTIVITY 1.7

Using historical sources as evidence

This activity should help you gain an understanding of what others have said about Stalin (and what he said about himself). As a notoriously ruthless leader, Stalin demanded complete obedience from his people, often punishing opposition with death.

◄ Source 1.11
1930s Russian propaganda: Josef Stalin stands in front of a map of the world, with his arm raised, leading the Russian people

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Table 1.2: Quotes by and about Josef Stalin

Source	Quote	Your verdict: what does this tell you about Stalin?
Chairman Mao Tse Tung, leader of Communist China	'Stalin is the saviour of all the oppressed.'	
British Prime Minister, Winston Churchill, on Stalin and Russia	'I cannot forecast to you the action of Russia. It is a riddle, wrapped in a mystery, inside an enigma.'[1]	
Michael Lynch, historian	'No area of Soviet life escaped being purged. Under Stalin terror was elevated to a method of government.'	
Joseph Stalin	'Death is the solution to all problems. No man, no problem.'[2]	
Joseph Stalin	'Gratitude is a sickness suffered by dogs.'[3]	
Joseph Stalin	'One death is a tragedy, a million deaths a statistic.'[4]	

Use the quotes to develop an understanding of what these leaders and historians thought of Stalin, then use Stalin's own statements to develop a clear understanding about why communism was so feared by European governments.

1. Copy and complete this table. The 'Your verdict' column is your chance to analyse the evidence.
2. What overall picture of Stalin has been created for you?
3. Does one quote stand out more than the others? Why? What concerns you about it?
4. Refer to the Interactive Textbook and read about Stalin's exploits as leader. Why would so many European leaders fear the spread of communism?
5. Make a prediction about Stalin and communism. How do you think these factors could cause a war?

The Great Depression

The Great Depression was one cause of World War II. While Germany was able to recover from the disaster of hyperinflation, a greater challenge took place in 1929. Using loans from American and other international banks, the German Government was able to stabilise its economy and, for a short time, return to normality. The relief caused by this made most Germans forget about the past and look forward to the future as Germany became the European centre of art and culture. All of this success came to an end, however, thanks to a stock market crash in New York City, USA.

On 24 October 1929 an economic disaster occurred at the Wall Street Stock Exchange. This disaster sent shock waves around the world. During the 1920s millions of Americans had invested their savings in a strong and growing stock market that promised ordinary Americans a fortune in returns on their

1 https://www.nytimes.com/2008/08/01/world/europe/01iht-letter.1.14939466.html
2 https://www.nytimes.com/1991/11/10/books/death-solves-all-problems-he-said.html
3 Tolstoy, Nikolai, *Stalin's Secret War* (1981)
4 Lyons, Leonard, *'Loose-Leaf Notebook'*, *Washington Post*, 20 January 1947, p. 9

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KEY TERM

economic bubble (or 'asset bubble') situation in which the rising prices for stocks, goods and other property appear to be based on overenthusiastic views about the future

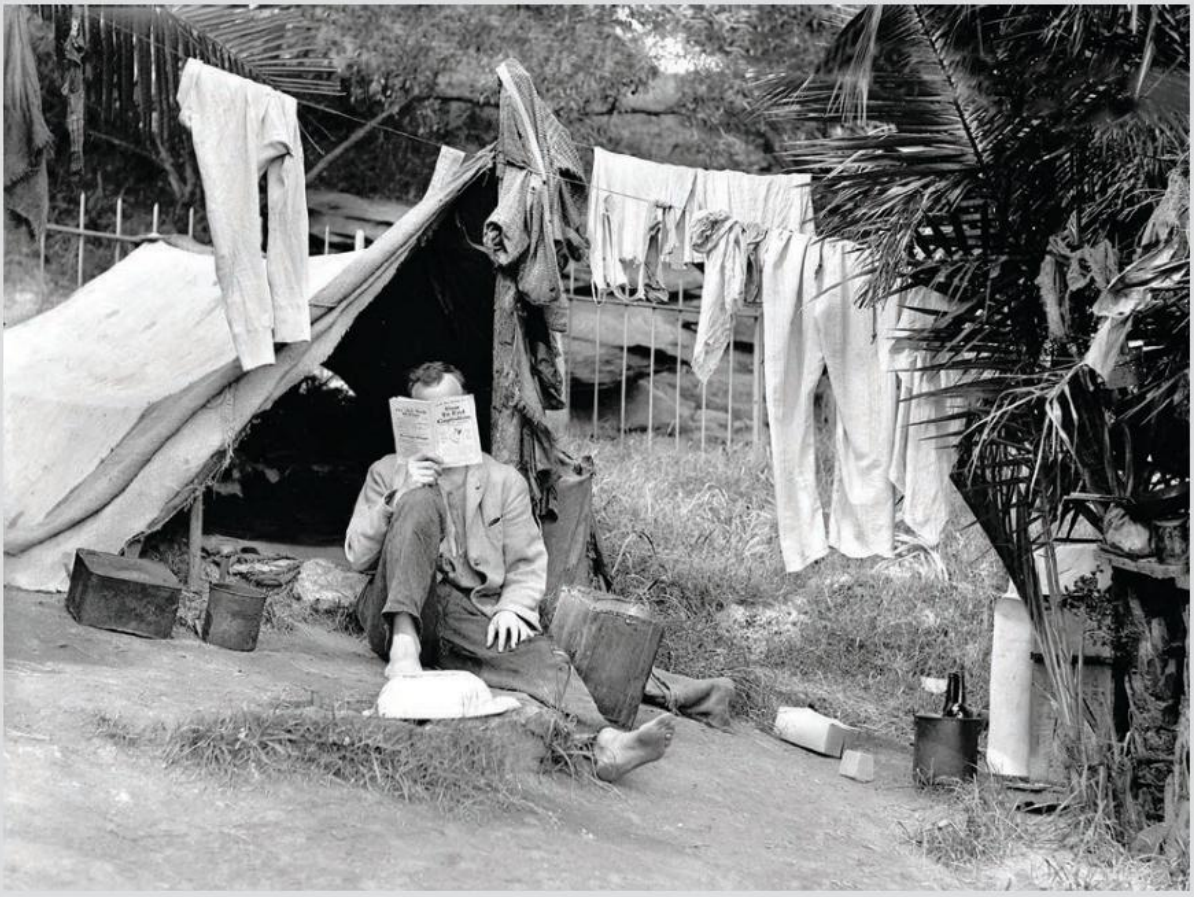
investments. However, the rush to invest money meant that the value of the companies being invested in became vastly overinflated. This steadily increasing **economic bubble** was doomed to burst. When it did, millions of people around the globe were plunged into poverty as the price of stocks and the value of the value of companies dramatically crashed.

When the banks collapsed, ordinary people lost their life's savings, their homes and their jobs. Companies that employed thousands of people closed overnight. Millions of people around the globe were forced to stand in line for welfare and charity handouts. Around the world, many nations' eyes turned away from events in other countries so they could focus on their financial recovery. Few nations noticed the pain that was being experienced in Germany.

MAKING THINKING VISIBLE 1.2

See, think, wonder

Examine Source 1.12.



▲ **Source 1.12** Sydney, 1931: A man in a makeshift tent in Sydney's Domain Park reads a pamphlet titled 'How to End Capitalism'

1. What do you see in this image?
2. What do you think about that?
3. What does it make you wonder?
4. Use your answers to the questions above in context with what you have learned so far. Why would this image be concerning to leaders of democratic countries?

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ACTIVITY 1.8

Using historical sources as evidence

The Depression was a hammer blow to life in Germany. Six million people found themselves out of work and unable to find new employment.

Source A

German writer Heinrich Houser made an essential record of life in Germany:

> An almost unbroken chain of homeless men extends the whole length of the great Hamburg–Berlin highway … unskilled young people for the most part, who had been unable to find a place for themselves in any city or town in Germany and who had never had a job and never expected to have one.[5]

▲ **Source 1.13** From, Jackson J. Spielvogel *Western Civilization: Alternate Volume: Since 1300*

Source B

The White Rose, a political group, made this observation in 1929:

> Rushes on the banks are [account-holders withdrawing their money in panic] beginning. Savers have been seized by panic. They are certain that their money, for which they have saved and slaved, is lost. They stand as early as midnight in endless lines to be first when the cash drawers open … The ordered life of the banks is being torn apart. All personnel must be mobilised to disburse payments. Nobody makes deposits.[6]

▲ **Source 1.14** From *The Weimar Republic Sourcebook*

Responding to the sources

1. Which groups appear affected by the Great Depression in both sources?
2. Given what you understand about life in Germany after World War I, what effect would the events mentioned in the source have on the youth of Germany?
3. In a paragraph, explain how the conditions of the Great Depression would affect the ability of the Big Three to respond to German aggression.

The rise of fascism

The rise of Adolf Hitler and the National Socialist Party was one cause of World War II. Known to have a tense relationship with his father, but a strong one with his mother, Hitler had grown up poor. In 1909, at 20 years of age, he found himself wandering the streets of Vienna, Austria, selling paintings and postcards. The outbreak of war in 1914 gave him purpose and saw him awarded the prestigious Iron Cross for bravery as a runner.

The way that World War I concluded enraged Hitler. Like many of his generation, Hitler believed that he had fought a noble, patriotic war. The humiliation of the Treaty of Versailles led Hitler to believe that Germany had been 'stabbed in the back' by treasonous politicians at Versailles. A key part of this theory was the view that communists and Jewish people had somehow engineered this betrayal.

Amazing but true …

The soldier who recommended Hitler for the Iron Cross was Jewish. He was later arrested and imprisoned by Hitler's secret police, the **Gestapo**.

KEY TERM

Gestapo German secret police force dedicated to finding, arresting and often torturing enemies of Hitler's National Socialist Party

5 Jackson J. Spielvogel, *Western Civilization: Alternate Volume: Since 1300*, p. 817
6 Kaes, Anton & Jay, Martin (authors), Dimendberg, Edward (ed), *The Weimar Republic Sourcebook*, 1995, p. 74

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Amazing but true …

Adolf Hitler was engaged by the German Army as an undercover agent to infiltrate radical political parties. This exposed him to the extreme ideologies that he later adopted.

In 1919, at the age of 30, Hitler joined the German Workers Party. He quickly rose through the ranks to become its leader in 1921. A skilled public speaker, Hitler would often draw crowds in beer halls and at party meetings. He and his fellow members were protected from their political opponents by the ***Sturmabteilung***, or SA – a **paramilitary** force of young men who wore brown shirts and regularly employed violent tactics to further Hitler's messages. Renamed the National Socialist German Workers' Party (NSDAP) in 1920, this group remained on the political fringes for much of the decade.

KEY TERMS

Sturmabteilung ('storm division') unofficial and (due to the Treaty of Versailles) unarmed militia force of the National Socialist Party, notorious for their violence and intimidation of their political opponents

paramilitary unofficial military organisation that behaves and is organised in an almost identical fashion to a legitimate military force

Beer Hall Putsch violent attempt, begun in a beer hall, to overthrow the German Government.

manifesto public declaration of political ideas and aims

On 8 November 1923, the National Socialists attempted a violent takeover of the German Government, known as the **Beer Hall Putsch**. Hitler and Eric Ludendorff, a former Army General, were attempting to exploit Germany's instability. They were met with firm resistance from the police, who forced the 3000 protesting National Socialists to flee before a hail of bullets. Hitler's subsequent arrest and trial made him famous.

Amazing but true …

During the chaos of the Beer Hall Putsch a police bullet aimed at Hitler passed inches from his head and killed the man beside him.

During his trial, Hitler he used his time on the witness stand to express his political views. This brought international attention to the once-obscure National Socialist Party. Hitler would serve only nine months of his five-year sentence in relative luxury. He frequently took visitors in prison, using the time to develop his personal **manifesto**. The result was *Mein Kampf* ('My Struggle'), a book that would serve as the blueprint for the rise of the National Socialist Party.

▼ **Source 1.15** German *Sturmabteilung* (SA) soldiers hold back crowds the in streets of Berlin

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ACTIVITY 1.9

Check your understanding

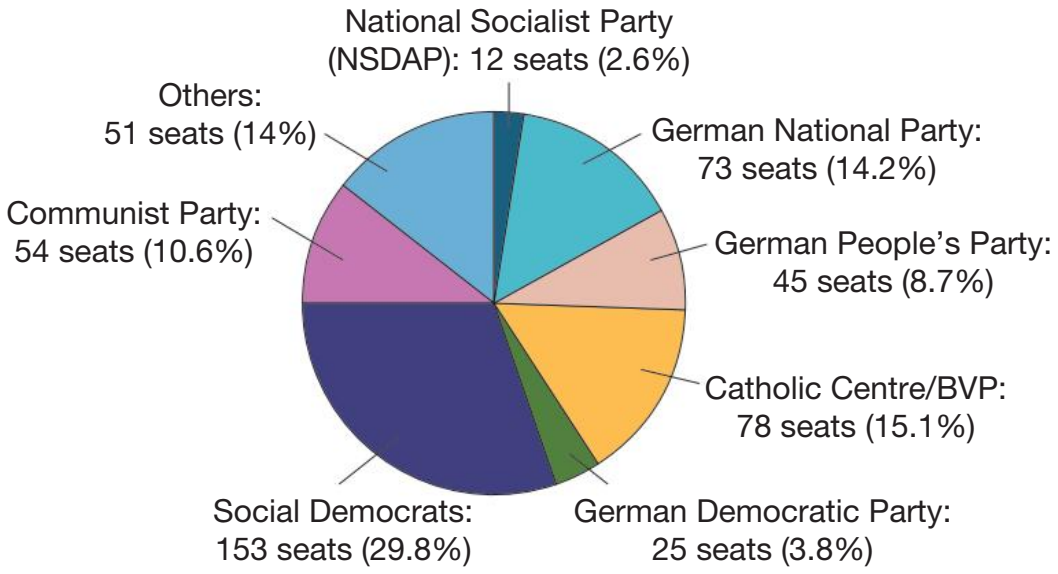
1 Who did Hitler and other Germans blame for their defeat in World War I?
2 How did Hitler rise through the ranks of the National Socialist Party?
3 Who were the SA?
4 Consider what you have learned about Germany in the 1920s. What benefits do you think membership in the SA would have provided for young German men?
5 How did the failure of the Beer Hall Putsch become a victory for the National Socialist Party?

The rise of the National Socialists: 1928–33

The rise of the National Socialist Party was one cause of WWII. The failed Beer Hall Putsch had taught Hitler that power could be taken in Germany, but only through legitimate political means. In the 1928 election, the National Socialist Party only secured 2.6 per cent of the national vote. The Wall Street crash of 1929 changed everything.

> The Great Depression provided the National Socialist Party with the opening it needed to convince the German people that they had the answers to their problems. Millions of people were unemployed. Young people were hardest hit, with millions of high school and university graduates wandering the streets looking for work and food, neither of which were in good supply. A British diplomat returning to London from Berlin noted that he was: 'Much struck by the emptiness of the streets and the unnatural silence hanging over the city, and particularly by an atmosphere of extreme tension.[7]

▲ **Source 1.16** From Isabel Deney, *Fall of Hitler's Fortress City: The Battle for Königsberg, 1945*



Total number of Reichstag deputies = 491
Total votes cast: 30 million (75.6%* of those entitled to vote)

*These percentages indicate how much of the votes each party received from the total votes cast

▲ **Source 1.17** German election results for 20 May 1928

7 Deney, Isabel, *Fall of Hitler's Fortress City: The Battle for Königsberg, 1945*, 2007, p. 29

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FAMOUS FACE

ADOLF HITLER

Adolf Hitler was the Chancellor and *Fuhrer* (leader) of Germany between 1933 and 1945. A hardline nationalist, he inspired millions to follow him into war against Germany's 'enemies' and oversaw the murder of nine million people, including Jewish and Romani people and other people considered 'undesirable'.

> *'Never in my life have I been so well disposed and inwardly contented as in these days. For hard reality has opened the eyes of millions of Germans to the unprecedented swindles, lies and betrayals of the Marxist deceivers of the people.'*[8]
>
> —Adolf Hitler, 1929

▲ **Source 1.18** Adolf Hitler on the cover of his 1924 book *Mein Kampf* ('My Struggle')

ACTIVITY 1.10

Check your understanding

1. Explain how the Great Depression benefitted the National Socialist Party.
2. Consider the perspective of Germany's young people, those born during and after World War I. Explain what they would understand about their country.
3. How would the perspective of young Germans be different from those of the older generation?
4. Make a prediction. How could the Great Depression lead to war?

The National Socialist Party

With an eye on the forthcoming election, Hitler made his promises clear to the German people. He promised to:

- Provide strong government
- Reduce unemployment
- Rid Germany of communists
- Tear up the treaty of versailles
- Return Germany to glory.

With his political speeches and his increasingly popular book, *Mein Kampf* ('My Struggle'), Hitler promoted a platform of 'National Socialism'.

Hitler's National Socialist party was actually not socialist at all. Socialism itself is closer to communism than anything Hitler's party proposed. It is a common historical understanding that the political belief the National Socialists followed was fascism.

Fascism can be defined as an extreme, authoritarian ultranationalism that is usually led by an unelected dictator. Fascist governments rely on violent suppression of opposition and strong control of people, society and the economy.

The rise of fascism in Germany happened after the dictator Benito Mussolini had installed a fascist government in Italy, and after Spanish dictator Ferdinand Franco had taken control of Spain in a brutal civil war. On the other side of the world, a similar political trend was taking place in Japan as the Japanese Empire began forcibly expanding into China in 1933.

8 Deney, Isabel, *Fall of Hitler's Fortress City: The Battle for Königsberg, 1945*, 2007

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Hitler's platform claimed that Germany must rid itself of its 'impure elements' in order to restore its strength. In Hitler's eyes, banks, big business and industry needed to adopt these principles to ensure their success. The financial muscle of these organisations could fast-track employment and ensure political power. This explained his hatred for communism, a political system that actively seeks to destroy these kinds of organisations. Even more than restoring the German economy, Hitler sought to reshape German identity.

The four pillars of National Socialist ideology and education

In the lead-up to the 1933 election in Germany, the National Socialist Party put forward four key pillars of their political ideology:

1. Nationalism
2. *Lebensraum*
3. Anti-communism
4. Antisemitism

1. Nationalism

Hitler proposed to tear up the Treaty of Versailles and reverse the decade of humiliation it had endured as a result of the Treaty. By creating the *Sturmabteilung* (SA) he was already flouting the condition that Germany could not have an army larger than 100 000.

> *'The Versailles Treaty is worthless. 60 million German hearts and minds are on fire with anger and shame. They will cry out "We want war!"'*
>
> —From *Mein Kampf* ('My Struggle'), Adolf Hitler

At its peak the SA numbered two million strong. Hitler consistently spoke out against the restrictions of the Treaty, promising to rebuild the military if elected, and to break the conditions of the Treaty one by one. He promised to return a sense of pride to the German people.

2. Lebensraum

> It will be the duty of German foreign policy to get large spaces to feed and house the growing population of Germany. Destiny points us towards Russia.
>
> ▲ **Source 1.19** Adolf Hitler, From *Mein Kampf* ('My Struggle')

KEY TERM

Lebensraum ('living space') the concept that Germany needed to expand its borders into other countries' territory so it could use those countries' resources, which were seen as Germany's by right of the National Socialists' perceived natural superiority of German people

For Germany to be great again, it needed space. ***Lebensraum*** literally translates to 'living space'. National Socialist ideology proposed that Germany needed to expand its borders so it could make use of the natural resources available in Eastern Europe. Hitler claimed that Eastern Europe was not just a creation of the Treaty of Versailles (much of the land in this region had been taken from Germany by the Treaty), but a place inhabited by people Hitler saw as 'racially inferior'.

In short, Hitler saw the people east of Germany as people who were unfit to inhabit land that Hitler saw as Germany's for the taking, since they were the 'master race'. This theory of German and 'Aryan' superiority lay underneath much of its political agenda. Hitler's *Lebensraum* ideology was not just a threat to Germany's eastern neighbours. It was also a direct challenge to the conditions of the Treaty of Versailles.

3. Anti-communism

The chaos in post-World War II Germany led to a rise in the popularity of communism. Despite the horrors of the Russian Civil War and Stalin's rule, the fundamental ideas of communism appealed to many German people who had experienced the economic failures of hyperinflation and the Great Depression.

Violent clashes between German communists and government forces were common. Across Europe, fascism rose as a strong and genuine challenge to communism. A political movement that grew in post war Italy and later in Spain, fascism served as the political opposite of communism – it used organised violence to protect the interests of the middle class. The threat of communism's

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▲ **Source 1.20** The ideology of *Lebensraum* declared that all of the land east of Germany should be conquered to make 'living space' for Germans.

expansion from Russia, coupled with its stated intention to put an end to private property, let Hitler provide a genuine election platform: If successful he would rid Germany of communism and establish it as a place of more traditional 'German values'.

> *'The menace of Russia hangs over Germany. All our strength is needed to rescue our nation from this international snake.'*
>
> —From *Mein Kampf* ('My Struggle'), Adolf Hitler

KEY TERM

eugenics pseudoscience (since discredited) of improving a population by preventing people who are seen as 'physically inferior' from having children, sometimes by sterilising or murdering them

4. Antisemitism

The final and most damaging ideology of the National Socialist Party was that of antisemitism.

Antisemitism is defined as the open hostility and prejudice against people of the Jewish faith. While Hitler was not alone in his antisemitism, not all Germans were antisemitic.

The National Socialists claimed that Jewish people were the cause of all of Germany's problems. This was not a new idea. The myth of an 'international conspiracy' of Jewish people working against non-Jewish people had existed for many centuries, with no logical evidence to back it up. In 1930s Germany, Jewish people were even being blamed for the catastrophe of World War I, despite the fact that they formed only one per cent of Germany's population – the bulk of Europe's Jewish population lived in Eastern Europe.

Incorporated into Hitler's hatred of communism and the restoration of German pride was the subjugation of Jewish people who lived in Germany. Hitler's antisemitic ideology was based on the pseudoscience of **eugenics**. To Hitler, the 'Aryan' race (defined as people who were tall, blonde and blue eyed) were destined to be the masters of Europe. All other people would be subservient to them.

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ACTIVITY 1.11

Group activity

Working in groups of four, research one ideology each and copy and complete the table below. When you have shared your findings, write a one-paragraph response to the following questions, supported by evidence:

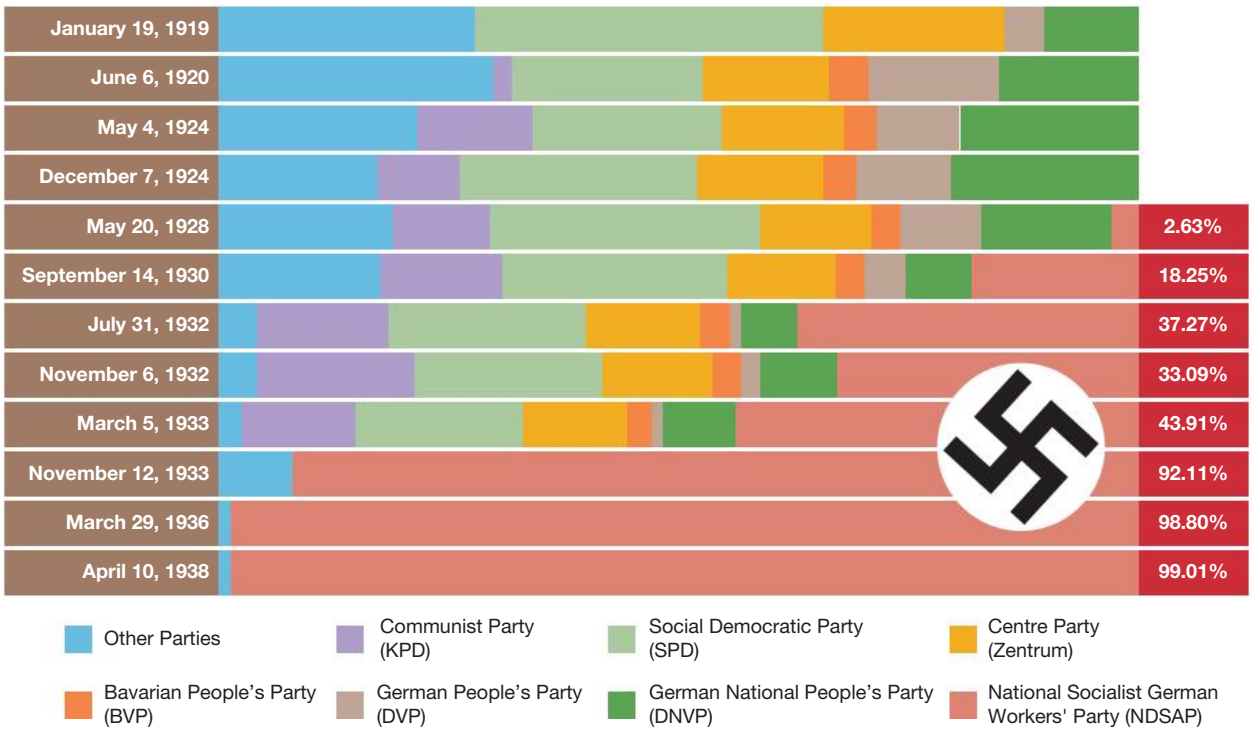
Ideology	What? (Description of the belief)	Why? (Why was it a belief held by Hitler and the National Socialists?)	Who? (Who was affected by this belief? How were they affected?)	How? (How could this ideology lead to war?)

1 Compare the conditions of the Treaty of Versailles to the four pillars of National Socialist ideology. Using evidence, explain how these ideologies would have appealed to some German people in the 1920s and 1930s.

2 Carefully examine each ideology and explain how they relate to one another.

National Socialist education and propaganda

Taking full advantage of the Great Depression, the National Socialist German Workers' Party slowly grew into a political force in Germany. Through a series of elections, its presence in German parliament grew rapidly due to its increasing popularity among the German middle class, whose wealth and status had been decimated by the Great Depression.



▲ **Source 1.21** Results of German federal elections 1919–1938

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Thanks to a calculated campaign of propaganda, Hitler's oratory skills, and political intimidation from the SA, the National Socialists and Adolf Hitler assumed control of Germany after the 1933 election, gaining more than six million votes.

While the National Socialists were not outright victorious, the threat of Germany's Communist Party, which had won four million votes in the same election, persuaded German President Hindenburg to allow Hitler to form a government and become Chancellor of Germany. From this point on, the four pillars of National Socialist ideology were put to work.

Hitler set about changing the German school curriculum to fit his vision of the world by enacting the following:

- All teachers were forced to adopt the National Socialist school curriculum
- By 1939, 97 per cent of teachers in Germany belonged to the National Socialist Teachers Association
- Textbooks were rewritten to reflect National Socialist ideology
- Jewish teachers were sacked
- Physical fitness was emphasised over academic achievement – girls were taught 'domestic skills' while boys were taught practical skills and a National Socialist version of history
- Both genders were taught the eugenics view of humanity that insisted white Europeans were destined to be the masters of the world
- Boys were taught to fight and girls were taught to be mothers of the German 'master race'.

MAKING THINKING VISIBLE 1.3

Headlines

1. Hitler came to power in 1933. How old would a child born at the end of World War I be in 1933?
2. Create a short timeline of the hardships that child would have endured up to that time. What vision of the world would they have?
3. What does this timeline tell you about the potential impact of National Socialist education?
4. Using the sources, create a newspaper headline that summarises the changes made to education after 1933.

Source A

> In my great educative work, I am beginning with the young. We older ones are used up. Yes, we are old already. We are rotten to the marrow. We have no unrestrained instincts left. We are cowardly and sentimental. We are bearing the burden of a humiliating past, and have in our blood the dull recollection of serfdom and servility. But my magnificent youngsters! Are there finer ones anywhere in the world? Look at these young men and boys! What material! With them I can make a new world.[9]

KEY TERM
serfdom working as a slave

▲ **Source 1.22** Adolf Hitler

Source B

> A plane on take-off carries 12 bombs, each weighing ten kilos. The aircraft makes for Warsaw, the centre of international Jewry. It bombs the town. On take-off with all bombs on board and a fuel tank containing 1500 kilos of fuel the aircraft weighed 8 tonnes. When it returned from the crusade, there were still 230 kilos of fuel left. What is the weight of the aircraft when empty?

▲ **Source 1.23** National Socialist maths exam question

9 Rauschning, Hermann, *The Voice of Destruction,* 1940, p. 251

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Source C

▲ **Source 1.24** School children in Germany during the rule of the fascist government run by the National Socialist Party

Source D

▲ **Source 1.25** A 1935 Hitler Youth poster encouraging charitable donations (translation: 'Build youth hostels and homes')

In the media

Once in power, the National Socialists pursued a strong and coordinated campaign of **propaganda** that utilised the power of mass media to spread their ideology. Led by Propaganda Minister Joseph Goebbels, a coordinated media plan was used to sway the thinking of German people.

The gradual silencing of communist and oppositional voices in the early 1930s was accompanied by the creation of the *Volksempfänger*, an affordable and popular radio that was found in millions of German homes. For the first time for many, the voices of famous celebrities, politicians and, most importantly, the National Socialist leadership was broadcast directly into the homes of German families.

In public streets, posters were used to reinforce National Socialist ideology. Presenting a range of ideas, such as the strength of German power, or the demonisation of German 'enemies', these repetitive messages were a constant presence. The strong use of colour, particularly red, gave the posters a sense of urgency.

KEY TERM

propaganda deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population

The emerging technology of film was exploited by Propaganda Minister Joseph Goebbels. The popularity of going to the cinema meant Germans could be exposed to National Socialist ideology in a visual and engaging form. Using both documentary and 'fictional' stories, the propaganda arm of the party created films such as *Jud Suss*, which reinforced the notions of antisemitism, while grand epics like *Triumph of the Will* showcased the adulation that 700 000 National Socialist Party supporters demonstrated for Hitler at a National Socialist Party rally.

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ACTIVITY 1.12

Check your understanding

1 Explain how the National Socialist propaganda machine worked. How did it take advantage of technology?

2 Examine the colours, images and ideas used in the posters. Do you think they would have been effective? Why?

3 In pairs, examine what you have learned about Germany after World War I, National Socialist ideology, and the National Socialist use of education and propaganda. Make a list of all the key points.

4 Decide on your response to this question: Does the success of the National Socialist Party come down to good timing, luck, planning or all three? Explain your response with evidence to the class.

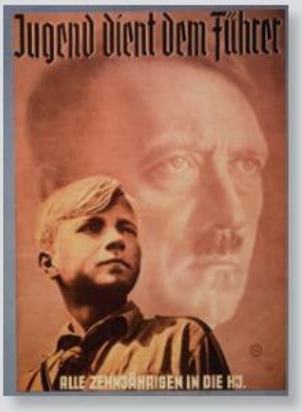
Source A

▲ **Source 1.26** A German election poster from 1932. The caption reads. 'The people are voting National Socialist'

Source B

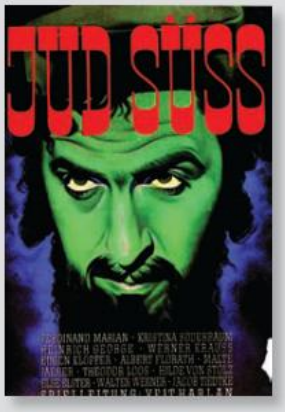
▲ **Source 1.27** A poster for the 1940 propaganda film *The Eternal Jew*

Source C



▲ **Source 1.28** A Hitler Youth poster with the caption, 'Youth serve the Führer'

Source D



▲ **Source 1.29** A poster for the 1940 propaganda film *Jud Suss* ('Suss the Jew')

Appeasement: 1933–1937

KEY TERMS

appeasement practice of making concessions to satisfy someone with a greed for power

Night of the Long Knives the massacre of members and leaders of the paramilitary *Sturmabteilung* (SA) force, ordered by Adolf Hitler on 30 June 1934 as a way to cement his control over the National Socialist Party

***Schutzstaffel* (SS)** ('protective echelon') the elite and fanatical soldiers of the National Socialist Party, the SS were an independent political and military group controlled directly by Heinrich Himmler and Adolf Hitler

The **appeasement** of Germany's fascist National Socialist Party regime was one cause of World War II. The policy of appeasement was adopted by leaders around Europe to avoid conflict. Appeasement allowed Hitler to rebuild Germany, to break every clause in the Treaty of Versailles, and to trigger another world war.

From the moment he became Chancellor of Germany, Hitler began to exert power in the same way that other dictators around the world had. His ideology made clear his desire to destroy the Treaty, invade Eastern Europe and rid Germany of 'undesirables'. He began in earnest on 27 February 1933 when a mysterious fire raged through the Reichstag, home of the German government. The next day, Hitler enacted emergency powers and blamed the fire on communist agitators. This allowed him to ban all communist newspapers and imprison a number of communist leaders. What should have been a clear warning to European leaders was ignored.

The strength of Hitler's desire to assert power with violence became obvious a year later on 30 March 1934. On the night known as the Röhm Purge or **The Night of the Long Knives** Hitler ordered his elite personal guard, the ***Schutzstaffel* (SS)** to arrest, attack and murder leaders of the SA, the National Socialist

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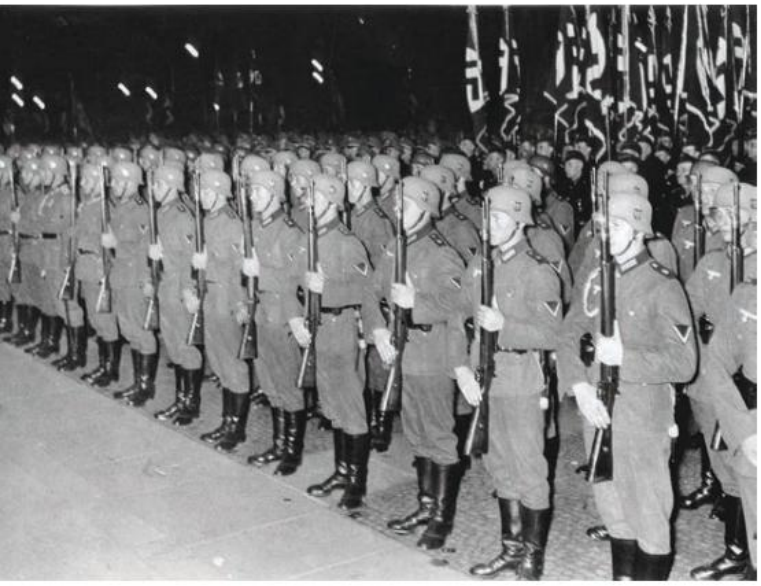
paramilitary force. The SA's membership had swelled into the millions, which was a threat to Hitler's power. In a single night, hundreds of SA members, including their leader, Ernst Röhm, were murdered. This only strengthened Hitler's power.



▲ **Source 1.30** 1938: German soliders standing to attention in the Austrian capital of Vienna

The Nuremberg Laws passed on 15 September 1935 sent a clear message to the world that the ideology of antisemitism had become a reality. The laws declared that:

- Jewish people were no longer German citizens – they were now 'subjects'
- Jewish people were no longer able to vote or hold public office
- Marriage and sexual relations between Jewish people and German people 'of kindred blood' was illegal
- Jewish people were no longer allowed to raise the German flag.

The laws made a clear distinction between who was and was not German. By creating a legal definition of what a 'Jew' was, the National Socialists were able to single out individuals and create a fixed definition of who did and did not belong. A hardline fascist state had emerged.

A month later, on 15 October, Hitler posed the most daring challenge to the Treaty of Versailles by reforming the *Wehrmacht* (the German Army) and rebuilding its strength. No other country tried to prevent this. Nations like the United Kingdom had reduced the size of their armed forces after World War I and could not afford to rebuild them.

▲ **Source 1.31** The extent of German territory prior to its expansion in the lead up to World War II and thereafter (you can zoom in on this map in the digital versions of this book)

Two major events in the following years proved to be the failure of appeasement. In a move planned to test the resolve of the French and British to uphold the Treaty's conditions, on 7 March 1936 Hitler ordered the *Wehrmacht* to march into the Rhineland, which had been taken from them in the Treaty. Again, nothing was done to oppose this act.

One year later, the reformation of Germany's military strength was demonstrated in the Spanish Civil War. Flying in support of the Fascist Spanish rebellion against the government, *Luftwaffe* (German Air Force) bombers were secretly used on 27 April 1937 to reduce the Spanish city of Guernica to rubble and, in part, turn the war to the advantage of the fascists. A mural painted by Spanish artist Pablo Picasso details the misery created by this German **carpet bombing**.

How were these clear and deliberate acts of aggression allowed to happen?

KEY TERMS

Nuremberg Laws antisemitic and racist laws passed in Germany on 15 September 1935 – these laws were enacted by the German Government after a meeting in the city of Nuremberg

carpet bombing to drop large numbers of bombs so as to cause complete devastation to a specific area

Allies political and military alliance of the British Commonwealth, France, the United States and Russia, who forged an agreement to fight National Socialist Germany

Axis name given to the political and military alliance of Germany, Italy and Japan during World War II - unlike the Allies, these nations did not coordinate their fight against their enemies

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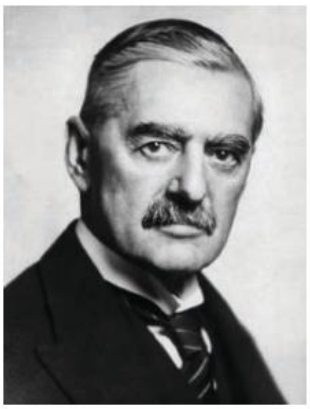
The policy of appeasement was not overwhelmingly popular, but it existed for several simple reasons:

- **Few wanted another World War.** An entire generation of young men had been lost in the trenches in France and the Allied nations did not have the will to fight again.
- **The Great Depression had severely weakened the Allies**. America had returned to its policy of **isolationism** and turned its attention inward. Millions of jobless men and women around the world were angry with their own governments and unconcerned with Germany.
- **Many saw the Treaty as too harsh** and thought it was only fair that Germany restore its national pride.
- **Many world leaders admired Hitler.** In times of economic disaster, he had reduced unemployment from six million people to one million people in just four years, bringing prosperity back to Germany.
- **Germany was a buffer to communist Russia**. National Socialist ideology was clear in its intention to destroy communism. It could potentially do this work for other world leaders.

KEY TERM
isolationism an attempt to remain separate from the issues of other nations



FAMOUS FACE
NEVILLE CHAMBERLAIN
Neville Chamberlain was a conservative politician who served as Prime Minister of Britain during the first eight months of World War II. He is best known for his foreign policy of appeasement, in particular for his signing of the Munich Agreement in 1938, which allowed Germany to occupy the German-speaking Sudetenland region of Czechoslovakia.

ACTIVITY 1.13

Sequencing chronology

1 Create a timeline of appeasement up to 1937.
2 What do you notice? Where could Hitler's actions have been halted?

▲ **Source 1.32** British Prime Minister Neville Chamberlain waves to the crowd at Heston Aerodrome and claims to have secured 'peace in our time' after returning from signing the Munich Agreement, 1938

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ACTIVITY 1.14

Using historical sources as evidence

Examine the following sources to discover a range of opinions on the policy of appeasement.

Source A

Our Government is much more afraid of Communism than it is of Fascism.

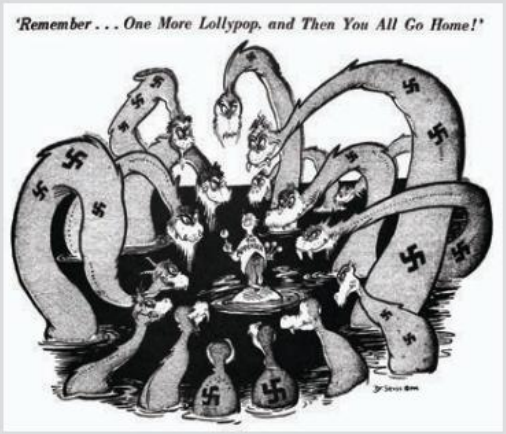
▲ **Source 1.33** British journalist John Langdon-Davies, 1936

Source B

An appeaser is one who feeds a crocodile, hoping it will eat him last.

▲ **Source 1.34** Winston Churchill

Source C



▲ **Source 1.35** Political cartoon by children's author Dr Seuss, criticising the policy of appeasement

Source D

▲ **Source 1.36** The infamous salute at the Berlin Olympic Stadium, Germany, 1938 – under pressure from British diplomats, the England football team (white shirts), captained by Arsenal's Eddie Hapgood, agreed to give the National Socialist salute before the match against Germany

Responding to the sources

1 What do these sources tell you about:
   - a the popularity of National Socialism?
   - b the fear of communism?
   - c the desire to avoid conflict?

The failure of the League of Nations

The League of Nations was created in the wake of World War I to resolve disputes between nations around the globe. While it proved successful in mediating border squabbles between smaller nations, its lack of a unified military meant that larger and more aggressive states like Italy, Japan and – eventually – Germany began to simply ignore the League and stake their claims on territory regardless. The League fell apart at the outbreak of World War II, buts its blueprint was used to create the United Nations, which exists to this day.

KEY TERM

inertia lack of activity or interest, or unwillingness to make an effort to do anything

Appeasement: 1937–1939

Appeasement created a sense of **inertia** among European leaders. Hitler's intentions were clear to those who chose not to ignore them, but most leaders were either ill equipped or unwilling to do anything to stop Germany's expansion.

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KEY TERM

Molotov–Ribbentrop Pact controversial treaty between Germany and the Soviet Union to refrain from attacking one another

Between 1937 and 1939 Germany edged closer to war:

30 January 1937
- Hitler publicly demands a withdrawal from the Treaty of Versailles

16 August 1937
- British Journalist Norman Ebbutt is kicked out of Germany for reporting on the German army's rearmament

13 March 1938
- Germany achieves *Anschluss* ('union') in Austria after marching soldiers into Vienna and declaring the nation 're-unified' with Germany.

29 September 1938
- The French and British governments agree at a conference in Munich to allow Germany to forcibly take over the Sudetenland, a region in Northern Czechoslovakia populated by German speakers.

30 September 1938
- The British Prime Minister returns from Munich claiming he has won 'peace in our time', waving a signed, one-page agreement from Hitler that promises no further aggression – the crowd loudly cheers the success of appeasement.

15 March 1939
- Czechoslovakian President Emil Hácha suffers a heart attack as Hitler announces an invasion of Czechoslovakia, ignoring the Munich agreement – Hácha survives and agrees to surrender.

23 August 1939
- Western leaders are shocked when Hitler and Russia's Josef Stalin sign the **Molotov–Ribbentrop pact**, declaring a policy of non-aggression against each other.

1 September 1939
- Germany invades Poland, prompting France and Britain to declare war on Germany, triggering the start of World War II.

▲ **Source 1.37** Hitler salutes from his car at the 1934 National Socialist Party Congress

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ACTIVITY 1.15

Check your understanding

Carefully examine the timeline and respond to the following questions:

1 Define these terms and events:
   - rearmament
   - *Anschluss*
   - Munich Conference
   - Molotov–Ribbentrop Pact.
2 Why didn't Austria defend itself against German occupation?
3 Neville Chamberlain is seen as a symbol of appeasement. Why do you think this is the case?
4 The Molotov–Ribbentrop Pact terrified the Allies. Explain why it had this effect on them.
5 What is your opinion of the policy of appeasement? Explain your response with evidence.
6 Consider all of the causes of World War II. Which do you think is the most significant? Give evidence in your response.

The early years of World War II: *Blitzkrieg* 1939

Once German soldiers crossed the border into Poland, they unleashed a terrifying war machine that had been developed in secrecy. A state-of-the-art air force attacked Polish towns as fearsome tanks roared towards Polish soldiers, who were mounted on horseback. Poland's defences were swept aside in a matter of weeks. The world now stood at attention as the German Army, fed by years of hardship, ideological education and a zest for revenge, now looked to wreak havoc on Europe.

Additional content
For a more detailed assessment task on the cause of World War II, see the Interactive Textbook.

▼ **Source 1.38** 1 September 1939: Polish mounted forces about to fight the German forces that swept into Poland. The German forces were made up of 1.25 million men and 6 armoured divisions.

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▲ **Source 1.39** The German invasion of Poland on 1 September 1939 combined the use of 45 German divisions with an aerial attack. By 20 September 1939 only Warsaw was still holding out. Poland's final surrender came on 29 September 1939.

KEY TERM

Blitzkrieg ('lightning war') a media term for a coordinated military attack involving heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry

Using the techniques of ***Blitzkrieg***, which involved heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry, the German Army swiftly broke through the Polish defences and encircled their enemy. It was a rapid departure from the tactics of the World War I, utilising new technology in a way no European armies had used in action to this date.

▲ **Source 1.40** German advances in the first years of World War II

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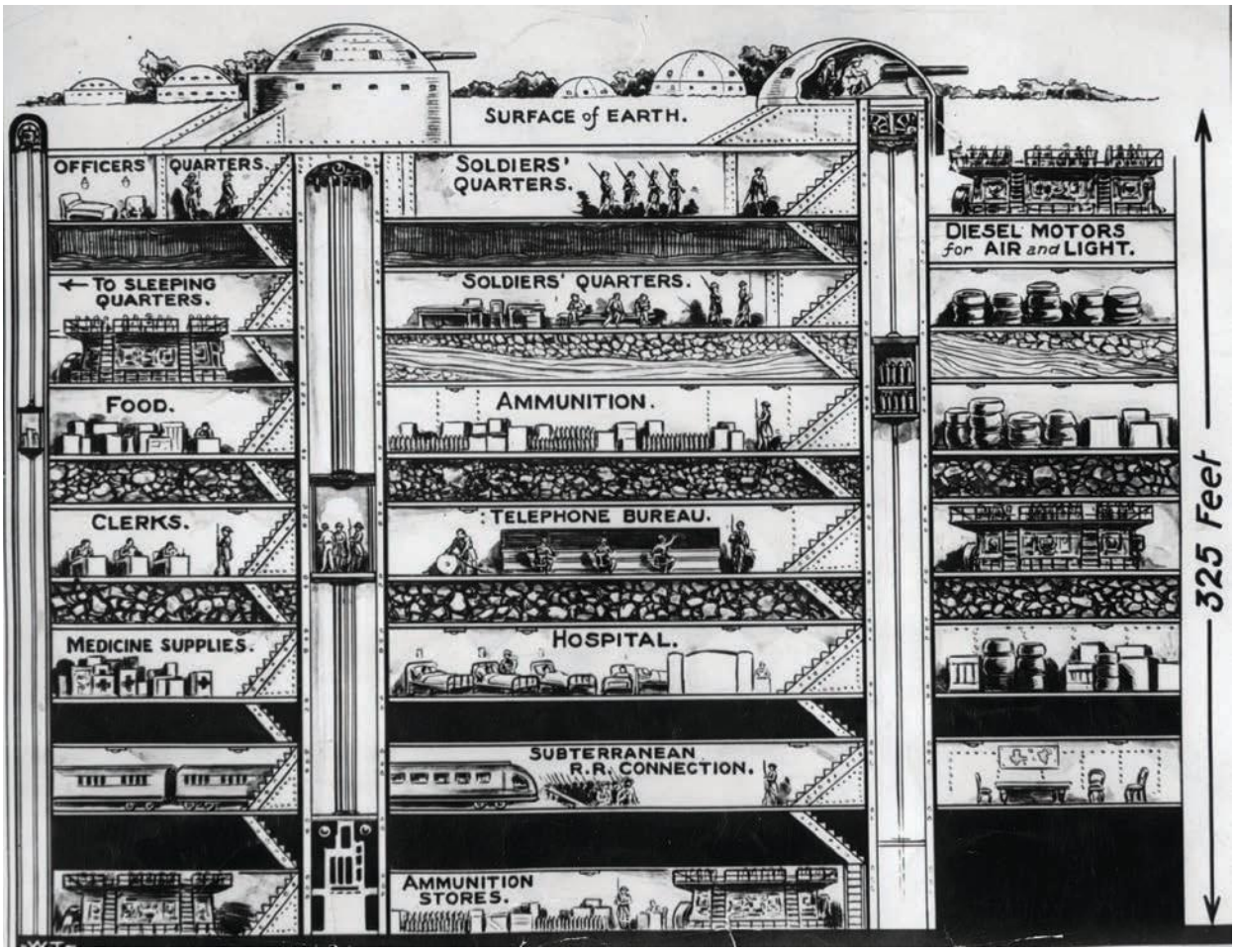

▲ **Source 1.41** Cross-section sketch of part of France's Maginot Line defences, sourced from an English newspaper circa 1940

The phoney war

Immediately after the surrender of Poland, Germany made no immediate moves. This invasion became known as 'the phoney war' as very little appeared to happen as a result, suggesting that there had been no war at all! France and Britain did not retaliate until April 1940, when Germany invaded Denmark and Norway. As German troops marched across the Danish border the German Ambassador met with the Danish Foreign Minister and declared the invasion a 'friendly necessity'.[10] Norway was invaded one hour later. By the end of the day all major Norwegian cities were in German hands. Germany had used the threat of *Blitzkrieg* to nullify resistance and convince both nations to surrender.

The Western Offensive

Hitler's war of revenge began on 10 May 1940 as the German armies invaded both Holland and Belgium at the same time. As the French and British armies rushed to defend Belgium, Holland's defences were quickly swept aside. In the 1930s the French army had built a massive line of fortified defences known as the **Maginot Line**.

KEY TERM

Maginot Line line of concrete fortifications designed by the French to defend their borders with Belgium and Germany

Based on their experiences in World War I, the French Government believed the concrete fortifications would hold back a German attack. However, the German assault either bypassed the fortifications on land, or flew over them. On 25 May 1940, mere weeks after the assault began, General Lord Gort, commander of the British armies defending France, ordered an evacuation from Europe. It seemed that nothing could stop the German Army.

The miracle of Dunkirk

Unable to stop the German Army, British, French and Dutch forces were in constant retreat. British and French soldiers were pushed back to a corner of France and stranded at the coastal French town

10 Hieferman, Ronald, *World War II,* 1973, p. 36

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▲ **Source 1.42** In what became known as the 'miracle of Dunkirk', thousands of British civilians sailed yachts, fishing boats and pleasure craft across the English Channel, under constant threat of attack from German planes, to rescue British and French troops

KEY TERM

English Channel stretch of ocean that separates England from France

of Dunkirk, a short distance across the **English Channel** from England. While retreating servicemen waited out in the open to be rescued, German fighter planes destroyed the port and terrorised the exposed soldiers. Desperate to save them, the British Government put out a call for any men in Britain who had naval experience and access to a boat (of any kind) to sail from England to Dunkirk and rescue the stranded soliders.

World War I had seen the German Army take four years to advance a short distance beyond the French border, at a cost of millions of lives. World War II saw them conquer all of France in a matter of weeks.

ACTIVITY 1.16

Check your understanding

1 Explain the tactics of *Blitzkrieg*.
2 Why were these tactics so effective in the first years of the war? Explain your answer with evidence.
3 What was the 'miracle of Dunkirk?'
4 The French and British armies were not prepared for the German Army's advance. What reasons can you give for this? It might help to look back over the chapter to find evidence.

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ACTIVITY 1.17

Using historical sources as evidence

Read the report from *Time* magazine on the evacuation of Dunkirk:

> At Dunkirk, the spectacle was prodigious, appalling. Inside the blazing line of warships lay transports of every description, from big merchantmen and passenger steamers to channel ferries, private yachts, fishing smacks, tug-drawn coal barges. Over these craft wheeled swarms of German high bombers, down at them plunged wedge after wedge of **dive-bombers**. Day and night the sea air was filled with screaming gulls and bats of death … When the soldiers reached the sea … they were in smoke-grimed rags and tatters, many shoeless, some still lugging packs and rifles, others empty-handed in their underclothes.
>
> Crossing the water to Dover … millions of relatives at piers and stations, watching for their own men, joined in the pitiful **paean** of thanks for those who were restored. Soldiers saluted sailors and said, "Thanks, mate, well done." French (and Belgian) survivors grinned, "Merci." A giant job well done it was … Among the Allied wounded, most talk was of getting patched up quickly and going back … Even the Germans admitted that men who had been through the retreat to Dunkirk were fighters to be respected.[11]

▲ **Source 1.43** *Time*, 10 June, 1940

KEY TERMS

dive bombers planes that fly directly down towards their target to increase the accuracy of their bombs

paean song of praise

Responding to the source

1. How does the author describe the scene at Dunkirk?
2. How were the soldiers rescued?
3. How does the author explain the attitude of the soldiers who were rescued?
4. Research the origins of *Time* magazine. Where would this report have been read? What effect do you think it would have had on its readers in England or America?
5. Create a short timeline of the key events leading up to and including Dunkirk. What does it tell you about the success of *Blitzkrieg*?

Winston Churchill emerges

In response to the evacuation at Dunkirk, and to the impending threat that Britain was next in line for German invasion, newly elected British Prime Minister Winston Churchill gave a rousing speech before Parliament that he hoped would galvanise the British people.

FAMOUS FACE

WINSTON CHURCHILL

Winston Churchill was the Prime Minister of Britain from 1940–45. He inspired the British nation to resist the German invasion and to fight to free Europe from fascism.

11 http://time.com/4789230/dunkirk-france-world-war-ii-time-report/

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ACTIVITY 1.18

Using historical sources as evidence

Source A

> We shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender. [12]

▲ **Source 1.44** Winston Churchill, report to House of Commons, 4 June 1940

Source B

▲ **Source 1.45** Cover of a wartime issue of *Simplicissimus*, a German satirical magazine. The heading reads, 'Winston Churchill from the German point of view'.

Responding to the sources

1 Imagine yourself as a citizen of Britain at this time. What would your fears be?
2 How does Churchill propose to defend Britain?

12 https://winstonchurchill.org/resources/speeches/1940-the-finest-hour/we-shall-fight-on-the-beaches/

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3 Visit the website of the International Churchill Society. Use the 'Learn' menu to find the 'Speeches' subsection of the 'Resources' section. You will find the speech quoted in Source 1.44 under the '1940: The Finest Hour' heading. Listen to this speech. How would you describe the tone of this speech?
4 What do you think the significance of this speech was at this point in time for British citizens?
5 Examine the German portrayal of Churchill. How would a British audience respond to this?

The next phase of World War II was coming to Britain. It would test the limits of British resolve. In August 1940, German planes began bombing cities all across England. The Battle of Britain had begun. It was to be the first of many turning points in the war.

ACTIVITY 1.19

Check your understanding

1 Consider all you have learned to this point. What had Germany achieved between 1933 and 1940? Write your response in a small summary paragraph.

END-OF-SECTION REVIEW 1.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 How was Germany punished by the Treaty of Versailles?
2 What is communism?
3 What was the impact of the Great Depression?
4 How did the National Socialist Party rise to power in Germany?
5 What were the four pillars of National Socialist ideology?
6 What media technologies were used to promote National Socialist ideology?
7 What does 'appeasement' mean in the context of World War II?

Interpret

8 Was Germany to blame for starting World War I?
9 Why was Germany so successful in the early years of the war?
10 How did perceptions of Joseph Stalin contribute to the fear of communism?

Argue

11 The failure of appeasement allowed Hitler to get away with too much. To what extent did appeasement cause World War II? Use evidence in your response.

Extension

1 Research the fate of the Polish, French and Dutch armies that were defeated by the German Army. How did soldiers from these armies spend the remainder of World War II?

Digital quiz
Please see the Interactive Textbook to access digital activities.

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1.2 Significant experiences of Australians in World War II

FOCUS QUESTION

How did World War II affect Australia?

Introduction

On the morning of 19 February 1942 the tropical calm of Australia's northern city of Darwin was broken by the wail of air raid sirens. As workers on the Darwin docks wandered out for their 10 a.m. 'smoko' break, they looked to the skies as radio reports filtered in about incoming enemy aircraft. The sleepy wartime outpost became the focal point of a large-scale assault by 242 Japanese bombers and fighter planes. Manning an anti-aircraft gun on the Darwin football oval, anti-aircraft gunner Jack Mullholland had a perfect view of the assault:

> *'The sky seemed to be full of white crosses ... the enemy planes looked like a well-ordered cemetery advancing across a blue field.'*[13]
>
> —Jack Mulholland, anti-aircraft gunner

What followed was the single most devastating attack on Australian soil. Over two air raids, 235 people were killed. Ships were sunk, planes were destroyed and any sense of safety felt by Australians in 1942 was suddenly lost. After weaving its path of destruction through Europe, Africa and Asia, World War II was now at Australia's doorstep.

▲ **Source 1.46** 19 February 1942: The *MV Neptuna* and a number of oil storage tanks were destroyed during the first Japanese air raid on Australia's mainland. In the foreground is *HMAS Deloraine*, which escaped damage.

How had it come to this? Prior to the outbreak of war in Europe, Australia had quietly been recovering from its own experience of the Great Depression. The Wall Street crash had sunk the price of Australia's wheat and wool, while 32 per cent of Australians were out of work. 40 000 young men were wandering across the country, looking for work and setting up temporary accommodation outside of major cities.[14]

► **Source 1.47** Unemployed Australian men during the Great Depression

13 https://www.theaustralian.com.au/arts/review/bombing-of-darwin-taught-us-to-fear/news-story/752df1ce007b7af68a3cb10034b807d2
14 https://www.nma.gov.au/defining-moments/resources/great-depression

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Australia and the Great Depression

By 1932 more than 60 000 men, women and children were dependent on '**the susso**', a welfare payment that barely covered the cost of food. As one person from Queensland commented at the time, 'Many spend more on a dog'.[15] Gradually the Australian Government was able to restore the economy, introducing unemployment and sickness benefits to create **safety nets** for the poor. Because of its geographic isolation, Australia was somewhat immune to the tensions of Europe. The significant presence of the British Empire in colonies across Asia, like Hong Kong, Malaysia and Singapore, contributed to a general sense of security in the region.

Australia prepares for war

Australians were proud of the experience of the Australian Imperial Force (AIF) in World War I, when they fought in Gallipoli and France in the service of the British Empire. To maintain Australia's fighting capacity, a local **militia** was established after World War I, and used to protect the nation's vast borders. When Australia declared war on Germany on 3 September 1939, Australian Prime Minister Robert Menzies announced a revitalisation of the AIF. A force of 20 000 men would be created and sent to fight overseas. This left a poorly equipped and poorly trained militia of roughly 80 000 volunteers to protect Australia.

KEY TERMS

the susso (short for 'sustenance payments') allowance given by the Australian Government to people who were unemployed

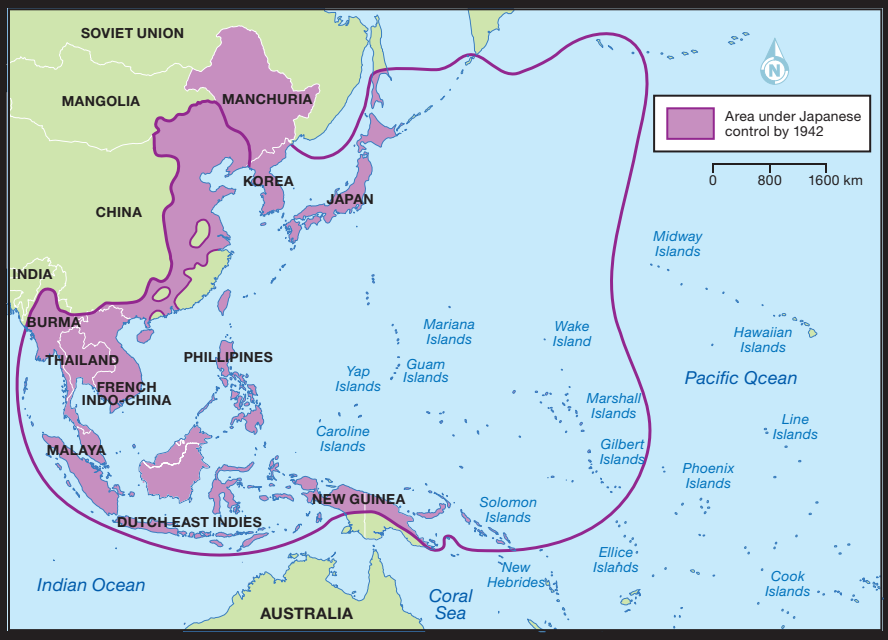
safety nets government services and payments that are geared toward eliminating poverty, including unemployment payments, housing assistance, job placement and (in the case of the susso) ration tickets for food

militia informal force of volunteer soldiers recruited from the civilian population and used to support the formal army of professional soldiers

Japanese imperialism

As the war in Europe raged, a different, equally deadly war was edging closer to Australia.

In the 1930s the Empire of Japan wanted to expand its influence and its borders. The first nation in Asia to successfully industrialise, Japan expanded its army into the north-eastern regions of China in the 1930s, declaring that territory to be the Kingdom of Manchukuo in 1932. Japanese nationalists believed their ability to industrialise was a testament to their racial superiority, which made them the rightful leaders of Asia.[16] They sought to establish a 'sphere of influence' throughout South East Asia, removing any European influence while asserting Japanese power.[17]



▲ **Source 1.48** Territories captured by Japan by 1942

Nanjing: 1937

Agitation by Japan led to all-out war with China in 1937. This was an indication of Japanese policies of expansion. Sweeping south through China, Japanese soldiers entered the city of Nanjing in December 1937. It is estimated that over 300 000 Chinese civilians were tortured and murdered.

15 https://www.nma.gov.au/defining-moments/resources/great-depression
16 https://www.facinghistory.org/resource-library/teaching-nanjing-atrocities/japanese-imperialism-and-road-war
17 http://www.bbc.co.uk/history/worldwars/wwtwo/japan_quest_empire_01.shtml

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KEY TERMS

Indochina collective name for the countries of Vietnam, Cambodia and Laos when they were under French colonial rule

Geneva Convention series of agreements made in 1864 by various countries relating to the way wounded and captured soldiers, as well as civilians, were to be treated in wartime

An untold number of sexual assaults also took places. In addition to the atrocities committed against civilians of all ages, Nanjing was looted and a third of its buildings were burned to the ground. What became known as 'the rape of Nanjing' sent shockwaves through Asia. It was clear that the Japanese Army had rejected European ideas about the rules of war, as set out in the **Geneva Convention** of 1929.

In 1939 Japan took advantage of the worsening situation in France. As the German Army took control in Europe, Japan invaded and took control of the formerly French colonies of **Indochina**.

MAKING THINKING VISIBLE 1.4

See, think, wonder

The Japanese invasion of Nanjing is still commemorated today in China. Examine Source 1.49. The crimes of the Japanese Army against the victims of the invasion are recorded in the Nanjing Memorial Hall of Victims.

1 What do you see?
2 What do you think about that?
3 What does it make you wonder?

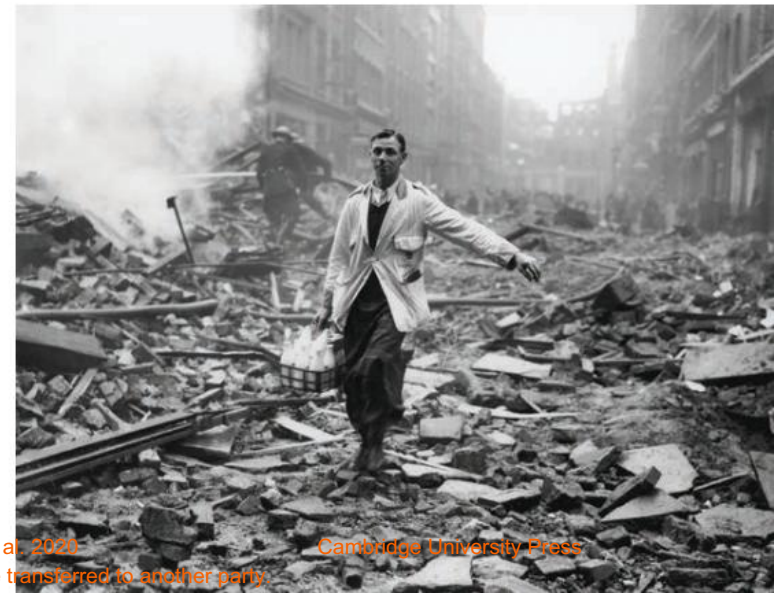
▲ **Source 1.49** Wall of records in the Nanjing Memorial Hall of Victims. The museum holds the records of Japanese crimes during the Nanjing Massacre of 1937.

The Battle of Britain: 1940

In July 1940 the German *Luftwaffe* began a series of bombing raids over England in order to win 'control of the skies' and pave the way for an invasion of the island nation. The British Royal Air Force (RAF) were able to design and manufacture a fighter plane, called the Spitfire. In many ways the Spitfire was superior to the German *Messerschmitt* fighter that was used to protect the German bomber planes. However, the RAF did not have enough trained pilots to fly them. Responding to the call to protect 'Mother England', pilots from Canada, France, Poland, America and Australia all travelled to Britain to join the fight.

Pilots took off from airfields across the UK to defend major cities and military targets. With help from Australian mechanics and ground personnel, at least eight Australian pilots became known as 'air aces' for shooting down five or more German aircraft.

▼ **Source 1.50** Milkman delivering milk in a street in the Holborn area of London, which was devastated in a German bombing raid. Firemen are dampening down the ruins behind him.



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The air battle over the United Kingdom lasted from July until October 1940. English civilians were deliberately targeted. In an effort to break the will of the English population, the *Luftwaffe* relentlessly bombed the major cities of London, Liverpool, Birmingham, Manchester and Southampton. During these months, in the period known as **The Blitz**, London was bombed for 57 consecutive nights, forcing most of the population to take shelter in underground **tube** stations. During The Blitz, Queen Elizabeth herself survived the bombing of Buckingham Palace. To ensure that public morale remained high, the Royal family refused to leave London. They asked British people to maintain a **'stiff upper lip'** and quoted the wartime motto of 'keep calm and carry on'.

Despite the frequency of attacks, the outnumbered RAF pilots were shooting down German planes faster than they could be produced in German factories. Regardless of the massive destruction caused in British cities, Germany eventually abandoned its invasion plans in October 1940. It was the Allied Forces' first victory against Germany. In an address to the nation, Prime Minister Winston Churchill thanked the pilots of the RAF, claiming that 'Never in the field of human conflict was so much owed by so many to so few'.

▲ **Source 1.51** British wartime poster

KEY TERMS

The Blitz intense bombing attack on London by German planes in 1940

tube slang for the Underground, London's rail network

'stiff upper lip' British wartime ideal of showing fortitude and strength in the face of adversity

ACTIVITY 1.20

Using historical sources as evidence

Examine the following transcript of a live broadcast of a battle over the sea near Dover.

> On 14 July 1940, German aircraft attacked convoys in the English Channel. Based on the English coast, BBC reporter Charles Gardner gave British listeners their first near-live eyewitness account of the Battle of Britain as he announced the play-by-play.
>
> Here they come! The Germans are coming in an absolutely steep dive, and you can see their bombs actually leave the machines and come into the water. You can hear our anti-aircraft guns going like anything. I am looking round now. I can hear machine guns fire, but I can't see our Spitfires … Somebody's hit a German and he's coming down with a long streak, coming down completely out of control, and now a man's bailed out by parachute. It's a Junkers 87 and he's going slap into the sea. There he goes, smash! A terrific column of water! … Oh, we have just hit a Messerschmitt! Oh, that was beautiful! He's coming down … He's finished. Oh, he's coming down like a rocket now. An absolutely steep dive. Let us move round so we can watch him a bit more … No, no, that pilot's not getting out.[18]

▲ **Source 1.52** Charles Gardner, BBC Home Service, 14 July 1940

18 http://www.bbc.co.uk/archive/battleofbritain/11431.shtml

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Responding to the source

1 Visit the BBC Archives website and listen to more broadcasts from Charles Gardner.
2 Examine the language and point of view presented in the broadcast. What does it remind you of?
3 How would these broadcasts have helped inspire the British people to 'keep calm and carry on'?
4 Why would Australian pilots be so eager to help defend Britain?
5 Evaluate the contribution of RAF pilots, leaders and individual British people from the sources you have examined so far. How did each person contribute to the British victory?

▲ **Source 1.53** Artist's interpretation of a dogfight between British Spitfires and German *Messerschmitt*s

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Greece and Crete: April 1941

After its failure to invade Britain, Germany turned its attention toward Eastern Europe. In 1940, in an attempted show of force, Benito Mussolini, fascist leader of Italy and ally of Germany, decided to invade neighbouring Greece. The invasion was a disaster. The Greek Army drove the Italian Army out of Greece and back across the border.

To avenge the humiliation of his ally, Hitler ordered German troops into Greece. They swept into Greece despite strong Greek resistance. The Australian Army, recently deployed by Australian Prime Minister Robert Menzies, were sent into Greece fight for this lost cause. The Australian soldiers were soon pushed back to the Greek island of Crete with little more than the clothes on their backs. Unable to regroup in time, hundreds of Allied soldiers were killed when German bombers attacked their troop ships. Hundreds more were captured, while some Australian soldiers fled to the mountains to join the Greek anti-German resistance.

Around 600 Australian and New Zealand soldiers were able to escape from Crete to Egypt. The German army responded savagely to the Greek resistance, burning several villages to the ground. More than 450 000 Greek people died during the following four years of German occupation. Nearly 25 000 of them were executed for assisting the Allies.

Tobruk: April 1941

The war in Europe had stalled and the conflict had spread to northern Africa. After the Italian forces were driven from Libya and Tunisia by the Allies, Hitler again sent German forces to support the Italian Army. Under the leadership of the military genius Erwin 'The Desert Fox' Rommel, the German Army was able to reverse a number of the Allies' victories. Marching toward the Libyan port city of Tobruk, the German Army were stopped by a force of 14 000 Australian soldiers, who had dug in to defend the city. For 241 days the Australians withstood continuous attacks, enduring blistering heat and bitterly cold nights. Hiding in caves, trenches and holes, the

▼ **Source 1.54** Two German Dornier Do 17 aircraft fly over Athens, Greece, and the famous Acropolis. The Do 17 was sometimes referred to as a 'flying pencil'. It was a light and fast bomber plane, one of the three main *Luftwaffe* bomber types in use until 1943.

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KEY TERM

Rats of Tobruk nickname German propagandists gave Australian soldiers at Tobruk, adopted by the Australian soldiers as their name for themselves

Australian soldiers were described as 'rats caught in a trap' by German propagandists. Hearing this comment over the radio, the Australians took the title as a compliment, calling themselves the **Rats of Tobruk**. Fighting alongside British and Indian soldiers, the 'Rats' were evacuated in October because they were needed closer to home.

ACTIVITY 1.21

Using historical sources as evidence

Harry Ross Sutherland, a soldier in the 18th Brigade of the 7th Division of the Australian Imperial Force, recounted his experiences of serving in the Libyan port of Tobruk in 1941.

> Living conditions were terrible. We dug a hole in the ground to live in. That was also to protect us from the bombing raids and the hole was full of flies … The food was terrible and we had very little water. The reason we were there was that Germany declared war against England and if the Germans weren't stopped I don't know how far they would have gone. Tobruk was the first time they were ever stopped in their advances.[19]

▲ **Source 1.55** Harry Ross Sutherland, 18th Brigade, Australian 7th Division

▲ **Source 1.56** Australian soldiers, known as the Rats of Tobruk, crouching in a trench

Responding to the source

1. Research the experience of Australian soldiers in Tobruk via the Australian War Memorial website. Why was this battle so significant?
2. What does the nickname Rats of Tobruk tell you about the fighting attitudes of Australian soldiers?

19 https://www.sbs.com.au/news/remembering-the-rats-of-tobruk_1

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MAKING THINKING VISIBLE 1.5

Reporter's notebook

Examine the following sources and evaluate the significance of the fall of Singapore:

Source A

A Japanese pamphlet handed to soldiers before the invasion of Singapore:

> When you encounter the enemy after landing, think of yourself as an avenger coming face-to-face at last with his father's murderer. Here is a man whose death will lighten your heart.[20]

▲ **Source 1.57** From Peter Fitzsimmons, *Kokoda*

Source B

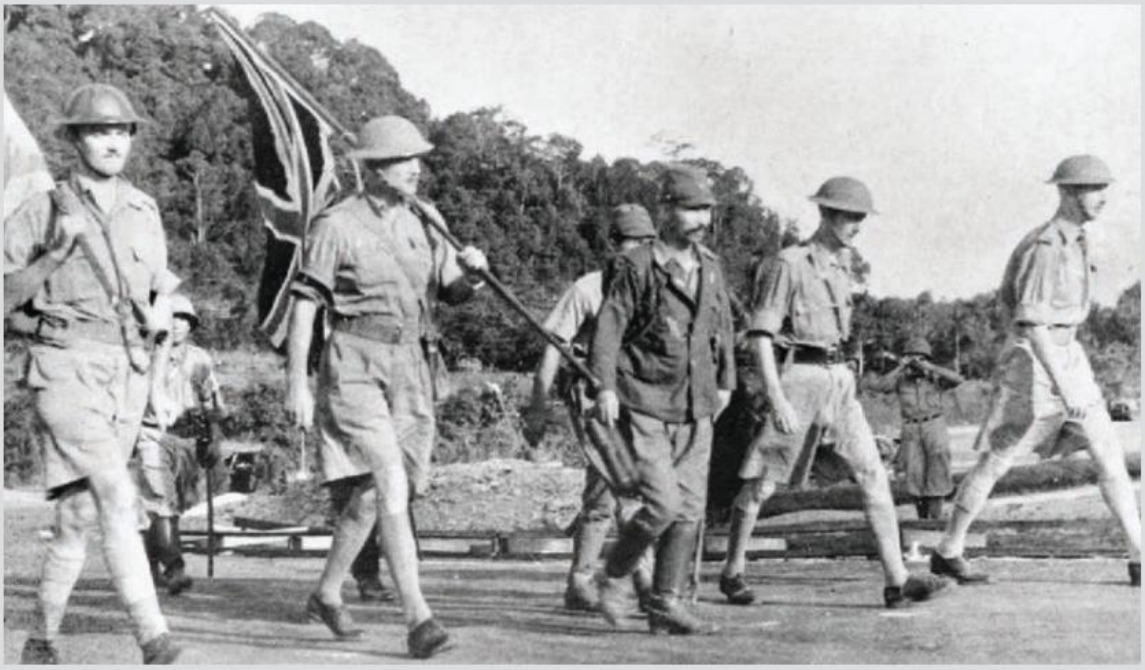
Australian army driver Joe Nimbs recalls the mad rush to escape Singapore at the wharves:

> These days it's everyone for themselves. We have heard all sorts of rewards are being offered by the Europeans to anyone that has anything that looks like it could get them off and away from Singapore Island … black smoke billowing across the island blocks out the sun and gives the area an eerie look that seems to spell doomsday.[21]

▲ **Source 1.58** From Peter Brune, *Descent into Hell: The Fall of Singapore*

Source C

British soldiers marching to formally surrender to the Japanese:



▲ **Source 1.59** Singapore, 1941: British soldiers surrendering to the Japanese Army

1. Identify the situation. What happened in Singapore?
2. What happened leading up to this event?
3. Reading Sources 1.57 and 1.58, and considering what you have learned, what do you think would be the thoughts and feelings of those trying to escape Singapore?

20 Fitzsimons, Peter Kokoda (2004)

21 Brune, Peter, *Descent into Hell: The fall of Singapore,* 2014, p. 3

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The fall of Singapore: February 1942

While Australia's best soldiers were fighting off the German Army in North Africa, the Japanese Army inched further south through Asia. After the United States Government enforced oil **embargoes** on Japan, Japanese Naval generals estimated that they had little more than a two-year supply of oil in reserve. This sparked a massive Japanese offensive directed at Australia, which at the time was only protected by a volunteer militia. Japan intended to cut Australia off from America, which would deny America a friendly base in the Pacific and allow Japan to focus on defeating America and finding new oil supplies.

KEY TERMS

embargo when a nation bans trade with another nation

theatre of war the entire area of land, sea, and air area that is – or may become – directly involved in a war

death march forced march of prisoners of war in which those who die are left to lie where they fall

Britain was focussed on defeating Germany in Europe and Africa, which allowed Japan to make bold moves in the Pacific **theatre of war**. On 7 December 1941 the Japanese Air Force launched a surprise attack on the American navy base in Pearl Harbor, Hawaii. This event brought the might of the until-then-neutral United States into the war. In the short term, however, it allowed Japan to continue its march south, which led to the successful invasion of Thailand, Malaya and Singapore in December 1941. In response to these acts, Australia officially declared war on Japan.

For centuries, Britain's military superiority in Asia was maintained by its powerful navy. The mere presence of this force created the idea that Britain could maintain security in the region. Japan smashed this assumption when its air force sank the *HMS Repulse* and *Prince of Wales*, two of the strongest ships in the British naval fleet. Afterwards, Japanese forces immediately marched on Singapore, considered a jewel in the crown of British power in Asia, capturing the island in a matter of weeks.

Winston Churchill claimed he had 'never received a more direct shock'. British and Australian soldiers had often been told that Japanese soldiers were poor fighters. The superior might of the British Empire's forces was taken for granted.

After a long and difficult retreat through Malaysia, the Australian, Indian and British forces were eventually overwhelmed by the relentless Japanese Army.

▲ **Source 1.60** Three 'fit' workers standing outside the camp hospital at Shimo Sonkurai No 1 Camp

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ACTIVITY 1.22

Research task

Edward 'Weary' Dunlop was an Australian army doctor who was captured by Japanese forces in Java, Indonesia, and then transferred to work on the Thai Burma railway in 1943. Almost two metres tall, Dunlop had an imposing presence as a leader and as a doctor to the Allied prisoners in the Japanese **prisoner-of-war (POW) camps**. In his diary, he recounted an incident from 17 June 1943, when he was treating to two men who had been beaten while on work duty:

> One, Private Bonzer, very bad feet and developed malaria today. Apparently aggravated by the lad's slowness, a soldier hit him on the back of the head, knocking him down which caused some sort of hysterical fit … Their laughter so enraged me that I nearly lost all control and advanced on them, calling them every 'cuss' word I ever heard. No doubt the meaning was caught, if not the actual words, and they backed away.[22]

▲ **Source 1.61** Edward 'Weary' Dunlop (diary entry)

KEY TERM

prisoner-of-war camps hastily assembled prison camps for holding captured enemy soldiers – imprisoned soldiers were held in such camps for the duration of the war to prevent them from fighting against their captors

1 Research the life of Weary Dunlop during the war. How significant was his contribution to the welfare of Australian soldiers?

2 Research the treatment of Australian soldiers at the hands of the Japanese army. How great a risk did Dunlop take in this instance? Explain your response with evidence.

Australian prisoners of war

The Australian soldiers who were captured by the Japanese Army were subjected to forced labour and slavery. Transported to camps across Asia, in 1943 Australian and British soldiers were sent to Thailand and Burma to build a rail line for Japanese supplies. The combination of **death marches**, brutality and malnutrition resulted in roughly one in three Australian prisoners dying in captivity. Working in jungles and through a monsoon season, the prisoners built the rail line by hand, forcing a path through a mountain of rock known as Hellfire Pass. A total of 2815 Australian soldiers would die building this rail line.

The bombing of Darwin: 1942

The fall of Singapore created a crisis for Australian Prime Minister John Curtin, who had replaced former Prime Minister Robert Menzies in the Federal Election of 1941. The 15 000 Australian soldiers left in Asia after Singapore's capture were being marched to Japanese prisoner-of-war camps. Australia needed its soldiers at home.

Curtin had little time to act. On February 19 1942, four days after the fall of Singapore, 242 Japanese aircraft launched a devastating raid on Australia's most northern city. It was the single most deadly attack on Australian soil, destroying 60 Australian and US naval vessels and resulting in 235 deaths.

It was not the start of an invasion, though. Japan had no plans to invade Australia. It simply sought to cut Australia and its American allies off from the outside world. General Hideki Tojo, the leader of the Imperial Japanese Army during World War II, confirmed just before his death that Japan had never had any plans to invade Australia.

> We never had enough troops to do so. We expected to occupy all of New Guinea and maintain Rabaul as a holding base, and to raid northern Australia by air. But actual physical invasion – no, at no time.[23]

▲ **Source 1.62** General Hideki Tojo

22 Dunlop E.E. *The War Diaries of Weary Dunlop — Java and the Burma Thailand Railway,* 1989, p. 282
23 Wurth, Bob *1942: Australia's Greatest Peril,* 2008, pp. 342–5

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▲ **Source 1.63** This 1975 painting by Australian artist Keith Swain is a reinterpretation of the 19 February 1942 Japanese air raid on Darwin. Japanese aircraft fly overhead, while the focus of the painting is the Royal Australian Navy corvette *HMAS Katoomba* fighting off the aerial attacks.

KEY TERM
censorship deliberate prevention of information appearing in the media

At the time, no Australian could have known about this top-secret decision of Japan's. In any case, the attack was a shock. The war had never been so close. It had always been something happening on the other side of the world. The attack upon Darwin shattered this idea. Regardless of what Japan intended, World War II was now at Australia's door.

Australian Prime Minister John Curtin had sensed that the war was coming. Earlier, he had ordered the evacuation of over 2000 women and children from Darwin, and yet the city had still been unprepared. The Australian Government ordered the **censorship** of news about the event, in particular reports of the ferocity and number of attacks that followed (there would be 97 attacks before the end of the war). This was done to control the flow of information and hopefully prevent panic in the Australian population. Newspapers were allowed to print reports of the event, but significant details were kept from the Australian public. The official death toll of the attack was given as 17.[24]

ACTIVITY 1.23

Using historical sources as evidence

Source A

In this first battle on Australian soil, it will be a source of pride to the public to know that the Armed Forces and the civilians comported themselves with the gallantry that is traditional in the people of our stock. As I have said, information does not disclose details of casualties, but it must be obvious that we have suffered. Let us each vow that this blow at Darwin, and the loss that it has involved and the suffering it has occasioned, shall gird our loins and nerve our steel. We, too, in every other city, can face these assaults. Let it be remembered that Darwin has been bombed, but it has not been conquered.

▲ **Source 1.64** Australian Prime Minister John Curtin, *Sydney Morning Herald*, 20 Feb 1942

24 http://museum.wa.gov.au/explore/kids/sydney-education/loose-lips-sink-ships

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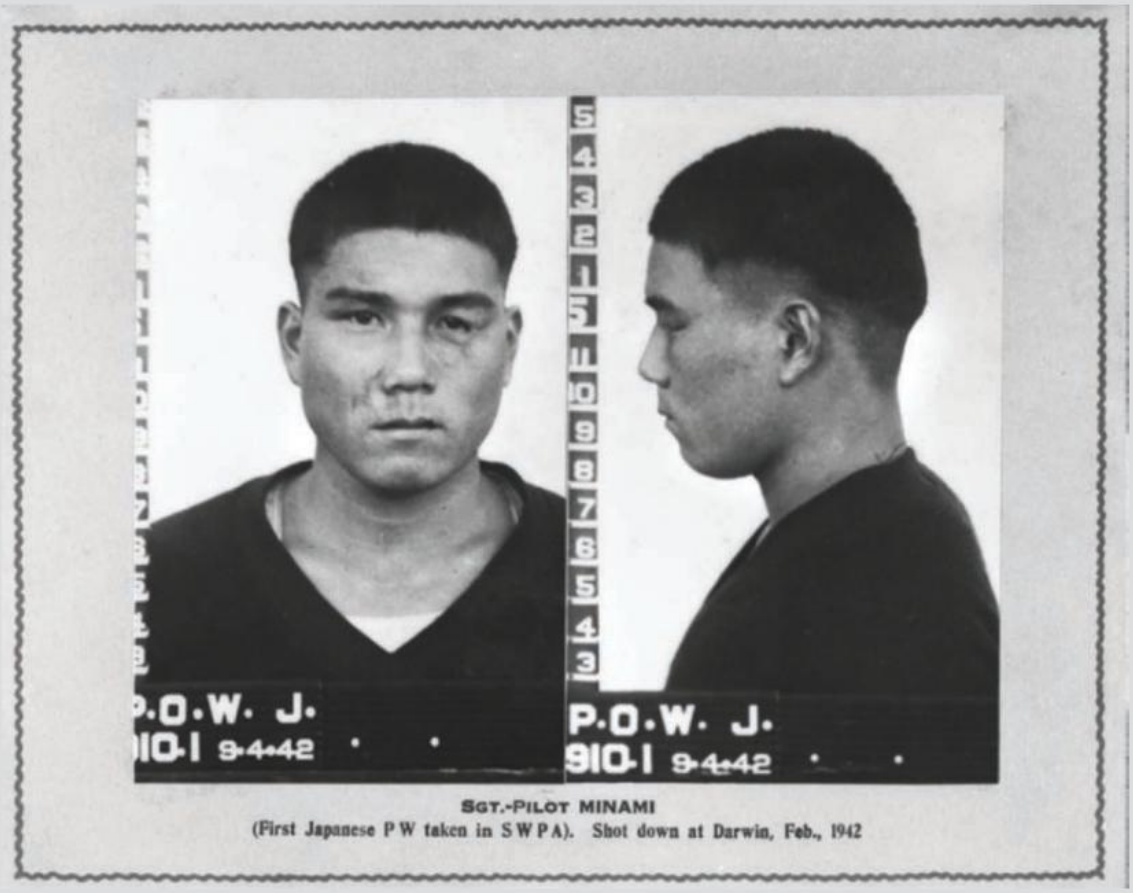
Source B

The planes came in from the south-east, and I looked up and they appeared to me like a cemetery, the white underbellies … coming across the blue sky. We fired and were terribly disappointed because the shells fell behind and below the planes. The fuses were powder fuses, which they found out later didn't last long in the tropics. It was a big shemozzle, the whole lot of it. The communications between the air force, the Americans, the army and the navy was non-existent.

▲ **Source 1.65** Jack Mulholland, anti-aircraft gunner, 19 February 1942

Source C

Australian civilian Matthias Ulungura captured Hajime Toyoshima, a Japanese pilot, after Toyoshima crash-landed on Melville Island during air raids in 1942. Ulungura's granddaughter, Flora Tipungwuti, retold his story.



▲ **Source 1.66** Identification photographs of Sergeant Hajime Toyoshima, the first Japanese prisoner of the Australian Army. Toyoshima was the pilot of a Japanese Mitsubishi Zero b11-1 aircraft, from the Japanese imperial navy aircraft carrier *Hiryu*. He had participated in the first air raid on Darwin.

He told me that he saw the plane crash on Melville Island and that he told his family to hide in the bushes and he'd go creep up. So he crept behind a tree … and then he just ran and took the gun off him and he poked him with his tomahawk and said to him, "Stick 'em up, I'm **Hopalong Cassidy**!" [25]

▲ **Source 1.67** Flora Tipungwuti

KEY TERM

Hopalong Cassidy fictional cowboy hero from Hollywood films of the 1930s and 1940s

25 https://www.abc.net.au/news/2016-06-24/war-hero-matthias-ulungura-honoured-with-statue/7542520

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Source D

▲ **Source 1.68** Gunner, a kelpie puppy, could sense Japanese air attacks long before human warning systems could. Gunner would grow agitated when he heard Japanese aircraft approaching, thereby warning those around him to head for cover.

Source E

Royal Australian Air Force (RAAF) Sergeant Lionel King was 18 years old when he sheltered in a slit trench at the RAAF base as the bombers struck.

> We were up there with virtually no defences, I know it's an embarrassment to the government at the time … this is why they imposed strict censorship. When you hear that the anti-aircraft gunners were using World War I ammunition … army regiments had five rounds per rifle. We as an air force unit had nothing, not a rifle. Darwin was caught completely unprepared.[26]

▲ **Source 1.69** Sergeant Lionel King, Royal Australian Air Force

26 https://www.smh.com.au/national/how-darwin-was-betrayed-20120217-1tej1.html

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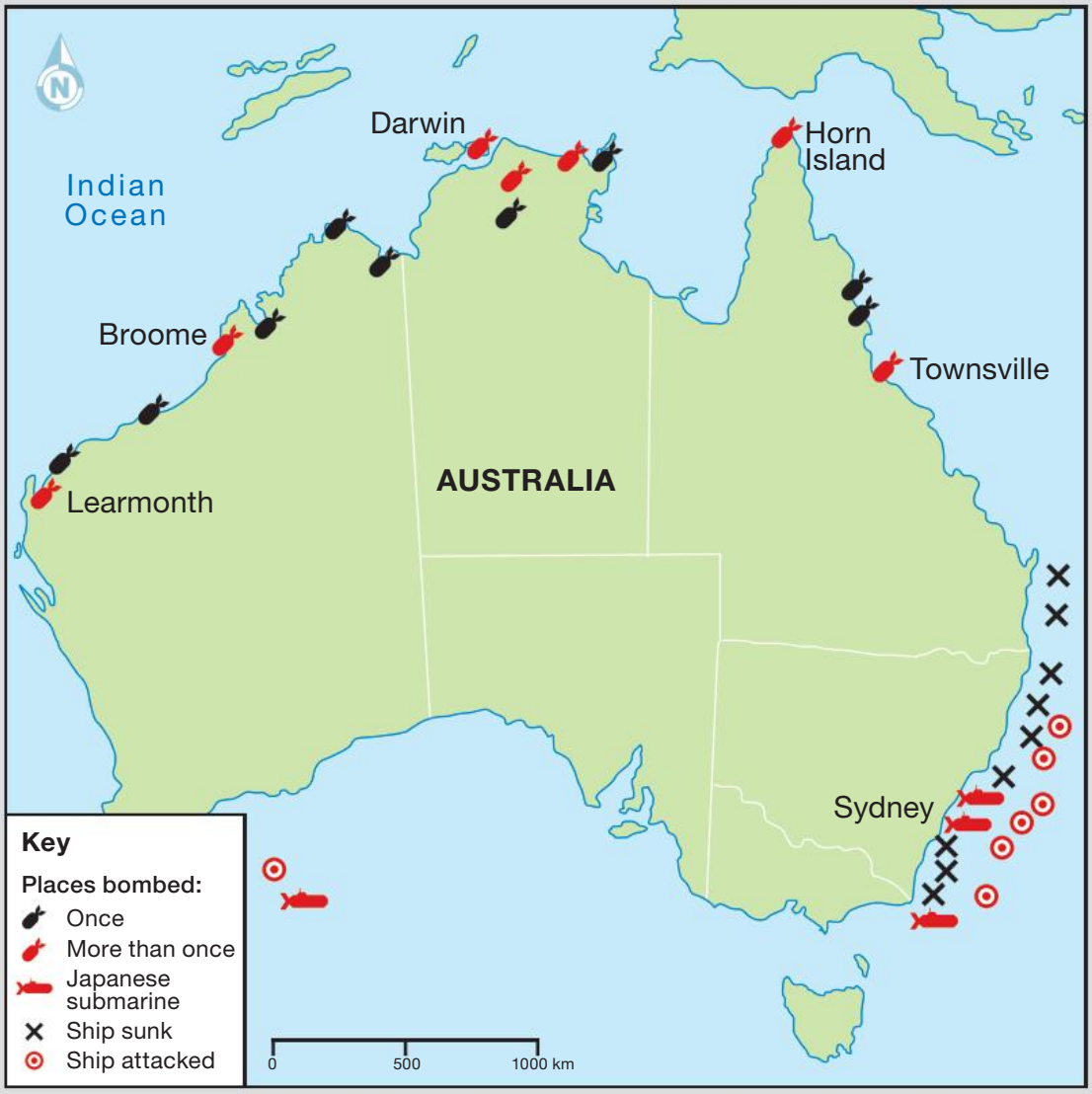
Source F



▲ **Source 1.70** All recorded Japanese attacks on Australia

Responding to the sources

1. What evidence can you find in Curtin's message to Australians that he is attempting to hide the details of the event?
2. Inspect the sources for evidence that would suggest the Australian defences in Darwin were unprepared for the attack. List as many as you can find.
3. Focus on the story of Matthias Uungura. What does it suggest about the preparation of civilians for Japanese invasion and attack?
4. What does the map tell you about the actual scale and threat of Japanese forces in 1942?
5. Imagine you are an Australian citizen in 1942. Explain how you would have reacted to the truth of the Darwin bombing.
6. Why do you think the Australian Government acted in the way that it did?
7. In your opinion, was the censorship of the Darwin bombing justifiable in the circumstances?

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FAMOUS FACE
JOHN CURTIN

John Curtin was an Australian politician and a member of the Australian Labor Party. He served as Prime Minister of Australia from 1941 until his death in 1945. He led Australia for the majority of World War II, including all but the last few weeks of the war in the Pacific.

Kokoda: 1942

Shortly after the bombing of Darwin, the few remaining members of Australia's volunteer militia forces were sent to Papua New Guinea to confront the advancing Japanese forces. Over the course of five months, a poorly equipped and inexperienced Australian force fought a fighting retreat against the seemingly unstoppable Japanese forces. Fighting and dying in hot, tropical, mountainous terrain, the Australians were on the verge of defeat when the Japanese forces ran short of supplies and ammunition and came to a standstill, turning the tide of the battle. The Australians were able to force the Japanese into retreat across the Kokoda track, as it became known. This was Japan's first defeat on land of the war.

▲ **Source 1.71** Proximity of the Port Moresby outpost to Australia

Additional content
For a detailed investigation into the significance of the Battle of Kokoda, see the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 1.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Why did the Japanese Army invade China?
2 Briefly explain *Blitzkrieg*.
3 How were 300 000 soldiers evacuated from Dunkirk?
4 What happened at the Battle of Britain?
5 Where were Australia's forces sent at the start of World War II?
6 Why did the Japanese Empire want to expand?
7 How did Australians contribute to the Battle of Britain?
8 Why did Singapore fall to Japanese forces?
9 What was the purpose of the bombing of Darwin?

Interpret

10 Evaluate the contribution of Australian soldiers in Europe and North Africa. How was it significant?
11 Why was the fall of Singapore so significant to Australia's safety in the early years of World War II?

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Argue

12 Was the Australian Government justified in keeping details of the Darwin bombing secret? Use evidence in your response.

Extension

1 Examine Source 1.72 and answer these questions:
- What do you see in the source?
- What message is it trying to communicate?
- What does it tell you about the feelings the Australian Government had about the war?

▲ **Source 1.72** A modern artist's re-creation of a photograph, which is within the Australian War Memorial collection, of Private H.E. Newman of the 2/33rd Australian Infantry Battalion as he stops for a drink during a patrol between Nauro and Menari in Papua New Guinea

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▲ **Source 1.73** Propaganda poster created by the Beaufort Department of Aircraft Production to promote the building of aircraft to protect Australia from Japanese invasion

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1.3 Significant events, turning points and the nature of World War II

FOCUS QUESTION

What were the key events that determined the outcome of World War II?

Timeline of key events during World War II

1937
- Japanese Army invades China

1940
- Germany expands into Western Europe

1940
- 300 000 British and French forces are rescued from the Germans on the beaches of Dunkirk, France

1940
- Allied pilots defend England from the German *Luftwaffe* in the Battle of Britain

1941
- Operation Barbarossa begins: Germany invades Russia

1941
- The USA enters World War II after Japan attacks the US naval base at Pearl Harbor

1942
- Singapore is captured by Japan

1942
- Darwin is bombed by Japanese forces

1942
- The US defeats Japan for the first time in the Battle of Midway

1942–43
- Australian and US forces defeat Japan at Kokoda and Guadalcanal

1942–43
- The Battle of Stalingrad turns the war against Germany

1943
- Allied forces invade Italy and force it to surrender

1944
- The Allies land in France to open the Western Front against Germany

1944
- The Battle of the Bulge defeats the last German resistance in Belgium

1945
- Russian forces reach Berlin and force Germany to surrender

1945
- Two atomic bombs are dropped on Japan, forcing Japan to surrender

▼ **Source 1.74** Japanese troops on horseback during the 1931 invasion of the Chinese province of Manchuria

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KEY TERMS

total war military conflict in which the contenders are willing to make any sacrifice in terms of lives and other resources to obtain a complete victory – this often meant that civilians would become targets of war because they were involved in the production of the goods and materials used to fight a war

war effort mobilisation of a nation's population to work and provide support for a war – in Australia during World War II, thousands of women took on jobs normally done by men (who were fighting overseas in the war) to ensure that food, supplies and ammunition were being produced

war bonds a way for a nation's citizens to invest their savings in their government in order to pay for the material requirements of war, in return for earning interest on the investment after the war has concluded

When the United States of America entered World War II and began fighting against Japan and Germany, Europe and Asia were drawn into **total war**. Entire populations of soldiers, civilians, men, women, children and the elderly were drawn into the **war effort**. Whether they were men fighting on the front line, women working in traditionally male factory roles, civilians being asked to invest their own money in **war bonds** or children recycling metal to be used to make weaponry, everyone became focussed on how their own efforts would help to win the war. However, this participation in the war meant they all became targets of the war as well.

Additional content
A detailed research task for the whole class is available in the Interactive Textbook.

In this section you will be introduced to a range of significant events, groups and individuals, each of which played a role in deciding the course of World War II in Europe and Asia. As you read about each one, carefully consider the role of civilians, leaders and military personnel in determining the war's outcome. The study of World War II is littered with debates about who made the greatest sacrifice, how the war was won, and who actually 'won' it. Several key events guided its course.

Operation Barbarossa: 22 June 1941

On 22 June 1941 Hitler acted upon his long-standing threat. He broke the Molotov–Ribbentrop Pact he had co-signed with Josef Stalin and ordered the German invasion of Russia. Strategically, this was a risky decision. If Britain were ever to liberate France from German occupation, Germany would be fighting a war on two fronts – on its eastern and its western borders simultaneously.

Germany's invasion of Russia would have catastrophic consequences for Russian civilians as well as German and Russian soldiers. It would prove to be a turning point in the war. The Russian Army was unprepared, lacking leadership due to Stalin's orders for the arrests of its top generals between 1938 and 1941. By the time of the German invasion, 40 000 Russian army officers had been arrested or executed. As a result, the Russian Army was initially brushed aside by the German *Blitzkrieg*.

As 4.5 million German troops stormed into Russian territory, they did so with eight years of National Socialist ideology at the forefront of their minds. Unlike their attacks upon Western Europe or Africa, this invasion was to be a war of 'total annihilation' and a *Rassenkampf* ('race war') against communism and Judaism. This was more

▲ **Source 1.75** National Socialist anti-Russian propaganda poster. A man with a skeleton face stands over bloody corpses, wielding a whip. His hat and clothing are Russian in style.

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than an invasion – it was a **crusade**. In the eyes of the National Socialists, the Russian people were less than human. In 1941 the German Army was given the order to execute all captured communists and to either enslave or expel the remainder of the population.[27]

> *'Kick in the door, and the whole rotten structure will come crashing down.'*
>
> —Adolf Hitler on communist Russia

Russia's critical lack of preparation for the invasion lead to catastrophic defeats. In the first week of the invasion the German Army advanced 200 miles, destroyed 4000 Russian aircraft and killed or wounded over 600 000 Russian soldiers.[28] By December 1941 German forces were within sight of the Russian capital of Moscow. They had encircled the city of Leningrad, the spiritual home of the communist revolution, and were heading toward the southern city of Stalingrad.

Hitler had promised to conquer Russia before its notorious winter settled in. He would push its population out past the eastern Ural Mountains, creating *Lebensraum* ('living space') for the German **Reich** that, according to National Socialist propaganda, would last 1000 years.

A near-suicidal resistance by the Russian Army managed to slow the German Army's advance. Winter arrived and the German Army became trapped in the snow. They would never capture Moscow.

KEY TERMS

crusade war of religious significance

Reich ('realm' or 'empire') The Reich, or more specifically the Third Reich, was a National Socialist concept that sought to establish the third great German empire, after the Holy Roman Empire of 800–1806 and the German Empire of 1871–1918. National Socialist propaganda claimed that the Third Reich would be established through war.

▲ **Source 1.76** Operation Barbarossa was Germany's plan for an attack on Russia in 1941

27 https://encyclopedia.ushmm.org/content/en/article/the-german-army-and-the-racial-nature-of-the-war-against-the-soviet-union
28 https://www.theatlantic.com/photo/2011/07/world-war-ii-operation-barbarossa/100112/

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Amazing but true …

Vladimir Ilyich Lenin was the father of the Russian Communist Revolution. A writer and thinker, in 1917 he led the Communist 'Bolshevik' revolution in the city of St Petersburg. A revered figure, he was celebrated with paintings, buildings, statues and bronze busts. The city of St Petersburg was renamed Leningrad in his honour. Lenin was so revered by the Russian people that his body was embalmed and preserved in a glass case for public display. His body can be seen to this day in his mausoleum in Moscow. Pieces of his brain were removed and kept in order to let future generations study his genius.

Pearl Harbor: 7 December 1941

At the outbreak of World War II in 1939, the USA had no intention of joining the conflict. It believed its policy of isolationism kept it safe. The Japanese Air Force shattered this illusion of safety when it attacked the naval base at Pearl Harbor, in Hawaii.

Pearl Harbor was located an exceptionally long way from Japan's military expansion activities in Asia. The USA's Pacific American fleet was stationed in Hawaii in order to defend the west coast of the USA. Prior to the attack, despite tension over the treatment of China, Japan and the USA were not at war. However, conflict had been brewing between the two nations. The USA had recently cut off its oil trade with Japan in protest against Japan's actions in Asia.

On 7 December 1941, hundreds of Japanese planes launched a surprise attack from aircraft carriers, bombing the Hawaiian military base, badly damaging and sinking 20 ships, and killing over 2400 American naval personnel. The *USS Arizona* had 1000 American sailors on board when it was hit by an 1800-pound (800 kilogram) bomb. All 1000 sailors died when it sank.[29]

▼ **Source 1.77** The USS Arizona burning during the Japanese surprise attack on the American naval base at Pearl Harbor in Hawaii on 7 December1941

29 View footage online at https://youtu.be/XeLWNadsQpE

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The Pearl Harbor attack was devastating, but it did not achieve its goal of eliminating the American Pacific fleet. Despite the shock, the US fleet was able to recover relatively quickly. More importantly, the United States Congress voted 388 to 1 in favour of immediately declaring war on Japan and joining the fight against Germany. This meant that the enormous (and geographically isolated) manpower and economic might of the USA would join the fight against fascism and imperialism. Germany now had to face the combined might of Britain, the USA and Russia. The war against Japan became a matter of national importance to the American people.

In his memoirs, British Prime Minister Winston Churchill recorded his reaction to America's declaration of war:

> Once the fire is lighted under it there is no limit to the power it can generate. Being saturated and satiated with emotion and sensation, I went to bed and slept the sleep of the saved and thankful.[30]

EXTRA!
WAR!
San Francisco Chronicle
JAPAN ATTACKS U. S.!
Hawaii and Manila Bombed;
Chute Troops Off Honolulu!

▲ **Source 1.78** The *San Francisco Chronicle* reports on Japan's attack on Pearl Harbor and its declaration of war on the US

▲ **Source 1.79** The European locations of some significant events of World War II

30 Biggs, Barton, *Wealth, War and Wisdom,* 2009, p. 49

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The Battle of Stalingrad: August 1942–February 1943

The Battle of Stalingrad was the defining battle of World War II. The German Army's two-pronged attack against the city and the oilfields of the Caucasus in the south promised a crucial victory for Hitler. Oil was becoming a critical necessity for the success of the German war effort.

German bombers began by pounding the city into rubble, but when the order came to enter the city, they found it ferociously defended.

Unlike the previous battle at Leningrad, the German Army were drawn deeper into Stalingrad as they battled from house to house, street to sewer, factory to department store. In one particular incident of the battle, Russian soldiers occupied a building's cellar while German soliders held the ground floor at the same time as more Russian soldiers lobbed grenades at the Germans from the first floor of the same building. The German Army nicknamed this kind of fighting *Rattenkrieg* ('rat war').

Regardless of the cost, Russian forces were continually sent into the burning city from their camp on the other side of the Volga River. They charged into battle with the motto 'not one step back'. Sometimes they did so without weapons. Those who tried to retreat were gunned down by their fellow soldiers. By the end of the battle each side had lost at least a million soldiers to battle, starvation and cold.

KEY TERM

pincer movement military tactic in which an army splits in two and circles around an enemy to trap them

▲ **Source 1.80** A Russian Army solider hides in the rubble of Stalingrad

▲ **Source 1.81** German prisoners bundle up against the sharp winds of the Russian winter after their defeat at Stalingrad in February 1943

Countless acts of horror and heroism punctuated the five-month battle. As winter descended upon the city and Russian snipers, hidden in the rubble, targeted German officers, German morale began to drop. Famed Russian sniper Vasily Zaytsev, a hero of Russian propaganda, claimed to have killed over 300 German soliders. For a German army used to *Blitzkrieg* tactics, Stalingrad had become a freezing deathtrap.

Meanwhile, Stalin had been secretly raising two huge armies to the north and east of Stalingrad. On 19 November these two Russian armies encircled the Germans occupying Stalingrad in a **pincer movement** that trapped the entire German Sixth Army.

Obsessed with the capture of the city, Hitler refused persistent requests from German generals to fight their way out and retreat. Eventually, 200 000 German soldiers would freeze to death inside the surrounded city. Of the surviving 91 000 soldiers who disobeyed orders and surrendered, only 6000 would survive their time in the Russian prisoner-of-war camps. The Russian army would spend the following two years fighting their way toward Berlin.

In a hopeless effort to deliver supplies and evacuate the wounded, a *Luftwaffe* Sergeant recalled a gathering of defeated Germans at one of the few remaining German airstrips in Stalingrad.

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> *'Nobody knew the names of those unfortunate men who, huddled together on the ground, bleeding to death, frozen, many missing an arm or a leg, finally died because there was no help.'*[31]

Guadalcanal: August 1942 – February 1943

Along with the June 1942 Battle of Midway, the land-and-sea battle for the Pacific island of Guadalcanal was a major turning point in the war against Japan. A tropical island that offered little more than an airfield, Guadalcanal was strategically important to the Japanese because as a base it could be used to threaten air and sea links between Australia and the US. Whoever held it would have a strategic advantage. Guadalcanal had been occupied by Japan since May 1942. On 7 August 1942, a battalion of American Marines, the US Army's elite troops, landed on the island to surprisingly little resistance.

The American forces were unaware that the Japanese forces had retreated inland in order to protect the airfield. What followed was a savage battle fought in difficult and unforgiving tropical conditions. The battle also raged at sea and in the air, which meant that the opposing land-based forces on the island were abandoned to fight alone. Two-thirds of the 32 000 Japanese personnel would never leave the island. While only 2000 US Marines lost their lives, over 8000 were evacuated after contracting malaria.

▲ **Source 1.82** The remote Solomon Islands became the scene of one of the great battles of the Pacific campaign of World War II

31 Beevor, Antony, *Stalingrad* (1988) p. 362

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Amazing but true …

Malaria is a debilitating tropical disease carried by mosquitoes. It produces extreme flu-like symptoms including headaches, fevers, nausea and vomiting. It crippled the fighting capacity of the individual soldier. They would be forced off the front line and end up bedridden in hospital. Around 65 per cent of the American army in the Pacific reported contracting malaria at some point. In some cases, the impact of malaria on either side of a battle played a significant role in determining the outcome.[32]

► **Source 1.83** An American soldier spraying oil on stagnant water to kill mosquitoes, whilst other soldiers take samples of mosquito larvae to study malaria.

The fighting on Guadalcanal was very difficult. Under constant threat from the air, the US Marines had to battle uphill to capture the airfield, only to be met with bombardments from the Japanese ships moored off the coast. Unsupplied and weakened by malnutrition and disease, they held the airfield for four months, fighting back against the Japanese all the time.

Stories of this battle provided the US with heroes for their war propaganda, including famed marine Chesty Puller, who was a veteran of World War I and who led a 500-person-strong defence of an almost two-kilometre front. This success won Puller his third Navy Cross (the US's second-highest award for bravery in combat). He refused to be taken off the line, despite having **shrapnel** embedded in his legs.

KEY TERM

shrapnel metal fragments of a bomb, shell, or other object that are propelled by an explosion

The marines' eventual victory in February 1943 would put the Japanese forces on the defensive for the remainder of the war.'[33]

US War Correspondent Richard Tregaskis was watching on 9 August as US battleships pounded the island before the marines' landing:

'I think most of us that were watching the gunfire suddenly knew the awful feeling of being pitifully small, knew for a moment that we were tiny particles in the gigantic whirlpool of war. The terror and power and magnificence of man-made thunder made that point real … We were only pawns in a battle of the gods, then, and we knew it.'

—Richard Tregaskis, US War Correspondent

D-Day: 6 June 1944

The Allied invasion of German-occupied France on 6 June 1944 was momentous. It spelled the end for Germany's war ambitions. The opening of a second front to fight the German Army meant that Germany now had to fight a war in the east and west simultaneously. The build-up to and planning of this invasion was conducted with enormous secrecy in England.

32 https://www.armyheritage.org/75-information/soldier-stories/292-malaria-in-world-war-ii
33 https://www.saturdayeveningpost.com/2017/08/battle-guadalcanal-end-beginning/

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Operation Fortitude was one of the many military operations that took place on D-Day. As part of Operation Fortitude the Allied Forces used dummy landing craft, fake tanks, spies, false news reports and double agents to successfully convince Hitler that the invasion would take place in Calais, France. This was over 300 kilometres north-east of the invasion's actual location in Normandy, France.

▲ **Source 1.84** Modern representation of a US Marine dressed for battle in the Pacific

On 6 June 1944 Operation Overlord marked the start of the invasion of France. 5000 Navy vessels ferried troops from England to the beaches of France, while 20 000 **paratroopers** were dropped behind enemy lines in flimsy gliders. Despite massive casualties suffered by those landing on the beaches while being fired upon by German machine guns, and by paratroopers who were shot before they made it to the ground, over 156 000 troops had landed by the end of the day. By the last day of June 800 000 Allied troops had come ashore.

KEY TERM

paratroopers highly trained soldiers who parachuted out of planes, often under fire and behind enemy lines

The fighting on the day was extraordinarily fierce. American, British and Canadian troops stormed beaches that were littered with landmines and German machine gun nests. Many soldiers died before they even made it onto the sand of the beach. However, Hitler had believed the invasion was a trick and had not placed sufficient defences in Normandy. Worse still, the legendary General Erwin Rommell, charged with the defence of France, was away from the front lines, celebrating his wife's birthday in Germany. Germany was effectively caught by surprise and the 'beginning of the end' in Europe had begun.

> *'They had us pinned down. You'd stick your helmet up and they'd shoot a hole through it. It was hectic … the leaders got shot up … After a while everyone got organised. They knew they had to go. Because there was no way they could swim that English Channel.'*[34]

34 https://www.pbslearningmedia.org/resource/21b0136f-ac12-42ff-b30e-07908af3ffda/landing-at-omaha-beach-d-day-world-war-ii-stories/

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Machine gun nests
These contained, and sheltered, machine guns. This was a powerful position from above to gun down troops. The infantry would often try to time their advance with the seconds it took to change the ammunition belt.

Artillery casements
This artillery was encased in protective, thick concrete. It was used to shell ships approaching the beach

Barbed wire
Great amounts of barbed wire were used to catch and slow down advancing troops. They would need to carefully cut or flatten it amidst all the artillery or they would become injured or tangled.

Seawall
The three metre concrete seawall made it difficult for infantry and almost impossible for vehicles to cross. But it did provide some termporary shelter from the German artillery.

▲ **Source 1.85** A painting for the US Army's *Stars and Stripes* newspaper depicting American troops fighting during the 6 June 1944 D-Day landings in Normandy, France

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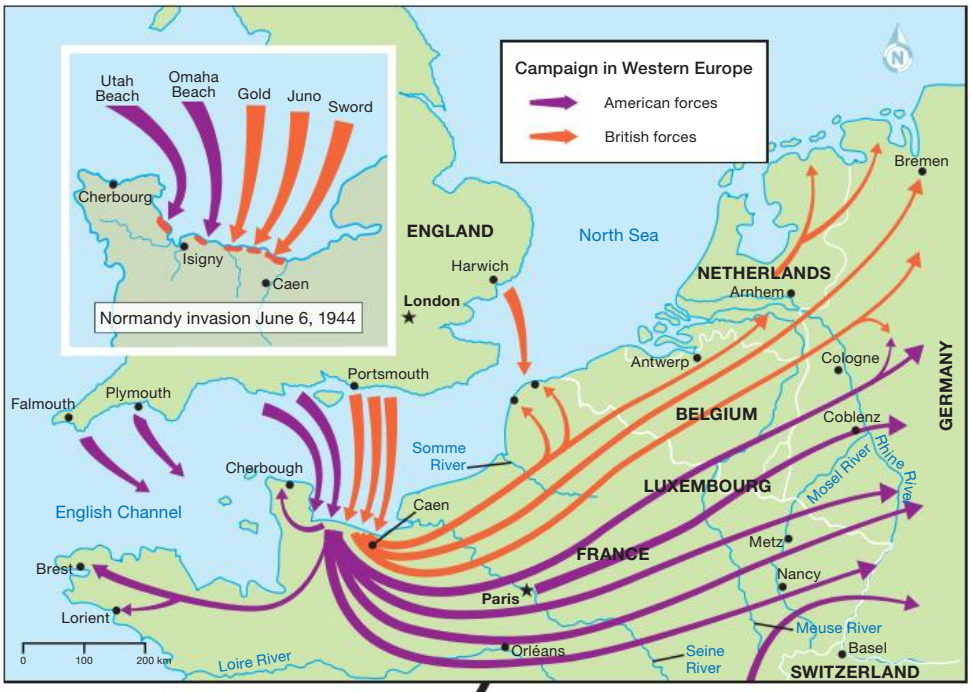
► **Source 1.86** Overview of the D-Day invasion that took place on 6 June 1944, and the subsequent drive into Germany



Teller Mines
These mines were on top of stakes and designed to be triggered by vehicles in high tide

Hedgehogs
Pointed crossed rails deterred boats and tanks coming in at high tide, to avoid being punctured

Troops
Approximately 2 500 soldiers died before even reaching the beach

Landmines
These explosives were buried under the sand, and there were mines with tripwires.

Higgins boat
These boats were also known as LCVPs (Landing Craft, Vehicle, Personnel). They carried light vehicles or up to 100 men to shore. They would lower the ramp and machine guns would create cover fire as the troops disembarked.

▲ **Source 1.87** Artist's representation of the fighting on Omaha Beach on D-Day

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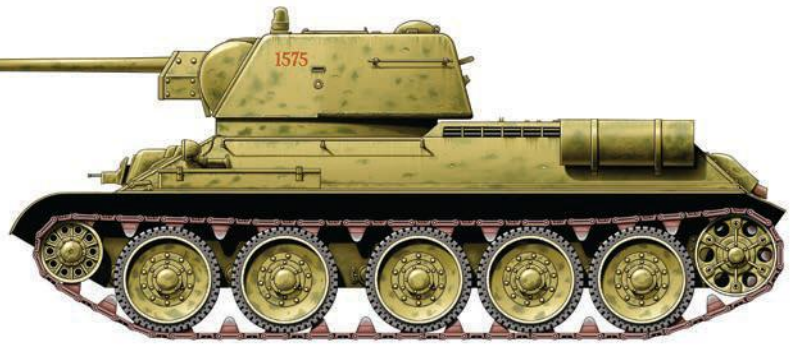
Berlin in the last days of World War II: April 1945

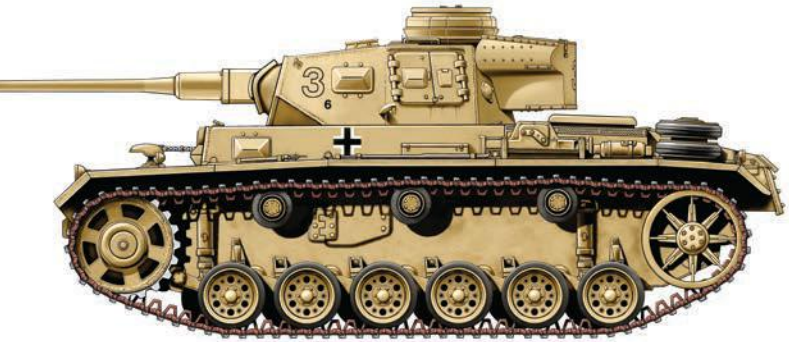
After its defeat at Stalingrad the German army faced even more losses at the Battle of Kursk. This was the biggest tank battle in human history, in which 6000 tanks and almost two million troops fought an enormous battle that sent the German Army into permanent retreat through its own eastern territories. The Russian Army gathered steam as it moved forward. Along the way it discovered the atrocities, war crimes and acts of **genocide** committed by German troops in Russian towns and against the Jewish people of Eastern Europe. By the time the Russian Army reached the outskirts of Berlin in 1945, the German Army's fighting capacity had been destroyed. Meanwhile the ferocity of the Russian Army was on the rise.

KEY TERM

genocide deliberate killing of an entire group of people because of their national or ethnic identity



▲ **Source 1.88** Artist's representation of a Russian T34 tank. The T34 was faster and nimbler than most German tanks. It rarely froze in the cold Russian winters.



▲ **Source 1.89** Artist's representation of a German *Panzer* tank, one of the most feared tanks of World War II. *Panzers* were often the most powerful tanks on the battlefield, but were eventually outnumbered by the more reliable Russian T34 tanks.

The city of Berlin's only defence force were bands of elderly men and young boys. As Hitler's health had begun to badly deteriorate, his obsession with controlling every aspect of the war resulted in blunders, like the catastrophic defeat two years earlier at Stalingrad. Few of Hitler's best military leaders were brave enough to speak up or contradict him. Those who did were demoted, or suffered even worse fates.

The Russian Army beat the American and British to Berlin. For those left living in the devastated city, this was to prove their greatest and final punishment. Refusing to surrender, Hitler perversely ordered armies that had been annihilated in prior losses to attack and defend Germany in its final battle. Since the German Army's loss in Stalingrad, Hitler had become very ill. He had not been able to sleep and as a result he had become delusional. While his grip on power was still strong, his grip on the reality of the situation was not. Thousands of German soldiers were surrendering to the Allies in Western Europe. Russian tanks and thousands of elite Russian troops stormed Berlin, terrorising its remaining citizens. It is almost impossible to determine, but some accounts estimate that at least 100 000 women in Berlin were sexually assaulted by Russian troops.[35]

▲ **Source 1.90** Hitler handing out awards to members of the Hitler Youth, who were left to defend Berlin

35 https://www.bbc.com/news/magazine-32529679

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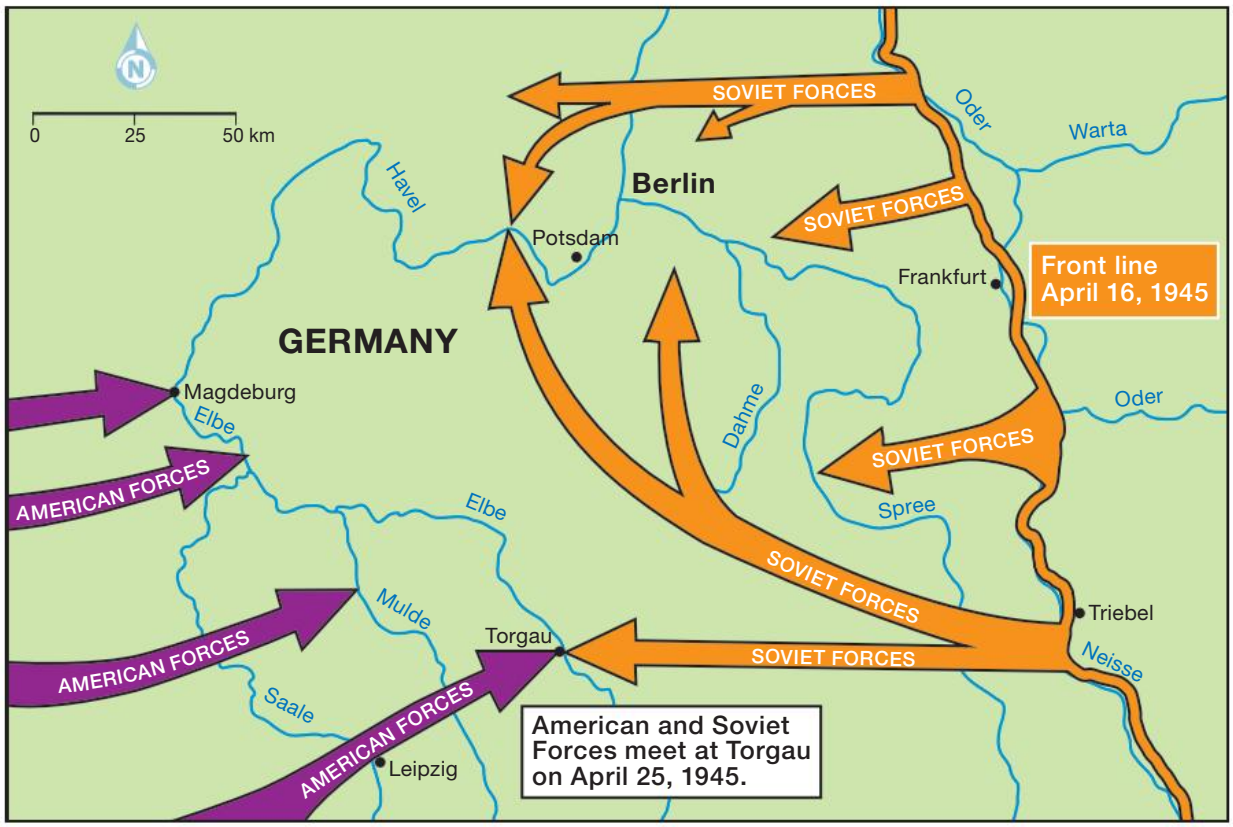

▲ **Source 1.91** Advance of the Russian Army and Allied forces on Berlin

The highest commanders of the German Army went into hiding. Only a few remaining fanatics stood by Hitler's side, hidden in a bunker underneath the city. It was in this bunker, on 30 April 1945, that Hitler and his wife, Eva Braun, committed suicide. The prophesised German Reich of 1000 years had lasted for little more than five. On 8 May 1945 the German Army formally surrendered to the Allies. Commonly known as VE Day, it marked the end of the war in Europe.

Amazing but true …

There is no marked grave for Adolf Hitler. The former location of the bunker where he died is now an unassuming car park in front of an apartment complex.

▲ **Source 1.92** Chicago, 8 May 1945: To celebrate VE ('Victory in Europe') Day a priest waves a newspaper with news of Germany's unconditional surrender to elated pupils of a Roman Catholic school in Chicago.

ACTIVITY 1.24

Check your understanding

1 Discuss the fact that there is no memorial to Hitler's place of death with a classmate. Why do you think this is?

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The atomic bombing of Japan: 6 and 9 August 1945

On 6 August 1945, an American B-52 bomber dropped an **atomic bomb**, the most devastating weapon the world had seen to date, on the Japanese city of Hiroshima. Three days later a second atomic bomb was dropped on the city of Nagasaki.

KEY TERM

atomic bomb a bomb that derives its destructive power from the rapid release of nuclear energy – the atomic bomb was developed by the top secret US-based Manhattan Project between 1939 and 1945

Stunned, defeated and bewildered, the Japanese Empire did the one thing so many hundreds of thousands of its soldiers had died avoiding. It surrendered.

The use of the atomic bomb would have consequences that the world still lives with today, but at the time it was used to end a world war. Newly elected US President Harry Truman had authorised the use of a weapon that America had been developing in a secret, as part of a military operation called the Manhattan Project.

▲ **Source 1.93** Koyagi-jima, Japan, 9 August 1945: View of the radioactive cloud from the bomb that was dropped on Nagasaki, as seen from 9.6 km away in the town of Koyagi-jima. The US B-29 Superfortress *Bockscar* dropped the atomic bomb nicknamed Fat Man on the northern part of Nagasaki just after 11 a.m.

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The project was inspired by the knowledge that Germany was developing a similar weapon of their own, and fear of the consequences of their successful development and use of such a weapon. Germany never developed a working atomic bomb. However, America did.

At 8.15 a.m. on 6 August 1945 an American bomber called *Enola Gay* flew over the Japanese industrial city of Hiroshima. It dropped one single bomb, nicknamed Little Boy, and killed 80 000 of the city's 350 000 inhabitants in a blinding flash of pure atomic energy. Hiroshima was nearly wiped from the map.

After the bomb was dropped, attempts to contact the Japanese High Command and seek a surrender were met with silence. On 9 August, a much larger bomb, called Fat Man, was dropped on the smaller city of Nagasaki. 50 000 people were killed. The following day, Japanese Emperor Hirohito announced via radio broadcast that Japan had surrendered. The great expansion of Japanese imperialism in Asia was over. So was World War II.

▲ **Source 1.95** Proximity of Japan to Iwo Jima, which in early 1945 was the site of a major battle between Japanese and US forces

Ever since the atomic bombing of Japan, debate has raged over the morality of the action. It may have ended the war, but the destruction it caused was horrific. The longstanding argument in favour of using the bomb was that an invasion of Japan would have cost even more American lives. As US President Truman wrote in his personal diary at the time:

> It occurred to me that a quarter of a million of the flower of our young manhood was worth a couple of Japanese cities and I still think they were and are.

▲ **Source 1.94** President Harry S Truman, handwritten remarks, 15 December 1945

In the years since the bombing, however, historians have argued that not only did Truman know that Japan would surrender, he was using the bomb as a tool to intimidate Russian leader Joseph Stalin in the lead-up to negotiations over the territorial division of postwar Germany. Truman later wrote that:

> We have discovered the most terrible bomb in the history of the world … It is certainly a good thing that Hitler's crowd or Stalin's did not discover this atomic bomb … It seems to me the most terrible thing ever discovered, but it can be made the most useful.[36]

▲ **Source 1.96** US President Harry Truman

Debates about morality aside, the development and use of the atomic bomb has certainly changed the course of human history.

36 https://www.stripes.com/news/special-reports/world-war-ii-the-final-chapter/wwii-victory-in-japan/when-the-president-said-yes-to-the-bomb-truman-s-diaries-reveal-no-hesitation-some-regret-1.360308

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Consequences of war: the death toll

When the ink had dried on the Japanese surrender, the world took a breath to count the cost, the dead, the missing and the displaced people across the globe. All told, conflict in World War II led to approximately 15 million killed in battle and 45 million dead civilians who were caught up in bombings, battles and massacres. Millions would never return to their homes and started lives in other parts of the world. A much larger, broader and longer **Cold War** between the Soviet Union and the nations of Western Europe would follow.

World War II will always be remembered for the use of the atomic bomb and the inglorious destruction of extreme ideology. It will forever be remembered for the discovery of perhaps the most horrific premeditated crime in human history: the Holocaust.

KEY TERM

Cold War period of 45 years of hostility between the United States and the Soviet Union (Russia), characterised by threats, propaganda and small military conflicts around the globe

Additional content
Visit the Interactive Textbook to access a WWII Research Task

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 1.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Why did the Japanese Army invade China?
2 Briefly explain Blitzkrieg.
3 How were 300 000 soldiers evacuated from Dunkirk?
4 What happened at the Battle of Britain?
5 What was Operation Barbarossa?
6 What was the significance of the fall of Singapore?
7 Why was the Battle of Stalingrad so significant?
8 Explain the importance of D-Day.
9 What was the impact of malaria on the war in the Pacific?
10 Where were the two atomic bombs dropped?

Interpret

11 Evaluate the significance of the Battle of Stalingrad in Europe. How did it change the course of the war?
12 Evaluate the significance of the Pearl Harbor attack. How did the USA's declaration of war change the course of the conflict?

Argue

13 Hitler's decision to invade Russia was his gravest mistake. To what extent do you agree?

Extension

1 The top secret Manhattan Project developed the atomic bomb in the USA. The existence and use of this weapon set the world on a new course after World War II. Research the events of the Potsdam Conference in 1945 and answer the following question: What was USA President Harry Truman's motive for using the atomic bomb on Japan?

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1.4 Consequences of war: the Holocaust

FOCUS QUESTION

How did the Holocaust evolve from persecution to murder?

▲ **Source 1.97** (left) Neo-Nazis, alt-right supporters and white supremacists march with tiki torches through the University of Virginia campus on 11 August 2017. (right) At the Brandenburg Gate in Berlin, Germany, National Socialists celebrate Adolf Hitler being named Chancellor of Germany on 30 January 1933.

In 2017 a group of mostly white American men marched with flaming torches into the town of Charlottesville, chanting, 'Jews will not replace us'. This march had the same look and feel as the National Socialist rallies that whipped Germany into an antisemitism rage 80 years earlier.

In recent years extremist ideology has reappeared around the world. In order to understand the effects of extremist ideology it is essential that you learn about the Holocaust. Historians study the road to World War II and the horrors that followed in order to understand how and why people can sink to their lowest and darkest ebb. We study these events in the hope that similar events will never happen again.

During World War II, nine million people – including six million Jewish people – were murdered. These murders were not crimes of passion or the by-product of war. They were cold, deliberate and methodical murders. Many hundreds of thousands of German people, both civilians and soliders, were involved in the process of identifying, betraying, rounding up, imprisoning, starving and murdering Jewish people all across Europe. Millions more people stood by as this happened.

The survivors

Throughout this section you will hear from some of the survivors of the Holocaust. These people managed to live through these events and remake their lives in Australia.

Origins of the Holocaust

Holocaust is a term that once referred to the burning of a sacrifice on an altar. Since the 1950s, the term 'the Holocaust', or *Shoah* (a biblical Hebrew term which has been used to mean 'destruction' since the Middle Ages), has been used to refer to the collective anti-Jewish actions by the Nazi regime between 1933 and 1945: from stripping the German Jews of their legal and economic status in the 1930s; segregation and starvation in the various occupied countries; and the murder of close to six million Jews in Europe.[37]

Historian Lucy S Dawidowicz, author of a detailed and comprehensive examination of the Holocaust, claims that its origins emerged well before Hitler and the National Socialists came to power in 1933. Rather, antisemitism had existed for centuries all across Europe, and specifically in Germany.

37 Yad Vashem Resource Centre https://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%206419.pdf

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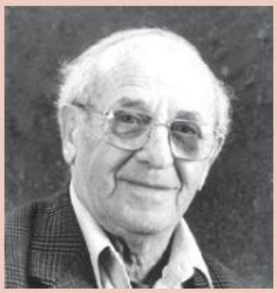
Irma Hanner: Irma grew up in Germany with her mother, who was taken by the Gestapo (the German secret police) when Irma was 10. Irma had to endure life as an orphan in wartime Germany. Irma spent the war working in a labour camp in Czechoslovakia. Irma lives in Melbourne.



John Chaskiel: John was born in Weilun, Poland in 1929. He was the fifth of seven children. He was 10 years old when Germany invaded Poland. John lives in Melbourne.

Willy Lermer: Willy spent the war in a number of Polish forced labour camps. Just as he was on the verge of death, he was liberated from Dachau concentration camp. Willy lived in Melbourne. He died in Melbourne in February 2017.

Lusia Haberfeld: Lusia was eight years old when World War II broke out. Born in Lodz, Poland, she was transported into the Warsaw ghetto and spent much of the war in the Auschwitz-Birkenau camp. She was separated from her father and little brother on arrival at Majdanek. She never saw them again. She was liberated from Bergen-Belsen with her mother. Lusia lives in Melbourne.

KEY TERMS

social Darwinism discredited theory that individuals, groups and peoples are subject to the same Darwinian laws of natural selection as plants and animals

Aryanism discredited theory that the so-called race of 'Europeans' were responsible for all of the progress that has benefited humanity, and were thus superior to all other races

'The depiction of Jews as the carriers of filth and disease, hence, of death and destruction, goes back in the history of antisemitism to the Middle Ages, when Jews were accused of spreading the plague and poisoning the wells.'[38]

—Lucy S Dawidowicz

These accusations were, of course, false based on false, church teachings that the Jews had killed Jesus. Jewish people have been vibrant and long-standing contributors to European life for centuries.

When Hitler and his followers likened Jewish people to parasites who sought world domination, his irrational words were not new concepts. His views were certainly more extreme than those that had been heard in earlier times, but in the 1920s he attempted to justify these ideas with modern pseudoscience like eugenics and **social Darwinism**. He saw the world order as in a desperate struggle between those of **Aryan** blood and those whom he deemed inferior. To Hitler, Aryan blood had to be protected by war. Victory would establish an Aryan Third Reich that would last 1000 years.

MAKING THINKING VISIBLE 1.6

See, think, wonder

Carefully consider Hitler's quote in Source 1.98 about every means being justified.

1 What does the quote say to you about Hitler?
2 What do you think about that?
3 What does it make you wonder?

38 Dawidowicz, Lucy S, *The War against the Jews 1933–45*, 1975, p. 45

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Dawidowicz believes that the Holocaust began with the marriage of established antisemitism and Hitler's National Socialist ideology. Hitler's earliest indication of his intentions came on 6 April 1920, when he reportedly said during a speech that, when dealing with the 'Jewish problem':

> Every means is justified, even when we must ally ourselves with the Devil.[39]

▲ **Source 1.98** Adolf Hitler, speech, April 6 1920

The legislation of the Holocaust: 1993–1945

Once the National Socialist Party came to power in 1933, Hitler began taking steps towards anti-Jewish legislation. When the Reichstag fire of 1933 was blamed on a communist agitator, the first **concentration camp** of Dachau was opened. Dachau was soon filled with 15 000 political prisoners. Anyone who dared to criticise the National Socialist Party risked arrest and potentially being sentenced to hard labour in Dachau.

Irma Hanner's mother was Jewish and a Communist. She was arrested when Irma was not home:

> Being Jewish and Communist, it was not a good combination. She was arrested one day, I was not home … when I came home the house was empty and I spent two days by myself. Then my aunty came and found me.

▲ **Source 1.99** Irma Hanner

Children were encouraged to rid their schools, homes and libraries of any books written by Jewish people or communists. In March of 1933, in town squares, huge bonfires were lit and large groups of families threw these books on the fires, eradicating these alternative words, thoughts and views.

On 1 April 1933 the German Government went even further, encouraging a boycott of businesses owned by Jewish people. By 7 April Jewish people were banned from government positions and from acting as judges or lawyers. The following year, Jewish people were banned from joining trade unions and denied access to non-Jewish doctors (and Jewish doctors were banned from seeing non-Jewish patients). By 1935 Jewish newspapers had also been banned.

▲ **Source 1.100** National Socialist Party supporters salute as books condemned as not adhering to Nazi ideology are burned

KEY TERM

concentration camp prison where political prisoners or members of persecuted minorities are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes so that they can provide forced labour

On the streets, the paramilitary force known as the *Sturmabteilung* (SA), or Brownshirts, had long been terrorising communists and Jewish people in the name of the National Socialist Party. Hitler then used his own personal guard, the *Schutzstaffel* (SS) to massacre hundreds of members of the SA in the Night of the Long Knives in mid 1934. This was not done to punish the SA for its violence, but instead to control it.

By 1935 Hitler was determined to legally exclude Jewish people from all aspects of everyday life. The Nuremberg Laws of 1935 made it clear how they would identify Jewish people and how those people would be excluded. If only one of your

39 Dawidowicz, Lucy S, *The War against the Jews 1933–45,* 1975, p. 45

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grandparents were determined to be Jewish, you could also be declared to be Jewish. Once people were identified as Jewish, they were barred from working in government roles, from teaching in German schools and from marrying people who were determined to not be Jewish.

By 1938 the Nuremberg Laws had became more extreme and overt. Table 1.3 lists a breakdown of the changes to these laws over time and what effects they had.

For Irma Hanner, these laws meant she faced open discrimination and violence in the street.

> *'The children used to bash us with sticks.'*
>
> —Irma Hanner

▲ **Source 1.101** A Brownshirt soldier stands by a window display from a Jewish-owned store in Berlin. The sign reads, 'Germans! Defend yourselves! Don't buy from Jews!'

▼ **Table 1.3** Elements of the 1938 Nuremberg Laws and what they meant for Jewish people living in Germany

Date and description of the law	What it meant
26 April: All property owned by Jewish people that is worth more than 5000 Reichsmarks will be registered with the Government.	The German Government used this to not only identify the residences of wealthy Jewish people, but to find valuable properties they could repossess when those people were forcibly removed.
14 June: All businesses owned or part-owned by Jewish people will be registered with the government.	Much like the register of properties, the registration of businesses allowed the German Government to identify which businesses to target during boycotts and repossession.
11 July: All Jewish people are banned from health spas and resorts.	Jewish people were slowly excluded from participating in German life and would eventually be physically removed from the view of non-Jewish Germans.
23 July: All Jewish people will carry identity cards.	Jewish people could be asked for their identification at any time of day, exposing them to public harassment at the hands of the SA.
27 July: Local governments will remove and replace Jewish street names.	Any trace of the Jewish identity, including their contribution to and their place within Germany's history and culture was slowly being removed.
17 August: All Jewish newborn children must have Jewish first names.	This made it harder for Jewish people to hide their identities.
1 September: Jewish people are prohibited from owning or working in law firms.	As an extension of their exclusion from everyday society, this meant few Jewish people would be able to find legal support against the German Government.
5 October: All passports belonging to Jewish people will be stamped with a large, red 'J'.[40]	This law meant the journeys of Jewish people could be monitored and their re-entry into Germany could be refused.

40 https://alphahistory.com/holocaust/holocaust-timeline/

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Kristallnacht: 9 November 1938

When a German diplomat was murdered in Paris by an exiled Jewish student, German Propaganda Minister **Joseph Goebbels** took to the radio and called for revenge. On the night of 9 November 1938 *Kristallnacht* ('the night of broken glass') saw four years of growing legal, social and economic antisemitism explode in an orgy of violence. Over three nights Jewish-owned shops were smashed and looted, destroying 7000 Jewish-owned businesses. Officially one hundred Jewish people were beaten and killed, though the actual number is much higher, as German police stopped registering these deaths. Two hundred **synagogues** were set alight. The graves of Jewish people were vandalised and almost 30 000 Jewish people were rounded up and taken to concentration camps. No German citizen faced punishment for this violence. Instead, the German Government demanded that the Jewish community pay one billion Reichsmarks for the damage.

▲ **Source 1.102** Pedestrians glance at the broken windows of a Jewish-owned shop in Berlin after the November 1938 attacks of *Kristallnacht*

KEY TERMS

Joseph Goebbels Propaganda Minister of National Socialist Germany. Goebbels was responsible for the spread and control of National Socialist messages and ideologies through the media

synagogue Jewish place of worship

Hermann Goering Head of the *Luftwaffe* (Germany's Air Force), Goering was one of Adolf Hitler's closest advisors and an extremely powerful member of the National Socialist Party

ACTIVITY 1.25

Check your understanding

After the events of *Kristallnacht*, **Hermann Goering**, head of the *Luftwaffe* (the German Air Force) and one of the most powerful military and political leaders in the National Socialist Party, stated that:

> If, in the near future, the German Reich should come into conflict with foreign powers, it goes without saying that we in Germany should first of all let it come to a showdown with the Jews.[41]

▲ **Source 1.103** From *The War Against the Jews*, Lucy Dawidowicz

Irma Hanner's school was attacked during *Kristallnacht*.

> The synagogue was burned down and part of the school was destroyed, but we still had school 'til 1940 … but every day some children went missing. Of the 250 school children, only five survived. Including me.

▲ **Source 1.104** Irma Hanner

1. Analyse the contribution of the Nuremberg Laws to antisemitism in Germany. Do you think *Kristallnacht* was a logical consequence of this? Explain your response with evidence.
2. Examine the Nuremberg Laws and suggest ways each one could impact the lives of individuals.
3. Explain how *Kristallnacht* and the views of Goering were a consequence of the Nuremberg Laws.
4. How does Irma Hanner's account help explain the significance of *Kristallnacht* for Jewish people in Germany?

41 Dawidowicz, Lucy S, *The War against the Jews 1933–45*, 1975, p. 139

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Sterilisations and euthanasia

The National Socialist Party's hatred for Germany's 'enemies' was extended to every person they considered 'unfit'. By 1934 up to 400 000 Germans had been forcibly sterilised to prevent them from having children. Anyone deemed to suffer from 'feeble-mindedness' was included in the euthanasia program that targeted people with a disability and people housed in mental hospitals. Anyone who suffered from any condition, from schizophrenia to epilepsy, was included. Gay and lesbian people were also targeted. Five hundred black children, whose parents came from combined African and German backgrounds (most of them children of French troops living in German territory), were also sterilised.

ACTIVITY 1.26

Using historical sources as evidence

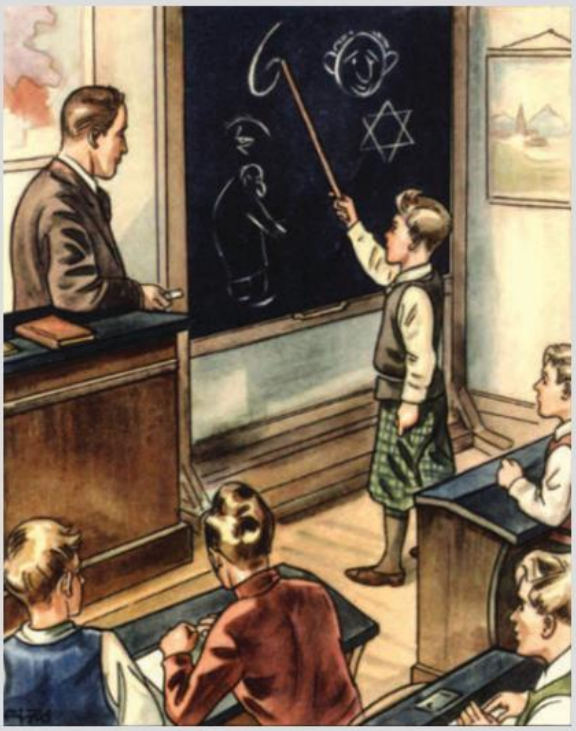
Source A

Read the following excerpt from a German school textbook:

> The construction of a lunatic asylum costs six million marks. How many houses at 15 000 marks each could have been built for that amount? [42]

▲ **Source 1.105** From *Handicapped: Victims of the Nazi Era, 1933–1945,* published by the United States Holocaust Memorial Museum

Source B



◄ **Source 1.106** Student: 'The Jewish nose is bent. It looks like the number six…' This illustration comes from the textbook *Der Giftpilz,* published in 1938. This book aimed to increase antisemitism by teaching students to believe negative myths about Jewish people.

Responding to the sources

1 How did the pseudosciences of social Darwinism and eugenics justify the inclusion of these illustrations and questions in a schoolbook?

2 Consider the relationship between National Socialist ideology and education. How do maths problems like this help to normalise the treatment of 'enemies' of Germany?

42 https://fcit.usf.edu/holocaust/PEOPLE/USHMMHAN.htm

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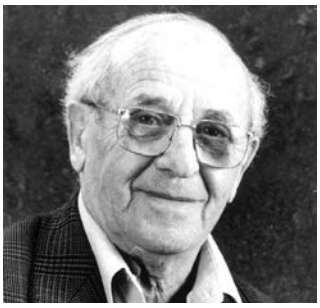
The Final Solution: 1939–1945

When Germany invaded Poland in September 1939 they captured the largest Jewish population in Europe. This invasion made around 3.3 million Jewish people the subjects of the fascist National Socialist regime.



John Chaskiel saw the German invasion of Poland first-hand when he was nine.

> The Nazis bombed our town and everybody had to work. What was the work? We had to clean the rubble and dig up the dead bodies.[43]

▲ **Source 1.107** John Chaskiel

Willy Lermer tried to join the Polish army but was too late. He saw the German war machine in action.

> *'The tragedy of humiliation, degradation, torture started. It went slowly, and the noose got tighter and tighter around our necks, as the Jews were persecuted.'*[44]
>
> —Willy Lermer

In order to identify (and separate) the Jewish population, the German Government ordered all Jewish people in Poland to wear an armband or a yellow **Star of David** on their clothing. As the war spread to Western Europe in 1940, bringing even more Jews under their control, Hitler and the Nazi leadership now devised a plan to solve 'The Jewish Question' – i.e. how they could kill all the Jewish people in Europe.

In February 1940, the deportation of all European Jews into sealed **ghettos** inside major cities began. The army were employed to forcibly remove Jewish families from their homes at gunpoint, to cramped, crowded and disease-ridden corners of major European cities. The largest ghetto was in Warsaw, Poland, where 400 000 were forced into an area 9.2 square kilometres in size into apartments that had an average of 7.2 people per room.

KEY TERMS

Star of David six-pointed star, consisting of two overlapping triangles, used as a symbol to identify and represent Jewish people

ghetto the term 'ghetto' originated from a sixteenth-century Jewish neighbourhood in Venice, Italy. Over the centuries, walled off, crowded and heavily policed communities of Jewish people in European cities were referred to by this term. In National Socialist Germany the term became synonymous with a section of town where Jewish people were fored to live. They were segregated and sealed off from the local population and kept in overcrowded, unsanitary living conditions without any basic rights.

Lusia Haberfeld was nine years old when she and her family were forced in the Warsaw Ghetto:

> My very first memory that comes to my mind is fear … The fear was of the Germans. Every time I saw a German in the ghetto I was trembling from fear … I was very scared of being separated from my parents.[45]

▲ **Source 1.108** Lusia Haberfeld

43 https://vimeo.com/channels/jhceyewitness/167053424
44 https://vimeo.com/channels/jhceyewitness/171686467
45 https://vimeo.com/channels/jhceyewitness/171679926

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ACTIVITY 1.27

Using historical sources as evidence

Source A

▲ **Source 1.109** Children in the Warsaw Ghetto in Poland

Source B

◄ **Source 1.110** German SS soldiers searching a Jewish man in the Warsaw Ghetto

Responding to the sources

1 Using these sources your own knowledge, explain the living conditions in the Warsaw Ghetto.

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Conditions in the ghettoes were squalid. Food was scarce and disease spread rapidly, killing thousands. Those who were able to work were used as slave labour in German factories, making weapons and supplies for the German war effort that, by 1941, had spread to Russia.

From imprisonment to murder

The German army invaded Russia to further Germany's need for *Lebensraum*. They were told that Russian civilians were subhuman and to fight Russian soldiers in different ways to the ways they had fought British and French soldiers. They were told that the normal rules of war did not apply. All Jewish people and communists in Russia were to be rounded up by specially formed units called the ***Einsatzgruppen***. As the German Army swept through each Russian town, the *Einsatzgruppen* would arrive just as the army moved on to the next town. Once the army had left, the *Einsatzgruppen* would begin its work.

The *Einsatzgruppen*

The orders of the *Einsatzgruppen* were to murder Jewish people on a massive scale. After rounding up the people left behind in defeated Russian towns and cities, they took these people into nearby fields and forests and shot them. Sometimes these people were shot in small groups. Sometimes they were shot in the hundreds or the thousands. Of the six million Jewish people killed in The Holocaust, approximately 1.5 million of these people were killed by the *Einsatzgruppen*.

Babi Yar

Over two days in September 1941, 33 000 Jewish people were executed at the Babi Yar ravine outside of the Ukrainian city of Kiev. Melbourne resident Yelena Gorodetsky was six years old when the shootings began near her childhood home in Kiev. On that day, her mother's friend had warned them to hide. Yelena's father had investigated and had found German soldiers shooting thousands of Jewish people and looting their corpses of valuables. Yelena's neighbours and close friends helped hide their Jewish identity from the German Army for the duration of the war. Yelena's father committed suicide a year later. She was one of the very few Jewish people from Kiev to survive the Babi Yar massacre.

▲ **Source 1.111** The Babi Yar massacre that took place at the Babi Yar ravine near Kiev, Ukraine in 1941 saw German *Einsatzgruppen* troops line up Jewish people and execute them before a ditch

> *'It was by some Jewish miracle we met Mama's friend.'*[46]
>
> —Yelena Gorodetsky

Odessa

Mishka Zaslavsky was 16 years old in 1941, when the German Army came to the Ukrainian city of Odessa accompanied by their Romanian allies. Odessan residents watched as Zaslavsky, his mother, his siblings and thousands of Jewish residents were forced from their homes and marched to a local prison. Angered that retreating Russian forces had blown up and killed the headquarters of 160 Romanian troops, revenge was ordered. That day, 5000 Jewish people were shot in the city streets and left where they fell. Some 20 000 Jewish people were herded into underground bunkers that were sprayed with gasoline and set alight. Zaslavsky somehow escaped.

KEY TERM

Einsatzgruppen ('deployment group') were units of the Security Police and the SD (the SS intelligence service) that followed the German army as it invaded and occupied countries in Europe. With other local collaborators , they acted as mobile killing units during the invasion of Poland and Russia – their orders were to identify, arrest and murder all enemies of the Reich: Jewish people, communists and any religious or political leaders who might oppose the National Socialist Government.

46 https://www.abc.net.au/news/2017-09-12/babi-yar-melbourne-resident-one-of-survivors-nazi-massacre/8893804

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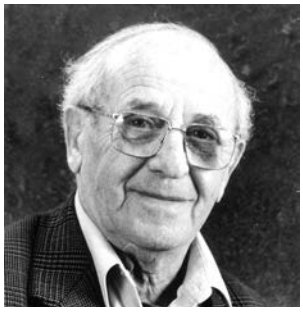
It was terrifying. I jumped over the fence. The soldiers in the guard towers began shooting at everyone who fled. They didn't hit me. I jumped into a cornfield and crawled. I could not help but look back. What did my one-year-old sister do to deserve to die like that? [47]

▲ **Source 1.112** Mishka Zaslavsky



John Chaskiel lived in the Polish town of Weilum. A German soldier had been killed in a motorbike accident and some local Jewish people had been blamed. Ten elderly Jewish men were rounded up for execution. The Germans ordered John's father to carry out the executions.

My father blankly refused. He said, "No, I cannot hang the Jews because my uncle is amongst them." The Gestapo man took out his gun and started bashing him. He started pulling him. He said, "Come out and hang the Jews!" He (my father) said, "No!" Then he (the Gestapo man) took his gun and he shot him (my father) … We had to dig his grave. It took four hours … When I got home we had a little cry and Mum said, "From now on, you're the head of the house." [48]

▲ **Source 1.113** John Chaskiel

KEY TERM

Heinrich Himmler Leader of the SS, or 'Reichsführer SS'. Himmler was chief of the entire SS structure, which included the SS, the German Police and the whole concentration camp system. He reported directly to Hitler.

Final Solution - *Endlösung* the term used by the Nazis for the genocide of the Jewish people of Europe

Mobile gas chambers

Insidiously, the *Einsatzgruppen* began to calculate the cost of bullets used in these massacres. The war in Russia was escalating, and despite the frequent and detailed documentation the *Einsatzgruppen* provided their superiors with about death counts, their activities came at a financial cost to the German Army.

Often working with collaborators in the occupied countries of Lithuania, Latvia, Ukraine and Estonia, the *Einsatzgruppen* began experimenting by killing Jews inside large trucks that they filled with their own exhaust fumes. Once again, detailed reports were filed and returned to high command. *Einsatzgruppen* commanders began to report instances of fatigue, alcoholism and suicide among their units. By 1943, their work had ceased. By that time the use of poison gas and concentration camps was in full swing. Murder had moved to an industrial scale.

Wannsee Conference: autumn 1942

Heinrich Himmler, leader of the dreaded *Schutzstaffel* (SS) and commander of the *Einsatzgruppen*, saw the expense of so much killing as a hindrance to Germany's war effort. He devised a more 'cost-effective' strategy. By the Autumn of 1942 Germany had established close to a thousand concentration camps. These camps were mainly used to imprison 'enemies' of Germany. They also built almost 2000 forced labour camps, which used slave labour to build war materials. Six of these camps would be converted into killing centres, or 'death camps'. The largest death camp, Auschwitz-Birkenau (one of a number of camps called 'Auschwitz'), had been experimenting with a poison gas called Zyklon B. It had been used to kill 600 Russian prisoners of war.

In 1942 a conference was held in Wannsee, Germany. At this conference the 15 top leaders of the fascist National Socialist regime met to discuss the '**Final Solution** to the Jewish Question'. At this conference it was announced that the SS would oversee the transportation of all Jewish people in German-occupied European nations to concentration and death camps in the eastern occupied territories. SS General Reinhard Heydrich informed the conference that Hitler had personally tasked him with 'the project'.

47 https://www.ynetnews.com/articles/0,7340,L-5078314,00.html
48 https://vimeo.com/channels/jhceyewitness/167053424

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▲ **Source 1.114** Location of the major Nazi death and labour camps in Europe

ACTIVITY 1.28

Check your understanding

1 Explain the process the National Socialist leadership followed from mass deportations to murder.

2 Use the sources and personal accounts you have read so far to explain how this process impacted the individuals who survived the killings.

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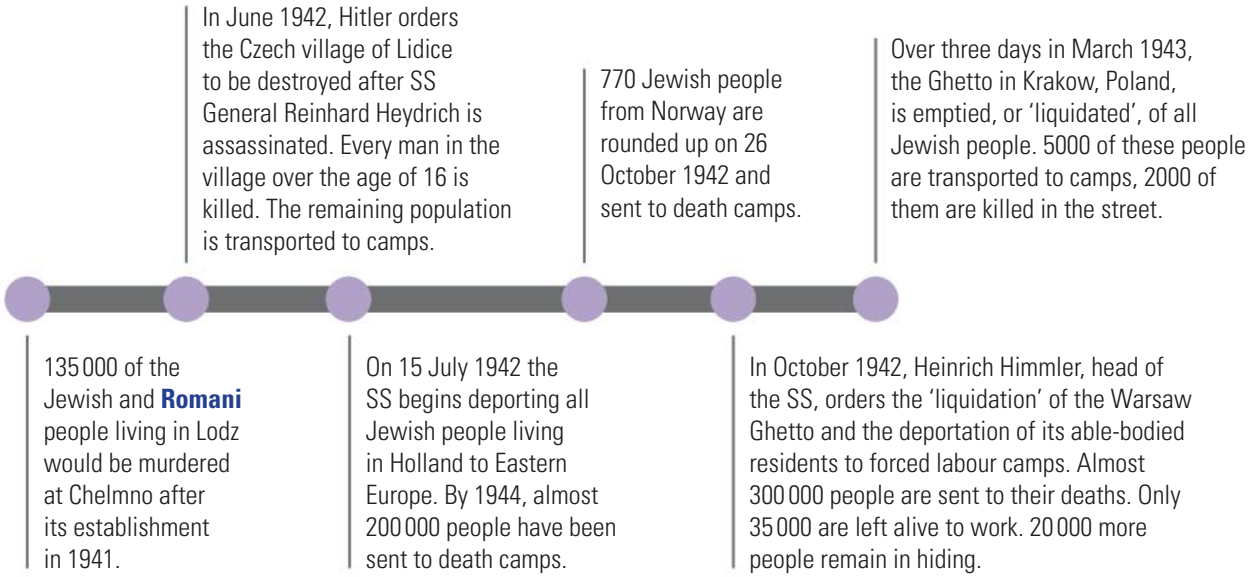
KEY TERM

Romani sometimes referred to as Roma or Gypsies (now considered a derogatory term), the Romani people are one of the European ethnic groups that were targeted by the National Socialists as part of their eugenics policies

Transportation and 'liquidation': 1941–1943

All over Europe, Jewish people were being rounded up and placed on overcrowded trains bound for camps in Germany and Poland. The order to murder all the Jewish people in the ghettos came after the mass killing commenced in the Polish death camp of Chelmno in early 1942.

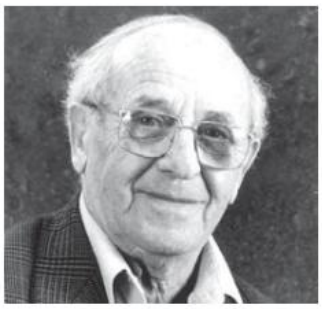


▲ **Source 1.115** Timeline showing the acceleration of mass murders in the lead up to the Final Solution

ACTIVITY 1.29

Check your understanding

1 Examine the timeline above and explain the relationship between the Wannsee Conference and the escalation of the Holocaust.



John Chaskiel, head of his household at age 11, was walking home from the shops with food for his family when a German Army truck picked him up in the street in Poland.

Irma Hanner was 12 years old in 1942. She was taken from her relatives and transported to the Theresienstadt slave labour camp in Czechoslovakia. She was alone.

Trucks were driving around picking up young people. I happened to be picked up amongst them as well. So mum did not get the fruit, mum did not get the bread. Nothing. I was picked up and sent to a slave labour camp called Poznan. [49]

▲ **Source 1.116** John Chaskiel

49 https://vimeo.com/channels/jhceyewitness/167053424

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We had to go to work. I worked in a farm growing vegetables for the SS. Not for us … I had one friend and her parents there. But a year and a half later they were sent to Auschwitz … I was surrounded by a lot of people but I was alone.

▲ **Source 1.117** Irma Hanner

The Warsaw Ghetto Uprising: April–May 1943

▲ **Source 1.118** Warsaw, Poland, 19 April 1943: Captured Jewish civilians who participated in the Warsaw Ghetto Uprising are marched out of the city by German troops

For the 50 000 Jewish people still living in the Warsaw Ghetto in 1943, deportation and death were expected at any time. A few hundred residents formed a resistance group, smuggled arms into the Ghetto and began a violent uprising against the German forces. On 19 April 1943, on the eve of **Passover**, the SS entered the ghetto with the intention of 'liquidating' (murdering) its remaining residents.

Armed with pistols, grenades and a few rifles, the resistance fighters surprised the German forces and forced them outside the walls of the ghetto. In response, the SS began to burn the ghetto down building by building, forcing the resistance out of hiding. The fighting lasted for a month. By the time it was over, 7000 Jewish people had been killed in the fighting. The rest had been forced out of hiding and captured. In a brutal and symbolic gesture, 7000 more Jewish people were sent directly to their deaths at the Treblinka death camp.

KEY TERM

Passover key Jewish religious festival that commemorates the liberation of the Israelites from slavery

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During the Uprising, Lusia Haberfeld hid in a bunker with her family.

At one stage the manhole opened up. And we saw people coming down the stairs with guns pointed up and we all said our last prayers because we thought, "This is it, the Germans have arrived to get us." But to our great surprise and relief and pride … we saw the young people who were the fighters … I don't remember their faces, but I feel very privileged to have seen them.[50]

▲ **Source 1.119** Luisa Haberfield

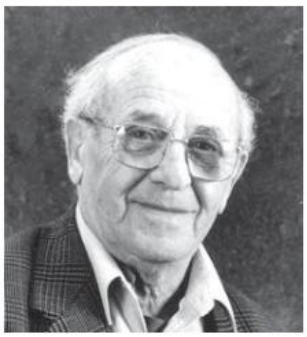
ACTIVITY 1.30

Check your understanding

1 Why would the Warsaw Ghetto inhabitants decide to resist and fight?
2 Why does Lusia Haberfeld remember the resistance fighters with such pride?
3 Examine Source 1.118. Why is the Warsaw Ghetto Uprising remembered as a significant moment for the Holocaust and World War II?

Life in the camps

Upon arrival at a selection at Auschwitz–Birkenau, the process of 'selection' determined who would live and who would die. An endless stream of train carriages loaded with prisoners came from ghettoes and cities all over Europe. Those who survived the journey were forced off the train by barking dogs and screaming guards.



Quickly they were separated into groups of men, women and children.

John Chaskiel was transported from the Lodz ghetto to Birkenau-Auschwitz.

We arrived at Birkenau and could hear the screams … "Raus! Raus, Jude! Out! Out, Jew!" The dogs were barking and as we got out they started screaming, "Men on one side, women on the other side!"

▲ **Source 1.120** John Chaskiel

By chance, a family friend who was a prisoner spotted one of the boys who John was standing next to and quickly told them to lie about their age.

> *'He asked me, "How old are you?" and I said, "17." He points his finger like that (to the right). So when he points his finger to the right, I'm going to live. If he points his finger to the left, I wouldn't be here telling you this story.'*[51]
>
> — John Chaskiel

50 https://vimeo.com/channels/jhceyewitness/171679926
51 https://vimeo.com/channels/jhceyewitness/167053424

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Lusia Haberfeld and her family were transported to Lublin concentration camp, Majdanek, after the Warsaw Ghetto was destroyed. It was the last time she saw her father and brother.

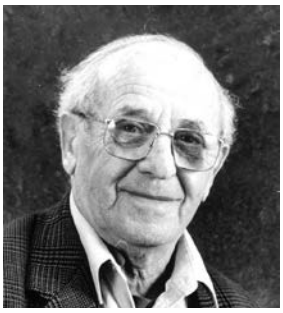
> *'They said, "Women to one side, men to another side" and we were separated forever.'*[52]
>
> —Lusia Haberfeld

People were separated again, into groups deemed either healthy or sick. In an instant, families were torn apart. Most of the survivors would never see their mothers, fathers or children again. Those deemed 'healthy' were sent to work. The rest were led away, stripped of their belongings and murdered in the gas chambers. Selected prisoners who were not chosen to be murdered, known as ***Sonderkommando***, were forced to remove the bodies for cremation, but not before they were ordered to strip the bodies of any gold teeth, wedding rings or jewellery.

KEY TERM

Sonderkommando prisoners in German concentration and death camps who were forced to work in the gas chambers

John Chaskiel survived selection. He remembers seeing the crematoriums.



> *'We knew in Auschwitz there were gas chambers … we could see across the chimneys and the soot from the chimneys was on our uniforms.'*[53]
>
> —John Chaskiel

◄ **Source 1.121** Germany, May 5, 1945: Some of the thousands of wedding rings removed from concentration camp victims to salvage the gold. US troops found piles of rings, watches, precious stones, eyeglasses and gold fillings near the Buchenwald concentration camp.

52 https://vimeo.com/channels/jhceyewitness/171679926
53 https://vimeo.com/channels/jhceyewitness/167053424

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Other prisoners were then ordered to sort through the prisoners' luggage to search for and sort valuables. Clothing, jewellery, gold and anything of value was taken and sent back to Germany.

Not only had these people's homes been robbed after they were transported to the camps (674 train-loads of stolen goods were taken from France alone[54]), but their corpses and final possessions were looted too.

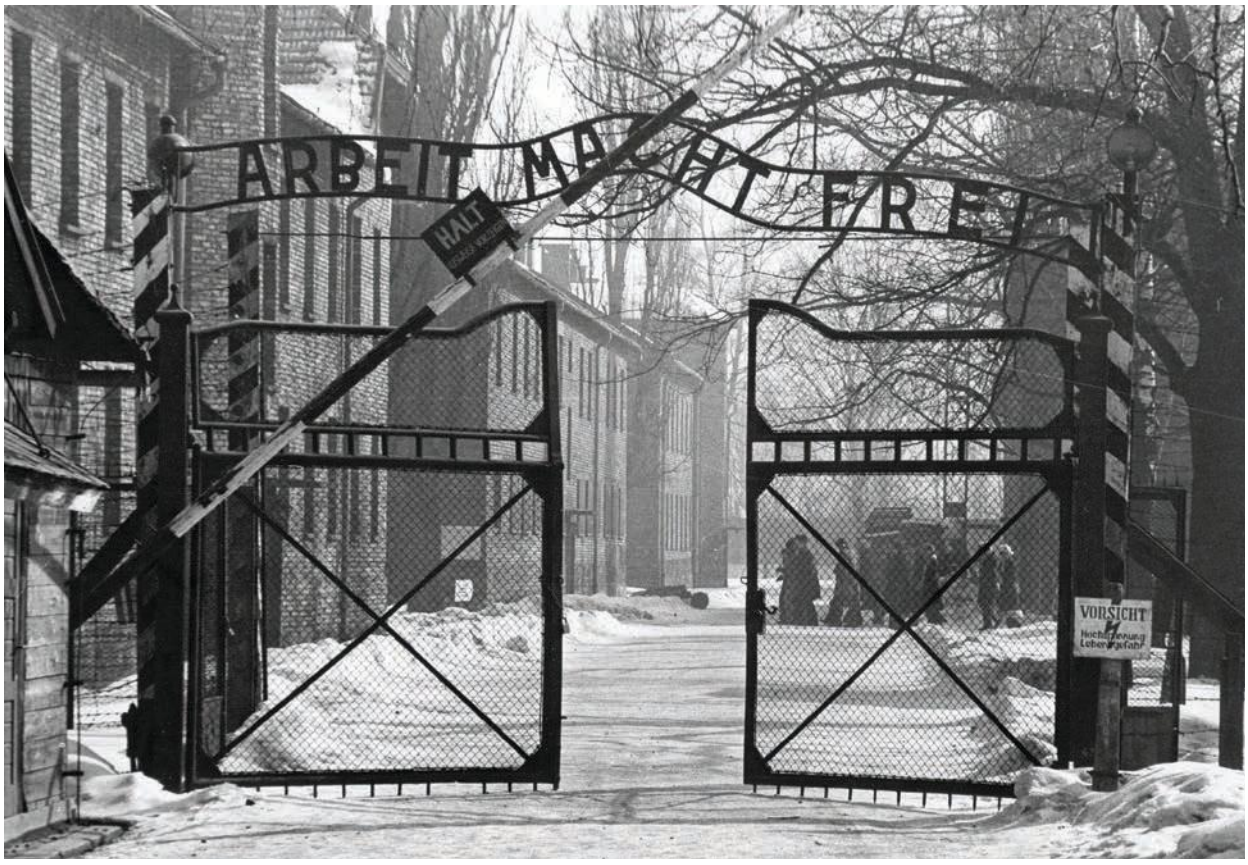
As the war began to turn against Germany, these stolen goods were sent back to Germany to prop up its failing economy. Whether they knew it or not, many people in Germany were wearing clothes, shoes and glasses taken from the dead. Their children were playing with stolen toys.

Work will set you free

Concentration camp prisoners would be lied to for the entire time they were imprisoned, right up until they were murdered. When they were being sent to the camps, they were told they would be given work and food. When they were separated, those condemned to death were told they were having a shower in large underground concrete chambers. They were then gassed to death. The gates that hung over the entrance of Auschwitz stated, '*Arbeit macht frei*', which translates to 'Work sets you free'.

Life in the camps was a daily struggle of torture, brutality and degradation. In the Plaszow slave labour camp, Willy Lermer was under the control of camp commandant Amon Goeth. Both the camp and Amon Goeth were made famous by the film *Schindler's List*.

> *'Amon Goeth was a vicious sadist. To call him an animal, that would be an insult to the animal … for him to kill someone it was like for you to have a cup of tea when you are thirsty.'*
>
> —Willy Lermer



▲ **Source 1.122** The gates of the concentration camp at Auschwitz, Poland

54 https://www.nytimes.com/2013/11/16/opinion/sunday/the-banality-of-robbing-the-jews.html

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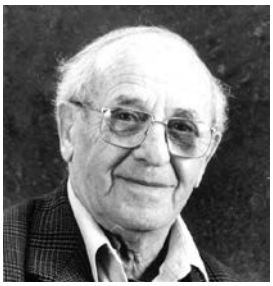
▲ **Source 1.123** *The Food of the Dead for the Living* by David Olère (1989). In this self-portrait, which was painted by a Jewish survivor of Auschwitz-Birkenau, Olère collects food that has been abandoned near the undressing rooms of Crematorium III at Auschwitz-Birkenau so he can throw it over the fence to the prisoners at the women's camp. Notice the identification number tattooed on Olère's arm. As shown in the bottom right corner of the image, Olère signed his artistic works using this number.

Schindler's List is a 1993 award-winning film directed by Steven Spielberg. It details the efforts of German businessman Oskar Schindler to save Jewish people from the death camps.

The German officers kept meticulous records. To identify prisoners, many were tattooed with numbers. This stripped people of their identity and reduced them to statistics on paper.

At Auschwitz Dr Joseph Mengele, a German scientist, conducted a range of horrific experiments on prisoners, usually children, subjecting them to horrific conditions that included freezing them, injecting them with diseases and conducting live experiments on twins. He was trying to prove that the National Socialists' racial theories were right.



John Chaskiel still remembers the impact of receiving these tattoos.

'They tattooed a number on our arms. My number is B7584. And from that moment on, I was no more John Chaskiel, I was not a human being, I wasn't even a dog. I was just a number.'[55]

— John Chaskiel

55 https://vimeo.com/channels/jhceyewitness/167053424

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ACTIVITY 1.31

Using historical sources as evidence

Source A

▲ **Source 1.124** 27 January 1945: A group of child survivors stand behind a barbed wire fence at the Auschwitz-Birkenau concentration camp, in southern Poland, on the day of the camp's liberation by the Russian Army. This photo was taken by Russian Army photographer Captain Alexander Vorontsov during the making of a film about the liberation of the camp. In this photo are Melbourne survivors Eva Slonim and her sister, Marta. The sisters were mistaken for twins, and were kept alive for the Mengele twin experiments.

Source B

▲ **Source 1.125** 7 May 1945: Starved prisoners, nearly dead from hunger, pose in a concentration camp in Ebensee, Austria. This camp was reportedly used for 'scientific' experiments.

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Source C

▲ **Source 1.126** Dachau Concentration camp was the first of its kind opened by the National Socialists in 1933. It was intended to house political prisoners, but soon became a centre for forced labour. Dachau's prisoners were forced to create ammunition for the German Army until the camp was liberated in 1945.

Responding to the sources

1 How were Jewish people treated when they arrived at the camps?
2 How were Jewish people treated after 'selection?'
3 How were Jewish people dehumanised? What purpose do you think this played in the death camps?
4 Review the experiences of John, Willy, Irma and Lusia. How does their experience help you understand the Holocaust in a different way? Use examples from the sources to explain your response.

The machinery of death

At Auschwitz, the systematic murder of Jews and Romani people took on a rapid pace. Daily death figures were being recorded and sent to German High Command, and orders were given to increase them. At its peak, Auschwitz was killing and cremating over 4000 prisoners per day.

Willy Lermer was transported to Auschwitz, and was selected to live. Made to undress, then shaved and disinfected, Willy was forced into a sealed chamber.

I saw water pipes, shower heads. I thought to myself, "I will go right underneath the showerheads because the gas will come from the showerhead." I would take a couple of deep breaths and I would go quick … Once the room was full, they closed the doors and water came down.

▲ **Source 1.127** Willy Lermer

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Willy was spared death, but the knowledge that he was never safe stayed with him.

> Once I was out the exit door … There the smell of burning hit me … I could see smoke, I could see flames of fire. I didn't know what it was at the time.

▲ **Source 1.128** Willy Lermer

Melbourne biomathematician Lewi Stone, based at RMIT, used German train schedules and ledgers recovered from concentration camps to estimate that, in 1942, across German-occupied Europe, the death camp system was killing over 14 000 people per day.[56]

Death marches and cover-ups

As the war turned against Germany in 1943, there was a desperate rush to cover up the crimes of the Final Solution. Russian armies raced across towns and areas previously held by Germany. They discovered evidence of the crimes, mass graves and massacres of the *Einsatzgruppen*. Mass graves were dug up by the retreating German Army and the bodies were burned. Some of the camps were destroyed to hide the evidence of mass killings, while remaining prisoners were abandoned to die.

Irma Hanner witnessed people being deported from her camp in Czechoslovakia towards Auschwitz. However, the advancing Russian Army forced the train to return to Theresienstadt. She recalls the devastating results of this train trip (please see quote below):

In 1944 Himmler ordered the destruction of the gas chambers at Auschwitz. Most of the evidence was destroyed, but enough remained to reveal the crimes that had taken place. Some 60 000 prisoners who were healthy enough to walk were marched out of the camp and back towards Germany through snow, blizzards and forests.

The SS were ordered to kill anyone who remained and burn all documentation, but the failure of the German Army meant that order was breaking down. Many SS soldiers deserted the camps, and even the army.

Back in Irma Hanner's camp, the murder of Jews intensified:

'The ones which they killed there were cremated and they were put in boxes. So one day we were told we had to take the boxes, with the ashes of the dead people, and throw them in the river.'

—Irma Hanner

The death marches were brutal. Those who stopped due to exhaustion were shot on the spot. Across Poland and Germany, the last healthy prisoners were evacuated and marched back towards Berlin.

'They were three weeks on the rail. When they opened the doors … half, three quarters fell out. They were all dead. No water, no food. Horrible. Young boys looked like men of 80.'

—Irma Hanner

56 https://www.latimes.com/science/sciencenow/la-sci-sn-nazi-holocaust-efficiency-20190103-story.html

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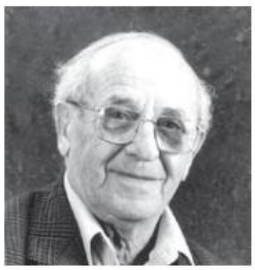

John Chaskiel recalls the marches.

It is unknown exactly how many people died during these marches, but the numbers are estimated to be in the tens of thousands. Most survivors who were left to die because they were too ill to walk were eventually liberated by advancing British, US and Russian forces after their German guards had fled.

> *'As we were marching. Freezing cold. Boils, bruises, diarrhoea … If I wanted something to eat I had to bend down and pick up a bit of snow … for the ones that could not make it, they were shot.'*[57]
>
> —John Chaskiel

ACTIVITY 1.32

Using historical sources as evidence

▲ **Source 1.129** German propaganda recruitment poster. The caption reads, 'Join at 17 or older'.

Examine this source. Posters such as this one would have been used to encourage young people in Germany to not only fight for Germany and Hitler, but to join the Waffen SS, the group of fanatical German soldiers who were most feared by the Allied armies because they always fought to the death.

Responding to the source

1. The SS were the most fanatical soldiers of the fascist National Socialist regime. They were also the most strident supporters of Hitler's ideology. Why do you think they began deserting as World War II drew to its conclusion?
2. What does your answer to Question 1 tell you about what some German soldiers understood about their role in the Holocaust?
3. Summarise John Chaskiel and Irma Hanner's experiences as the Nazis began to close and flee the death camps.

57 https://vimeo.com/channels/jhceyewitness/167053424

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Liberation

On 7 January 1945, the Russian Army took over Auschwitz and liberated the camp. The German Army had killed over 1.1 million people here in the short time the camp had existed. While exploring the camp, the Russian soliders found 7.7 tonnes of human hair, 370 000 men's suits and 837 000 women's coats and dresses.[58] Only 7000 people remained alive in the camp.

On 11 April 1945, abandoned prisoners at Buchenwald camp stormed the SS guard towers and took control of the camp. The bulk of the SS had left the camp with 28 000 prisoners and left the remaining 21 000 to starve. Later that same day, US forces liberated the camp. 56 000 people had been killed at Buchenwald over the course of the war.

On 15 April 1945, British forces entered the Belsen concentration camp. They found 60 000 prisoners starving and near death. These prisoners had been abandoned and left to die.

For the survivors of these camps, liberation was not the end of their struggle. Recovery from starvation and disease was slow. Many did not make it. The British soliders desperately provided aid to the survivors of Belsen, but 14 000 people would still die after liberation. Worse still, the survivors had no homes to return to. Their families had been destroyed. Many of them simply did not know where to go, or what to do next.

The physical and emotional scars of these experiences would be with the survivors forever.

Lusia Haberfeld narrowly avoided the gas chambers at Auschwitz-Birkenau, survived a death march and was liberated at Bergen-Belsen. She carries the memory of the Holocaust with her always.

'I was dehumanised and humiliated like everybody else. I had my childhood absolutely, totally stolen from me … I have anxiety, I can't look at a chimney … I am scared of all dogs … If it's a heavy rain I get very sad because I remember the rain at Auschwitz beating on the roof of the barracks and the hopelessness of our situation.'[59]

—Lusia Haberfeld

The Nuremberg Trials

After Germany lost the war and the Allies occupied Berlin, thousands of German soldiers and officers were captured and brought to trial for their crimes. Most admitted to their crimes, but claimed that they had 'just been following orders'. At the Nuremberg Trials of 1945-46, 199 top German Government officials were charged for their involvement in the systematic murder of six million Jewish people, three million Romani people and countless other 'enemies' of Germany. Several high-ranking members of the National Socialist Party committed suicide before they reached trial, though in the end 12 high-ranking officers were put on trial, found guilty and sentenced to death.

In the years that followed World War II, German concentration camp guards, collaborators and officers were hunted across the globe and put on trial. Businesses that had profited from the slave labour that the camps had provided were also identified. Some of the people from these businesses were also sent to trial.

58 https://www.history.com/news/how-the-nazis-tried-to-cover-up-their-crimes-at-auschwitz
59 https://vimeo.com/channels/jhceyewitness/171679926

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The righteous among the nations

During World War II a number of brave individuals and groups had tried to save Jewish people from persecution. Thousands of people all across Europe had hidden Jewish families in cellars and behind false walls in their homes. Some did so for the duration of the war, at great risk to their own lives. The fascist National Socialist regime would punish these 'collaborators' brutally. Known as **the righteous among the nations** within the worldwide Jewish community, these brave people helped to save thousands of lives, often at the risk of their own.

KEY TERM

the righteous among the nations name given to the non-Jewish people who risked their lives to save Jewish people during the Holocaust

ACTIVITY 1.33

Group research

1 Split into groups of five and examine the table of names in this activity. Each group member should choose one individual to research and answer the three questions below.
2 When you have finished your research, re-join your group and share your findings.
3 Compile your research into a brief presentation to your class that answers the three questions below. You can copy and complete the table below to guide you.

Name	Describe their contribution. What did they do and why?	What happened to them after the war?	How many people did they save?
Raoul Wallenburg			
Oskar Schindler			
George Mandel			
Irena Sendler			
Jerzey Kominski			

1 Examine the table of names. Summarise the ways non-Jewish people tried to help Jewish people during the Holocaust.
2 Why do you think they did this? What reasons did you find?
3 Why were these people recognised as 'righteous gentiles'? Why are they significant?

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 1.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 How were laws used to persecute Jewish people prior to World War II?
2 How did *Kristallnacht* accelerate the violence against Jewish people in German society?
3 What were conditions like in the ghettoes?
4 How did the Wannsee Conference change the course of the Holocaust?

Interpret

5 With reference to Source 1.130 explain why the Warsaw Ghetto Uprising was a significant event.

▲ **Source 1.130** Visitors place flowers on the steps of the Warsaw Ghetto Heroes, commemorating the tens of thousands of Jewish people within the ghetto who rose up against the National Socialists on 19 April 1943 with great strength, even though the uprising was ultimately unsuccessful

6 How could the process of selection mean the difference between life and death?
7 Study the painting in Source 1.123. Discuss all the details you notice in the foreground and background of the painting. Does the painting help further your understanding of the Holocaust, and the self-sacrifices made by different people who were involved?

Argue

8 Examine the defence of German military personnel at the Nuremberg Trials. Is the defence of 'following orders' valid? Explain your response with evidence.

Extension

1 Evaluate the impact of the Holocaust on John, Willy, Irma and Lusia. How were their lives changed?
2 Research the life and artworks of David Olère. Write a short presentation on his experiences during the Holocaust.

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1.5 The effects of World War II on Australian society

FOCUS QUESTION

How did the experiences of World War II reshape Australian society?

The events of World War II dominated life in Australia during the course of the war. The demand to support the war effort, the defence of Australia and the arrival of US forces meant that it was no longer a conflict happening far away in Europe. Mothers and fathers worried about their sons at war. Children worried about the fathers they barely knew and a potential monster lurking at Australia's borders. Work changed, food was scarce and potential enemies from Germany and Japan were locked up as the government prepared for a potential invasion.

▲ **Source 1.131** Australian propaganda poster warning Australians of the threat of invasion by the Japanese Army

Women at work

One of the most obvious changes on the work-front was the role of women in jobs that had long been dominated by men. Leading up to the war, Australia had been a traditional and conservative society in which women usually filled the roles of housewives and childrearers. While so many men were joining up to defend Australia, weapons, uniforms, food and supplies still needed to be manufactured. Women flocked to fill labour roles traditionally held by men. Like the US propaganda icons of Rosie the Riveter and Wendy the Welder, who worked to build American military equipment, Australian women not only filled these roles, they excelled in them. As historian Patsy Adam-Smith noted in her book *Australian Women At War*, after the outbreak of war:

> Women beat a path to the doors of the authorities, begging to be allowed to assist, to help win the war, to give of their talents.[60]

▲ **Source 1.132** Patsy Adam-Smith, *Australian Women at War*, 1984

▲ **Source 1.133** 'Rosie the Riveter': a famous US wartime propaganda poster depicted a female factory worker in the munitions industry

60 Adam-Smith, Patsy, *Australian Women At War*, 1996, p. 5

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KEY TERM
signals military communication using tools like radio and telephone

Women built and made everything from trucks, tanks and aeroplanes to ammunition, boots and uniforms. In Melbourne, women were employed in the Fisherman's Bend manufacturing district to help make planes for the Royal Australian Air Force (RAAF). On farms where Australia's vital food stocks were grown, the Australian Women's Land Army was created to work to feed a nation that was almost cut off from the outside world by the war.

▲ **Source 1.134** Australian poster from 1943, one of a series issued by the Department of Information (Advertising Division) to emphasise the importance of industrial production on the home front

Women also served on the front lines for the first time. The Australian Women's Army Service (AWAS) was formed in 1941 to fill traditionally male roles within the military. Women excelled in roles of intelligence, vehicle maintenance, **signals** and clerical work, all of which were crucial to the function of the Australian war machine. At its peak in 1944, over 20 000 Australian women were serving in the AWAS.

In addition to working for the military, 200 000 Australian women joined the workforce to further the war effort. While they were often paid between 60 and 90 per cent of a man's wage, these women were able to prove they could match or better the efforts of their male counterparts. Their role was vital to the war effort. The proximity of the war meant that everyone – young and old, men, women and children – wanted to play a part in guiding Australian soldiers to victory.

Amazing but true …

After Australia's servicemen returned from the war and re-entered the workforce, many women returned to their roles as housewives and homemakers. However, in that crucial time they had proven that they were not only capable in traditionally male roles and vital to the success of Australian soldiers, but they could go above and beyond in the national interest. This set the tone for the feminist movements of the 1960s and 1970s, serving as a basis of the gender equality debates that continue to this day.

'The farmers and the government didn't consider that the girls would be capable of doing the work. However, we showed them that if we couldn't do the work the way the men did, we initiated our own way … If it hadn't been for these girls I'm afraid the pantry of the Pacific wouldn't have been filled and there would have been a lot of hungry people in Australia.'[61]

—Jean Scott, Australian Women's Land Army

61 https://anzacportal.dva.gov.au/resources/media/audio/jean-scott-womens-land-army-second-world-war

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ACTIVITY 1.34

Using historical sources as evidence

Hilda worked in the munitions factory in Maribyrnong, Melbourne. She worked alongside 20 000 other men and women. More than half of the factory workers were women. Many grandmothers joined the workforce for the first time in their lives to help the war effort. Hilda recalled her days at the factory.

> You've got to put out a perfect bullet for the simple reason that they use them in the aeroplanes. And if it jams their guns, well, it could kill all the men. After all, if you've got a jammed gun, you lose your aeroplane. But more importantly, you lose somebody's brother, husband or son.[62]

▲ **Source 1.135** Hilda, munitions factory worker

1. List the roles women took in the workforce in World War II.
2. Explain how these roles contributed to the war effort.
3. Examine Hilda's account and explain how working women understood the importance of their task.
4. Evaluate the role of World War II in advancing the cause of gender equality in Australia.

Aboriginal and Torres Strait Islander people in the war

Aboriginal and Torres Strait Islander people made an invaluable contribution to Australia's war effort. Despite the fact that the government of the nation they called home did not recognise them as citizens, hundreds of Aboriginal and Torres Strait Islander people joined up to serve in the Australian Imperial Forces. Time and again on the field of battle, they proved themselves equals of their fellow soldiers. However, when they got home they were not afforded the same respect as soldiers not from Aboriginal or Torres Strait Islander backgrounds.

Percy 'Gunner' Suey served in Asia, spending over 1000 days in the notorious Changi prison in Singapore. After he was transferred to the equally notorious prison camps of Burma and Thailand, he became revered among the Australian prisoners for constantly escaping and returning with food, herbs and medicines. He had learned to hunt and forage for food with the Elders in his local community of Moree, in country NSW. He put these skills to use in the jungle. Suey even managed to catch monkeys to feed his fellow inmates. He had multiple opportunities to escape, but he stayed to ensure the wellbeing of his fellow soldiers. At Changi, Percy sustained head injuries as a result of trying to protect the other prisoners. He lived with that scar well beyond the war.

Sadly, Suey's post-war experience did not reflect the sacrifices he had made for Australia. Although he was a hero to his comrades, his wartime contribution was ignored by the locals of Moree. He was refused admission to Returned Servicemen's League (RSL) clubs because of his Aboriginal identity. His daughter Lynette Goodrum remembers his return from war:

> *'He took us to the Christmas party down to the RSL club and we had to go around the back. They opened the window up and they'd pass out a sandwich and cake to us on a paper plate and I can remember my father afterwards with tears in his eyes.'*[63]
>
> —Lynette Goodrum, daughter of Percy 'Gunner' Suey

62 https://warwidowsnsw.com.au/wp-content/uploads/2018/10/RACH-RANTON-HWUBDS.pdf
63 https://mobile.abc.net.au/news/2013-04-24/indigenous-pow-gunner-percy-to-be-remembered-in-redfern/4649480?pfm=sm

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◄ **Source 1.136** Linda Boney proudly holds a photo of her father, Percy 'Gunner' Suey

KEY TERM

Post-Traumatic Stress Disorder (PTSD) a mental health condition that is caused by experiencing or witnessing a terrifying event – symptoms can include flashbacks, nightmares and severe anxiety

Laws that placed restrictions on the lives of Aboriginal and Torres Strait Islander Australians meant many of these soldiers were unable to collect the pensions they were entitled to as veterans. This only compounded the difficulties that all returning soldiers encountered after the war. Many of them suffered from **Post-Traumatic Stress Disorder (PTSD)**. Suey's other daughter, Linda Boney, recalls her father's struggle with PTSD.

'There were times when he was asleep [when] we had to be very careful how to wake him because he'd just grab our arms and nearly break our arms thinking that we were Japanese or that he's still fighting over there in the war.'[64]

—Linda Boney, daughter of Percy 'Gunner' Suey

ACTIVITY 1.35

Research task

Research the life of William Cooper, the Secretary of the Australian Indigenous Australians' League. He argued that Indigenous Australians should not join World War II.

1. What reasons did Cooper have for this argument?
2. What evidence can you find in Percy 'Gunner' Suey's story that would support Cooper's position?
3. Why did Cooper protest against the fascist National Socialist regime in Germany? What kind of comparison was he trying to make?
4. What does Suey's story tell you about the overall experience of Indigenous soldiers when they returned home to Australia?

64 https://www.abc.net.au/news/2013-04-24/indigenous-pow-gunner-percy-to-be-remembered-in-redfern/4649480

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Rationing

World War II severely disrupted Australia's access to food. The government had to enforce a strict program of rationing that limited the amount of food families had access to. This was done because Australian and American troops stationed in Australia needed to be fed, fit and ready to fight on the frontlines. These soldiers took priority. Even the most basic commodities were affected. Most Australians drank tea regularly, but when the Japanese Army invaded key tea-producing regions in Asia, tea became scarce. Bread, butter and meat also became scarce and were controlled by a ration book system.

In this system, families had to apply for a ration book that contained coupons which could be traded for a tightly controlled amount of food. Clothing was also eventually rationed in 1942. To combat the scarcity of food, people kept their own chickens and grew their own vegetables. Inner city residents even dug up local parks to plant vegetables.

Every resource was committed to the war. The Australian Government began encouraging Australians to financially invest in the war effort by spending their own savings on 'war bonds'. This essentially meant the government was borrowing money from its own citizens to manufacture weapons, ammunition and uniforms.

ACTIVITY 1.36

Using historical sources as evidence

Source A

◄ **Source 1.137**
17 January 1944: A woman reads a notice in the window of a butcher's shop on the first day of meat rationing. The notice explains the coupon system.

Source B

◄ **Source 1.138**
8 June 1943: A comparison of the sizes of the old and new restricted butter rations available to civilians

»

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Source C

◄ **Source 1.139**
Australian troops in New Guinea fill in loan application forms. The posters read, 'Invest your paybook credit or savings in Victory Bonds. Another nest-egg for your future! Ask the paymaster about it'.

Responding to the sources

1 Examine each image carefully and explain how individual sacrifices contributed to the Australian war effort.
2 Rationing rules were enforced by law. Why do you think the Australian Government went to these lengths?
3 What do these images tell you about the overall impact of war on those at home?

Americans in Australia

After the US entered World War II, thousands of US soldiers were stationed in Australia between 1942 and 1945. Melbourne, Sydney and Brisbane alone hosted 250 000 US troops in-between battles in the Pacific. US troops were stationed all around every Australian major city and military base. In Melbourne, the Melbourne Cricket Ground hosted thousands of resting troops as a temporary camp.

For Australians who had long shared their national identity with England, the presence of so many Americans presented an interesting clash of cultures. Most of what Australians knew about the US had come from Hollywood movies. These clean-cut, well-mannered and well-paid soldiers were welcomed across the country.

▲ **Source 1.140** US soldiers enjoy a cold drink at the temporary camp at the Melbourne Cricket Ground

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For young Australian women, it was an exciting time. The US soldiers were paid almost twice what their Australian counterparts made and brought with them a chivalrous attitude to women. This made them an attractive proposition in times of food rationing. By the end of the war, around 12 000 Australian women had married US servicemen. Hazel Walker, who married a US soldier, remembers what the streets were like during World War II.

> There were hundreds of Yanks wandering around the streets downtown, looking lost and lonely. Waiting at the tram or bus stops, they would stop and ask the girls if they'd like to go to the movies.[65]

▲ **Source 1.141** Hazel Walker

While the Americans were generally well received, tension with Australian soldiers was inevitable.

The Battle of Brisbane

Tension between US and Australian soldiers reached a peak in Brisbane on the night of 26 November 1942. While the Americans were touted as 'saviours' who had come to fight the Japanese Army, Australian soldiers often described them as 'overpaid, oversexed and over here'. The US troops, neatly dressed in brand new uniforms, became a symbol of hatred for Australians, who were poorer, had old, lumpy uniforms, and in many cases were outnumbered.

On the night of 26 November 1942, a scuffle between an Australian soldier and an American Military Policeman (these 'MPs' had been sent to Australia by the US Army to keep an eye on US servicemen) spiralled out of control. The fight initially only involved Australian and American troops fighting against the MPs. As the crowd swelled to around 3000, though, a wrestling match between an Australian soldier and an MP with a shotgun led to the death of Australian Private Edward Webster.

The following night, fuelled by alcohol and rumours, a large group of Australian soldiers went on a rampage. US soldiers were the primary target as a crowd of between 2000 and 4000 people surged towards the Australian headquarters of US General Douglas MacArthur. MacArthur was the supreme commander of the war against Japan. He held authority over both the US and – to an extent – the Australian soldiers. He was seen as a symbol of the American 'invasion' of Australia, and was not particularly popular among Australian soldiers.

Police, firefighters and the Australian Military Police were brought in to subdue the brawls breaking out between the two groups. The crowd was eventually dispersed, but the MP responsible for the death of Edward Webster never faced charges in Australia.

Clashes often broke out in pubs in Melbourne. On 13 February 1943, the intersection of Swanston and Flinders streets was closed down when 3500 US and Australian soldiers brawled in the street. The Australian media were desperate to stress the notion of friendship and cooperation between the two nations. The *Argus* newspaper reported the brawl with the headline: 'Not Out of Control'.[66]

ACTIVITY 1.37

Check your understanding

1. Why did tension between US and Australian soldiers exist?
2. Consider the Battle of Brisbane in the broader context of the war. What else could have fuelled the anger of the Australian soldiers?
3. Why would the media work to downplay the significance of the event in Melbourne?
4. Evaluate the impact of US troops on the Australian experience of the war.

65 https://www.smh.com.au/national/to-america-with-love-and-babies-20131109-2x8dz.html
66 https://trove.nla.gov.au/newspaper/article/11341918

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Internment camps

At the outbreak of World War II the Australian Government opened a series of **internment camps** to house 'enemies' who could be a danger to national security. Initially, these camps were populated by people who posed an obvious threat, like Percy Stephensen, the founder of the Australia First Movement. This movement was directly inspired by Hitler's fascist government in Germany. Stephensen and his small group of followers promoted Hitler's pseudoscience of racial purity and the establishment of a fascist state in Australia. Stephensen also published a magazine that argued that Australia's true friends were Germany, Italy and Japan. While Stephensen's group was miniscule, he and fellow members of the group from Sydney and Perth were arrested on suspicion of plotting assassinations and committing acts of **sabotage** for the Japanese. Stephensen spent the entire war in an internment camp in rural Victoria without charge.

KEY TERMS

internment camp prison camps for detaining people from foreign nations during times of war, based on the fear that they will help their home nations carry out acts of war

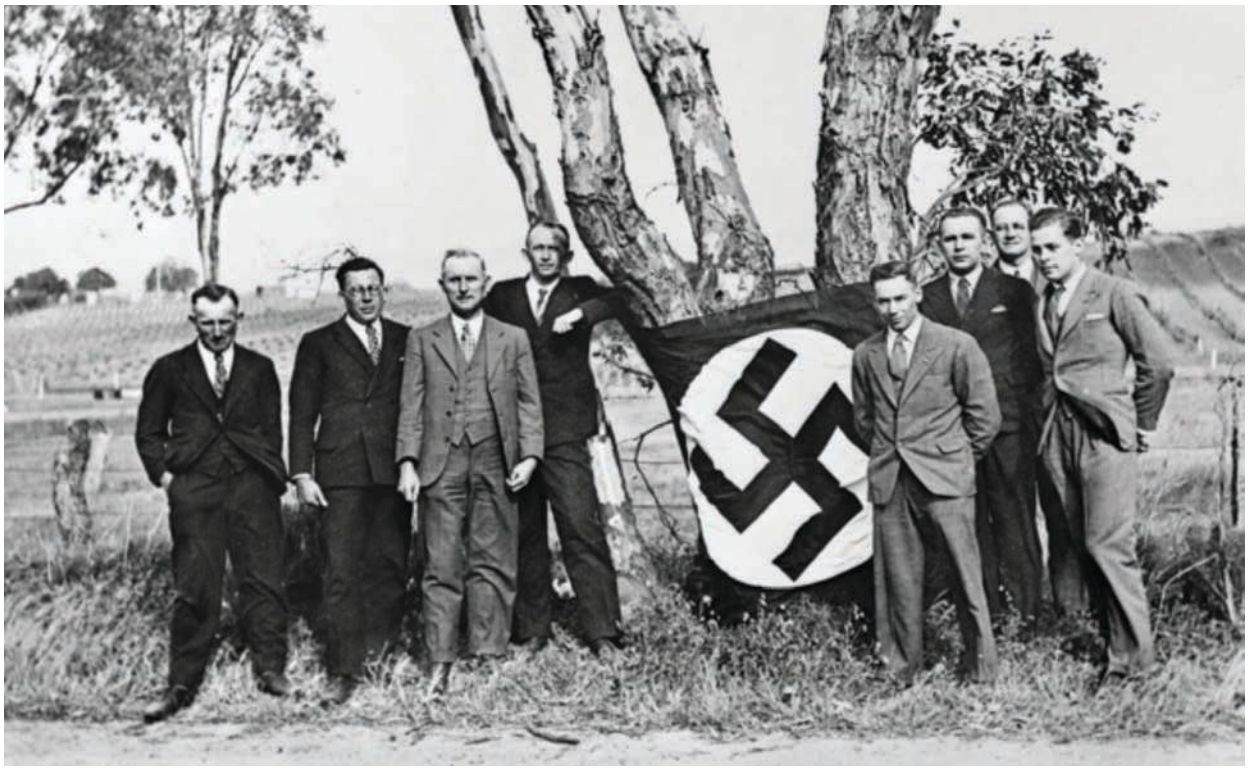
sabotage to deliberately destroy, damage things for political or military advantage

Elsewhere in Australia, thousands of Japanese civilians were also arrested and interned in these camps. Unlike German immigrants, who were only arrested if they declared their political support of fascist Germany, 4000 Japanese men, women and children were imprisoned for simply being Japanese.

Joe Murakami was 14 years old and living in Darwin when Australian soldiers came and transported his family to a camp in Tatura, Victoria. His father died in the camp.

> *'They didn't care if you were born in Australia or not, if you were Japanese or of Japanese extraction you were a 'Jap', that was that.'*[67]
>
> —Joe Murakami

▼ **Source 1.142** Tanunda, South Australia, 1934: a group portrait of some of the original members of the Nationalist Socialist Democratic Workers Party (NSDWP), Adelaide branch. They are standing beside a tree wrapped in the swastika flag of fascist Germany.



67 https://www.sbs.com.au/news/japanese-survivors-recall-australia-s-wwii-civilian-internment-camps

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The Cowra breakout

In Cowra, a town in rural NSW, about 700 Japanese soldiers, who were being held as prisoners of war, broke out of their prison camp. After hearing that they were to be moved to another camp, they chose to escape. Their decision had gone to a vote – it won on the agreement that no local civilians would be harmed.

Using a stolen bugle to announce the breakout at 2 a.m., the Japanese soldiers broke out using improvised clubs and knives, killing three Australian guards in the process. They fled into the NSW countryside, hiding in farm sheds and open farmland. Over nine days of searching, 231 Japanese prisoners were killed, 108 were wounded and 344 were recaptured.

Amazing but true …

The Senjinkun Code was a strict policy of the Japanese military that had trickled down to Japanese culture in general. This code forbids surrender to the enemy under any circumstances. To surrender would be a huge source of individual shame. Japanese soldiers were trained to fight to the death. The Senjinkun Code ensured that war with Japan was bloody and fierce. For the Japanese soldiers, a glorious death was preferable to a shameful surrender.[68]

ACTIVITY 1.38

Using historical sources as evidence

Source A

Japanese prisoner Yamada Maseoshi discusses the Senjinkun Code.

> The most shameful thing for us was to be captured alive. That's what had been drummed into us. We had never met anybody that was a prisoner of war who had returned to Japan. So we though no prisoner of war would ever return.[69]

▲ **Source 1.143** Yamada Maseoshi

Source B

When Margaret Weir was 14 years old she came upon a strange scene in her mother's house.

> The Japanese prisoners were sitting down. My mother, being the perfect hostess as always, was serving them tea and scones … then they just got up, thanked my mother and sauntered off … eventually the military came … and they surrendered quite calmly.[70]

▲ **Source 1.144** Margaret Weir

Source C

Bruce Weir, 16-year-old brother of Margaret, found some other Japanese soldiers while out on the family farm.

> He rushed out past my father and stood about ten yards away and invited my father to shoot him. My father declined and beckoned him to follow us back to the house.[71]

▲ **Source 1.145** Bruce Weir

Responding to the sources

1. Using Source A and your knowledge from this chapter, why did the Japanese soldiers want to escape the prison camp?
2. Read Source B. Explain how this situation could have occurred.
3. Research the location of Cowra. What chance did the escapees have of reaching Japan alive?
4. Using your answer to Question 3, how could you explain the actions of the soldier in Source 3?

68 https://www.japantimes.co.jp/culture/2005/04/10/books/book-reviews/impermissible-surrender-and-its-consequences/#.XdDQrjIzY1I
69 BBC Podcast: *Witness History:* "Witness to World War II: Japanese Prisoner Breakout" (5 August 2014)
70 BBC Podcast: *Witness History:* "Witness to World War II: Japanese Prisoner Breakout" (5 August 2014)
71 BBC Podcast: *Witness History:* "Witness to World War II: Japanese Prisoner Breakout" (5 August 2014)

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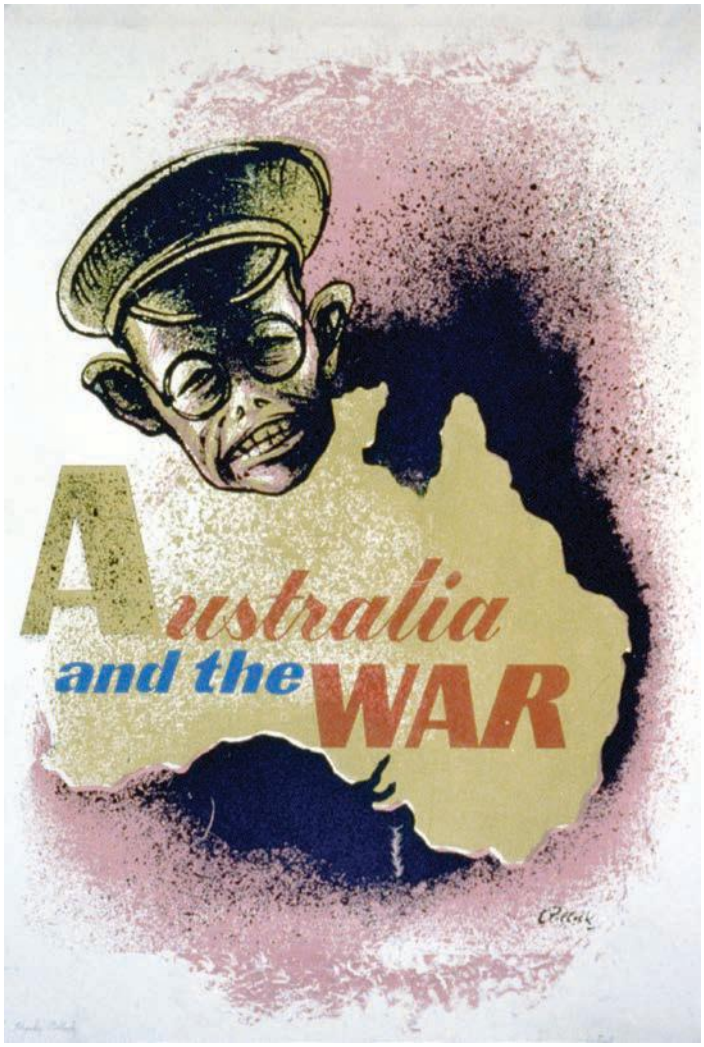
Children and war

The experiences of many children in World War II were complex. Most children were protected from the true nature of war. Darwin had been evacuated of its civilian population before it was bombed. Australian children did not experience the horrors of carpet bombing or house-to-house combat like children in Europe and Asia did. Many children saw their fathers leave and come back as strangers. Many children experienced hardship and rationing or lived in fear of the Japanese 'monsters' they saw in propaganda posters and films. The following chilling accounts are from Australians who were children during this period, but who are reccounting their harrowing experiences as adults.



▲ **Source 1.146** Australian propaganda poster emphasising the threat posed by the Japanese Army

My greatest concern was after overhearing mother inform our next-door neighbour over the back fence that, "If the Japs come I will kill the girls." This threat gave me a few sleepless nights until I devised a plan of escape. I was a fast runner, so I decided to run away when the time came. I would go over the sand hills, past the mental asylum, into the far distant bushland, where I would be befriended by an Aboriginal tribe.[72]

▲ **Source 1.147** Shirley Ingram, Western Australia

As a young child in a NSW country town, the biggest impact of World War II for me was scarcely knowing my Dad for the first few years of my life – except for his photo on the piano next to a bust of Beethoven. I used to kiss them both goodnight. I remember the day the war ended ... and we went to join the celebrations in our town, at school we were all given victory medals. I remember asking my mother what the ABC News would be about, now there was no war.[73]

▲ **Source 1.148** Patricia Harrison, New South Wales

In 1945 a Welsh cousin came to stay. He'd been in Changi. No longer a seven-stone skeleton, he looked all right, but his nightmares distressed my parents terribly.[74]

▲ **Source 1.149** Del Thompson, Victoria

'At primary school we spent part of each day studying maps of the "front" so we knew where the latest fighting was. We were frightened with exaggerated pictures of "Nazis" and "Japs"... Children would often be threatened by parents that the "Japs" would get them if they did not behave.'[75]

—Geoff O'Brien, New South Wales

72 https://www.abc.net.au/radionational/programs/saturdayextra/children-in-world-war-2/3311396
73 https://www.abc.net.au/radionational/programs/saturdayextra/children-in-world-war-2/3311396
74 https://www.abc.net.au/radionational/programs/saturdayextra/children-in-world-war-2/3311396
75 https://www.abc.net.au/radionational/programs/saturdayextra/children-in-world-war-2/3311396

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MAKING THINKING VISIBLE 1.7

Stop, look, listen

Use the primary sources of Australian children (Sources 1.147 to 1.149) during the war to complete the following activity.

Stop: What would life for children be like during World War II?

Look: What other sources could you look for to explain why this was the case?

Listen: Listen to what the sources tell you with an open mind. What other factors do you think could have influenced children to think this way?

Postwar immigration

Millions of people were displaced by World War II, which created huge waves of migration and immigration around the globe. As the furthest possible place one could be from the horrible memories of Europe, Australia became an attractive destination for thousands of war refugees.

> *'Australia wants, and will welcome, new healthy citizens who are determined to become good Australians.'*
>
> —Arthur Calwell, Australian Minister for Immigration, 1945

Hundreds of thousands of European immigrants came to Australia to start a new life. Many were paid to come here by the Australian Government and were allowed to stay if they would work where the government needed them most. Critical labour shortages meant that many Australians supported 'unlimited immigration'[76] to help rebuild the country's economy.

Known as 'ten-pound Poms' because that was the price of a ticket to Australia, British citizens came first. They were soon followed by people from Eastern Europe, Holland and Belgium. The largest groups, however, were Greek and Italian families seeking refuge from the destruction of the war and the chaos that had followed in both countries. This trend in migration would continue up until the 1970s.

The Snowy Mountains Hydro-Electric Scheme

Almost 100 000 of Australian's postwar migrants were put to work on the Snowy Mountains Hydro-Electric Scheme. This massive infrastructure project saw a series of huge dams and electrical power plants built over 25 years by immigrants from over 30 countries. The project employed people from all over the world, many whose nations had been enemies during the war. This enormously multicultural workforce put their previous differences aside to work together on the project. A new and peaceful life was the goal of all who worked on the project.

76 https://www.sbs.com.au/news/a-brief-history-of-immigration-to-australia

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ACTIVITY 1.39

Research task

In pairs, research the postwar histories of Germany, Italy, Greece or any Eastern European nation. Using this research, explain why Australia would have been chosen as a destination for these immigrants.

Holocaust survivors

Many survivors of the Holocaust searched for a new home as far away from Europe as possible.

John Chaskiel decided to migrate to Australia. As part of a group of Holocaust orphans known as the Buchenwald Boys, John travelled to Australia and lived in the suburb of Camberwell in Melbourne and found work as a dock worker. He had learned to be a mechanic in a Red Cross camp in Germany after the war. John married, started a family and settled in Melbourne. John still shares his story with school students at Melbourne's Jewish Holocaust Centre.

Lusia Haberfeld survived the Holocaust and made a new life in Melbourne. Now a grandmother, she shares her story at Melbourne's Jewish Holocaust Centre:

> I work at the museum because I am grateful to god … for saving my life … I think I owe something to the Jewish people and to non-Jewish people as well. I have a debt to pay.[77]

▲ **Source 1.150** Lusia Haberfeld

Willy Lermer was liberated from the Dachau concentration camp in 1945. He learned that almost all of his family had been killed in the German camps. He married his wife Eva in 1948 and they migrated to Australia in 1950. Willy passed away in 2017 after acting as a guide at Melbourne's Jewish Holocaust Centre for almost 25 years, for which he was awarded an Order of Australia Medal (OAM).[78]

Irma Hanner was 14 when World War II ended. Orphaned by the Holocaust, her uncle and aunt found her after the war with help from the Red Cross. They migrated to Melbourne in 1949, where Irma met her husband, a fellow victim of the Holocaust and the only surviving member of his family. She shares her story at Melbourne's Jewish Holocaust Centre.

> For years after the war, I couldn't cry and now, now I can't stop it. A lot of people who helped me didn't make it themselves. Innocent people were killed. Something like this should never ever happen again.[79]

▲ **Source 1.151** Irma Hanner

77 https://vimeo.com/channels/jhceyewitness/171679926
78 https://ajn.timesofisrael.com/lermer-mourned/
79 https://prisonersofwwii.weebly.com/irma-hanner---a-holocaust-survivor.html

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ACTIVITY 1.40

Research task

Search online for the Jewish Holocaust Centre's Eyewitness Project video archives. In pairs, choose a Holocaust survivor's testimony and complete the following tasks.

1 Explain the survivor's experience during the Holocaust.
2 How did they come to Melbourne?
3 Why did they decide to tell their story?
4 How do you think these survivors have made a contribution to Melbourne and Australia after the war?

ACTIVITY 1.41

Research task

The Woden Community Service began to record migrants' stories in 2018. They have an entire YouTube Channel dedicated recording and preserving the stories of the migrants who worked on the Snowy Mountains Hydro-Electric Scheme.

1 Search the Woden Community Service Channel on YouTube and watch at least three stories.
2 What surprised you about these stories?
3 Why were these migrants particularly suited to working on the project?
4 How did the project help to create friendships across national lines?
5 Evaluate the impact of the Snowy Mountains Hydro-Electric Scheme on migration in Australia.

END-OF-SECTION REVIEW 1.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 How did the roles of Australian women change during World War II?
2 What was the contribution of Aboriginal and Torres Strait Islander peoples to the war?
3 Why did rationing exist?
4 What happened at the Battle of Brisbane?
5 What happened at the Cowra breakout?
6 How were postwar immigrants employed by the Australian Government?

Interpret

7 Evaluate the contribution of Australian women to Australia's war effort.
8 Why were Aboriginal and Torres Strait Islander soldiers so poorly treated after returning from war?

Argue

9 World War II played a significant role in shaping the nature of Australian society. To what extent do you agree?

Extension

1 Carefully examine the first-hand accounts of life in Australia during World War II. What impact do you believe World War II had on Australian children?

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1.6 The effects of World War II on Australia's international reputation

FOCUS QUESTIONS

- How did Australia forge a new global identity after the war?
- How did Australia's presence on the global stage change after World War II?

World War II changed the way Australia related to the outside world. Since the arrival of the British in 1788, Australia had considered itself tied to Britain and the interests of the British Empire. After the fall of Singapore in in 1942, the British Empire was not able to maintain its presence in Asia. Australia could no longer rely on Britain for national security. The cooperation of Australian and US governments and armed forces in between 1942 and 1945 forged a stronger relationship between the two nations.

The ANZUS and SEATO treaties

In 1951, as a new conflict flared up in Korea, the ANZUS (Australia, New Zealand and United States) Treaty was created. Australia and New Zealand no longer feared a Japanese invasion, but the new postwar threat of communism, which had spread to China and Korea, inspired the two nations to create a treaty between Australia, New Zealand and the United States. This would commit the three nations to working together, communicating with and relying on each other to ensure mutual security. The ANZUS Treaty would ensure that Australia was committed to combating the rise of communism in Korea, Malaysia and Vietnam in the decades to come.

A second effort to combat the rise of communism was formalised with the SEATO Treaty of 1954. The South East Asia Treaty Organisation (SEATO) combined the efforts of the US, Great Britain, Thailand, Pakistan, the Philippines, France, New Zealand and Australia in a single group so they could coordinate against communist expansion.

ACTIVITY 1.42

Research task

Both the ANZUS and the SEATO treaties played a role in Australian forces entering the Vietnam War in the 1960s and, many argue, the pattern of Australian governments supporting US wars, like Australia's involvement in the invasion of Iraq in 2003.

1 Research the history of Australia's involvement in wars and conflicts since World War II. To what extent do postwar treaties explain Australia's involvement?
2 Investigate Australia's intervention in the East Timor conflict of 1999. To what extent did these treaties support Australian interests in this conflict?
3 What has been the value of these treaties to Australia since the conclusion of World War II?

The United Nations

It was clear that the League of Nations had failed to prevent World War II. After the war was over, 51 nations came together to form a new international organisation, the United Nations. The aims of the United Nations were to develop international peace and security, to foster cooperation across the globe, and to bring nations together to negotiate problems before they escalated into conflict. One of the first meetings of the United Nations was notable for the contribution of the Australian delegate and Australian Foreign Minister Dr Herbert Evatt, who helped to draft the Universal Declaration of Human Rights, and who was President of the United Nations General Assembly when it was presented to the world on 10 December, 1948.

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ACTIVITY 1.43

Research task

Justice Michael Kirby, a former Justice of the High Court of Australia, has praised the legacy of Dr Herbert Evatt (see Source 1.152).

> There were few Australians of the twentieth century who stacked up more achievements of lasting benefit to the nation and to the world.[80]

▲ **Source 1.152** Former High Court Justice Michael Kirby

Research the impact of the Universal Declaration of Human Rights.

▲ **Source 1.153** Dr Herbert Evatt (right) in his role as President of the United Nations General Assembly, with Australian ambassador William Roy Hodgson in 1948

1. Why do you think the Universal Declaration of Human Rights was created?
2. What specific events of World War II contributed to its creation?
3. How has the Universal Declaration of Human Rights helped people around the globe?

END-OF-SECTION REVIEW 1.6

Review questions

Answer these questions on paper or in the digital version of the textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1. What was the ANZUS treaty?
2. What was SEATO?
3. What was the aim of the United Nations?
4. How did Australia contribute to the United Nations?

Interpret

5. Why did Australia shift its allegiance towards America after World War II?
6. Explain the difference between the ANZUS and SEATO alliances.

Argue

7. The Declaration of Human Rights was an essential document in the wake of World War II. To what extent do you agree?

Extension

1. Research the achievements of the United Nations since World War II. Has the United Nations been a success? Explain with reference to current events. For instance, students congregated at Sydney's Town Hall on 10 June 2004 to protest the continued detention of over 162 asylum-seeker children within Australia or at Australian offshore processing facilities. This was after the Prime Minister, John Howard, refused to release children from detention by the deadline set by the government's own human-rights agency: the Human Rights and Equal Opportunity Commission.

80 https://sydney.edu.au/news/84.html?newsstoryid=2912

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1.7 Historical interpretations, debates and commemorations

FOCUS QUESTION

How should the defining moments of World War II be remembered?

World War II was an important moment in human history. It displaced millions of people, unleashing the horrors of the human soul with the use of such destructive technology. Debate has raged ever since over what could have been done to prevent it and how the world might have been different had certain events not taken place. When approaching these arguments, it is helpful to start with the Harvard University Visible Thinking Routine of 'See, think, wonder'.

Choose one of the following three essay options. When writing about the topic you have chosen, you should try to:

1 See the question – what is it asking you about?
2 Think carefully about what would be most important when answering it.
3 Wonder about the ideas and questions that lie beyond the answer.

ESSAY OPTION 1: The cause(s) of World War II

Historians have long blamed the cruel conditions of the Treaty of Versailles for creating a simmering anger within Germany and inspiring a chain of events leading to the popularity of an extremist leader like Adolf Hitler. Some historians have argued that Hitler's rise to power was a direct result of this anger. However, there were a range of factors that contributed to the war. The fear of Russian communism meant that, for some, Hitler was the lesser of two evils. If Hitler fought communist Russia, then other nations would not have to. This, combined with the policy of appeasement, allowed Hitler's power to grow and led to him defying the conditions of the Treaty. Crucially, the Great Depression of 1929 crippled the economies of Hitler's enemies and distracted them from his intentions.

Write an evidence-based response to the following question:

World War II was caused by the Treaty of Versailles. To what extent do you agree?

This essay is asking you to think about, and decide between, two points of view:

1 World War II was caused by more complex reasons than just the effects of the Treaty of Versailles – there were other events that contributed more to the outbreak of war.
2 The harshness of the conditions of the Treaty of Versailles was the main reason for the outbreak of World War II.

ESSAY OPTION 2: Was it right to drop the atomic bomb?

Debate has raged over the morality of the US using the atomic bomb to end the war with Japan. It was clear that Japan was willing to fight to the absolute last, even if US forces managed to invade Japan. The US also knew that Russia, having recently defeated Germany, had joined the war against Japan and was looking to claim Japan's territory for itself.

Be they military, political or moral, the reasons for using the bomb were complex. What is known is that it brought an end to six years of war that had killed millions of people across the world. It is also known that the use of the atomic bomb forced the world into a new era in which many similar weapons would be made, many of which were much more powerful than the ones whose vast capacity for destruction had been used to terrify Japan into surrendering.

Would Japan have surrendered anyway? Did dropping the bombs save lives by avoiding the need for invasion? How much longer would the war with Japan have lasted? Was it morally right

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◄ **Source 1.154** August 1945: A human shadow burnt into concrete steps in Hiroshima, Japan. As people were hit by the heat and light of the bomb, the surfaces they stood in front of were protected to a small extent, leaving these striking 'shadows'.

to use the bombs? Did their use simply reflect the horrific nature of the war in the Pacific? Might the same weapons have been used on Germany? These and many similar questions are still debated. No clear answer has been found.

Theodore Van Kirk, navigator of the *Enola Gay*, the plane that dropped the atomic bomb on Hiroshima, believes that the bomb should have been dropped.

> I honestly believe the use of the atomic bomb saved lives in the long run. There were a lot of lives saved. Most of the lives saved were Japanese.

▲ **Source 1.155** Theodore Van Kirk, *Enola Gay* navigator

British Prime Minister Winston Churchill also believed that the use of the atomic bombs was justified.

> To avert a vast indefinite butchery, to bring the war to an end, to give peace to the world, to lay healing hands on tortured people by a manifestation of overwhelming power at the cost of a few explosions, seemed after all our toils and perils, a miracle of deliverance.[81]

▲ **Source 1.156** Winston Churchill

Seuichi Kido, a survivor of the Nagasaki bombing, believes the use of the bombs was a terrible mistake.

> When I woke up, I couldn't even recognise my mother's face … It was completely burned. It swelled up immediately. She couldn't see … I saw charred, dead bodies everywhere … [the atomic bomb] was a mistake that humanity caused. It must never happen again. We need to accept that. That's the most important thing.[82]

▲ **Source 1.157** Seuichi Kido, Nagasaki bombing survivor

For this essay topic you should research opinions on the use of the atomic bomb and collate a detailed, evidence based response to the following question:

Was it right to use the atomic bomb to end World War II?

ESSAY OPTION 3: Remembering the Holocaust

The scale and horror of the Holocaust is difficult to understand, even today. Despite this, organisations around the world work tirelessly to ensure that these events are not forgotten. However, we still struggle to understand how and why the Holocaust happened.

81 Hieferman, Ronald, *World War II*, 1973, p. 246
82 https://www.cnbc.com/2016/05/26/a-japan-atomic-bomb-survivor-remembers-the-nagasaki-attack.html

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Think back to the start of this chapter and consider the rise of extreme political movements in Europe, Australia and the US during the decade leading up to World War II. Now imagine you are explaining what you know to a friend or family member. What should they know? What should they learn? Why?

Martin Niemoller was a German veteran of World War II. He was a Protestant pastor (priest) during the war. He publicly objected to the National Socialists' persecution of religion, but he was silent when communists and Jewish people were arrested. He was arrested in 1937 for criticising the German Government during a church sermon. He and his family were sent to the Dachau concentration camp. After World War II had ended, he wrote the poem in Source 1.158, explaining how the Holocaust was allowed to happen and why it must be remembered.

First they came for the socialists, and I did not speak out—because I was not a socialist.

Then they came for the trade unionists, and I did not speak out—because I was not a trade unionist.

Then they came for the Jews, and I did not speak out—because I was not a Jew.

Then they came for me—and there was no one left to speak for me.[83]

▲ **Source 1.158** Martin Niemoller, German pastor, from a 1946 poem about the Holocaust

Willy Lermer survived the Holocaust and came to Australia. His message about the Holocaust is simple.

'Hatred is a terrible disease. Like cancer. Please don't hate a fellow human being … do not hate, but tolerate.'

—Willy Lermer

Using the National Socialist Party's rise to power and the impact of the Holocaust as a basis for your research, write an evidence-based response to the following question.

Those who do not learn from history are doomed to repeat it. To what extent do you agree with this staement?

HOW DO I WRITE A GOOD HISTORY ESSAY?

Here are four golden rules to follow when writing your essay:

1 **It must be detailed –** You should demonstrate your knowledge with direct evidence. Quotes, dates, events and information about significant individuals are vital.

2 **Each paragraph must connect to the one that follows it –** Your essay should be presented as a **flowing argument.** This means you need to **link** evidence to causes.

3 **Argue your case at all times –** Throughout your entire essay, you should always link your evidence and statements back to your overall argument.

4 **Don't waffle –** Every sentence should count towards your argument. Don't re-tell the story. Your teacher knows what happened.

83 https://encyclopedia.ushmm.org/content/en/article/martin-niemoeller-first-they-came-for-the-socialists

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Conclusion: why does it matter today?

We study World War II so we can understand the nature of human conflict on a mass scale. The horrors of the Holocaust live on as a permanent reminder of the extremities of war, hatred and racism. World economies continue to rise and fall – it is essential to recognise the conditions and factors that cause people and nations to resort to extreme solutions that inevitably lead to conflict.

It is important to understand how Australia forged a new identity and a new place in the world in the midst of an all-encompassing global conflict.

▲ **Source 1.159** An Italian boy orphaned by World War II

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End-of-chapter activities

1. Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

2. Key terms

For each key term or name, write a sentence explaining its significance.

- National Socialism
- Communism
- The Holocaust
- Ideology
- *Blitzkrieg*
- Joseph Stalin
- Pearl Harbor
- Atomic bomb
- The Universal Declaration of Human Rights.

3. Flow of main ideas

What have you learned about World War II? In this activity, copy the diagram below or use the Interactive Textbook and fill it in by explaining, using a few dot points, what each topic means in terms of understanding World War II. We have done one for you as an example.

The Treaty of Versailles	
The rise of the National Socialist Party	
War in Europe	
War in Asia	
Australia's role in World War II	
The Holocaust	• Jewish people were targeted by the fascist National Socialist regime in Germany • the legalisation of discrimination against Jewish people escalated to murder when World War II began • The mass murder of Germany's 'enemies' began with the 'Final Solution' • Some Germans were punished for their wartime crimes.

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4. Making Thinking Visible

In this Visible Thinking Routine, you are asked to complete the pairs of sentences below. Look at the difference between what you knew about World War II before starting this chapter, and what new understanding you have acquired since studying this chapter.

1A: I used to think World War II began because …

1B: Now I understand World War II began because …

2A: I used to think the National Socialist Party was …

2B: Now I understand the National Socialist Party was …

3A: I used to think Australia's role in World War II was …

3B: Now I understand that Australia's role in World War II was …

4A: I used to think the most important battles of World War II were …

4B: Now I understand the most important battles of World War II were …

5A: I used to think the Holocaust was …

5B: Now I understand the Holocaust to be …

6A: I used to think World War II affected the Australian home front by …

6B. Now I understand that World War II affected the home front by …

7A: I used to think World War II ended when …

7B: Now I understand World War II ended when …

5. Research tasks

1 Research more of Australia's experience of World War II. How valuable was its contribution to the overall conflict?

2 Read about the defining events of Operation Barbarossa. How did Hitler's decision to invade Russia change the course of World War II?

6. Extended response question

1 What are the key lessons we can still learn from World War II?

Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video

Five interesting facts about Australia and World War II

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Unit 2

The modern world and Australia: rights and freedoms

Overview

The idea that all human beings have 'natural rights' is quite old, dating back to the ideas of the Enlightenment in the eighteenth century. The thinkers of that time had no doubt that every human being has certain rights, no matter who or where they are. And yet, the world since 1945 has seen a continued struggle to secure rights, particularly for indigenous peoples around the world. In our own times the idea of universal rights is under greater threat than ever. Australia may be proud of its contribution to the creation of the Universal Declaration of Human Rights, but Aboriginal and Torres Strait Islander peoples have had to struggle long and hard to translate these principles into reality. Their courageous campaigning has seen them draw upon the techniques of the better-known civil rights movement in the USA.

Australia has done some work toward ensuring the rights of Aboriginal and Torres Strait Islander peoples, but in slow steps. It was only in 1962 that Aboriginal and Torres Strait Islander peoples won the right to vote in Federal elections, and it was only in 1967 that they were voted by referendum to be included in the Australian census (the survey of our population) and to be subject to Federal law. More recently, the Mabo Decision, the Report on the Stolen Generations, the National Apology and Sorry Day have brought Indigenous issues more fully to the attention of Australians. This has not, however, completed the process of reconciliation that is still required to fully normalise relations between the First Peoples of Australia and its subsequent settlers. Reconciliation is perhaps Australia's greatest challenge. It will take the hearts and minds of the young people who will soon become citizens with the right to vote to devise an appropriate and fair settlement.

Video
Unit overview

Learning goals

After completing this unit, you should be able to answer these questions:

- How has Australian society been affected by significant global events and changes in the period since 1945?
- What was Australia's role in the drafting of the United Nations Universal Declaration of Human Rights?
- Why have Aboriginal and Torres Straits Islander peoples felt the need to fight for their rights?
- Who is one individual who has played a key role in this struggle for Aboriginal and Torres Strait Islander peoples rights in Australia?
- How have Australian activists adopted the techniques of the American Civil Rights campaigners?
- How significant have landmark events such as the Mabo Decision, the Report on the Stolen Generations and Sorry Day been in creating a fairer society for Aboriginal and Torres Strait Islander people?
- At this point in the twenty-first century, what do you believe are the next steps Australia needs to take to create an accepting, respectful and supportive society for Aboriginal and Torres Strait Islander peoples?
- What do you see as the main factors preventing further progress on Indigenous issues?

Introducing historical concepts and skills: sequencing chronology and cause and effect

Throughout the chapters in this unit there will be a special focus on the concept of sequencing chronology. You should focus on developing your ability to construct a coherent historical narrative and to see links and patterns over time. This could be at a large scale (hundreds of years) or a small scale (across only a few years).

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▲ **Source 2.1** On 13 February 2008, students from Our Lady of Mount Carmel in Sydney gave a celebratory cheer after watching the live television broadcast of Australian Prime Minister Kevin Rudd delivering an official Apology to Aboriginal and Torres Strait Islander peoples, apologising in particular to the Stolen Generations

A clear chronology and **narrative** is the first step in understanding other aspects of the past, like **continuity** and **change**, and **cause and effect**. Understanding the order that events occurred in will allow you to see the bigger picture and enable you to make links between what you are studying and what you may already know. Look for opportunities to build your understanding of how to sequence events in a way that links different times, places, and groups.

Analysing cause and effect

Historians analyse the causes of historical events. One thing may seem to be the cause of an event, but closer examination might reveal **multiple cause factors**. Historians evaluate each cause individually in order to decide its importance. Sometimes several different causes interact. Historians distinguish between **long-term causes** (conditions or problems that have existed for decades, even centuries), **short-term causes** (new problems occurring over a few years) and **immediate causes** (sudden developments occurring a few months or days before an event). Immediate causes are also called **triggers** or **catalysts.** Historians also distinguish between types of causes. **Political causes** are the actions of governments or their opponents or changes in political ideology. **Economic causes** are the pressure of unemployment, economic recession or sudden technological change. **Social causes** are issues relating to living conditions, working conditions or health and diet.

Once a historian has established the causes of an historical event, they measure and describe the **effect** these causes had on people. Were the effects positive or negative? Did they bring benefits or cause harm? Historians evaluate whether the event did more good than harm. For example, the arrival of Europeans in Australia benefited settlers who were desperate for land, but it did enormous damage to Aboriginal and Torres Strait Islander peoples, disrupting their way of life and causing enormous loss of life.

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CHAPTER 2

Aboriginal and Torres Strait Islander people should be aware that this chapter contains images and names of people who have, or may have, passed away.

Rights and freedoms (1945–the present)

Setting the scene: two views of Captain Cook at Botany Bay

Daniel Boyd created the painting in Source 2.2, *We Call Them Pirates Out Here*, in 2006. It depicts Captain Cook's landing on Australian shores under a British flag emblazoned with a pirate skull. Cook himself wears an eye patch typical of a pirate who has sailed the world and lives for theft, dispossession and violence.

▲ **Source 2.2** *We Call Them Pirates Out Here,* 2006, by Daniel Boyd

The painting is a direct parody of the 1902 painting *The Landing of Captain Cook at Botany Bay, 1770,* by Melbourne artist E. Phillips Fox.

Fox's painting was created 114 years after the original event, and was not even created in Australia. Fox was commissioned by request after a wealthy Melbourne surgeon died and left money to the National Gallery of Victoria. The condition of the commission was that the painting had to be created in England, so Fox left Australia to tell the story of Australia.

The Landing of Captain Cook at Botany Bay, 1770 exists as a European version of events. Cook has long existed as a notable figure in Australian history, said to be the first person who 'discovered' Australia. In Fox's painting Cook appears as a brave, benevolent explorer. He raises his hand to calm the concerns of his troops and crew, who appear threatened by the naked, faceless and aggressive 'natives' in the background. Fox's painting presents a version of events that suggests that the English brought civilisation to an untamed land. Flying proudly in the background is the British Naval flag, a symbol of the imperial power that colonised, controlled and exploited the resources of almost a quarter of the entire world by 1920.

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The Landing of Captain Cook at Botany Bay, 1770 represents one of many landmark moments in the expansion of the British Empire and, for some, the birth of Australia as a nation. Today the painting endures as a lasting record of Australia's modern formative years.

▲ **Source 2.3** *The Landing of Captain Cook at Botany Bay, 1770,* 1902, by E. Phillips Fox

In 2006, over one hundred years after Fox painted the landing of Cook, and 236 years after Cook landed on Australian shores, artist Daniel Boyd reinterpreted the painting, adding a different perspective to a mostly accepted view of Australian history. Small details draw attention to greater ideas. Cook and his crew have parrots on their shoulders and wear eye patches. The British naval flag is covered with the Jolly Roger skull, a cultural symbol of pirates – violent people who existed outside the law. These symbols make Boyd's interpretation of Cook, his crew and their intentions clear. He has depicted them as a band of criminals who came to steal, plunder and destroy. As you read through this chapter, the massacres, dispossession of land and denial of basic human rights you will learn about all support Boyd's claim. However, more subtle references in the painting point to a longer and more damaging aspect of Cook's arrival. Rather than replicate the 'naked savages' in Fox's painting, Boyd included plants that are known colloquially as 'black boys'. This decision sheds light on the casual racism that has plagued the lives of Aboriginal and Torres Strait Islander peoples since Cook's arrival.

Boyd suggests that the founding of Australia is, for some, a cause for mourning. Cook's arrival led to a long and gradual decline of the Aboriginal and Torres Stait Islander peoples' involvement and control of the land they had inhabited for 60 000 years. Disease, forced removal, destruction of culture and a deliberate denial of basic human rights have persisted for two centuries. As recently as 1967, Aboriginal and Torres Strait Islander peoples were not officially counted as part of the Australian population. However, Aboriginal and Torres Strait Islander peoples have fought long and hard to re-establish their place in Australia. Boyd's painting reflects the anger that fuels that fight.

MAKING THINKING VISIBLE 2.1

Stop, look, listen

Stop: Be clear about the claims made in each of these paintings. What version of history does each one present?

Look: Can you confirm some of the claims made by each painting? Find your sources. Where will you look?

Listen: Hear what the sources tell you with an open mind. Is it possible for your source to be biased? How does that bias affect your information?

Please note that some historical sources in this chapter include terms that are considered to be quite offensive today. They have been included for historical context only.

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Chapter overview

Introduction

Aboriginal and Torres Strait Islander peoples are the proud custodians of the world's longest surviving culture. The arrival of Europeans in Australia in 1778 pushed the First Australians and their culture to the fringes of a new settlement that would eventually grow into a multicultural nation of 25 million people.

Aboriginal and Torres Strait Islander peoples have always fought for their rightful place in their own land. By learning about the struggle for recognition, citizenship, land rights and an end to racism, we can discover how individuals, groups and movements can create change, and how their struggle continues.

Learning goals

By the end of this chapter you should be able to answer these questions:

- How did European arrival affect Aboriginal and Torres Strait Islander peoples?
- How did mistreatment, dispossession and segregation affect Aboriginal and Torres Strait Islander peoples?
- How did individuals' acts of protest begin the struggle for civil rights in Australia?
- How did Australia's growing place in the world bring attention to Aboriginal and Torres Strait Islander peoples' civil rights?
- What role did the American civil rights movement play in influencing Australia's civil rights movement?
- How did individuals drive the civil rights movement forward in Australia?
- How effective were different methods of protest?
- What was the significance of the 1967 Referendum?
- Why did the Australian Government begin to recognise Aboriginal and Torres Strait Islander peoples' land rights claims?
- How have Aboriginal and Torres Strait Islander peoples' sporting and cultural identities contributed to civil rights and recognition?
- Why did the Australian Government apologise to the Stolen Generation?
- What is the future for reconciliation in Australia?
- What is the Australian government doing to close the gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians?

Historical skills

After completing this chapter, you should be able to:

- Sequence events in chronological order to analyse historical significance
- Develop historical empathy with people in the past
- Evaluate the reliability of primary sources
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

► **Image on next page:** Charles Perkins meets a supporter of the Aboriginal Freedom Ride, NSW, February 1965. As a student and Aboriginal activist, Perkins was inspired by the public focus that the Freedom Rides had given to the serious racial inequality that existed in the southern parts of the United States. In early 1965, he secured a bus and encouraged 29 other students to join him on a Freedom Ride of rural NSW. The tour received great attention from the Australian media, highlighting the racial segregation that prevailed in many public venues, such as local swimming pools and RSL clubs.

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Timeline of key events

What came before this topic?

Recent archaeological discoveries have determined that humans have been present on the Australian continent for around 60 000 years. Since that time many vast, complex and highly diverse societies have developed, living in close harmony with the land. In the century leading up to European arrival in Australia, great empires like the British Empire had been sailing to all corners of the world to claim land, wealth and power. Debate surrounds which European nation was first to set foot in Australia, but there is little argument about those who stayed. In 1770 Captain Cook landed in Botany Bay, near modern day Sydney, and claimed the land for the British Crown. Within a small space of time, the British arrival would have a catastrophic impact on thousands of years of Aboriginal and Torres Strait Islander peoples culture and identity.

Image: Aboriginal cave painting at Gwion Gwion in the Kimberley region of Western Australia. The painting depicts a fish hunt, and though scientists have trouble dating such paintings, they are evidence of the oldest continuing culture on Earth.

60 000 BCE
Earliest recorded human presence on the Australian continent

1770
Captain James Cook lands in Botany Bay as part of his exploration of the Pacific Ocean

1788
Governor Arthur Philip and the First Fleet arrive from Britain and establish a permanent penal colony

1789
Smallpox dramatically impacts upon Aboriginal and Torres Strait Islander peoples living near modern-day Sydney

Early British settler John Batman

1835
John Batman 'buys' Melbourne from Elders of the Wurundjeri Nation

1883
The Aborigines Protection Board is established to move Aboriginal and Torres Strait Islander groups to missions and reserves

1909
The *Aborigines Protection Act* formalises the removal of Aboriginal children from their families

1937
The Day of Mourning protest signals the start of the Aboriginal and Torres Strait Islander peoples civil rights movement

1955
African American activist Rosa Parks refuses to give up her bus seat to a white passenger, sparking the Montgomery Bus Boycott and the American civil rights movement

Civil rights activist Rosa Parks

Timeline questions

1. In the first half of this timeline, how would you summarise events after the arrival of Captain Cook?
2. In the second half of this timeline, how could you explain the relationship between the Australian and US civil rights movements?
3. What do you notice about the pace of change after the 1967 Referendum?

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What came after this topic?

In the years following the 1967 Referendum and the 2008 Apology to Aboriginal and Torres Strait Islander peoples, progress for civil rights has been slow. While many argue that great gains have been made by acknowledging the mistakes of the past and move forward, Aboriginal and Torres Strait Islander peoples still seek to be heard in the Australian Parliament as debate has begun over the place for an 'Indigenous Voice' in the nation's most important political body.

Image: The Hon Ken Wyatt AM MP, Australia's first Indigenous member of the House of Representatives, delivers his maiden speech in the House of Representatives at Parliament House in Canberra, 29 September 2010. Wyatt symbolically wears a traditional possum-skin cloak; a form of clothing traditionally worn by Aboriginal people in south-east Australia.

1964
The US *Civil Rights Act* is signed in Washington, outlawing discrimination on the basis of race

1965
As part of the Freedom Rides, Aboriginal activist Charles Perkins leads Aboriginal and Torres Strait Islander activists on a tour of the NSW outback

1966
Protesting over poor wages, a group of Aboriginal and Torres Strait Islander station hands stage the Wave Hill walk off

1967
In a national referendum 90.7% of Australians vote to count Aboriginal and Torres Strait Islander peoples in the national census and to give the Australian Government the power to make laws on their behalf

1968
US civil rights leader Martin Luther King is assassinated

1972
An Aboriginal Tent Embassy is established at Parliament House in Canberra

Eddie Mabo

1982
Eddie Mabo launches legal proceedings to win back ownership of his traditional lands in the Torres Strait

1992
Australian Prime Minister Paul Keating makes the 'Redfern speech', acknowledging the suffering experienced by Aboriginal and Torres Strait Islander peoples

Paul Keating delivering the speech

1997
The *Bringing Them Home* report on the Stolen Generations is read in Australian Federal Parliament

2008
Prime Minister Kevin Rudd issues a formal apology to Aboriginal and Torres Strait Islander peoples

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2.1 The significance of the Universal Declaration of Human Rights

FOCUS QUESTION

What were Australians voting for in the 1967 Referendum?

Introduction

In 1967, 90 per cent of Australians voted to recognise Aboriginal and Torres Strait Islander peoples in the constitution. The 1967 **Referendum** made a minor change to the wording of this important national document. This was the culmination of a decades-long struggle for Aboriginal and Torres Strait Islander peoples to be recognised and included in Australian society. Aboriginal and Torres Strait Islander peoples would now be counted in the national census, meaning that they 'officially' existed as Australians. The obvious question, therefore, asks, why did they 'unofficially' exist before the referendum?

KEY TERMS

referendum general vote on a single political question that has been referred to the electorate for a direct decision

Universal Declaration of Human Rights an internationally recognised document that outlines the fundamental rights and freedoms of all people

The successful referendum result appeared to be the end of a long struggle. However, critics of the 1967 Referendum claim that subsequent Australian governments have rarely used the results of 1967 to improve the lives of Australia's first peoples. The struggle for Aboriginal and Torres Strait Islander peoples rights and freedoms has had to continue, with significant victories moving the struggle forward. Progress has been slow. Tellingly, at the conclusion of the 2019 Australian Federal Election, Western Australian senator Ken Wyatt was the first ever Indigenous Australian appointed to the role of Indigenous Affairs Minister. That was 52 years after the 1967 Referendum.

In this chapter you will learn about the struggles that let up to 1967, as well as the struggles that continued beyond.

The Universal Declaration of Human Rights

The **Universal Declaration of Human Rights** (UDHR) was adopted by the General Assembly of the United Nations (UN) on 10 December 1948. This came three years after the global devastation wrought by World War II. The declaration stated that all people, regardless of culture, creed or where they live, have inherent rights.

The United Nations grew from the ashes of World War II. It sought to resolve conflict and create an enduring peace for the whole world. By adopting the UDHR, the UN promoted ideas of civil and legal rights, freedom of speech, religion and political association. It claimed that all humans had the right to life, freedom and privacy.

ACTIVITY 2.1

Check your understanding

1 What does the result of the 1967 Referendum tell you about the attitude of Australians towards Aboriginal and Torres Strait Islander peoples rights at the time?

2 It took 52 years for the Australian government to appoint an Aboriginal or Torres Strait Islander politician to the role of Minister for Indigenous Affairs. What does this tell you about the reaction of the Australian Government to the 1967 Referendum?

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The UDHR begins with a simple statement.

> ...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.[1]

▲ **Source 2.4** From The Universal Declaration of Human Rights

It set out a new vision for the world that attempted to recalibrate the way people treated one another. It was an ambitious and optimistic vision.

After World War II there was a global trend of nations declaring independence from European colonisation and determining their own fate. This trend did not reach all corners of the globe. By 1950, South Africa had established a system of **apartheid** into law. This system legally discriminated against black people in South Africa, excluding them from society. Similar laws existed in the southern states of the USA. Around the globe, in places like the Soviet Union, the Middle East and Latin America, the adoption of universal rights was slow. In some cases they were never applied. As a new player on the world stage at the conclusion of World War II, Australia swung its attention toward its own human rights record.

KEY TERM

apartheid ('separateness') a system of laws in South Africa that legally separated non-white people from white society

ACTIVITY 2.2

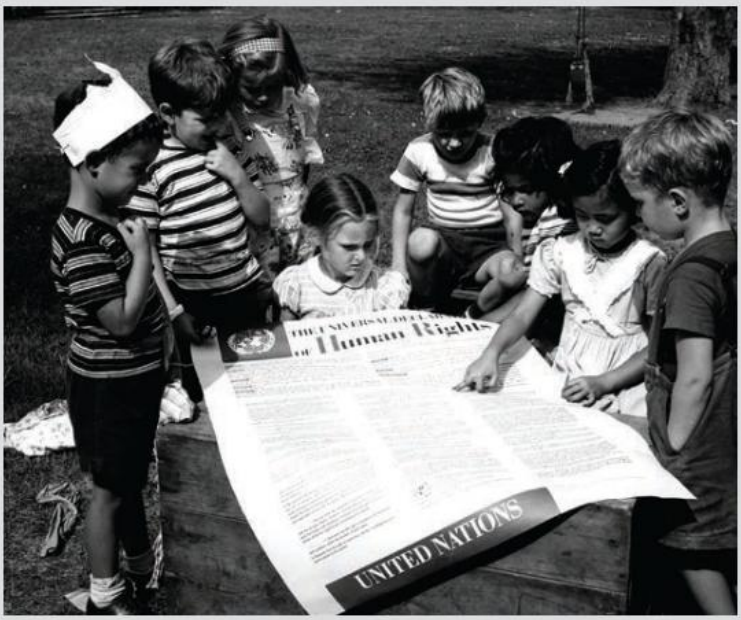
Using historical sources as evidence

Article 2 of the Universal Declaration of Human Rights states:

> Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
>
> —Article 2 of the Universal Declaration of Human Rights

Responding to the sources

1. Use what you know about the World War I and World War II to identify the historical events this statement attempted to avoid repeating.
2. Research the UDHR online. Read through its 29 Articles and make a list of five that you feel to be the most significant in 1948.
3. Read through the list again and make a list of the articles that you feel to be the most significant in our lives today. What is the significance of this document for your life in Australia?



◄ **Source 2.5** Children of the United Nations International Nursery School looking at a poster of the Universal Declaration of Human Rights

1 https://www.un.org/en/universal-declaration-human-rights/index.html

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KEY TERMS

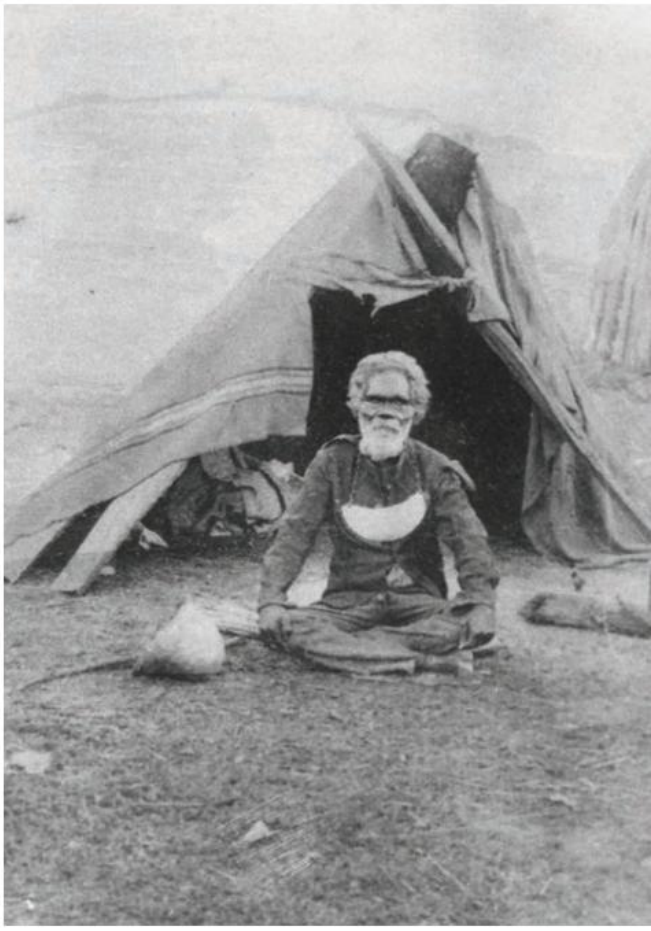
missions closed communities created by churches or religious individuals to house Aboriginal and Torres Strait Islander peoples, train them in Christian ideals and prepare them for work

half-caste outdated and offensive term that identifies a person whose parents are from different national or racial backgrounds

In 1948, many Aboriginal and Torres Strait Islander peoples lived on government settlements known as **missions**. Their lives were controlled by welfare, government and religious organisations that dictated how they could travel, work, worship and behave. In many instances Aboriginal and Torres Strait Islander peoples were forbidden from speaking their native languages or practising their cultural traditions. Very few received exemptions that allowed them to travel, go to school, attend cinemas or enter hotels and pubs. All of this took place at the same time as a government-sponsored program that removed **half-caste** or 'mixed-race' Aboriginal and Torres Strait Islander children from their families in order to assimilate them into white Australia.

As Australia took its seat at the United Nations in 1948, global attention was slowly bringing the treatment of Aboriginal and Torres Strait Islander peoples into the light.

▲ **Source 2.6** Johannesburg, South Africa, 1956: A sign commonly seen in South Africa under apartheid



▲ **Source 2.7** 1900: Aboriginal man sitting outside a tent at the Deebing Creek Mission

ACTIVITY 2.3

Comparative analysis

1 Compare what you have learned about the Universal Declaration of Human Rights with the treatment of Aboriginal and Torres Strait Islander peoples in 1948. In what ways were they denied civil rights?

2 Why did the issues of human rights come to the world's attention after World War II?

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END-OF-SECTION REVIEW 2.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 When was the Universal Declaration of Human Rights (UDHR) created?
2 What were the conditions set out by the UDHR?

Interpret

3 Why did the UDHR not apply to people in South Africa, the US or Australia?

Argue

4 The UDHR did not apply to all people. To what extent do you agree?

Extension

1 The concept of human rights has its origins in the American and French revolutions in the 1700s. Research the criticisms of this statement and explain how it could relate to the UDHR.

Digital quiz
Please see the Interactive Textbook to access digital activities

▲ **Source 2.8** South Africa: a black South African man in a park reads on a bench marked 'Europeans only'

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2.2 Aboriginal and Torres Strait Islander peoples' struggle for rights before 1965

FOCUS QUESTION

What were the events that brought Aboriginal and Torres Strait Islander peoples to demand civil rights in Australia?

The impact of *terra nullius*

A common story about Australia's history is that Captain Cook declared Australia to be ***terra nullius*** upon landing in Botany Bay in 1770. In actual fact, Australia was never officially declared to be 'empty' by Cook, or the people of the First Fleet who arrived in Australia in 1788. Australia's early European arrivals were not able to create a treaty with the local tribes in order to acquire land, so the idea that it belonged to no one became a tool, rather than a law, that allowed the British settlers to push Aboriginal and Torres Strait Islander peoples off their land.[2]

KEY TERMS

terra nullius legal term for land that is unoccupied or uninhabited

smallpox contagious, life-threatening viral disease with symptoms that include fever and pustules that usually leave permanent scars

▲ **Source 2.9** Captain Cook's landing at Botany Bay, illustrated by George Soper

This idea of Australia as an empty land persisted and was used to dispossess Aboriginal and Torres Strait Islander peoples across the continent until NSW Governor Sir Richard Bourke enshrined the idea into law. On 10 October 1835 Bourke declared Australia to be *terra nullius* in a proclamation that stated any people found occupying land without the NSW Government's official approval were to be considered trespassers. This opened the floodgates for the dispossession of Aboriginal and Torres Strait Islander peoples from their traditional lands.

The idea of *terra nullius* would face its biggest challenge centuries later when Aboriginal and Torres Strait Islander peoples sought to dispute the idea that such a proclamation could ever legally have been made.

The impact of disease

More convicts and settlers followed after the establishment of Australia as a British colony. So did **smallpox**, a disease that Aboriginal and Torres Strait Islander peoples in the New South Wales area had no immunity to. It is impossible to measure the impact smallpox had on them, but most of the Aboriginal and Torres Strait Islander peoples of NSW were almost wiped out. Fleeing the spread of the epidemic, they abandoned their traditional homes, scattering north and south. When David Collins, Judge-Advocate of the new colony, took an Aboriginal man who had been living among the British to search for his fellow Aboriginal people, they had vanished.

2 http://theconversation.com/discovery-settlement-or-invasion-the-power-of-language-in-australias-historical-narrative-57097

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> *'He lifted up his hands and eyes in silent agony for some time; at last he exclaimed, "All dead! all dead!" and then hung his head in mournful silence.'*[3]
>
> —David Collins, Judge-Advocate of the colony of New South Wales, April 1789

It is impossible to gather accurate statistics from the time, but it is estimated that 90 per cent of Australia's Aboriginal and Torres Strait Islander population were killed by diseases like smallpox, measles and influenza in the 10 years that followed British arrival.

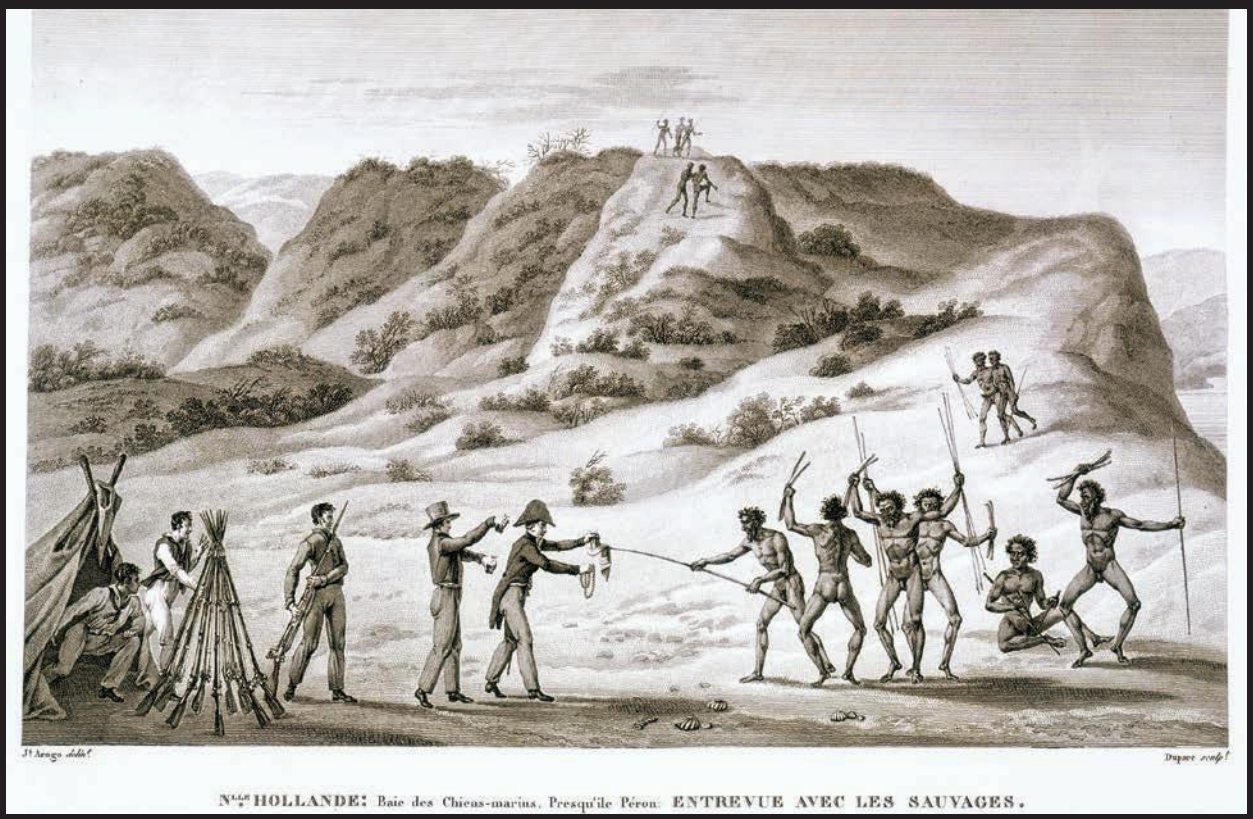
The impact of dispossession

The British settlers' demand for land brought them into direct conflict with the Aboriginal and Torres Strait Islander peoples who had inhabited their traditional lands for tens of thousands of years. For Aboriginal and Torres Strait Islander peoples, the connection to land transcends ownership. For 60 000 years, the land had given them all they could want for. In return they cared for it. **Dreaming stories** told of the creation of the 500 Aboriginal groups that populated the continent. These oral traditions were handed down from generation to generation.

KEY TERM

Dreaming stories Aboriginal beliefs about how the universe came to be, how human beings were created and how people should function within the world

As British settlement spread, the demand for land, and the resulting demand upon those on it to leave, increased. Europeans cut down trees and put up fences around traditional lands, claiming them as their own. This inevitably led to tension. For as many stories that exist of Aboriginal and Torres Strait Islander peoples who peacefully welcomed settlers, there are countless more in which the local populations were given little compensation for their land or were violently forced off at the point of a gun.



▲ **Source 2.10** This print was created by Louis Claude Desaulses de Freycinet (1779–1842) as an account of a French voyage around the world between 1817 and 1820, when Australia was known as 'New Holland'. This encounter took place at Shark Bay on the Ile Peron in what is now Western Australia. Aboriginal and Torres Strait Islander peoples are portrayed here as suspicious 'savages' accepting gifts from Europeans.

3 https://www.nma.gov.au/defining-moments/resources/smallpox-epidemic

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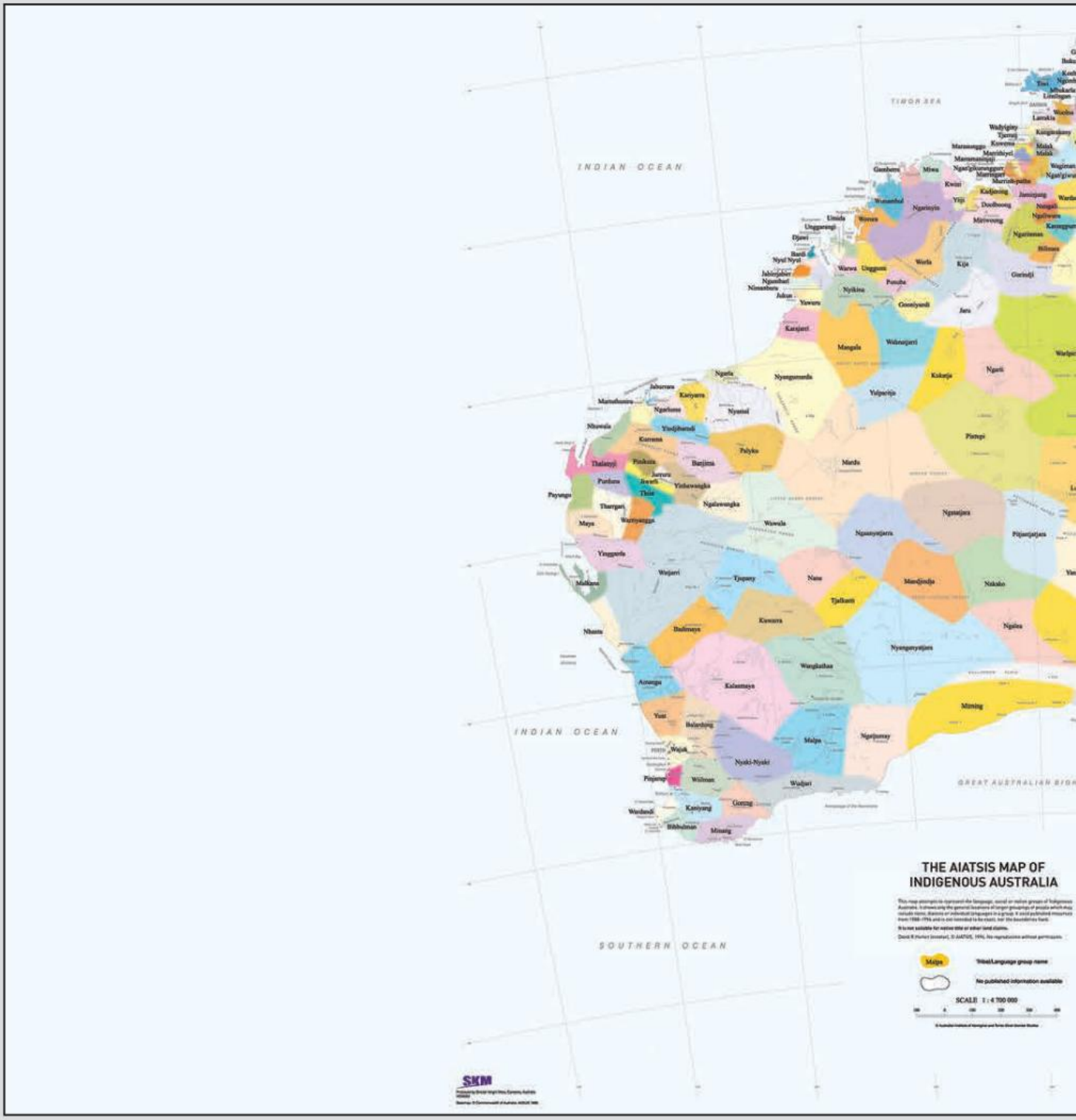
ACTIVITY 2.4

Map analysis

Examine this map of Indigenous Australia.



▲ **Source 2.11** This map attempts to represent the language, social or nation groups of Aboriginal Australia. It shows only the general locations of larger groupings of people which may include clans, dialects or individual languages in a group. It used published resources from 1988–1994 and is not intended to be exact, nor the boundaries fixed. It is not suitable for native title or other land claims.

Source: David R Horton (creator), © AIATSIS, 1996. No reproduction without permission. To purchase a print version visit: www.aiatsis.ashop.com.au/.

Responding to the source

1 In relation to the definition of *terra nullius* given earlier in the chapter, what does this map tell you about Australia's Aboriginal and Torres Strait Islander population prior to European arrival?

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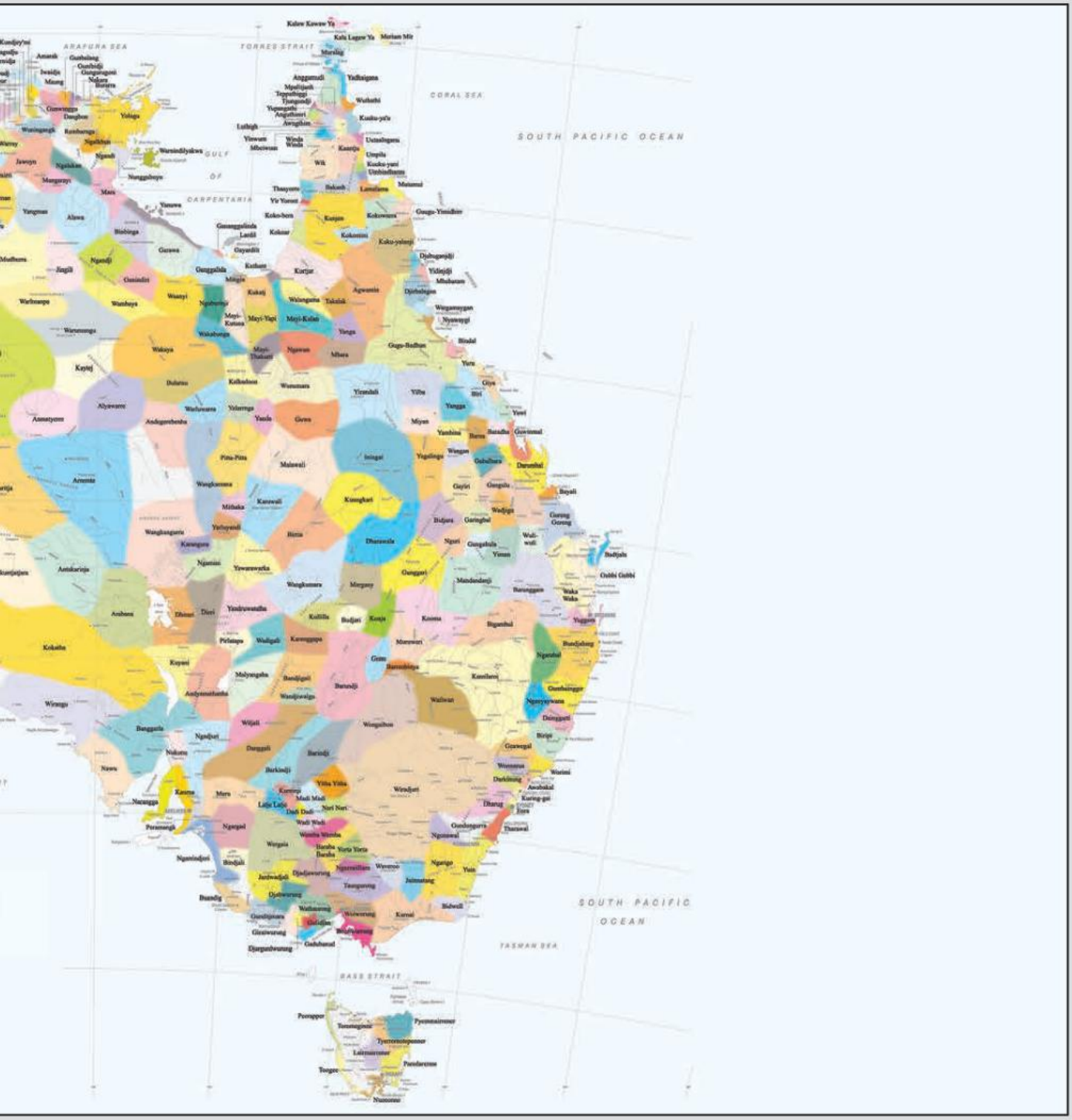

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Dispossession: The 'sale' of Melbourne

On 3 April 1835, British entrepreneur and explorer John Batman met with **Wurundjeri** Elders on the banks of the Yarra River in what would become modern-day Melbourne. He presented a written 'land use agreement' to the Elders. This agreement supposedly granted Batman the use of the land around the Yarra. Even though the British Crown did not recognise that Aboriginal and Torres Strait Islander peoples had any claim to their land, Batman felt it necessary to 'buy' access to this land by giving the Wurundjeri Elders a collection of small items like blankets, knives and flour. Today over four million people live on Wurundjeri land.

KEY TERMS

Wurundjeri Indigenous nation in Victoria where territory extends between the Great Dividing Range, Mount Baw Baw, Mordialloc Creek and the Werribee River

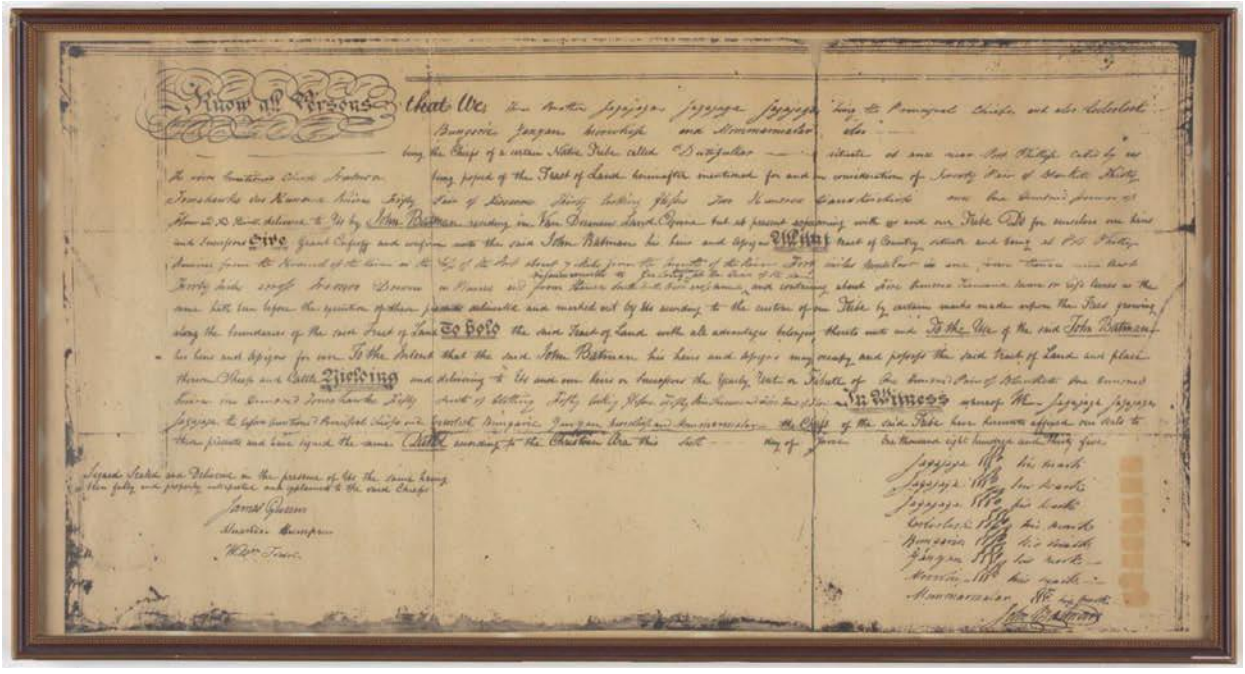
Wirrayaraay language group from the Gamilaraay Nation, whose lands extend across NSW and southern Queensland

▲ **Source 2.12** Location of Wurundjeri land

Dispossession: The Myall Creek Massacre

The Myall Creek Massacre of 1838 was not the first, or the last, murder of Aboriginal and Torres Strait Islander peoples that forced them from their land. In the regions outside Australia's major settlements – sometimes known as 'the frontiers'– outright war had broken out between some Aboriginal and Torres Strait Islander peoples and European settlers. The murder of Aboriginal people had become an accepted practice, despite it being illegal under British law.[4] On 28 May 1838 at Myall Creek in NSW, 28 people from the **Wirrayaraay** language group were murdered by former convicts and settlers. The settlers' desire for land and space meant that Aboriginal and Torres Strait Islander peoples were seen as a threat to the goals of Europeans seeking wealth. The Myall Creek Massacre was a culmination of increasing violence between settlers and Aboriginal and Torres Strait Islander peoples who were pushing back against European expansion.

Local magistrates put several of the perpetrators of this massacre on trial, and seven were hanged for the murder of Aboriginal and Torres Strait Islander peoples. However, the trial did little to clarify the law with respect to Aboriginal and Torres Strait Islander peoples. If anything, the



▲ **Source 2.13** Copy of the 'land use agreement' John Batman signed with Wurundjeri elders

4 https://www.nma.gov.au/defining-moments/resources/myall-creek-massacre

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settlers were incensed that the convicted men had been hanged, which only hardened the hostility between the two groups. This led to more violent and undocumented attacks on Aboriginal and Torres Strait Islander peoples.[5]

The *Sydney Herald*, a prominent paper of the time, made comment on the trial.

> *'We have far too many of the murderous wretches about us already. The whole gang of black animals are not worth the money the colonists will have to pay for printing the silly court documents on which we have already wasted too much time.'*[6]
>
> —From *The Sydney Herald*, 1838

As the European population expanded across Australia, more and more Aboriginal and Torres Strait Islander peoples were forced from their land. Tactics for the dispossession of Aboriginal and Torres Strait Islander peoples varied from forced removal to outright genocide. As early as the 1820s, Aboriginal and Torres Strait Islander peoples in Tasmania were the target of an open war declared by European settlers. At a meeting in Hobart in the late 1830s, Solicitor-General Alfred Stephen discussed escalating clashes between local Aboriginal and Torres Strait Islander peoples and the growing population of settlers. Stephen was discussing what should be done with the 'Aboriginal problem' when he openly used the term 'extermination'.

> I declare openly, that if I was engaged in the pursuit of blacks, and that I could not capture them, which I would endeavour to do by every means in my power, I would fire upon them … Capture them if you can, but if you cannot, destroy them.[7]

▲ **Source 2.14** Alfred Stephen, Solicitor-General of New South Wales, c.1830s

Additional content
Access the Interactive Textbook to examine a map of Aboriginal and Torres Strait Islander peoples massacres in Victoria.

ACTIVITY 2.5

Using historical sources as evidence

Here are two pictures that depict two perspectives on frontier violence. The paintings are by Australian artist Samuel Thomas (S.T.) Gill (1818–1880).

Source A

▲ **Source 2.15** *Attack on Store Dray*, 1865, by S.T. Gill

5 https://www.environment.gov.au/heritage/places/national/myall-creek
6 https://www.tracesmagazine.com.au/2015/08/the-myall-creek-massacre-the-trial-and-aftermath/
7 Moses, A. Dirk (ed.), *Genocide and Settler Society: Frontier Violence and Stolen Indigenous children in Australian history*, 2004, p. 143

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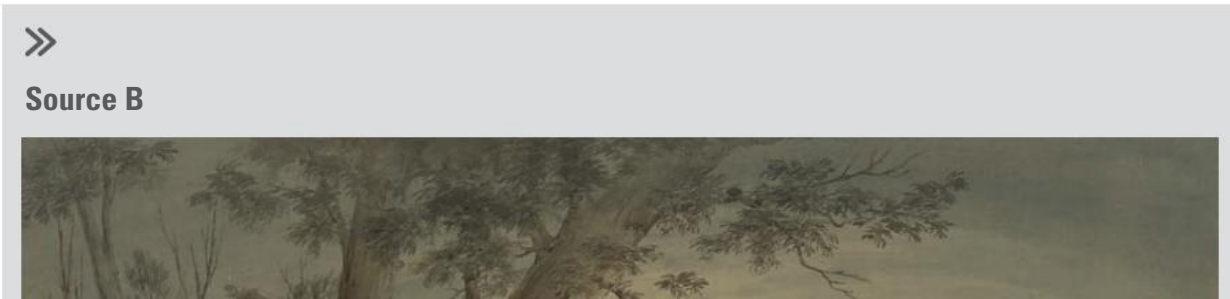

Source B

▲ **Source 2.16** *The Avengers*, 1869, by S.T. Gill

Responding to the sources

1 Do these paintings suggest that there was a cycle of violence and retribution on the Australian frontier? Explain your response.

2 How do the words in the captions – 'attack' and 'avengers' – influence your thinking about the incidents depicted? Would it make any difference to your reading of these paintings if the first picture was captioned 'avengers' and the second 'attack'?

3 Would there be a danger in generalising, from these two paintings alone, about the nature of and motives for frontier violence? Explain your response.

KEY TERMS

reserves parcels of land set aside for Aboriginal people to live on

Aborigines Protection Board Australian Government institution responsible for regulating the lives of Aboriginal and Torres Strait Islander peoples

social Darwinism discredited theory that individuals, groups, and peoples are subject to the same Darwinian laws of natural selection as plants and animals

Language, culture and 'protection'

In the new Australian colony, Aboriginal **reserves** were set up when the **Aborigines Protection Board** was established in 1883. In an era of **social Darwinism**, the idea of 'racial hierarchies' was common. The colonial authorities determined that Aboriginal and Torres Strait Islander peoples needed 'protection' to separate them from the effects of European colonisation. Parcels of land were set aside where Aboriginal and Torres Strait Islander peoples could live, based on the assumption that they could not look after themselves. What began as a collective effort between governments and religious missions, who sought to 'save' Aboriginal and Torres Strait Islander peoples by converting them to Christianity, soon became a government-led system of forced assimilation and persecution. Between 1883 and 1969 the NSW Government controlled every aspect of the lives of Aboriginal and Torres Strait Islander peoples in the name of their 'protection'.[8]

8 https://theconversation.com/capturing-the-lived-history-of-the-aborigines-protection-board-while-we-still-can-46259

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This removal had a disastrous effect on Aboriginal and Torres Strait Islander peoples across Australia, forcing them off the land that connected them to the stories of the Dreaming, their ancestors, their language and their culture. In most cases, English was the enforced language on a reserve. Aboriginal and Torres Strait Islander traditions that had stood for tens of thousands of years were banned. This made it increasingly difficult for Aboriginal and Torres Strait Islander cultures to survive, and for Aboriginal and Torres Strait Islander peoples to make any claim to the land they had once inhabited. Not only had they been denied their own land, they had been denied their culture and identity as well.

Life on the reserves

One Aboriginal reserve was the Framlingham mission, located near modern-day Warrnambool on **Gai Wurrung** lands. Established in 1867, the reserve's living conditions were extremely basic. Reserve inhabitants were provided with basic rations of flour, sugar and tea, and basic clothing (but no boots). There was no meat available, and no teacher in the reserve's school until 1878.

Ivan Cousins recalls growing up at Framlingham.

> I was born at the Framlingham Aboriginal Reserve and I lived out there in little old huts, in the scrub, in the early days. Just a dirt floor and hessian bags for window screens.[9]

▲ **Source 2.17** Ivan Cousins, former resident of Framlingham Aboriginal Reserve

Debai Baira grew up on a mission on Thursday Island, in the Torres Strait.

> Yeah in those days looking for job – I can't explain why – you have to ask council, you have to get permission. It is all up to them. If they say, "Yes you can go," you go. If they say, "No," you stay home. If you just go, like run away, you're in trouble. They lock you up. You go in the prison line … you have no job.[10]

▲ **Source 2.18** Debai Baira

ACTIVITY 2.6

Using historical sources as evidence

Read the quotes from Ivan Cousins and Debai Baira.

Responding to the sources

1 What does the *Sydney Herald's* quote tell us about prevailing attitudes towards Aboriginal and Torres Strait Islander peoples at the time of the Myall Creek Massacre?
2 How does the notion of social Darwinism explain the actions of the Protection Board, the actions of people like John Batman, and the statements made at the Myall Creek Massacre trial?
3 How did the creation of reserves affect Aboriginal and Torres Strait Islander peoples cultures around Australia?

The Stolen Generations

The devastation of dispossession was compounded by the forced removal of Aboriginal and Torres Strait Islander children from their families. This is one of the darkest chapters of Australia's history, beginning in the late 1880s and continuing through to 1969. Prevailing social Darwinist ideas assumed that Aboriginal and Torres Strait Islander peoples would eventually 'die out'. These ideas also supported the removal of children who had parents from Aboriginal and Torres Strait Islander and non-Indigenous backgrounds. These children were taken from their families to be forcibly assimilated into white society. They were taught domestic and labour skills and dressed, fed and instructed in European ways. They were also forced to abandon their Aboriginal and Torres Strait Islander identity.

KEY TERMS

Gai Wurrung language group of the Dhauwurd Warrung people from western Victoria

1909 *Aborigines Protection Act* law that claimed to 'provide for the protection and care of Aborigines' that, in reality, legalised the forced removal of Aboriginal and Torres Strait Islander children from their families

The **1909 *Aborigines Protection Act*** formalised the forced removal of Aboriginal and Torres

9 https://cv.vic.gov.au/stories/aboriginal-culture/possum-skin-cloaks/interview-gunditjmara-elder-ivan-couzens/
10 https://www.nma.gov.au/exhibitions/from_little_things_big_things_grow/personal_stories/personal_stories_transcripts

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▲ **Source 2.19** Governor Sir Charles and Lady Gairdner with Abbot Gomez inspecting the children of St. Joseph's Orphanage in New Norcia, WA

KEY TERMS

intergenerational trauma psychological theory that suggests trauma can be transferred between generations – in the study of the Stolen Generations, it has been recorded that trauma experienced by grandparents (as members of the Stolen Generations) is passed on to parents and children in the form of mental illness, substance abuse and a cycle of disadvantage

Stolen Generations collective name for the children of Australian Aboriginal and Torres Strait Islander descent who were removed from their families by Australian Federal and State government agencies and church missions between 1910 and 1970

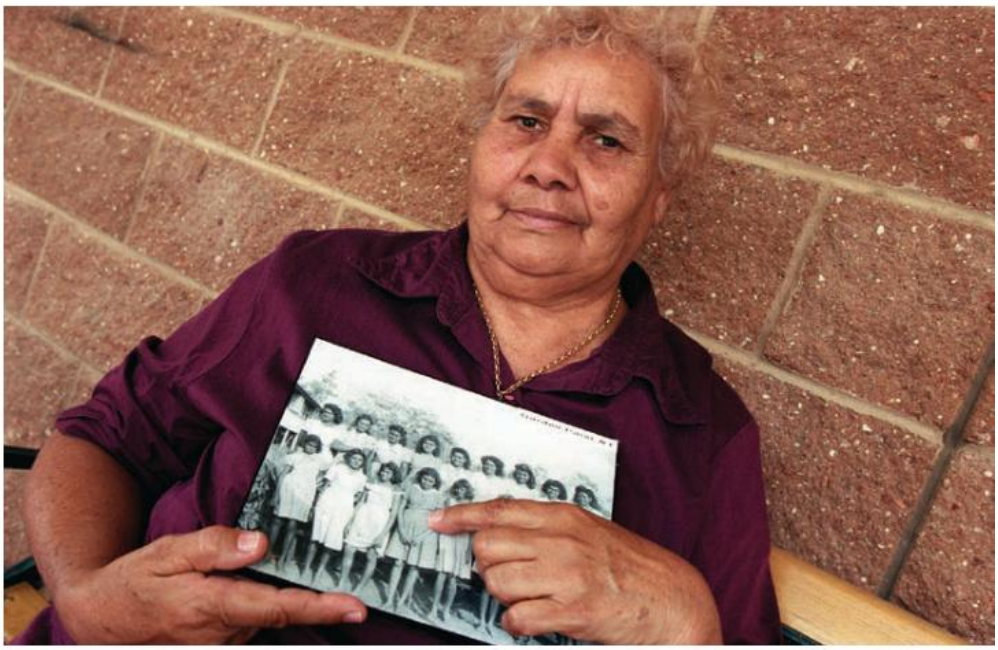
Additional content
Access the Interactive Textbook to watch a video about intergenerational trauma.

Strait Islander babies from their parents at birth, and the removal of Aboriginal and Torres Strait Islander children from their families by police and local authorities. It is estimated that over 20 000 children were taken from their parents in this time. A 2018 survey estimated that at least one in seven Aboriginal or Torres Strait Islander people was taken from their parents. This group of people are called the **Stolen Generations** because these policies affected not just one generation, but several generations of Aboriginal and Torres Strait Islander peoples.

Taken to foster homes, orphanages and religious schools, many of these Aboriginal and Torres Strait Islander children would never see their parents again. Entire family trees, oral histories and languages were irreparably damaged. Many people never even knew until later on in life that they were an Aboriginal or Torres Strait Islander person. They had been told that their parents didn't love them, or that their parents had abandoned them. Over the decades, many children were subjected to physical, emotional and sexual abuse and faced extraordinary pain in later life, with their children and grandchildren all experiencing what became known as **intergenerational trauma**.[11]

Marita Ah Chee was sent to Garden Point Mission on Melvin Island. After 13 years she came back to Alice Springs to work as a nanny. Her mother, having heard that she was somewhere in Alice Springs went door knocking, and they were finally reunited after 15 years 'I'm one of the lucky ones,' says Marita.

Uncle Jack Charles, an acclaimed actor and a member of the Stolen Generations, was taken from his mother just after he was born.



▲ **Source 2.20** Marita Ah Chee was taken from her family in 1947

11 https://healingfoundation.org.au/intergenerational-trauma/

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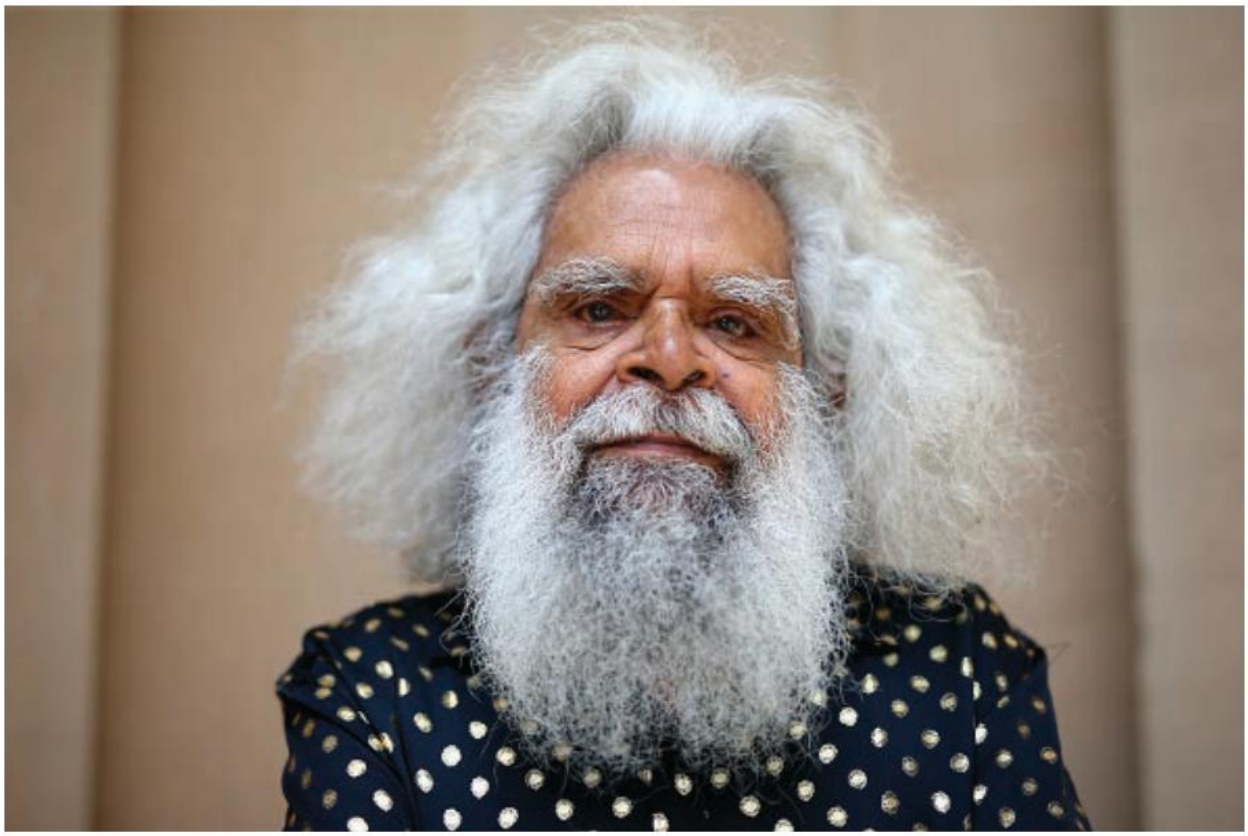
'I was born on 6th September 1943 … stolen from Royal Women's Hospital and raised in an institution in Melbourne – Box Hill … and the program in there, besides the sexual abuse and the unusual punishments was to dissuade me, the lone Aboriginal – registered Aboriginal – in that Box Hill boys home … against any sense of his Aboriginality.'

—Uncle Jack Charles



▲ **Source 2.21** Actor Uncle Jack Charles

ACTIVITY 2.7

Using historical sources as evidence

Read the stories of people who are part of the Stolen Generations.

Source A

Bill Simon's story

It was winter 1957, seven o'clock in the morning. The sun was up and the sounds of birds drifted down into our small kitchen. My brother Lenny was sitting on the floor, eating toast; my brothers Murray and David and I, rubbing our eyes in a state of half sleep, were waiting for mum to smear Vegemite on our bread before we dressed for school. A routine day in the Simon household.

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Someone rapped loudly on the door. My mother didn't answer it. We hadn't heard anyone come up the path. The knocking got louder, and finally my mother, who was reluctant to answer any callers when my father wasn't home, opened the door and exchanged words with three people. We strained to hear what they were saying. Three men then entered the room.

A man in a suit ordered my mother to pick up Lenny and give him to me. My mother started to scream. One of the policemen bent down and picked up my brother and handed him to me. My mother screamed and sobbed hysterically but the men took no notice, and forced my brothers and me into a car.

My mother ran out onto the road, fell on her knees and belted her fists into the bitumen as she screamed. We looked back as the car drove off to see her hammering her fists into the road, the tears streaming down her face...[12]

▲ **Source 2.22** Bill Simon

Source B

Kenny Windly's story

We had no choice, couldn't do anything, the parents couldn't do anything either … The abuse affected a lot of people. It's in the back of your mind, and you think a lot about what you can do. Sometimes you feel bad about yourself, you think about what you were taken for. I used to try to ask them [about my parents] but got flogged. Once you asked questions you would get a flogging.[13]

▲ **Source 2.23** Kenny Windly

Source C

Zita Wallace's story

It was a very sad night the first night we went to bed and it was the first time I hadn't gone and sat beside my grandfather before I went to bed. Every night I would go and sit beside him, just sit, just to be next to him. We were very close.

I found out years later from the old men that him and a cousin brother, they walked from Alice Springs, from the homelands out here, to Darwin to look for me. When they got to Darwin they were told by one of the brothers that all of us children were dead – "Your little sister is dead, they all died" – because they didn't want them looking for us any further.

They flogged us from day one, to stop us speaking language. They told us we were pagans and that we were spawn of the devil and that the language was evil and we couldn't speak it. So we got belted every time.[14]

▲ **Source 2.24** Zita Wallace

Responding to the sources

1. Imagine if one day you were at home with your parents and government officials came and took you away to live with strangers, telling you that you had to learn to live, eat, speak and dress differently than you were used to. How might that experience continue to affect you throughout your life?
2. Carefully read the experiences of the members of the Stolen Generations in Sources A, B and C. How does each person define their experience?
3. How do these people's experiences explain the impact of the Stolen Generations on parents of Aboriginal and Torres Strait Islander children?
4. Evaluate the impact of the Stolen Generations in the history of dispossession of Aboriginal and Torres Strait Islander peoples. How would it affect the preservation of language, culture and identity for Aboriginal and Torres Strait Islander peoples?

12 https://www.creativespirits.info/aboriginalculture/politics/stolen-generations/stolen-generations-stories#toc1
13 https://www.theguardian.com/australia-news/ng-interactive/2016/feb/12/youre-not-given-any-love-the-stories-of-australias-stolen-generations-photo-essay
14 https://www.theguardian.com/australia-news/ng-interactive/2016/feb/12/youre-not-given-any-love-the-stories-of-australias-stolen-generations-photo-essay

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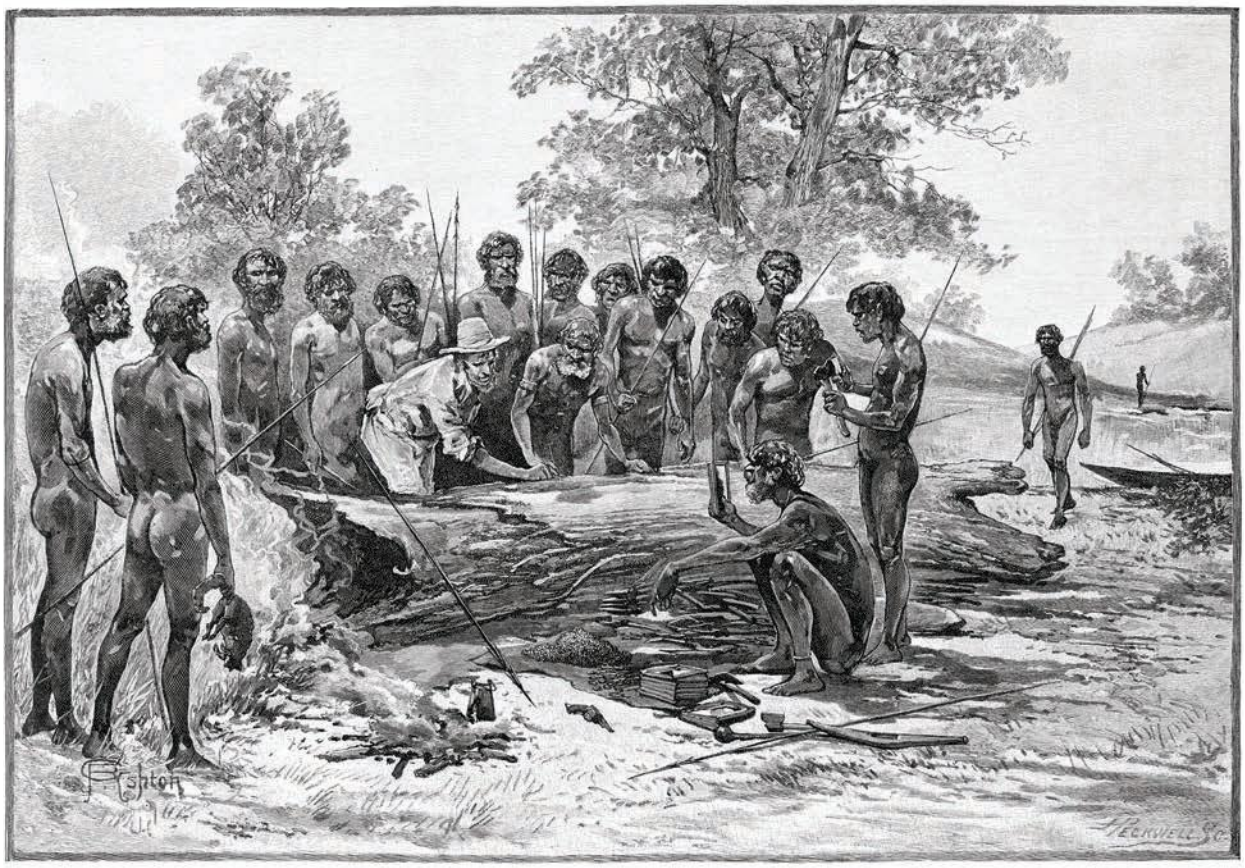
Land in our own country

In Victoria, the **Kulin nations** tribes have inhabited the lands of central Victoria for thousands of years. The arrival of Europeans after John Batman's treaty in 1835 led to a rapid dispossession of Aboriginal and Torres Strait Islander peoples as the grazing and farming land around Port Phillip Bay was occupied by settlers. Billibellary, spokesperson for the **Woiwurrung** people, appealed directly to the Aboriginal Protector of the growing Melbourne colony to allow space for his people to live and farm land peacefully.

KEY TERMS

Kulin nations the five language groups that traditionally lived in the region surrounding modern-day Melbourne

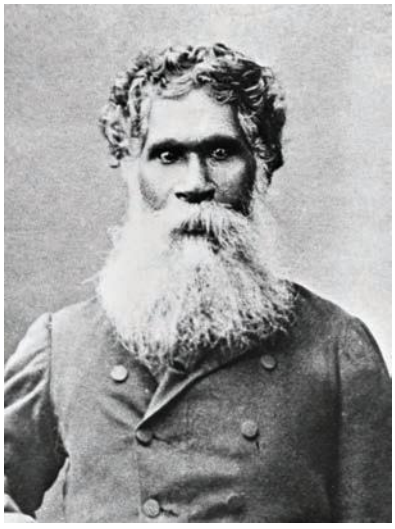
Woiwurrung language spoken by the Wurundjeri people of the Kulin nations



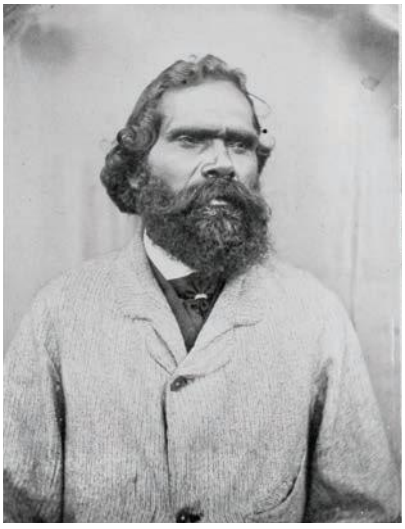
BATMAN TREATING WITH THE BLACKS.

▲ **Source 2.25** *Batman Treating with the Blacks, 1835,* 1836, Frederic B Schell, depicting John Batman negotiating the 'sale' of Melbourne in 1835

▲ **Source 2.26** 1820 sketch of Billibellary, here described as 'Chief of Yarra Tribe', taken from the Brough Smyth Papers



▲ **Source 2.27** William Barack, nephew of Billibellary



▲ **Source 2.28** Simon Wonga, son of Billibellary

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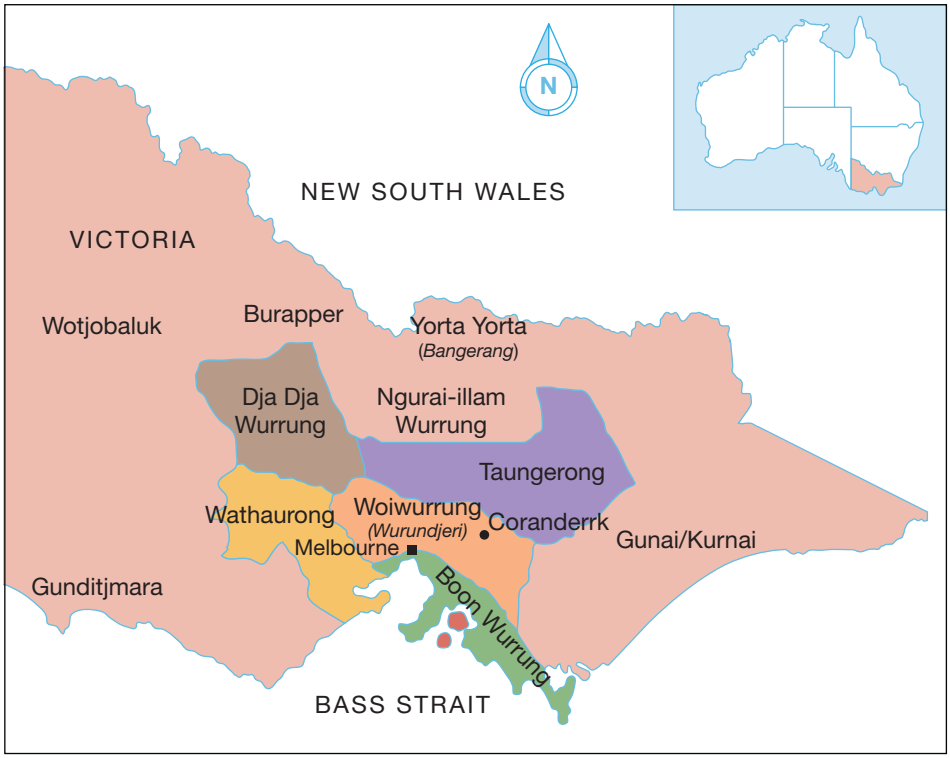
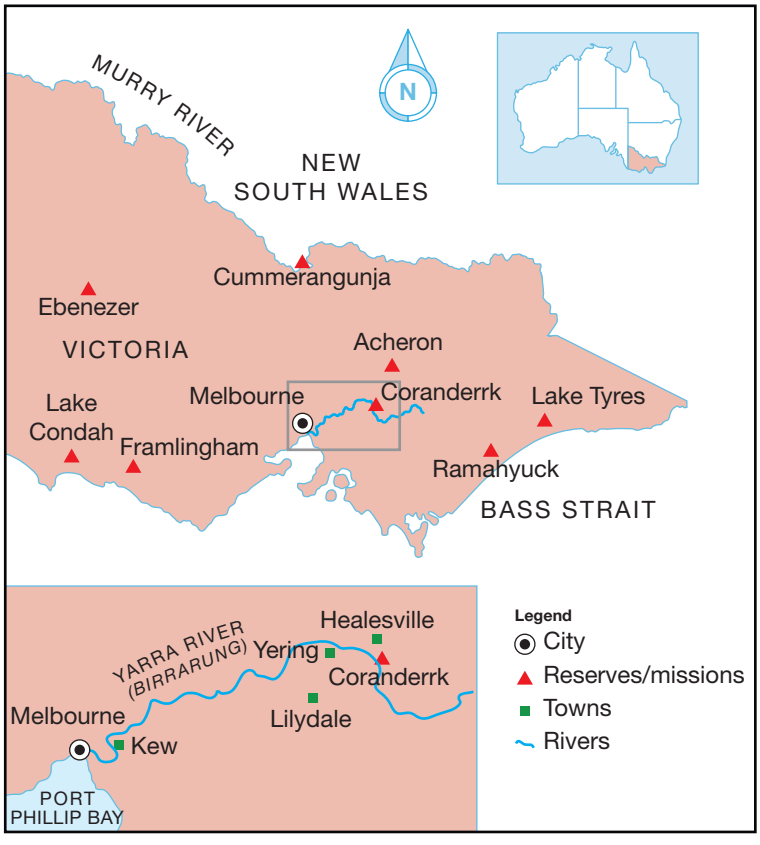
KEY TERM

Coranderrk Station Aboriginal Station founded in 1863 as a refuge for dispossessed Aboriginal and Torres Strait Islander peoples

Billibellary's request was not granted, but he had established open communication with the local authorities. This would eventually lead to his son, Simon Wonga, and nephew, William Barack, making an impassioned plea in 1860 to establish the **Coranderrk Station**.[15] Located near modern-day Healesville, Coranderrk Station became a refuge from conflict and disease for tribes within the Kulin nations of Victoria.



▲ **Source 2.29** Approximate locations of the five Kulin nations (the non-salmon areas on the map)



▲ **Source 2.30** Coranderrk Station was one of several Aboriginal reserves or missions across Victoria

15 https://aiatsis.gov.au/sites/default/files/products/book/coranderrk-sample.pdf

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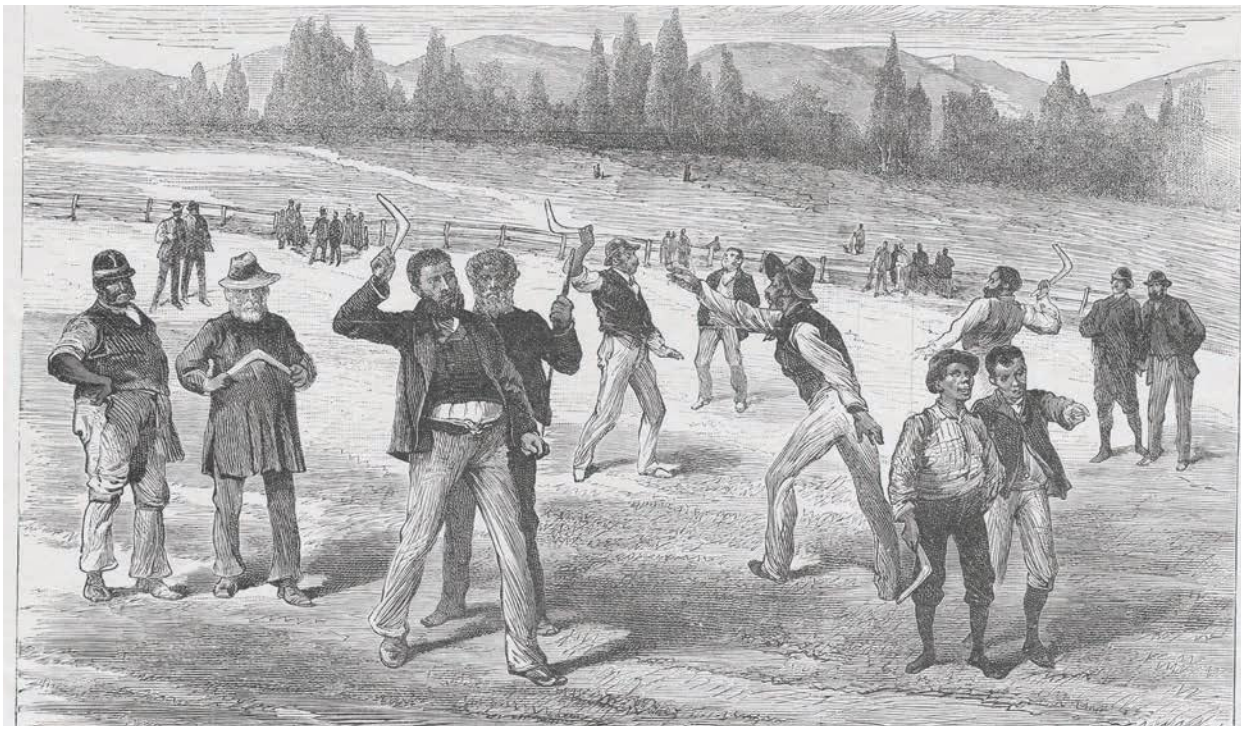

▲ **Source 2.31** Boomerang throwing at Coranderrk Station

The people of the Kulin nations who inhabited Coranderrk made significant efforts to adapt to European life. They cleared and farmed the land, dressed in the European style and made cloaks, baskets and boomerangs to sell. For William Barack, Corranderk represented a sanctuary for his people. He began to record his people's culture and invited white settlers to come and learn their history.[16] This allowed Barack to make connections to people of influence in Melbourne.

As early as 1874, however, Coranderrk Station was under threat. Settlers began demanding access to its prime cattle-grazing land. Barack used all of his connection and influence to contact the government in Melbourne and ask them to preserve the station. A long walk to Melbourne and a meeting with politicians secured its safety, but all financial support from the government was cut and the station fell into disrepair and poverty. Despite this, Barack was now a significant identity in Victoria. He drew support from future Australian Prime Minister Alfred Deakin and the famed opera singer Dame Nellie Melba. In an attempt to adapt to the European settlers' understanding of land, he petitioned the government to 'leave us here, give us the ground and let us manage here and get all the money'.[17] Barack's efforts kept his people safe for decades. However, Coranderrk fell into a steady decline as children were removed. It was eventually closed in 1923. Billibellary, Simon Wonga and William Barack are revered today for their efforts to preserve the land and culture of their people. Today, William Barack is remembered as 'the last king of the Yarra tribes'.[18]

William Cooper and the Australian Aborigines League

The **Cummeragunja Mission** Station was located in **Yorta Yorta** country, close to the Murray River and near the town of Barmah. Established in 1888, its residents experienced a long period of neglect from a long list of controlling managers. Disease was common and mission life was strictly controlled. Despite this, Cummeragunja residents persevered made a success of the station by selling wheat and dairy. However, the 1909 *Aborigines Protection Act* destroyed any chance of the station's future success by forcibly removing children from their families. All profits made by the station were

KEY TERMS

Cummeragunja Mission religious mission for Aboriginal and Torres Strait Islander peoples, located on Yorta Yorta land in southern NSW

Yorta Yorta inhabiting the areas in Victoria and southern NSW that surround the Goulburn and Murray rivers

16 https://www.abc.net.au/radionational/programs/archived/hindsight/last-refuge-remembering-coranderrk-aboriginal/3261602
17 https://cv.vic.gov.au/stories/aboriginal-culture/william-barak/william-barak-king-of-the-yarra/
18 https://www.abc.net.au/radionational/programs/archived/hindsight/last-refuge-remembering-coranderrk-aboriginal/3261602

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redirected to the Aborigines Protection Board and not its residents. The low rations and the cramped and unsanitary conditions persisted, and life on Cummeragunja deteriorated rapidly.

In 1932 Yorta Yorta man William Cooper left Cummeragunja at the age of 71. He travelled to Melbourne and founded the Australian Aborigines League while living in the working-class suburb of Footscray. His goal was to gather signatures from around the country and petition George V, the King of England, to improve the living conditions of all Aboriginal and Torres Strait Islander peoples in Australia.

KEY TERM

Aborigines Progressive Association civil rights group involved in political organisation, rallies, and protests in both Aboriginal reserves and major cities

After gathering almost 2000 signatures, Cooper sent the petition to Australian Prime Minister Joseph Lyons in August 1937.

> Dear Mr. Lyons, … I am forwarding you the petition, signed by 1814 people of the Aboriginal race, praying His Majesty the King to exercise the Royal Prerogative by intervening for the preservation of our race from extinction and to grant representation to our race in the Federal Parliament. [19]

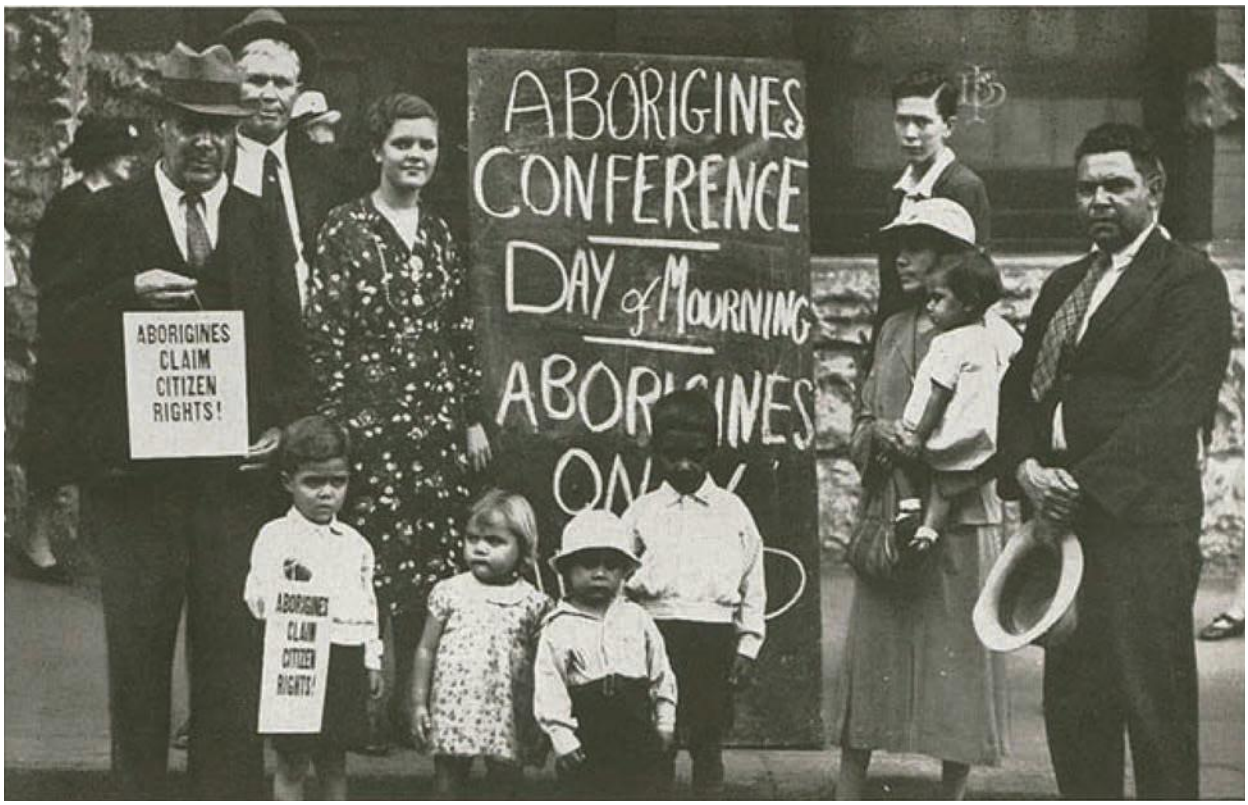
▲ **Source 2.32** From the letter from William Cooper to Australian Prime Minister Joseph Lyons

Prime Minister Lyons acknowledged that he had received the petition, but he did not forward it to the king.

The Day of Mourning protest

In 1937 Jack Patten formed the **Aborigines Progressive Association** in Sydney. Patten was a boxer, labourer and a former resident of the Cummeragunja station. Hitchhiking around NSW, Patten entered Aboriginal reserves and stations to gather evidence of life under government protection. His intention was to bring this evidence to the government and force reform from the Aboriginal Protection Board.

In 1938 Patten and fellow Aboriginal organiser Bill Ferguson met with William Cooper and emerging Melbourne-based activist and footballer Doug Nicholls. The four men proposed a Day of Mourning to coincide with the 150th anniversary



▲ **Source 2.33** The Day of Mourning protest, 1938

19 https://aiatsis.gov.au/exhibitions/day-mourning-26th-january-1938

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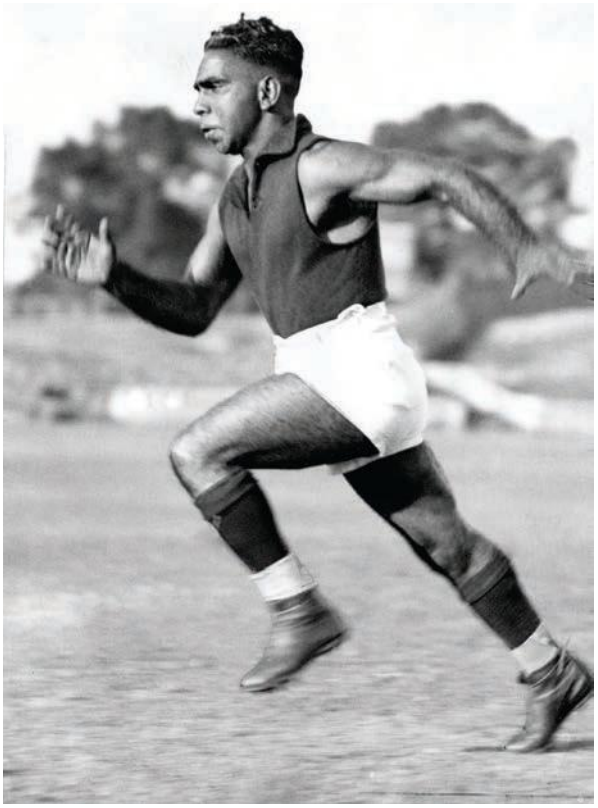

▲ **Source 2.34** 4 April 1978: Pastor Sir Douglas Nicholls in his football days

of the landing of the British First Fleet in 1788. The protest was to take place in Sydney on Australia Day, 26 January 1938.

In that same month, Patten produced a political pamphlet titled 'Aborigines Claim Citizens Rights' that explained the reason for a Day of Mourning.

> The 26th of January, 1938, is not a day of rejoicing for Australia's Aborigines; it is a day of mourning. This festival of 150 years' so-called 'progress' in Australia commemorates also 150 years of misery and degradation imposed upon the original native inhabitants by the white invaders of this country … ask yourself honestly whether your 'conscience' is clear.[20]

▲ **Source 2.35** From 'Aborigines Claim Citizens Rights' by Jack Patten, 1938

News of the protest was published in major Melbourne and Sydney newspapers. Patten took to Sydney radio to make his claim to the public.

> …the time has come now, after one hundred and fifty years of so-called progress, for the white people of Australia to face up to their responsibilities…we now ask for freedom and equal citizenship. Our only hope of obtaining justice is to arouse the conscience of the white people of Australia, and to make them realise how lacking they have been in regard to accepting their responsibilities towards us, the original owners of the land.[21]

▲ **Source 2.36** Jack Patten

The protest took place amid a day of festivities in Sydney. An official re-enactment of the landing of the First Fleet included a group of Aboriginal and Torres Strait Islander performers who had been forcibly shipped in from far western NSW to represent the **Gadigal** people, who had first met the First Fleet at the eastern NSW coast of Port Jackson. These performers were forced to participate – they were collected from **Menindee Mission** on the back of a truck and told if they did not perform the re-enactment, their families would starve. **Ngiyaampaa** elder Dr Beryl (Yungha-Dhu) Philp-Carmichael remembers the day the trucks came.

KEY TERMS

Gadigal members of the Eora nation, whose land stretched north and south of modern-day Sydney, and who were among the first to encounter the British First Fleet in 1788

Menindee Mission Aboriginal peoples' mission located in Western NSW

Ngiyaampaa inhabiting the area around the Darling River in NSW

> Whether they were taking them away to be massacred or what, no-one knew. The community went into mourning once they were put on the mission truck … They came back very quiet.[22]

▲ **Source 2.37** Dr Beryl (Yungha-Dhu) Philip Carmichael

The delegates from the Aborigines Progressive Association met in a hall in Sydney's Elizabeth Street. Each had their chance to speak and voice their protest and demands for change. The meeting was attended by 100 people. After the meeting closed, a delegation went to meet with Prime Minister Lyons. The protest achieved no tangible change, and no official response

20 https://aiatsis.gov.au/exhibitions/day-mourning-26th-january-1938
21 https://aiatsis.gov.au/exhibitions/day-mourning-26th-january-1938
22 https://www.abc.net.au/news/2018-01-25/eighty-years-since-forced-first-fleet-reenactment/9358854

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KEY TERM

Aboriginal civil rights movement collective term for the various individuals and groups who have worked towards Aboriginal and Torres Strait Islander civil rights in Australia

from the Australian Government. However, it did mark an important moment. Aboriginal leaders from around the nation had met to coordinate their protests. The **Aboriginal civil rights movement** had begun.

The Cummeragunja walk-off: 1939

In February 1939, 200 residents of the Cummeragunja station walked off the station in protest. It was the first mass action against station life and a major spark for Aboriginal people around the nation.

Yorta Yorta elder Uncle Ruben Baksh recalls the conditions at Cummeragunja.

> They lived in the old tin huts with hessian bags. They had no running water, no electricity, no proper sewerage. [23]

▲ **Source 2.38** Uncle Ruben Baksh

Former Cummeragunja resident Jack Patten, now the new figurehead of Aboriginal and Torres Strait Islander civil rights, was asked to return to the station to help improve the squalid conditions. Upon his arrival, Patten inspired Cummeragunja residents to pack up their belongings and simply walk off the station. This was no easy decision. Challenging the Cummeragunja authorities could mean severe punishment. There were no guarantees of a better life off the station. Many ex-Cummeragunja residents would go on to settle in Echuca, Shepparton and Mooroopna.[24]

> This wasn't just a walk out. This was people feeling that they had no alternative but to walk away from their country. So it's a very powerful statement … Yorta Yorta people, over 200 years, have demonstrated a real commitment to country and the strike in 1939 was one of the examples of the way those people weren't prepared to suffer injustice on their land.

▲ **Source 2.39** Professor Heather Goodall, University of Technology Sydney

▲ **Source 2.40** 1893: Looking across the Murray River to the Cummeragunja Station

23 https://www.abc.net.au/news/2018-06-05/cummeragunja-walk-of-shepparton-mooroopna-flats-walk/9820834
24 https://www.abc.net.au/news/2019-02-04/cummeragunja-80th-anniversary/10771824

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The Cummeragunja Station walk-off achieved little in terms of tangible change for the Yorta Yorta people. The man in charge of the station was removed from his position, but the walk-off depleted the station's population significantly, since many people were not allowed to return. The walk-off did, however, set the tone for future civil rights protest. It set Australia on a path to recognise Aboriginal and Torres Strait Islander rights.

ACTIVITY 2.8

Check your understanding

1 What was the significance of Coranderrk Station?
2 Explain why the Day of Mourning protest was such an important event for the Aboriginal and Torres Strait Islander peoples' protest movement.
3 Evaluate the importance of the Cummeragunja walk-off.

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 2.1

Sequencing significant events in chronological order to determine cause and effect

When studying history, we examine a series of events and ideas that, at first glance, could seem unrelated or on their own, insignificant. However, when we create a short timeline of events in **sequence**, we are afforded the opportunity to step back and make sense of the bigger picture. When building the timeline of events, we can start to identify **causes** that may have built momentum or be linked like a chain to other events. When looking at the end of the timeline, we can start to understand how the events are connected and begin to analyse the **effects** or **consequences** of these events over time.

1 Build a short timeline of events between the attempts to save Coranderrk Station in 1932.
2 Explain how the use of political pressure affected the rights of Aboriginal and Torres Strait Islander peoples at this time.
3 Examine the events of the Cummeragunja walk-off. What do you see as the longer-term **causes** of this event?
4 Can you predict the **effects** or **consequences** of these actions? What might they mean for the future of Australia's Aboriginal and Torres Strait Islander civil rights movement?

END-OF-SECTION REVIEW 2.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 When and why was the Universal Declaration of Human Rights (UDHR) made?
2 What were some of the key points of the UDHR?
3 Define the term *terra nullius*. Why was it used?
4 Explain the impact of disease on Aboriginal and Torres Strait Islander peoples after 1788.
5 Explain the ways Aboriginal and Torres Strait Islander peoples were displaced from their land.

»

Digital quiz
Please see the Interactive Textbook to access digital activities

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6 Why did 'protection' of Aboriginal and Torres Strait Islander peoples exist?
7 What was life like on Aboriginal reserves?
8 Who are the Stolen Generations?
9 What were the short- and long-term effects of the Stolen Generations?
10 What did Billibellary, Simon Wonga and William Barack do to preserve Coranderrk Station?
11 How did Jack Patten contribute to the Day of Mourning protest?
12 Why did the Cummeragunja walk-off occur?

Interpret

13 Using the source below, why was the UDHR a challenge to the Australian Government's treatment of Aboriginal and Torres Strait Islander peoples?

Homes Are Sought For These Children

A GROUP OF TINY HALF-CASTE AND QUADROON CHILDREN at the Darwin half-caste home. The Minister for the Interior (Mr Perkins) recently appealed to charitable organisations in Melbourne and Sydney to find homes for the children and rescue them from becoming outcasts.

I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong.

▲ **Source 2.41** The handwriting underneath this 1934 newspaper clipping reads, 'I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong.'

14 What was the significance of the efforts of William Barack?
15 What did the Day of Mourning protest? What did the Cummeragunja walk-off signify?

Argue

16 The forced removal of Aboriginal and Torres Strait Islander children was the worst of a series of violations committed against Aboriginal and Torres Strait Islander peoples. To what extent do you agree?

Extension

1 Did reserve life make protest inevitable? Use evidence in your response.

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2.3 The US civil rights movement and its influence on Australia

FOCUS QUESTION

How did the civil rights movement evolve in the United States?

Some historians regard the use of the word 'slave' as dehumanising, and recommend that 'enslaved person' should be used instead. In this section, the term 'slave' has been used; but it is not meant to offend.

After World War II a civil rights protest movement was also brewing in the US as African American groups began to organise and demand their own voices be heard.

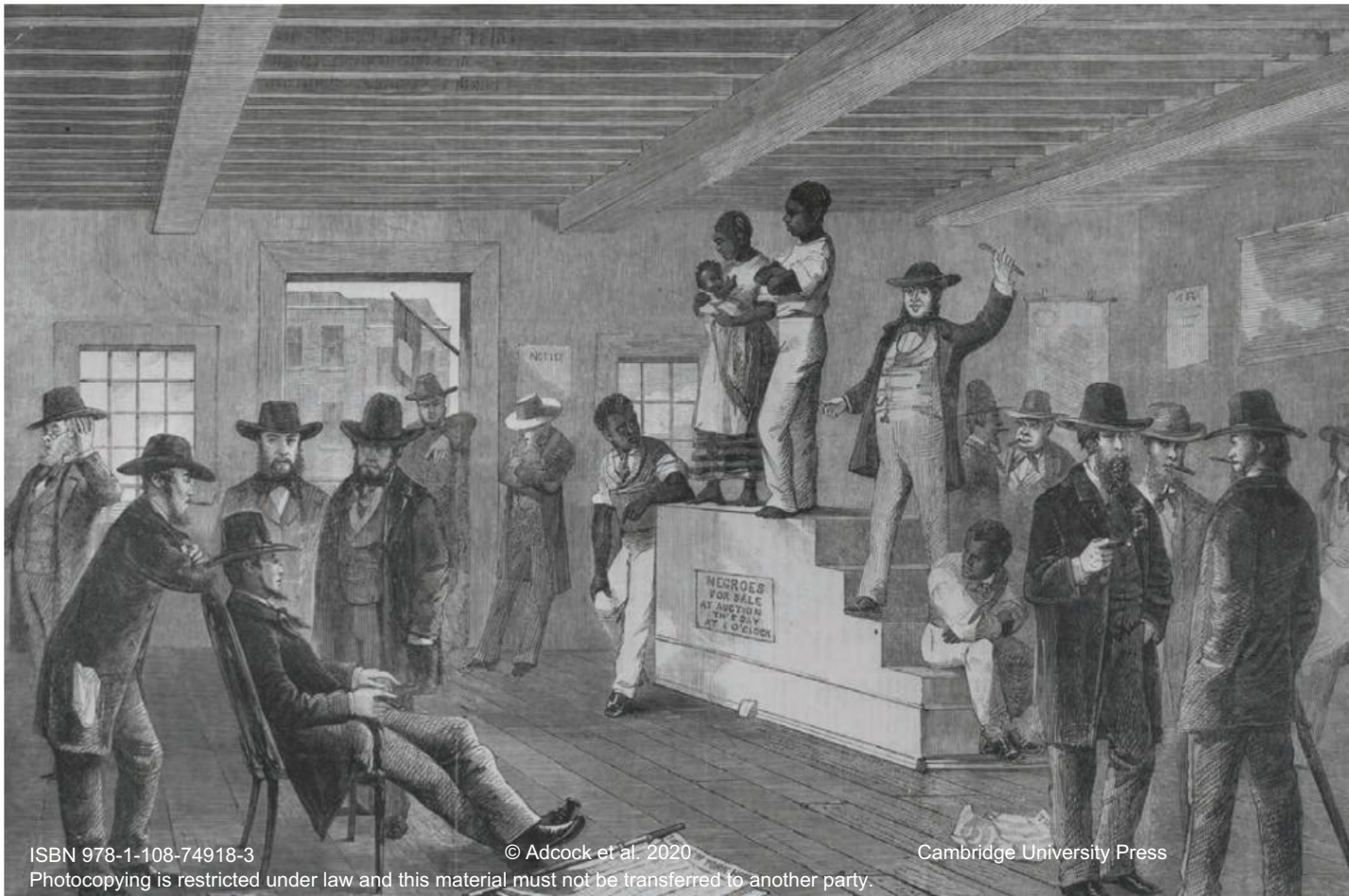
Since the time in the early 1600s, when the Americas were settled by explorers and religious exiles from Europe, African slaves had been used as labour to build the new colonies. Taken by force from West Africa, slaves were chained and sent on ships across the Atlantic Ocean to be sold as workers on tobacco, cotton and sugar plantations throughout the American continent. By the 1800s trade in African slaves had become a cornerstone of the North American economy. Men, women and children were bought and sold at auction like cattle. In many cases, the treatment of slaves was brutal – they were considered a commodity, rather than human beings.

The American Civil War (1861–1865) brought an end to slavery in the US as Northern armies fought the Southern Confederates to keep the American Union together. Slavery was not the defining reason for the civil war beginning, but it became a fundamental one as the war progressed. Pressure from anti-slavery groups in the north and a growing **emancipated slave** population contributed to the abolition of slavery upon the North's victory.

KEY TERM

emancipated slave a slave who has been granted their freedom

▼ **Source 2.42** 1861: A slave auction in Virginia, USA. A black family are being auctioned. A newspaper, the *New York Herald*, lies on the floor.



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Segregation and Jim Crow

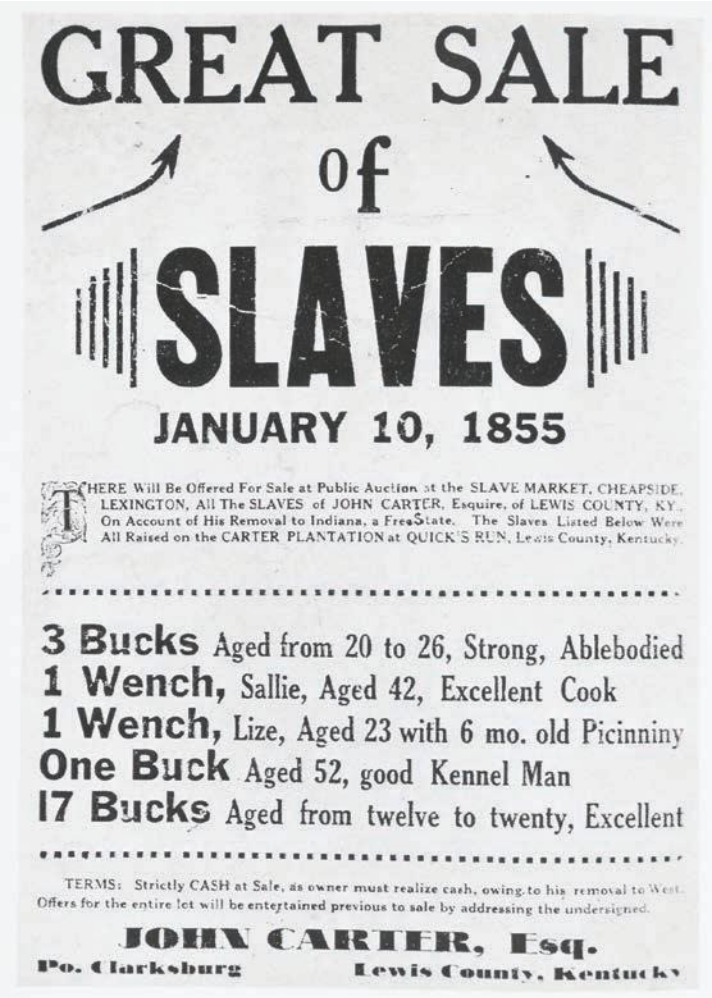
The end of slavery in the US did not mean the end of discrimination. In many states across the newly united states, African American people were legally segregated from white society. While these laws were most prominent in southern states like Alabama, Kentucky and Georgia, they stretched as far west as California and as far north as Illinois. In the south, these laws were referred to as **Jim Crow** laws, based on a derogatory term for black men. They were wide-ranging laws intended to keep black people separate and unequal. From schools to marriage and travel on public transport, the everyday lives of African American people were given inferior status.

KEY TERM

Jim Crow derogatory term for black men that also served as the nickname for a set of laws that enforced segregation in the US

African American people could not attend the same cinemas as whites. They could not have their hair cut in the same place, or drink from a water fountain that a white person might use. These laws prevented African American people from gaining an education and lifting themselves out of poverty. African American people could not vote to determine their own existence.

By the 1950s several key events began to push the demand for civil rights forward.



GREAT SALE
of
SLAVES
JANUARY 10, 1855

THERE Will Be Offered For Sale at Public Auction at the SLAVE MARKET, CHEAPSIDE, LEXINGTON, All The SLAVES of JOHN CARTER, Esquire, of LEWIS COUNTY, KY., On Account of His Removal to Indiana, a Free State. The Slaves Listed Below Were All Raised on the CARTER PLANTATION at QUICK'S RUN, Lewis County, Kentucky.

3 Bucks Aged from 20 to 26, Strong, Ablebodied
1 Wench, Sallie, Aged 42, Excellent Cook
1 Wench, Lize, Aged 23 with 6 mo. old Picinniny
One Buck Aged 52, good Kennel Man
17 Bucks Aged from twelve to twenty, Excellent

TERMS: Strictly CASH at Sale, as owner must realize cash, owing to his removal to West. Offers for the entire lot will be entertained previous to sale by addressing the undersigned.

JOHN CARTER, Esq.
Po. Clarksburg Lewis County, Kentucky

▲ **Source 2.43** Poster advertising a slave sale. The poster lists men and women of various ages along with the jobs they can perform.

▲ **Source 2.44** Poster created to depict 'Jim Crow' and make African American people appear inferior

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ACTIVITY 2.9

Using historical sources as evidence

Use the images in Sources 2.45 to 2.47 to write a paragraph about life under Jim Crow laws. Imagine you are visiting the US south for the first time and write a newspaper article that explains the extent of Jim Crow laws.

Source A

▲ **Source 2.45** 1959: People holding signs and American flags protesting the admission of the Little Rock Nine to Central High School

Source B

▲ **Source 2.46** November 1939: The Rex Theatre in Leland, Mississippi, which was segregated under the Jim Crow laws

Source C

▲ **Source 2.47** A passenger exits the 'Colored Waiting Room' at the Trailway Bus Terminal in Jackson, Mississippi

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The Murder of Emmett Till

In August 1955 Emmett Till, a 14-year-old African American boy, was murdered for allegedly flirting with a white woman in the small town of Money, Mississippi. Till was from Chicago and was visiting family in Mississippi when he was taken in the night and brutally murdered by the husband and brother of the women he was said to have **wolf whistled** at. He was so brutally beaten that his body was almost unrecognisable.

KEY TERMS

wolf whistle whistling at someone to show interest in them, often directed by men at women they find attractive

Ku Klux Klan US-based illegal white supremacist hate group who led a campaign of terror and violence against African American people

Sadly, such incidents were not isolated. White supremacist organisation the **Ku Klux Klan** had led many anonymous campaigns of intimidation and violence that had prevented most African American people in the south from speaking out. At the murder trial of Emmet Till it took an all-white jury one hour to deliver a 'not guilty' verdict for the two accused men on the grounds that they could not prove the dead body was actually that of Emmett Till. Mose Wright, Till's uncle, who had positively identified the two white men in his testimony, went into hiding after the trial.

At Till's funeral in Chicago, his mother made the gruesome decision to have an open casket service. She wanted all who attended to see what these men had done to her 14-year-old son. Thousands came out to see the body and farewell Till. His murder and subsequent funeral became national news.

▲ **Source 2.48** 14-year-old Emmet Till

▼ **Source 2.49** Mourners at Emmett Till's funeral in Chicago

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Rosa Parks and the Montgomery Bus Boycott

In December 1955, four months after Emmett Till's funeral, seamstress and civil rights activist Rosa Parks boarded a segregated bus in Montgomery, Alabama. While sitting in the designated white area of the bus, Parks refused to move when the bus began to fill with white passengers. She was removed from the bus and arrested for refusing to give up her seat. Her protest set off the Montgomery Bus Boycott and set the tone for the civil rights movement.

The doctrine of **passive resistance** became the defining tactic of civil rights protest.

KEY TERM

passive resistance nonviolent opposition to authority, especially a refusal to cooperate

▲ **Source 2.50** Photo of Rosa Parks at the time of her arrest for refusing to give up her bus seat for a white passenger

▼ **Source 2.51** Illustrated dramatic recreation of Rosa Parks sitting in the front of the bus, where she refused go give up her seat for white passengers

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People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

▲ **Source 2.52** Rosa Parks

KEY TERM

National Association for the Advancement of Colored People (NAACP) US-based civil rights organisation formed in 1909 to advance justice for African American people

Organised by civil rights group the **National Association for the Advancement of Colored People (NAACP)**, African American people in Montgomery decided to boycott the city's bus services altogether. For 381 days, the protestors, who made up 75 per cent of the bus company's customers, refused to board any bus. Instead they walked or shared taxis and cars. This economic pressure forced the bus company and local courts to desegregate the bus services in 1957. The protest resulted in two things: it proved that mass action of African American people could be successful, and it inspired a new leader to emerge in the form of a 26-year-old pastor named Martin Luther King Jr.

Woolworths sit-ins

Such methods of passive resistance to authority, when organised en masse, exposed the violence and racism of lawmakers in the southern states. In 1960 protests began to be organised at segregated lunch counters in Woolworths stores in Greensboro, North Carolina. Black and white students would enter the stores together, sit in white seats at the lunch counter and wait to be served. Both white and black students were refused service, with threats of violence and intimidation following. Drinks were tipped over their heads, lit cigarettes were thrown and a tirade of verbal abuse was hurled at the protestors, who said nothing and did not move. The refusal of the protestors to respond to provocation only served to highlight the impact of segregation and racism. These protests continued across the south as restaurants across the south slowly abandoned segregated counters.

▲ **Source 2.53** December 26, 1956:US Civil Rights leader Reverend Martin Luther King Jr stands in front of a bus at the end of the Montgomery bus boycott

▲ **Source 2.54** A policeman speaks with protesters during a sit-in at Brown's Basement Luncheonette in Oklahoma

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◄ **Source 2.55** Segregation protesters Professor John R. Salter, Joan Trunpauer, and Annie Moody remained at a sit-in at a lunch counter in Jackson, Mississippi even after Professor Salter was sprayed with condiments and beaten on the back and head by spectators in the crowd

◄ **Source 2.56** Volunteer Civil Right activists undergo tolerance training in preparation for sit-in demonstrations

The Freedom Rides

The following year, the NAACP organised another passive protest known as the **Freedom Rides**. In order to expose the segregation of interstate bus travel, protesters boarded a Greyhound bus and used 'white only' restrooms, lunch counters and waiting rooms across the US. Departing from North Carolina, the further the protesters travelled south, the worse the violence they experienced became. Upon arrival in South Carolina, some of the riders were attacked as they entered a whites-only area.

When they reached Alabama an angry mob followed the bus in cars, forcing it to a halt. A bomb was thrown into the bus and the protestors barely escaped with their lives.

KEY TERM

Freedom Riders civil rights activists who rode buses through the southern United States in 1961 to challenge segregation at bus stations and in southern US communities

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KEY TERMS

National Guard a reserve military force made up of ordinary US citizens

Mahatma Gandhi leader of the Indian independence movement in the 1940s

Brown vs the Board of Education landmark decision of the US Supreme Court that ruled racial segregation in public schools to be illegal

Bull Connor, the police commissioner of Birmingham, Alabama, refused to provide the riders with any protection. It was not until a mob set upon the riders with baseball bats and clubs that the federal government intervened and sent 600 **National Guard** soldiers to Birmingham in to protect the riders.

Images of the violence were splashed across newspapers and news services all over the country. The violence of racism and segregation was now in the national and international spotlight.

▲ **Source 2.57** Freedom Rider James Peck is attacked at the bus station in Birmingham, Alabama

▲ **Source 2.58** Freedom Riders on a Greyhound bus sponsored by the Congress Of Racial Equality (CORE) sit on the ground outside the bus after it was set afire by a group of whites after it arrived in Anniston, Alabama

Martin Luther King Jr

Civil rights leader Martin Luther King Jr believed in the policy of nonviolence. Having studied the success of **Mahatma Gandhi's** use of passive resistance to drive the British Empire out of India in 1949, King determined that the only way to defeat a stronger, more violent oppressor was with nonviolence. He spoke about the importance of nonviolent resistance.

> ... nonviolent resistance does not seek to defeat or humiliate the opponent, but to win his friendship and understanding ... The end is redemption and reconciliation. The aftermath of nonviolence is the creation of the beloved community, while the aftermath of violence is tragic bitterness.[25]

▲ **Source 2.59** Mahatma Gandhi

These tactics saw King and the US civil rights movement spread across the country. A number of key events brought the movement success. Since the landmark 1954 ***Brown vs the Board of Education*** decision, momentum had been building to desegregate schools in the south. In 1957, as nine African American students attempted to attend Little Rock's desegregated Central High School in 1957, they were harassed by the local community all the way to the front door. At the door they were met by Arkansas Governor Orval Faubus, who refused them entry to the school. The Federal Government again

25 https://kinginstitute.stanford.edu/king-papers/documents/nonviolence-and-racial-justice

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intervened and the students were eventually able to legally attend a school (with an army escort) that had formerly been off limits to African American students.

In 1963 King and the NAACP turned their attention to the city of Birmingham and its state of Alabama, home to some of the harshest segregation laws in the US south. Sit-ins, economic boycotts and public marches brought a severe police response and more national media attention. King himself was arrested, as were so many protestors that the Birmingham jails could no longer cope with the influx of arrests. Dogs and high-pressure hoses were used on student protestors, who calmly submitted to arrest. These images brought even more negative attention to segregation. Despite the symbolic victories of the protests, on 15 September 1963 members of the Ku Klux Klan planted a bomb at the 16th Street Baptist Church in Birmingham, killing four African American schoolgirls. The four perpetrators of this crime were not charged until 1977.

▲ **Source 2.60** Elizabeth Eckford ignores the screams and stares of fellow students on her first day at Central High School in Little Rock, Arkansas

ACTIVITY 2.10

Check your understanding

1 Explain the contribution of significant individuals in the US civil rights movement between 1955 and 1963.
2 Explain the significance of non-violent protest from large groups between 1955 and 1963.
3 Which do you see as the most important element of civil rights action? Explain your response with evidence.

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ACTIVITY 2.11

Using historical sources as evidence

Examine the images of the Birmingham protest. Use the images to explain why these events changed US citizens' opinions about civil rights.

Source A

◄ **Source 2.61** Children are attacked by dogs and water cannons during a protest against segregation organised by Reverend Dr Martin Luther King Jr. and Reverend Fred Shuttlesworth in Birmingham, Alabama

Source B

◄ **Source 2.62** Children participating in a segregation protest in Birmingham, Alabama, hide behind the trunk of a tree after fire fighters begin spraying the demonstrators with fire hoses

Source C

◄ **Source 2.63** Protesters being attacked by police dogs during segregation demonstrations in Birmingham, Alabama

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The *Civil Rights Act*: 1964

On 28 August 1963, 250 000 protesters marched to the Washington Monument in the US capital to demand better employment and to protest against abuses of the civil rights of African Americans.

▲ **Source 2.64** 28 August 1963: Dr Martin Luther King Jr addresses a crowd of demonstrators outside the Lincoln Memorial during the March on Washington for Jobs and Freedom

On 2 July 1964 US President Lyndon B Johnson signed the *Civil Rights Act,* which declared racial discrimination in employment to be illegal. The law also declared voting to be free and accessible to all, and enforced the desegregation of public facilities and education. This win was a high-watermark for the civil rights movement.

◄ **Source 2.66** 2 July 1964: US President Lyndon B. Johnson shakes hands with civil rights leader Martin Luther King Jr at the signing of the *Civil Rights Act*

Radical movements: Malcolm X

To some within the civil rights movement, the policy of nonviolence was not enough. A long history of persecution and violence had angered many within the African American community and some were calling for a stronger, more aggressive approach. **Malcolm X**, a member of the **Nation of Islam**, was an advocate of black nationalism.

KEY TERMS

Malcolm X (born Malcolm Little) US civil rights campaigner who directly challenged the mainstream civil rights movement for its lack of action and use of nonviolence

Nation of Islam US-based African American political and religious movement

▲ **Source 2.65** Civil rights campaigner Malcolm X

Articulate and charismatic, Malcolm X directly criticised King's approach of nonviolence. On 28 June 1964 he gave a speech in New York that defined his approach:

> We want freedom by any means necessary. We want justice by any means necessary. We want equality by any means necessary. We don't feel that in 1964, living in a country that is supposedly based upon freedom, and supposedly the leader of the free world, we don't think that we should have to sit around and wait for some segregationist congressmen and senators and a President from Texas in Washington, DC to make up their minds

Additional content
Head to the Interactive Textbook to analyse the power of Martin Luther King's famous speech

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that our people are due now some degree of civil rights. No, we want it now or we don't think anybody should have it.[26]

▲ **Source 2.67** Malcolm X

Malcolm X would be assassinated a year later. A dispute between members of the Nation of Islam was blamed for the his killing, but his open criticism of the US Government had drawn the attention of the **Federal Bureau of Investigation (FBI)**. After X's assassination, an era of distrust between African American activists and the US government would follow.

KEY TERMS

Federal Bureau of Investigation (FBI) the domestic intelligence and security service of the United States

Black Panther Party US-based African American revolutionary party founded to combat racism and empower black people

Radical movements: The Black Panthers

The **Black Panther Party** formed in California in 1966 in response to Malcom X's assassination and the Watts Riots of 1965. These riots took place over five days in a neighbourhood near Los Angeles as an outbreak of the rising tension between police and the African American community. The Black Panther Party was formed with the aim of protecting African American people with force. Around the nation, this movement grew as armed members of the group protected African American businesses and drew even more attention from the FBI for their socialist tendencies. The Black Panthers promoted a militant version of black nationalism that

ACTIVITY 2.12

Check your understanding

1 Evaluate the methods proposed by the radical African American civil rights movements. What were the common outcomes for the leaders who proposed an aggressive approach?
2 How does this compare to the methods that Martin Luther King Jr advocated?
3 Consider the events that followed the signing of the *Civil Rights Act*. Why would so many within the African American community still harbour anger?

▲ **Source 2.68** Two men hold their hands up against the wall of a dry cleaners while being arrested by state troopers during the Watts Riots in Los Angeles, California

▲ **Source 2.69** May 2, 1967. Two members of the Black Panther Party are met on the steps of the State Capitol in Sacramento, California, by Police Lt. Ernest Holloway, who informs them they will be allowed to keep their weapons as long as they cause no trouble and do not disturb the peace

26 https://www.blackpast.org/african-american-history/speeches-african-american-history/1964-malcolm-x-s-speech-founding-rally-organization-afro-american-unity/

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embraced African American identity, fashion and culture in a way that seemed far more aggressive than anything Martin Luther King Jr had proposed. The shooting death of 21-year-old Black Panther leader Fred Hampton in 1969 at the hands of the FBI further stoked distrust between radical African Americans and the broader authorities.

The Assassination of Martin Luther King Jr

On 4 April 1968, Martin Luther King Jr was assassinated. White supremacist James Earl Ray was arrested for this crime 65 days later while attempting to board a plane to **Rhodesia**. Ray's fingerprints were found on a gun near the scene.

King's death was mourned across the US. In a year when anti-Vietnam War protests threatened to tear the nation apart, the assassination of this revered civil rights leader served to only widen the divide between black and white America. Many people were angered and driven towards more radical movements like the Black Panthers. Riots broke out in Chicago as tensions in predominantly African American communities reached fever pitch. Many historians argue that King's death marked the end of the civil rights movement.

King's advocacy of the importance of nonviolence, eloquence and patient change are greatly respected across the country. Today the US remembers him with the annual Martin Luther King Day, which is a national holiday across the country.

The Mexico City Olympic Games

The Black Power movement was immortalised when two American athletes made a Black Power salute while accepting their medals at the Mexico City Olympics in 1968.

KEY TERM

Rhodesia former name of the African nation of Zimbabwe

Additional content

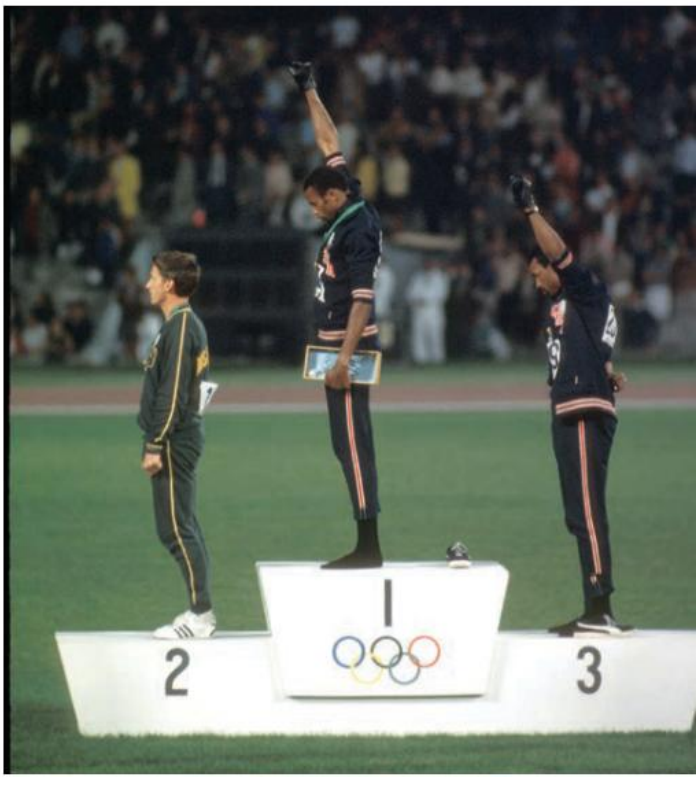
The civil rights movement also involved celebrities and musicians. Access the Interactive Textbook to discover the contribution Nina Simone and Muhammad Ali made to the movement, and the consequences of their actions.

Additional content

Access the Interactive Textbook to discover the details of the event and the Australian connection to this famous moment.

▼ **Source 2.70** Chicago, Illinois, April 1968: Views of looted businesses during the West Side riots after the assassination of Martin Luther King Jr

▼ **Source 2.71** October 1968: US athletes Tommie Smith (gold medal) and John Carlos (bronze medal) raise their fists in the Black Power Salute during the national anthem at the Olympics in Mexico City



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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 2.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Explain why African slaves were used in the colonisation of America.
2 Explain how slaves were treated.
3 Why was the American Civil War fought? How did it lead to the abolition of slavery?
4 What were the Jim Crow laws?
5 What were the consequences of Emmett Till's murder?
6 Use evidence to explain how non-violent protest was used to force change in the US.
7 What did the 1964 *Civil Rights Act* signify?
8 Why did black radicalism and nationalism arise after 1966?

Interpret

9 Explain how Emmett Till's murder was the catalyst for the civil rights movement.
10 Why was the tactic of non-violence so successful before 1964?
11 Using the image below, explain the contribution of Martin Luther King Jr.

▲ **Source 2.72** Martin Luther King Jr and his wife, Coretta Scott King, lead a march for black voting rights from Selma, Alabama, to the state capital of Montgomery on 30 March 1965

Argue

12 Evaluate the consequences for those who stood up to protest racism. Was it worth it? Using evidence, explain the consequences of their protests.

Extension

1 Consider what you have learned about Aboriginal and Torres Strait Islander peoples' civil rights in Australia. What lessons could be learned from the events that took place in the US?

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2.4 The significance of key events in changing society: the 1967 Referendum

FOCUS QUESTION

How did the Aboriginal and Torres Strait Islander peoples' civil rights movement find momentum in Australia?

Timeline of Aboriginal and Torres Strait Islander peoples' civil rights in Australia

1940s
- Jessie Street's activism and research expose injustice to an international audience

1957
- Warburton Ranges controversy

1958
- The Federal Council for the Advancement of Aborigines (later the Federal Council for the Advancement of Aborigines and Torres Strait Islanders) begins a 10-year campaign to end the Australian Constitution's discrimination against Aboriginal and Torres Strait Islander peoples

1962
- Aboriginal and Torres Strait Islander peoples are allowed to vote in Commonwealth elections

1963
- The Yirkalla Bark petitions

1963
- Lake Tyers campaign

1965
- Freedom Rides – Charlie Perkins

1966
- Wave Hill walk-off

1967
- In a national referendum 90.7% of Australians vote to count Aboriginal and Torres Strait Islander peoples in the census and to give the Commonwealth Government the power to make laws for them

▲ **Source 2.73** February 1965: Charles Perkins meets a supporter of the Aboriginal Freedom Ride. Perkins was inspired by the public focus the Freedom Rides had given to racial inequality in the southern parts of the US.

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The road to recognition

In 1967 a question was put to the Australian people. Should the constitution be changed to include Aboriginal and Torres Strait Islander peoples in the national census, and should the Federal Government be allowed to make laws for them?

KEY TERM

suffragette political group of women seeking the right to vote through protest

> *'The victory of the 1967 referendum was not a change of white attitudes. The real victory was the spirit of hope and optimism which affected blacks all over Australia. We had won something … We were visible, hopeful and vocal.'*[27]
>
> —Kath Walker (Oodgeroo Noonuccal), 1967 Referendum Campaign National Coordinator

In the years that followed World War II, Australia took on a more visible and accountable place in the world. Australian delegate Dr Herbert Evatt had presided over the Universal Declaration of Human Rights (UDHR) on 10 December 1948. Little had changed for Aboriginal and Torres Strait Islander peoples, though. The attention of the world, and of Australians who themselves were ignorant to the plight of Aboriginal and Torres Strait Islander peoples, would soon focus on their fight for recognition.

> *'Aboriginal people are the skeletons in the cupboard of Australia's national life… outcasts in our own land.'*[28]
>
> —Pastor Doug Nicholls, 1938

Jessie Street and the Anti-Slavery Society

In 1956 prominent feminist Jessie Street was investigating the possibility of human rights abuses in Australia. A **suffragette** and human rights activist, Street was working with the London-based Anti-Slavery Society, investigating a case to bring the Australian Government to the attention of the United Nations.

Slavery had been outlawed throughout the British Empire in 1833. However, the use of Aboriginal and Torres Strait Islander peoples labour under 'protection' laws was being abused in a manner that suggested it had not truly been outlawed in Australia. Aboriginal and Torres Strait Islander peoples had been employed as interpreters, trackers, troopers, servants, labourers, stockmen and divers since 1788. Few of them had been paid wages that fairly compared to the wages of non-Indigenous workers. Many had been paid in rations instead of money.

In the case of those Aboriginal and Torres Strait Islander peoples who did receive payment for their work, their wages were often withheld from them by the bosses they worked for, or by police and government authorities. In Western Australia, Aboriginal and Torres Strait Islander peoples wages were under 'total government control' up until 1968.[29] In many states, Aboriginal Protection Boards withheld payment from Aboriginal and Torres Strait Islander workers. It is estimated that the Queensland Government still owes Aboriginal and Torres Strait Islander workers around A$500 million in unpaid wages.

Street calls for a referendum

Street travelled Australia and made a detailed case for the need to improve conditions, socially, economically and legally for Aboriginal and Torres Strait Islander peoples. Her conclusion was that the Australian Constitution needed to be changed to allow the Federal Government to control the laws that were made for Aboriginal and Torres Strait Islander peoples.

27 https://aiatsis.gov.au/exhibitions/campaigners
28 https://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted
29 https://www.creativespirits.info/aboriginalculture/economy/stolen-wages/stolen-wages#toc1

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ACTIVITY 2.13

Using historical sources as evidence

> A woman reported to me that as a young woman she slept in a shed. Her day began before dawn when she commenced to prepare the employer's family's breakfast, then attended to the invalid grandmother, had breakfast on enamel utensils specially set apart for her, cleaned up the kitchen, did some housework then did ploughing or fencing with the farmer, returned at dusk to make the meals, cleaned up and put the grand mother and then herself to bed.
> This woman had no other company, was not taken on or given outings and had no means to travel, had no holidays, was paid no money and chose no item of clothing for herself until after she ran away when she was about 30 years old.[30]
>
> —Anonymous submission to the Stolen Wages Commission, 2006

1. Carefully read the Stolen Wages report. What indication does it give that some Aboriginal and Torres Strait Islander workers were treated as slaves?
2. What does the other evidence tell you about the treatment of Aboriginal and Torres Strait Islander peoples? Does it amount to slavery?
3. Did Jessie Street have a case? Explain your response with evidence.

Up until this point, each individual state had made their own laws:

- In Queensland, the Director of Native Welfare was the legal guardian of all Aboriginal children until 1965, whether their parents were alive or not.[31]
- In Western Australia the *Aborigines Protection Act* of 1886 gave wide powers to the Board and Protectors and empowered magistrates to apprentice Aboriginal children to work up until the age of 21 years.[32]
- The 1911 *South Australian Aborigines Act* provided for the removal of an Aboriginal child to an institution under the control of the State Children's Council.[33]
- The *Aborigines Protection Amending Act (NSW) 1915* gave power to the Aboriginal Protection Board to separate Aboriginal children from their families without having to establish in court that they had been neglected.[34]

Street's detailed written report revealed a compelling case to pressure the Australian Government to make a case for a referendum to change the constitution and to recognise the plight of Aboriginal and Torres Strait Islander peoples.[35]

▲ **Source 2.74** Woomera, South Australia: unexploded ordnance warning sign

The Warburton Ranges controversy – 1957

As an ally of England and the United States, Australia was a key player in **The Cold War**. The remote deserts

KEY TERM

The Cold War period of 45 years of hostility between the United States and The Soviet Union (Russia), characterised by threats, propaganda and military conflicts around the globe

30 https://www.creativespirits.info/aboriginalculture/economy/stolen-wages/stolen-wages#toc1
31 https://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted
32 https://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted
33 https://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted
34 https://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted
35 https://www.nationalwomenslibrary.org.au/aboutus/who-was-jessie-street/

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KEY TERMS

Ngaanyatjarra language group that stretches between the Sandy and Great Desert regions of Western Australian and the Northern Territory

Aborigines Advancement League the oldest Aboriginal organisation in Australia, both a welfare body and an activist body for Aboriginal and Torres Strait Islander peoples rights

of South Australia and Western Australia were controversially chosen as sites for nuclear weapons testing. In Woomera, South Australia, seven atomic bomb tests were completed between 1955 and 1963.

In February 1957 William Grayden, a war veteran, and Aboriginal activist Doug Nicholls journeyed from Perth into **Ngaanyatjarra** country in the Warburton Ranges, north-west of the Woomera atomic bomb test zone, under the potential flight path of missiles. Grayden had visited Woomera before and had been shocked at the conditions at the Aboriginal missions he had seen in 1953.

> To think that people could survive under those conditions was extraordinary. They were very deprived. I realised there was such a tremendous amount to do for the Aborigines of Western Australia.[36]

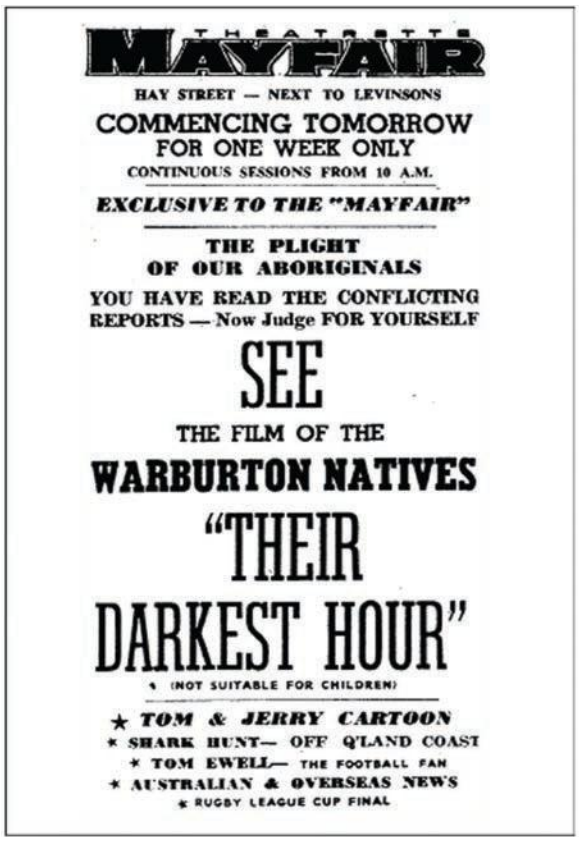
▲ **Source 2.75** William Grayden

Grayden had little luck convincing the Western Australian Government to help. Mainstream media in Australia was also sceptical.

Adelaide journalist Rupert Murdoch had flown over Central Australia and claimed that, 'These fine native people have never enjoyed better conditions.'[37] Grayden and Nicholls were looking to report back on the living conditions of the Ngaanyatjarra people living on the Ranges Mission, which was located to the north-west of the flight path of some of the weapons being tested at Woomera.

They found a group of people on the verge of death from starvation and disease. There was a severe lack of medical supplies, food and accommodation. Using a 16mm camera (a small, durable film camera that could be used to make cheap movies), Grayden and Nicholls were able to record the film *Their Darkest Hour*. This film depicted the malnourished and impoverished community.

Their Darkest Hour was shown in theatres across Australia, at meetings and even on television. The



▲ **Source 2.76** Movie theatre advertisement announcing the screening of *Their Darkest Hour*

film brought real-life images of mission life into the public eye. Newspaper headlines decried the abandonment of the Ngaanyatjarra people and inspired Australians to respond by writing letters to the Prime Minister of Australia, demanding an improvement to the Ngaanyatjarra people's conditions. This film started a public debate about Aboriginal and Torres Strait Islander peoples' civil rights that would continue for years to come.

The Federal Council for the Advancement of Aborigines – 1958

In 1958 the **Aborigines Advancement League** was formed. The work of Jessie Street had led to a plan for the Anti-Slavery Society to approach the United Nations and had also created momentum for Aboriginal and Torres Strait Islander activists around Australia. The Warburton Ranges controversy and the screening of *Their Darkest Hour* had brought them national and international attention to Aboriginal and Torres Strait Islander peoples civil rights.

36 https://press-files.anu.edu.au/downloads/press/p170581/html/ch05.xhtml?referer=&page=6
37 https://www.nma.gov.au/explore/features/indigenous-rights/civil-rights/warburton-ranges/expansion-folder/overview-of-the-warburton-ranges-controversy

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The formation of the **Federal Council for the Advancement of Aborigines** created a united voice for all Aboriginal and Torres Strait Islander peoples, a voice that could be used to speak to the Federal Government. It created a platform and a group that could campaign for equal wages, for land rights, and for a referendum to change the Australian Constitution.

The right to vote – 1962

Depending on which state they lived in, some Aboriginal and Torres Strait Islander peoples could cast a vote in state elections.

However, it was not until 1962 that the Federal Government extended this right to all Aboriginal people around Australia. At the same time, however, it was declared an offence to encourage Aboriginal people to vote.[38]

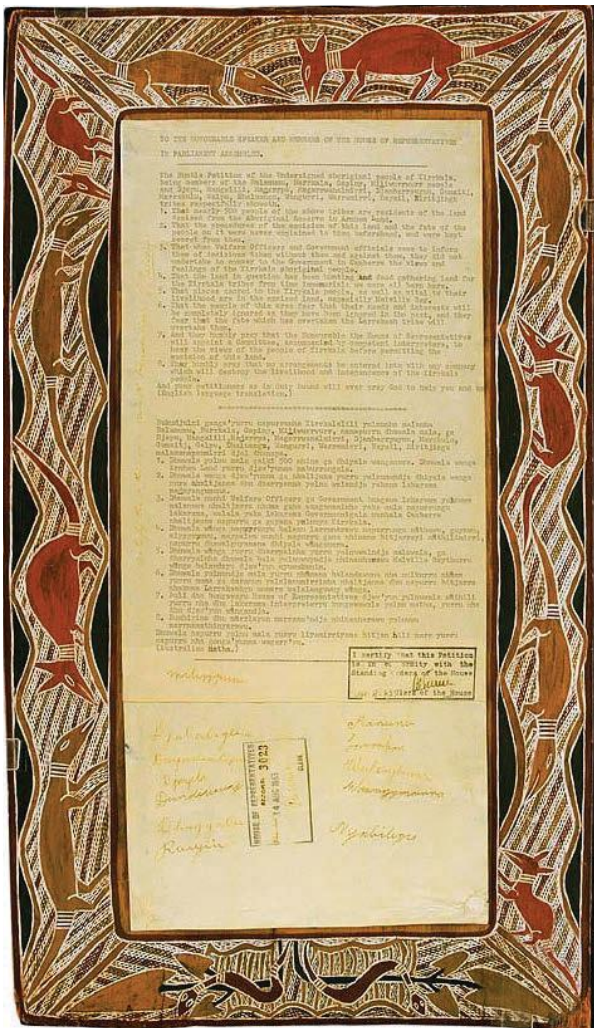
The Yirrkala Bark Petitions – 1963

In 1963, 300 square kilometres of the **Arnhem Land** area of the Northern Territory was taken without any consultation from the Yolngu people who lived there. The land was to be sold to an international mining company for mining and exploration. **Yolngu** Elders decided to petition the Federal Government and protest the mining project. The petitions they prepared, written on a combination of bark and paper, included the thumbprints of Yolngu elders. Their message was simple.

> This [is] aboriginal people's place. We want to hold this country. We do not want to lose this country.[39]

▲ **Source 2.77** From the Yirrkala Bark Petitions

The Yolngu Elders requested a federal inquiry into the process of awarding the mining contract. Two parliamentarians presented the bark petitions to the **House of Representatives** in 1963. The House acknowledged, for the first time, that Aboriginal and Torres Strait Islander law should be recognised by the Australian Government. The protests of the Yolngu elders were unsuccessful, however, and construction of the mine eventually proceeded. However, the Yirrkala Bark Petitions set an important precedent, because Australian courts had recognised Aboriginal and Torres Strait Islander peoples' place on Australian land and acted to protect Aboriginal and Torres Strait Islander peoples' **sacred sites** from destruction. This would also act as another important stepping-stone on the road to Aboriginal and Torres Strait Islander peoples' civil rights.



▲ **Source 2.78** The Yirrkala Bark Petitions printed in English

Lake Tyers campaign – 1963

The Aboriginal mission at Lake Tyers, in the Eastern Gippsland region of Victoria, was established in 1861 on the traditional lands of the **Bung Yarnda** people. Over the next century, residents of the Ramahyuck, Condah and Coranderrk missions would be moved there. This region has a dark history. In places like Butchers Creek and Slaughterhouse Gully

KEY TERMS

Federal Council for the Advancement of Aborigines organisation dedicated to lobbying the Australian Government to improve conditions for all Aboriginal and Torres Strait Islander peoples

Arnhem Land largest area of land owned by Aboriginal people in Australia, located in the north-eastern corner of the Northern Territory

Yolngu inhabiting north-eastern Arnhem Land

House of Representatives lower house of the Australian Parliament, in which new laws can be introduced and debated

sacred sites physical locations of great spiritual or historical significance to Aboriginal and Torres Strait Islander peoples

Bung Yarnda language group from eastern Victoria

38 https://www.creativespirits.info/aboriginalculture/selfdetermination/voting-rights-for-aboriginal-people#toc2
39 https://www.creativespirits.info/aboriginalculture/land/the-1963-yirrkala-bark-petitions#toc0

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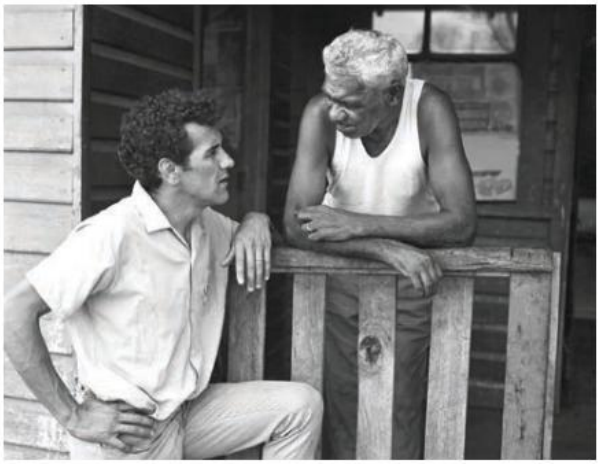
it is estimated that at least 450 Aboriginals were massacred during settlement.[40] In 1963 Lake Tyers Mission was a remote and segregated home for Aboriginal and Torres Strait Islander peoples from all over Victoria. It is said to have housed more than half of Victoria's dispossessed Aboriginal and Torres Strait Islander population by the turn of the twentieth century. In 1960 the Victorian government decided to close the mission and assimilate its remaining population into the broader community. Few people knew where they were going, only that they would be dispersed across the state, away from the homes they had made at Lake Tyers.

Pastor Doug Nicholls led the campaign to save the mission. Lake Tyers residents protested and petitioned the government to allow the mission to become an Aboriginal-run independent community. By this time Nicholls had become an influential voice in Melbourne. He was able to bring the civil rights cause to the attention of influential politicians. Nicholls was ultimately unsuccessful though, and the Victorian Government nearly closed the reserve. However, local residents continued their fight and eventually won. Lake Tyers was declared a permanent Aboriginal reserve in 1965. Six years later, the remaining residents were granted parcels of land and the right to run a 'self-governing community'.

▲ **Source 2.79** Victorian Parliament House, May 1963: Pastor Doug Nicholls speaks with Clyde Stoneham about Aboriginal welfare



▲ **Source 2.80** 24 February 1965: Aboriginal activist Charles Perkins talks to a resident in Bowraville, New South Wales, during the Freedom Ride

ACTIVITY 2.14

Check your understanding

1. Carefully examine the image of Pastor Doug Nicholls. Using the examples in Sources 2.77 to 2.79, what was the significance of peaceful protest methods like petitions and consultation with governments? What were these methods able to achieve?
2. What was the significance of individuals like Pastor Doug Nicholls in bringing the plight of Aboriginal and Torres Strait Islander peoples to public view?
3. Compare these protest techniques to those used in the US at the same time. What similarities and differences can you see?
4. Consider what you have learned about World War II and the changes experienced in Australia by that point in history. Why do you think governments and activists were becoming more sympathetic to the cause of Aboriginal and Torres Strait Islander peoples?

40 https://www.theage.com.au/national/victoria/australia-day-nothing-to-celebrate-in-lake-tyers-mission-20170126-gtzfh1.html

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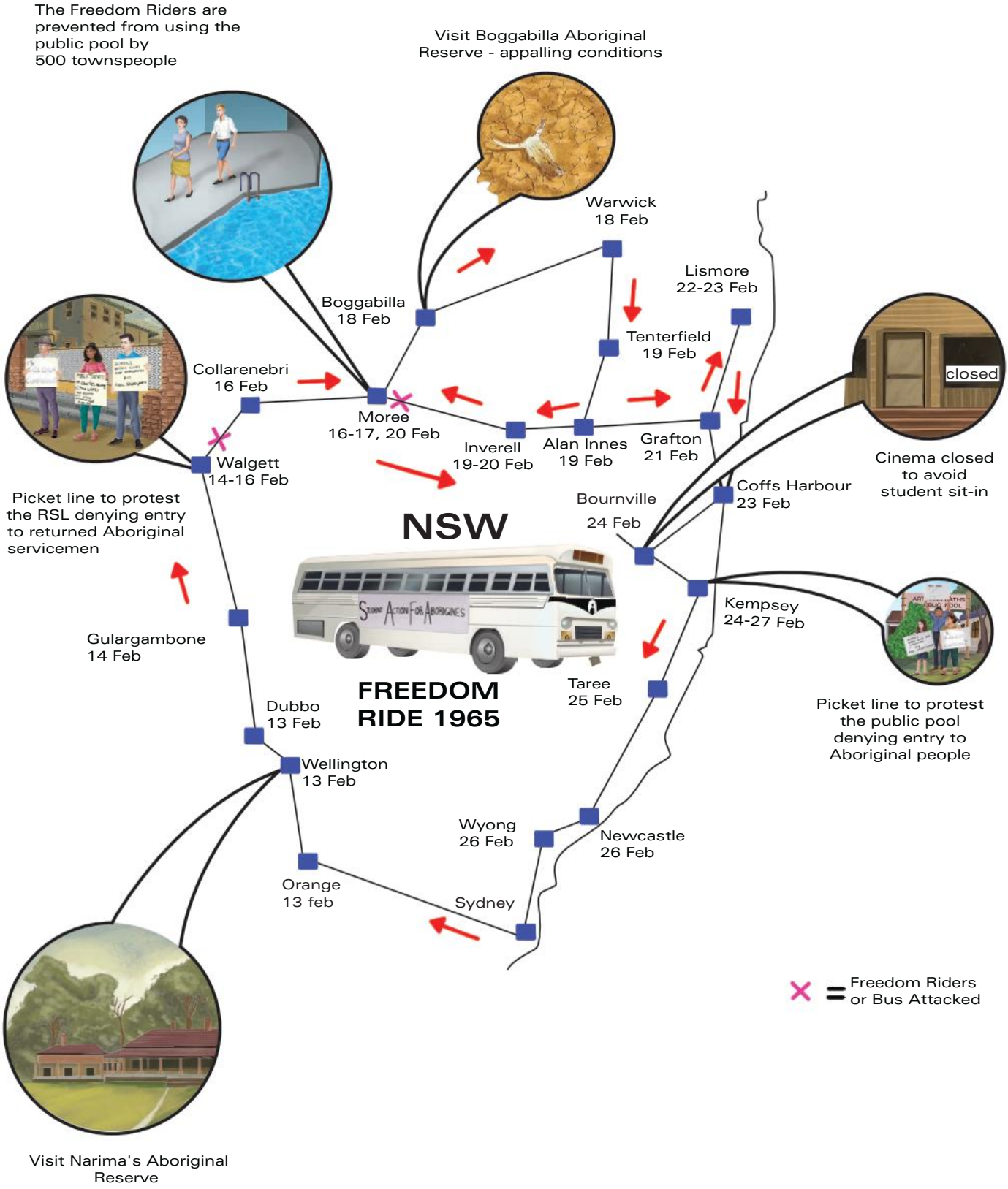
The Freedom Ride: 1965

In 1965, inspired by the Freedom Rides in the southern states of the US, Aboriginal activist and academic Charles Perkins decided to lead a bus tour of rural New South Wales to expose the racism and segregation Aboriginal and Torres Strait Islander peoples in outback towns were experiencing. Travelling with 29 students from the University of Sydney, Perkins planned a tour of the towns of Walgett, Gulargambone, Kempsey, Bowraville and Moree.



▲ **Source 2.81** Route of the 1965 Australian Freedom Ride showing locations of significant incidents

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Timeline of Charles Perkins's life

FAMOUS FACE

CHARLES PERKINS

Charles Perkins was a civil rights activist who dedicated his life to achieving justice for Aboriginal and Torres Strait Islander peoples.

1936
Born to Hetti Perkins and Martin Connelly at the Bungalow near Alice Springs

1945
Starts education in Adelaide and begins to understand the extent of discrimination against Aboriginal people.

1957
Plays soccer for Everton, England

1961
Captains and coaches for Pan Hellenic (later known as Sydney Olympic FC) in Sydney, enabling him to finance his university studies

1965
Organises a group of students to travel around NSW to protest against discriminatory treatment of Aboriginal and Torres Strait Islander peoples; becomes manager of the Foundation for Aboriginal Affairs

1966
Graduates with a Bachelor of Arts from the University of Sydney, one of the first Aboriginal people to graduate from university

▲ **Source 2.82** Timeline of Charles Perkins
Source: University of Sydney, Charles Perkins Centre website

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1969
Moves to Canberra to begin work in the Office of Aboriginal Affairs, set up by Prime Minister Harold Holt

1972
Joins the Tent Embassy in Canberra, calling for compensation and recognition of Aboriginal land and human rights

1984
Becomes the first Aboriginal Secretary of the Department of Aboriginal Affairs

1987
Awarded an Order of Australia medal

1993
Elected Commissioner of the Aboriginal and Torres Strait Islander Commission (ATSIC)

2000
Passes away in Sydney, aged 64

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Amazing but true …

In the 1950s Charles Perkins played professional football (soccer) in England. A talented footballer as a teenager, he earned a trial at Everton Football Club in Liverpool while working at the Liverpool shipyards, located on the River Mersey. It was on those muddy pitches and under tough working class conditions that he forged his desire to fight racism. After playing an amateur match on the pristine fields of Oxford University, Perkins became determined to educate himself. After turning down a trial with Manchester United, he returned to Australia to play football in Adelaide and Sydney. In 1966 he became the first Aboriginal person to graduate from university in Australia.

Jim Speigelman was a Freedom Rider and student. Like many on the bus, Jim didn't know what waited for him.

> We knew there were problems, but no one really knew the nature of extent of it … Most of us were city kids and didn't really know what was going on in rural NSW.[41]

▲ **Source 2.83** Jim Speigelman, Freedom Rider

The students planned to protest at segregated hotels, pools and cinemas and to speak to local Aboriginal and Torres Strait Islander peoples about their own experiences. The students were shocked at the conditions of Aboriginal and Torres Strait Islander peoples in these towns. Many lived in squalid conditions, as Ann Curthoy, a student on the ride noted.

> Houses of tin, mud floors, very overcrowded, kids had eye diseases, had to cart water (very unhealthy) from river…[42]

▲ **Source 2.84** Ann Curthoy, Freedom Rider

The Freedom Riders found the same kind of segregation and discrimination that their US counterparts were being violently confronted by. At the Walgett **Returned Servicemen's League (RSL)** pub, the Freedom Riders began a protest against the segregation experienced by Aboriginal and Torres Strait Islander servicemen. These Aboriginal and Torres Strait Islander ex-soldiers were not allowed access to the pub, and were only served alcohol through the pub's back window on special occasions. Perkins recalled the scene:

KEY TERM

Returned Servicemen's League (RSL) support organisation for men and women who have served or are serving in the Australian Defence Force

> *'All the members of the RSL had to pass right past us and they read the banners. They either laughed at us or spat at us or on the banners. Some of them got banners and tore them up. Some of the local smarties wanted to bash a few of us up. They said, "You're stirring up trouble. The dirty niggers don't deserve any better and they are happy how they are".'*[43]
>
> —Charles Perkins, in his book *A Bastard Like Me*, 1975

On the way out of town, the Freedom Ride bus was sideswiped by a large truck and forced off the road. The incident was reported and made national headlines.

At the next stop in Moree, the Freedom Riders attempted to enter the local swimming pool, where Aboriginal and Torres Strait Islander peoples were rarely allowed. After a brief consultation, the local council agreed to change the laws to allow Aboriginal and Torres Strait Islander peoples to swim, but only for the

41 https://www.sbs.com.au/nitv/video/420295747743/Living-Black-S22-Ep2-Freedom-Rides
42 https://aiatsis.gov.au/exhibitions/1965-freedom-ride
43 https://aiatsis.gov.au/exhibitions/1965-freedom-ride

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duration of the Freedom Riders' stay. As soon as Perkins and the students had left, the laws were revoked. Perkins and the Riders returned to Moree with some Aboriginal and Torres Strait Islander children and attempted to enter the pool. Hundreds of local residents came out to block their path. Jim Speigelman was assaulted and knocked unconscious. The violence was again featured on the national news. Following the confrontation, the town voted to permanently lift the segregation of the pool.[44]

In the remaining towns they visited, the Freedom Riders found further evidence of segregated pubs, hotels and swimming pools. The ride had made Australian and international news, with even the *New York Times* reporting on the journey. As Charlie Perkins later stated at a meeting in Canberra, 'the problem is out in the open now'.[45]

▲ **Source 2.85** Crowds gather as the Freedom Riders attempt to enter the Moree swimming pool

ACTIVITY 2.15

Using historical sources as evidence

Source A

> The mob from the hotel across the road decided that they were going to show these university students and niggers and black so-and-sos whose town this was. They came over and did most of the kicking, throwing and punching and the spitting.

▲ **Source 2.86** Charles Perkins

Source B

> The mayor ordered the police to have us removed from the gate entrance. They took hold of my arm and the struggle started. There was a lot of pushing and shoving and spitting. Rotten tomatoes, fruit and eggs began to fly, then the stones were coming over and bottles too.

▲ **Source 2.87** Charles Perkins

Source C

> The police came up and warned us that if we stayed the violence would get much worse. We decided to stay, continuing to insist on being allowed to enter the pool with the Aboriginal children. Tomatoes and eggs continued to be thrown.

▲ **Source 2.88** Ann Curthoy

1. What do these sources tell you about the actions of some of the locals in Moree?
2. What do these sources tell you about the role of the authorities in responding to the public's reaction to the protests?
3. Using quotes from the sources, explain why this event would have gained national attention in the news media.
4. Using quotes from the sources, explain the significance of the Freedom Riders' protest in Moree.

44 https://www.sbs.com.au/nitv/video/420295747743/Living-Black-S22-Ep2-Freedom-Rides
45 https://aiatsis.gov.au/exhibitions/1965-freedom-ride

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The beginning of the end of the White Australia Policy: 1966

The election of Harold Holt as Australia's Prime Minister, succeeding Australia's then-longest-serving Prime Minister Robert Menzies, heralded a new age for Australia's policy towards Aboriginal and Torres Strait Islander peoples and immigrants. One of the first policies Holt targeted was the White Australia Policy. Since 1901 various migration acts had directly discriminated against non-European migrants to Australia. These laws had been used to restrict the number of non-white migrants and to make it easier to deport non-white migrants who were already in the country. This was seen as a way to protect Australia's links to Britain. In the 1940s, Aboriginal and Torres Strait Islander peoples and 'non-white' Australians made up less than 2% of the Australian population.[46]

KEY TERM

Gurindji From the Victoria River region of the Northern Territory

After the conclusion of World War II, Arthur Calwell, Australia's first-ever Minister for Immigration, made a speech which stated that, in a post-World-War-II world, Australia needed to 'populate or perish' to survive whatever came next.[47] This meant that Australia had to relax its views on immigration. By 1966 the Australian Government, under Holt, made the first genuine steps to do so. A *Migration Act* was passed that made it easier for people of any nation around the world to migrate to Australia. While it would take many years for this act to result in a properly multicultural population, it heralded a new era in Australian thinking.

The Wave Hill walk-off: 1966

On 23 August 1966, 200 Aboriginal and Torres Strait Islander stockmen and labourers and their families walked off the remote Wave Hill cattle station in the Northern Territory. This was a strike to protest low pay and poor conditions. The station was owned by the English aristocratic Vestey family, who paid their Aboriginal and Torres Strait Islander workers at least 50 per cent less than non-Aboriginal and Torres Strait Islander workers.[48] During the strike, the **Gurindji** community, led by Vincent Lingiari, decided to make a claim for the return of their traditional lands, the very lands they had walked off in protest.

In August 1967, as negotiations between the strikers and the Vestey family continued, Lingiari and the Gurindji people made camp at Daguragu (Wattie Creek). This site was closer to Gurundji sacred sites. The move was symbolic of their connection to, and custodianship of, their land. Their demands for access to their land would develop into an eight-year struggle of wills. While it was deemed that the occupation of Daguragu was illegal, the remote geographic location meant that the Gurundji people had some bargaining power. Lingiari and his people knew how to make a claim in the language of white Australian. They wrote a sign in English, erected it and staked their claim.

The strikers patiently settled in for a slow strike. Meanwhile, important moves were being made elsewhere in the struggle for Aboriginal and Torres Strait Islander peoples' civil rights.

ACTIVITY 2.16

Check your understanding

1. What was the White Australia Policy? Why did it exist?
2. What does the existence of the White Australia Policy since 1901 say about Australian Government attitudes towards non-European Australians?
3. Given what you have learned about the conditions that Aboriginal and Torres Strait Islander peoples endured up to 1966, how does the White Australia Policy explain some of these conditions?

46 https://www.nma.gov.au/defining-moments/resources/end-of-the-white-australia-policy
47 https://www.nma.gov.au/defining-moments/resources/end-of-the-white-australia-policy
48 https://www.abc.net.au/news/2016-08-18/timeline-of-wave-hill-land-rights/7760300

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▲ **Source 2.89** Wave Hill Station, Northern Territory, 1966: Vincent Lingiari and Mick Rangiari by the sign they made themselves outside the station

The Referendum: 1967

The work of Jack Patten, Jessie Street, Doug Nicholls, Charlie Perkins and countless other people came to fruition when the Australian people voted on 27 May 1967 to change the wording of the Australian Constitution so that Aboriginal and Torres Strait Islander peoples could finally be included in the national census. This change of wording also allowed the Federal Government to take charge of laws that related to Aboriginal and Torres Strait Islander peoples. The Australian Constitution had previously included words that directly discriminated against Aboriginal and Torres Strait Islander peoples in the eyes of the law.

Prime Minister Harold Holt announced in February, 1967 that

> ...the Government has been influenced by the popular impression that the words now proposed to be omitted from section 51(xxvi) are discriminatory – a view which the Government believes to be erroneous …

▲ **Source 2.90** Australian Prime Minister Harold Holt

The Referendum asked the Australian Government for:

> An Act to alter the Constitution so as to omit certain words relating to the people of the Aboriginal race in any state so that Aboriginals are to be counted in reckoning the population…[49]

▲ **Source 2.91** From the Constitution Alteration (Aboriginals) 1967 referendum

The lead-up to the referendum saw a determined 'Yes' campaign from a small team of activists who toured the country, speaking at town halls, churches, rallies and community meetings, urging Australians to vote to improve Aboriginal and Torres Strait Islander peoples' rights.

49 https://aiatsis.gov.au/exhibitions/nation-responds

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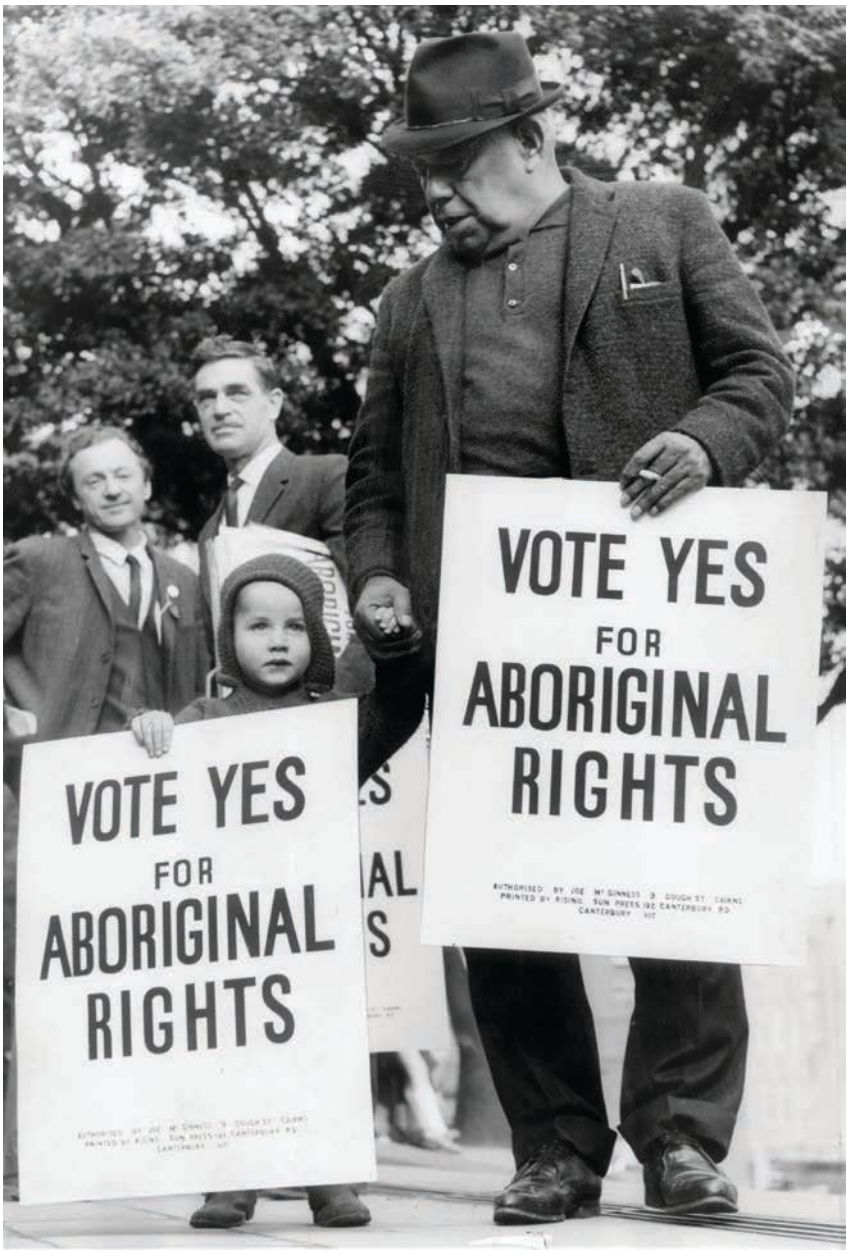

▲ **Source 2.92** May 1967: Bill Onus, President of the Victorian Aborigines' Advancement League, took part in the march for the Aboriginal Rights referendum

Joe McGuiness, Faith Bandler and Pearl Gibbs worked for a range of Aboriginal and Torres Strait Islander activist groups and travelled the country extensively to hand out pamphlets and press their cause. For Faith Bandler, it became an obsession.

The work of these activists was a success. More than 90 per cent of Australians voted in favour of changing the wording of the constitution. A momentous turning point in Australia's history had been reached. Aboriginal and Torres Strait Islander peoples were now recognised and counted in the national census, and the Federal Government, not the state governments, could take charge of improving the lives of Aboriginal and Torres Strait Islander peoples.

> *'I used to get very emotional because it possessed me. I became totally obsessed with that campaign. There were times when I would take as many as three meetings in a day. And I did things I would never have dreamed of doing: like going to a pulpit and talking to church congregations, and putting up with people whose ideas were totally foreign to me.'*[50]
>
> —Faith Bandler

50 https://aiatsis.gov.au/exhibitions/campaigners

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▲ **Source 2.93** Casting a vote during the 1967 referendum at a polling booth at Sydney Town Hall

▲ **Source 2.94** Kim Beazley, Australian politician and 'Yes' campaign advocate, in 1962

Kim Beazley was a politician and member of the Australian Labor Party who had helped the Yirrkala Bark petition reach parliament. He recalled being actively involved in the 'Yes' campaign.

> *'The massive vote was not a vote for correcting the grammar of the Constitution. It was an explosion of compassion and concern on the part of the Australian people.'*[51]
>
> —Kim Beazley, *The Canberra Times*, 1 June 1967

ACTIVITY 2.17

Check your understanding

1. How did the 1967 Referendum campaign begin?
2. What events prior to the 1967 Referendum inspired the government to ask the Australian public these questions?
3. What does the result of the 1967 Referendum tell you about the changing attitudes of non-Indigenous Australian people? Use evidence in your response.

51 https://aiatsis.gov.au/exhibitions/campaigners

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 2.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who was Jessie Street?
2 What contribution did Street make to the Aboriginal and Torres Strait Islander peoples' civil rights movement in Australia?
3 What was the Warburton Ranges controversy?
4 Why were the Yirrkala Bark Petitions significant?
5 Why was the Lake Tyers Mission campaign important?
6 Why was the Freedom Ride organised?
7 Why did the Wave Hill walk-off occur?
8 What was the key purpose of the 1967 Referendum?
9 What was the outcome of the 1967 Referendum vote?

Interpret

10 How did media involvement in events like the Warburton Ranges controversy and the Freedom Ride influence the Aboriginal and Torres Strait Islander peoples' civil rights movement in Australia?
11 What did the abolishment of the White Australia Policy say about the change in attitudes of Australian people in 1966?
12 Evaluate the contribution of Aboriginal and Torres Strait Islander leaders leading up to the 1967 referendum.

Argue

13 After World War II, Australia's new place in the world meant it had no choice but to recognise the rights of Aboriginal and Torres Strait Islander peoples. Discuss.

▲ **Source 2.95** Sydney, 1967: A young person hands a how-to-vote card to a voter at polling booth at Sydney Town Hall

Extension

1 The 1967 Referendum was a hollow victory. To what extent do you agree?

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2.5 Change and activism for Aboriginal and Torres Strait Islander peoples

FOCUS QUESTION

How did the Aboriginal and Torres Strait Islander peoples' civil rights movement evolve after the 1967 Referendum?

Timeline of Aboriginal and Torres Strait Islander peoples' civil rights after 1967

1968
Birth of the Redfern Black Power Movement

1970
The Redfern Aboriginal Legal Service opens its doors

1971
The South African Springboks Rugby team tours Australia and faces protest

1972
An Aboriginal Tent Embassy is established outside Parliament House in Canberra

1975
The Wave Hill walk-off is resolved

1982
Eddie Mabo launches legal proceedings to win back ownership of his traditional lands in the Torres Strait

On 17 December 1967, Australian Prime Minister Harold Holt went swimming off the coast near Portsea, Victoria. He was never seen again and was presumed drowned. Wild rumours circulated about his disappearance. Some went as far as suggesting it was a Cold War plot. For Aboriginal and Torres Strait Islander activists, it was a sombre moment for another reason. Holt had been the Prime Minister tasked with taking the 1967 Referendum result forward. He had promised to take the will of the Australian people and change conditions for Aboriginal and Torres Strait Islander peoples for the better. Yet, as Aboriginal activist Gary Foley was to later state:

> *'When Holt went on his fateful swim on 17 December 1967, all hopes that the referendum would result in positive change drowned with him.'*[52]

▲ **Source 2.96** 1966: Australian Prime Minister Harold Holt spear-fishing at Portsea, near Melbourne. Holt went missing while swimming the following year. He was presumed drowned.

52 https://www.theguardian.com/australia-news/2017/may/27/harold-holts-death-and-why-the-1967-referendum-failed-indigenous-people

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▲ **Source 2.97** Clothes and spearfishing equipment left on Cheviot Beach near Portsea, Victoria, by Australian Prime Minister Harold Holt

Holt's replacement as Australian Prime Minister was John Gorton. Gorton was a more conservative politician than Holt. He changed the direction of government policy towards Aboriginal people. As Gary Foley has stated:

> The next three years would prove disastrous for Aboriginal affairs insofar as the Gorton Administration proved to be completely disinterested in the situation of Aboriginal people.[53]

▲ **Source 2.98** Gary Foley

From this moment on, a new and more aggressive approach was taken by Aboriginal and Torres Strait Islander civil rights activists.

The Redfern Black Power movement

In 1968, the Black Power movement took hold in **Redfern**, a Sydney suburb with one of Australia's largest urban populations of Aboriginal and Torres Strait Islander peoples. A small group of activists, inspired by the aggressive approach of the Black Panther and Black Power movements of the US, began to closely monitor the NSW police, who they accused of harassment and discrimination against Aboriginal and Torres Strait Islander peoples. In a time of political unrest around the globe, the group soon came under surveillance from the Australian Security and Intelligence Organisations (ASIO), the Australian Government's espionage and security agency, such was its notoriety.

KEY TERM

Redfern inner-city suburb of Sydney, home to one of Australia's largest urban Aboriginal and Torres Strait Islander populations

▲ **Source 2.99** 16 January 1972: Australian Black Power party members Dennis Walker (top left), Gary Foley (bottom left) and Billie Craigie (right)

▲ **Source 2.100** Two men walk along the street in Redfern, Sydney

53 https://www.theguardian.com/australia-news/2017/may/27/harold-holts-death-and-why-the-1967-referendum-failed-indigenous-people

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ACTIVITY 2.18

Check your understanding

1968 was a tumultuous year for the US and Australia. Research the key events of 1968 and list the most significant events you can find. It may help to investigate:

- Political assassinations in the USA
- Political protests
- The Vietnam War.

1 What was happening around the globe that may have inspired the Black Power movement in Australia to take action?

2 In light of these events, why do you think the Black Power movement was being monitored by Australia's top security agency?

Activist Paul Coe stated that the goal of the Australian Black Power movement was:

> … to take control both of the economical, the political and cultural resources of the people and of the land … so that they themselves have got the power to determine their own future.[54]

▲ **Source 2.101** Paul Coe

Gary Foley was the self-described 'field marshal' of this group. It was a group made up of young Aboriginal political activists who had grown impatient and frustrated by the slow and limited action that had taken place since the 1967 Referendum. They wanted more, and they wanted it sooner.

The Redfern Aboriginal Legal Service

The Redfern Aboriginal Legal Service was established in 1970 to provide legal advice, protection and assistance to Aboriginal and Torres Strait Islander peoples who had begun moving to Redfern to live. Following the rise of the Black Power movement, as Gary Foley states, activists began to realise that all the work of Charles Perkins, Doug Nicholls and the 1967 Referendum had amounted to very little:

> It seemed to the young radicals that the old-style organisations that had fought the referendum campaign were ineffective, especially after the referendum had delivered so little in terms of real reforms on the ground. On the streets of Redfern, young **Kooris** were confronted on a daily basis with the brutal reality of dealing with a racist and corrupt NSW police force.[55]

KEY TERM

Koori collective term often used to refer to Aboriginal people from NSW and Victoria

▲ **Source 2.102** Gary Foley

On December 29 a shop front was opened in Redfern, staffed by volunteer lawyers who provided free legal advice to Aboriginal and Torres Strait Islander peoples. Foley recalls the moment clearly.

> … a surge of confidence swept through the Aboriginal community in Sydney. For the first time Aboriginal people were being represented in Sydney courts and were defending charges bought against them by Police.[56]

▲ **Source 2.103** Gary Foley

The Springbok Tour: 1971

Since 1948, the white South African Government had mandated its policy of apartheid. It had made clear laws that stated white and black South Africans were to live separately. This resulted in severe disadvantage for anyone of African or mixed descent in the former British and Dutch colony. International protest had been building

54 http://www.kooriweb.org/foley/essays/pdf_essays/black%20power%20in%20redfern%201968.pdf
55 http://www.kooriweb.org/foley/essays/pdf_essays/black%20power%20in%20redfern%201968.pdf
56 http://www.kooriweb.org/foley/essays/pdf_essays/black%20power%20in%20redfern%201968.pdf

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against South Africa, demanding an end to the system of apartheid and the release of political prisoner and civil rights activist **Nelson Mandela**.

KEY TERM

Nelson Mandela political activist and anti-apartheid campaigner who became President of South Africa after serving 27 years in prison for his activism

South Africa had become increasingly isolated on the global stage. One few ways it still interacted with the outside world was through sport, specifically rugby union.

In 1963 the Australian rugby team (the Wallabies) toured South Africa. Prominent Aboriginal rugby player Lloyd McDermott refused to go on the tour, despite being promised by the South African Government that he could be an 'honorary white' for the purposes of the tour. While touring South Africa, Australian rugby player Jim Boyce was shocked at what he saw.

> You never really realise how bad it is until you get there and how the country was absolutely split in two and how blacks and coloured people got such a raw deal out of the whole arrangement.[57]

▲ **Source 2.104** Jim Boyce

The South African national rugby team, known as the Springboks, was and is a source of national pride to all South Africans to this day. It was on during this 1963 tour that Boyce witnessed South African Minister for Justice, John Vorster, proudly declaring that:

> …no black man will ever wear the Springbok jersey.[58]

▲ **Source 2.105** John Vorster, South African Minister for Justice, 1963

In 1971, violent protests broke out across Australia when the Springboks toured Australia in a series of matches against The Wallabies. Police were out in force in Perth, Adelaide, Melbourne, Sydney and Brisbane. The global anti-apartheid movement had become popular in Australia, and thousands of people turned out to protest against the tour. Violent scuffles broke out in Perth between protesters and police. In Sydney, police put barbed wire around the Sydney Cricket Ground to stop protestors running on to the field. Anger about the tour had mobilised young political activists all over the nation.

▲ **Source 2.106** Sydney, 6 July 1971: Police control anti-apartheid demonstrators during a rugby union match between Australia and the Springboks at the Sydney Cricket Ground. Australia's anti-apartheid movement held demonstrations throughout the South Africans' six-week tour.

57 https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history
58 https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history

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It had also further angered the Black Power movement, as Gary Foley recalled.

> At one of those rallies, Paul Coe jumped out and commandeered the microphone and issued a challenge to the members of the Australian anti-apartheid Movement. He said, you know, how is it that you people can come out here in these sorts of numbers on the streets of Australia in opposition to racism halfway around the planet and yet you ignore what's going on in this country?[59]

▲ **Source 2.107** Gary Foley

Jim Boyce, by now a former Wallaby, had been given Springboks jerseys on the 1963 tour. He and three other former players decided to give them to Gary Foley, Paul Coe and their fellow activists Billie Craigie and Gary Williams. The four activists walked to the hotel where the South African players were staying in Sydney and, in defiance of John Vorster's statement, proudly wore the jerseys.

◄ **Source 2.108 Sydney, 10 July 1971:** Gary Foley demonstrates outside the Squire Inn in Sydney, where the South African rugby union team stayed during its Australian tour

ACTIVITY 2.19

Check your understanding

1. Explain how and why the Aboriginal Black Power movement formed.
2. Why was the formation of the Redfern Aboriginal Legal Service significant?
3. Why did so many Australians protest the 1971 Springbok tour?
4. In your own words, did Paul Coe point out the hypocrisy of the anti-apartheid Movement? Use evidence in your response.
5. Consider what you have learned about both the Australian and Us civil rights movements. What is the importance of creating media attention for a political cause?

59 https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history

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> … the NSW Special Branch of Police who saw us automatically assumed that we'd stolen them, so they grabbed both of us, dragged us inside the motel and paraded the entire South African rugby team in front of us demanding to know which one of them that we'd stolen these football jerseys off. And these South African rugby players were absolutely furious.[60]

▲ **Source 2.109** Gary Foley

The defiance shown by Foley, Coe, Craigie and Williams made national and international news and brought the world of radical Aboriginal activism to international attention. It also put Aboriginal activism back into the minds of Australians. It gave the Black Power movement momentum, attention and an idea. They would set up an Aboriginal 'embassy' on the lawn of Parliament House in Canberra.

The Aboriginal Tent Embassy: 1972

On 26 January 1972, four young men marched onto the lawn of Parliament House, pitched an umbrella and declared the space an **Aboriginal Tent Embassy**. Their protest came a day after Australian Prime Minister William McMahon had declared he would reject any proposal for granting Aboriginal and Torres Strait Islander peoples their traditional land rights. Instead, he said that he wanted to grant them the opportunity to 'lease' land from the government.

KEY TERM

Aboriginal Tent Embassy unofficial embassy set up on the lawn of Parliament House in Canberra to represent the Aboriginal and Torres Strait Islander peoples of Australia in government

▼ **Source 2.110** Canberra, 27 November 1972: At the Aboriginal Tent Embassy on the lawns of Parliament House, Mike Anderson, Vice-Chairman of the Aboriginal Lands Board, with Billie Cragie of Moree and Bert Williams of Nowra, hold signs protesting against the government's decision not to grant full land rights to Aboriginal Australians

60 https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history

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Incensed that McMahon would make such a claim when the Lake Tyers, Yirrkala and Wave Hill disputes were still continuing, Aboriginal activists declared that a public statement about Aboriginal land rights needed to be a priority. In setting up the embassy, Gary Foley stated that Aboriginals were:

> ...aliens in our own land, so, like other aliens, we needed an embassy.[61]

▲ **Source 2.111** Gary Foley

On 6 February 1972 the embassy inhabitants made a list of demands:

- Complete rights to the Northern Territory as a state within Australia and the installation of a primarily Aboriginal State Parliament. These rights would include all mining rights to the land
- Ownership of and mining rights over all other Aboriginal reserve lands in Australia
- The preservation of all sacred sites in Australia
- Ownership of areas in major cities, including the mining rights
- Compensation for lands that were not able to be returned, starting with A$6 billion and including a percentage of the gross national income every year.[62]

The embassy's popularity grew. Students from the Australian National University in Canberra joined the protests as the embassy's population grew.

A visit from Federal Opposition Leader Gough Whitlam gave the protesters legitimacy in the eyes of voters. The Embassy became a focal point of protest for all Aboriginal issues.

Anger rose in May 1972 when the Australian Capital Territory Government made camping on unleased land illegal, thus paving the way for the removal of the Tent Embassy. On 20 July 1972 police clashed violently with hundreds of protesters as the tents were removed, only for the protesters to return the following Sunday and re-erect the tents, only for police to again tear them down. On 31 July 1972, more than 2000 people witnessed the tents being re-erected and then removed by protesters in a peaceful demonstration.[63]

Prominent activist Chicka Dixon remembers the demonstration for another reason: it was one of the first public appearances of the Aboriginal flag.

> I was a wharfie at the time and joined them on the Friday. The Member for the ACT, Kep Enderby, informed me that there was no legislation under the Federal Act to remove campers, so we put up eight tents and gave ourselves portfolios. A dear, kind lady from Canberra gave us a big blue tent which became the official 'Tent Embassy'. Like all embassies we needed a flag, so Harold Thomas, [designer of the Aboriginal flag] from Adelaide, gave us his flag to fly.

▲ **Source 2.112** Chicka Dixon

ACTIVITY 2.20

Check your understanding

1. What is the significance of 26 January as the day Embassy was set up?
2. Read through the demands of the Tent Embassy carefully. What stands out to you?
3. The demands were seen as unreasonable by the Australian government. Why do you think the protestors chose such demands?
4. Beyond the list of demands, what do you think a tent embassy on the lawns of Parliament House would symbolise to the rest of the Australian public?

61 https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy
62 https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy
63 https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy

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▲ **Source 2.113** Canberra, 30 July 1972: Aboriginal Tent Embassy officials arrive at the embassy after it has be re-erected on the lawns of Parliament House

This flag became the official flag for the Aboriginal Tent Embassy in Canberra after it was first flown there in 1972. Today it is a symbol of the unity and identity of Aboriginal people.[64]

The Tent Embassy would be closed and removed and would re-appear over the next few decades. Today it still exists as a symbol of Aboriginal protest and unity on the lawns of the original Parliament House in Canberra. It is currently listed by the Australian Government as an Australian heritage landmark.

MAKING THINKING VISIBLE 2.2

Circle of viewpoints

1. What **excites** you about the achievements of the Tent Embassy? What's the upside?
2. What do you find **worrisome** about this event? What's the downside?
3. What else do you **need to know or find out** about the significance of the Aboriginal Tent Embassy?
4. What is your **current stance or opinion** on the achievement of the Tent Embassy?

64 https://www.naidoc.org.au/about/indigenous-australian-flags

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What did the Aboriginal Tent Embassy achieve?

The initial demands of the Aboriginal Tent Embassy were not met. However, it forced the focus of Australian politics and social movements back towards the improvement of Aboriginal and Torres Strait Islander peoples lives. It united Aboriginal and Torres Strait Islander peoples' movements around the country and brought thousands of non-Indigenous Australians to the Aboriginal and Torres Strait Islander peoples' cause. In the long term it would lead to a genuine public and political debate on the issue of land rights, but in the short term it contributed to a significant change in the Australian political landscape.

The Whitlam Government: 1972

In 1972 the Labor Party led by Gough Whitlam won government in Australia. This ended 23 years of Liberal Party rule that had guided Australia out of the postwar years, through the darkest days of the Cold War, disbanded the White Australia Policy, and had granted Aboriginal and Torres Strait Islander peoples both the vote and the right to exist as Australians. However, the later years of the 1960s saw a radical shift in politics in both the US and Australia as the population shifted towards more **socially progressive** ideas.

Under Whitlam, the new Australian Government made huge reforms in education, health and the treatment of Aboriginal and Torres Strait Islander peoples, women and migrants. One of the first acts of the Whitlam Government was to address the issue of Aboriginal land rights. As part of his election campaign, Whitlam claimed his party would:

> … legislate to give Aborigines land rights – not just because their case is beyond argument, but because all of us as Australians are diminished while the Aborigines are denied their rightful place in this nation.[65]

▲ **Source 2.115** Gough Whitlam, election campaign speech, 1972

Three years later the Whitlam government made a symbolic gesture that changed the course of Aboriginal and Torres Strait Islander peoples' civil rights.

▲ **Source 2.114** 21 July 1972: Australian Opposition Leader Gough Whitlam with singer Little Pattie wearing T-shirts announcing 'It's Time', for his federal election campaign

The end of the Wave Hill walk-off: 1975

On 16 August 1975, Australian Prime Minister Gough Whitlam returned traditional lands in the Northern Territory to the Gurindji people. The Gurindji people, led by Vincent Lingiari, had walked off the Wave Hill cattle station in 1966 in protest against low wages, poor conditions and discrimination. The protest had quickly turned into a demand not simply for wages, but for land.

KEY TERM

socially progressive belief that advancements in science, technology, education, health and social organisation are vital to the improvement of society

The Australian Government purchased the Wave Hill station from the Vesteys and gave it back to Lingiari and the Gurindji people. At the station, Whitlam made a short speech.

> On this great day, I, Prime Minister of Australia, speak to you on behalf of all Australians who honour and love this land we live in. For them, I want: first, to congratulate you and those who have shared your struggle on the victory you have won in that fight for justice begun nine years ago when, in protest, you walked off Wave Hill station;
>
> Second, to acknowledge we have still much to do to redress the injustice and oppression that has for so long been the lot of black Australians; third, to promise you that this act of restitution we perform today will not stand alone. Your fight was

65 https://www.whitlam.org/whitlam-legacy-aboriginal-and-torres-strait-islander-peoples

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not for yourselves alone, and we are determined that Aboriginal Australians everywhere will be helped by it; fourth, to promise that, through their government, the people of Australia will help you in your plans to use this land fruitfully for the Gurindji;

Finally, to give back to you formally, in Aboriginal and Australian law, ownership of this land of your fathers. [66]

▲ **Source 2.116** Australian Prime Minister Gough Whitlam, Wave Hill Station, 1975

After his speech, Whitlam poured a handful of earth into the hands of Vincent Lingiari in a symbolic gesture of returning the land to the Gurindji.

▲ **Source 2.117** Prime Minister Gough Whitlam pours soil into the hands of traditional land owner Vincent Lingiari, Northern Territory 1975, printed 1999

Source: Mervyn Bishop (Australia, b.1945)
Type R3 photograph, 30.5 × 30.5 cm
Art Gallery of New South Wales
Hallmark Cards Australian Photography Collection Fund 1991

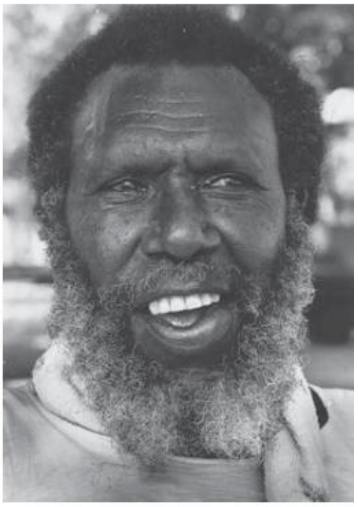
© Mervyn Bishop/ Department of the Prime Minister and Cabinet
Photo: AGNSW
58.2000

Additional content
Access the Interactive Textbook to learn how the Wave Hill walk-off was immortalised in one of Australia's most famous songs.

The following year, the Australian Government drafted a law that would grant land rights to Aboriginal and Torres Strait Islander peoples who could prove they were the traditional owners of their land. This law would be passed within the next few years. The end of the Wave Hill protest signified a momentous moment in Aboriginal and Torres Strait Islander peoples' civil rights.

Eddie Mabo

In 1972 Eddie Koiki Mabo was planning to visit his dying grandfather on the Torres Strait island of Mer (Murray Island). Mabo had always understood Mer to be the traditional land of his people. The Queensland authorities refused his plans to visit.



▲ **Source 2.118** Torres Strait Islander activist Eddie Koiki Mabo

Mabo's daughter Gail recalled:

They said Eddie was a non-Islander, because he hadn't lived there for so long. They thought he was too political and would stir up trouble … Six weeks later my father received a telegram saying that his father had died. My father cried. We never had the chance to meet our grandfather. My father never forgave the government authorities for this injustice. It fuelled his determination for recognition and equality in society. This began his ten-year battle for justice and political status.

▲ **Source 2.119** Gail Mabo

MAKING THINKING VISIBLE 2.3

Headlines

1 Write a headline about the resolution of the Wave Hill walk-off in a way that captures the most important aspects of this event.

66 http://www.mabonativetitle.com/info/WhitlamGurindji.htm

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In 1981 Mabo made a speech at Queensland's James Cook University in which he explained the complex system of inheritance that governed the traditional ownership of Mer. Lawyers in the audience approached Mabo, suggesting that his claim to his land could be tested in Australia's court system.

For ten years Mabo fought his case in court. In doing so, he rejected more radical solutions from other activists. Mabo was determined to prove British and Australian ownership of land to be based on a long-believed fallacy.

On 20 May 1982 Mabo was the plaintiff in a High Court case to claim ownership of his traditional land. Central to the debate was the notion of *terra nullius*. The court ruled that this long-held legal notion – that Australia had belonged to no one when the British First Fleet arrived – was incorrect. It agreed with Mabo's assertion that Aboriginal and Torres Strait Islander peoples had inhabited Australia for thousands of years and could rightfully make legal claims to traditional land. This decision overturned over 200 years of British claims to the ownership of Aboriginal land.

Mabo did not live to see his people reclaim their land. He died at the age of 56, only months before the decision on 3 June 1992 in which the High Court of Australia decided in favour of Mabo and his fellow plaintiffs.

The High Court judges had agreed that Aboriginal and Torres Strait Islander peoples had in fact lived in Australia for thousands of years and had a rich, recognised culture that signified proof of ownership of their traditional land.

Queensland elder Douglas Bon was overjoyed at the ruling.

> *'It gave us back our pride. Until Mabo, we had been a forgotten people, even though we knew that we were in the right.'*
>
> —Douglas Bon, Queensland Aboriginal Elder

However, other people around Australia were concerned that the Mabo Decision would lead to land rights claims on the homes of 'ordinary' Australians. Victorian State Premier Jeff Kennett claimed that suburban backyards would be under threat. He later admitted he was wrong. Such land rights claims have never been made.

▲ **Source 2.120** 1 June 1995: Hubert Parerduj, Herman Malbunka, Joyce Malbunka and Jane Macpherson with solicitor Alfreda Ungwanaka at the Mabo Judgement in Federal Court

ACTIVITY 2.21

Check your understanding

1 Why did Eddie Mabo launch his lands rights claim?
2 Why did the court rule that Mabo's case was successful?
3 What did the case change about the notion of *terra nullius*?
4 In your own words, explain why the Mabo Decision was so significant in the course of the Aboriginal and Torres Strait Islander peoples' civil rights movement.

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ACTIVITY 2.22

Research task

1 For this Jigsaw Research Task, gather in pairs, choose one of the individuals in Table 2.1 to research, and then present your findings to an 'expert group'. Once everyone presents their findings copy and complete this table with the key points.

2 For your chosen individual, research and answer the following questions:

- What was their role in the civil rights movement? What did they do and when?
- What do you feel was their most significant contribution?
- Explain their methods of protest. Were they successful?

▼ **Table 2.1** Significant individuals in the history of the Australian Aboriginal and Torres Strait Islander civil rights movement

Doug Nicholls	Charles Perkins	Jack Patten	Gary Foley
Marcia Langton	**Sally Russell Cooper**	**Bruce McGuiness**	**Gough Whitlam**
Eddie Mabo	**Paul Coe**	**Pauline Pickford**	**Vincent Lingiari**

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3 When your research task is complete, you need to meet with a table of 'experts', who have researched the role of other Aboriginal and Torres Strait Islander activists so you can copy and complete the table. Use your collated research to answer the questions below:
   - Which three activists do you consider to have had the greatest impact? Explain your choices with evidence.
   - How have some activists benefited from the work of others? Explain your response with evidence.
   - How does the success of non-violent, political and legal action compare to more public displays of defiance? What role has each one played in the development of Aboriginal and Torres Strait Islander peoples' civil rights?

END-OF-SECTION REVIEW 2.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What was the Black Power movement?
2 What was the Redfern Aboriginal Legal Service?
3 Why was the 1971 Springbok tour the focus of protest?
4 How did Gary Foley protest the Springboks?
5 Why did the Tent Embassy protest begin?
6 What changes arrived in the election of the Whitlam government?
7 How was the Wave Hill walk-off resolved?
8 What was decided in the Mabo Decision?

Interpret

9 How did the death of Harold Holt spur the Black Power movement?
10 What did the Aboriginal Tent Embassy protest achieve?
11 Using Source 2.121 as a starting point, explain how the Springbok protest helped promote the cause of Aboriginal and Torres Strait Islander peoples'.

▲ **Source 2.121** Dublin, Ireland: Crowd of anti-apartheid demonstrators outside Lansdowne Road in Dublin, where the South African Springboks were playing the Irish rugby team

Argue

12 Eddie Mabo's victory in 1992 was the result of a decades-long fight for recognition. To what extent do you agree?

Extension

1 No one protest or individual can make change. Discuss the success and failure of different protest methods in the Aboriginal and Torres Strait Islander peoples' civil rights movement.

Digital quiz
Please see the Interactive Textbook to access digital activities

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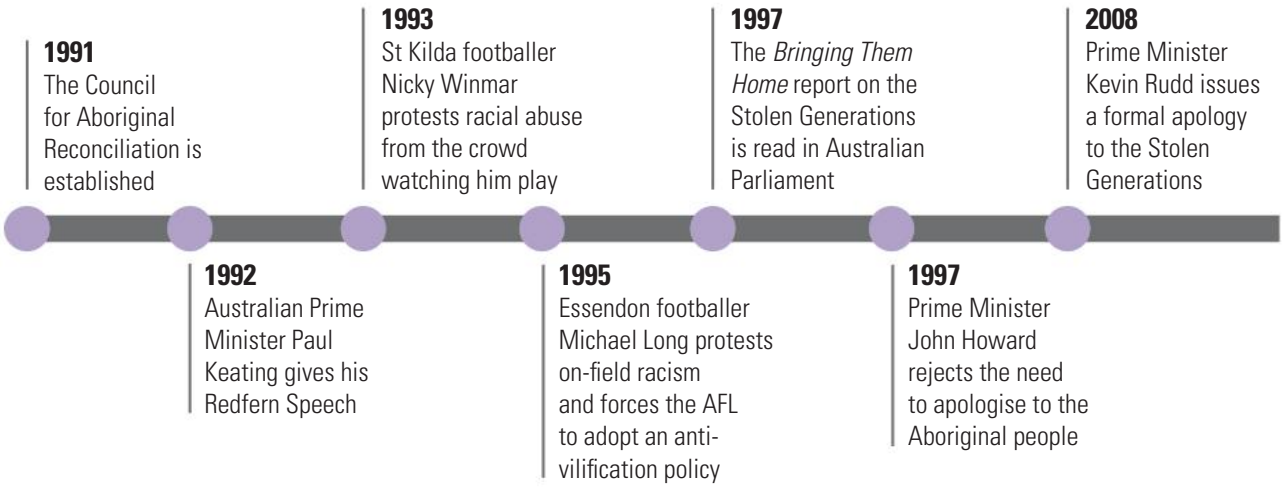
2.6 Continuity and change for Aboriginal and Torres Strait Islander peoples

FOCUS QUESTION

Why did the Australian government apologise to Aboriginal and Torres Strait Islander peoples?

Timeline of Aboriginal and Torres Strait Islander peoples' civil rights after 1991



Reconciliation

The path to **reconciliation** between Aboriginal and Torres Strait Islander peoples and the broader Australian community has been a slow and, arguably, still unfinished journey. Successive Australian governments have been reluctant to make clear and definite progress in improving the lives of Aboriginal and Torres Strait Islander peoples. Existing prejudices within the Australian community as a whole have also made progress difficult. Aboriginal and Torres Strait Islander peoples have long fought, not only to be recognised legally, but to be recognised socially as well. Racism is not a uniquely Australian problem – it exists in every corner of the globe and must be challenged by leaders and individuals just as many have done so throughout Australia's history.

The Council for Reconciliation: 1991

The 1980s was a decade of slow progress for Aboriginal and Torres Strait Islander peoples. While the outcomes of the Mabo Decision were still pending, the victories of the 1970s had inspired many to seek the return of their land. However, few native title claims had made any meaningful progress. On 26 January 1988, more than 40 000 people, including Aboriginal and Torres Strait Islander peoples and non-Indigenous people from across Australia, protested as Australia celebrated its **bicentenary**. It had been 200 years since the landing of the First Fleet. The size of this protest was significant, marking a date that Aboriginal and Torres Strait Islander peoples see as the start of an invasion, and also criticising the lack of action from the Australian Government toward improving the lives of Aboriginal and Torres Strait Islander peoples.

KEY TERMS

reconciliation the process of restoring peaceful or friendly relationships after a period of conflict or trouble

bicentenary 200-year anniversary

To reinforce this point, the Australian Government had begun an investigation into the rising number of Aboriginal and Torres Strait Islander peoples who had died while in police custody. It had become clear that, despite the progress of previous decades, there were huge disparities between in social, economic and legal outcomes for

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▲ **Source 2.122** Sydney, 26 January 1988: Aerial view of a flotilla of ships in Sydney Harbour as part of the Parade of Sails, an event in honour of Australia's Bicentennial

▲ **Source 2.123** Badge worn by protestors during the 1988 Australian Bicentennial

KEY TERM
The Council for Reconciliation organisation created by the Australian Government in 1991 to raise public awareness and consult on a 'Document of Reconciliation' within a 10-year period

Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. Specifically, Aboriginal and Torres Strait Islander peoples were dying in police custody at alarming rates. These deaths were often poorly explained. Between 1980 and 1991, 99 Aboriginal and Torres Strait Islander peoples had died while under the protection of the police.

The release of the report in 1991 made two key points:

- Aboriginal people do not die at a higher rate than non-Aboriginal people in custody.
- The rate at which Aboriginal people are taken into custody is overwhelmingly different.[67]

> *'One of the fundamental lessons of the royal commission was that Aboriginal people die in custody too often because they're in custody too often and we need to stop locking up people for minor offences.'*[68]
>
> —Jonathon Hunyor, lawyer

The Council for Reconciliation was established in 1991 as a direct result of the Report into Aboriginal Deaths in Custody. It was obvious that much deeper social problems needed to be tackled within the Australian community. This needed to start with a process of reconciliation. Over its 10-year existence, the council created media campaigns, public information services and

67 https://www.creativespirits.info/aboriginalculture/law/royal-commission-into-aboriginal-deaths-in-custody
68 https://www.creativespirits.info/aboriginalculture/law/royal-commission-into-aboriginal-deaths-in-custody

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education programs that sought to bring the wider Australian Community together with Aboriginal and Torres Strait Islander peoples so they could share a dialogue about the past and the future.

Years later, Australian actor Ernie Dingo would sum up the need and purpose of the reconciliation movement, particularly the purpose it served for non-Indigenous Australians.

> Reconciliation is not for Aboriginal people. Reconcile the injustices that your forefathers have done, sit down, think about it, talk about it, get it out of the way and we'll acknowledge your apology and move on. You want to bridge the gap? Try it from our angle.[69]

▲ **Source 2.124** Actor Ernie Dingo on the reconciliation movement

▲ **Source 2.125** Ernie Dingo, Aboriginal activist and media personality

The Redfern Speech: 1992

On December 10, 1992 Australian Prime Minister Paul Keating made a landmark speech in Redfern. It was the first time an Australian political leader had acknowledged the devastating impact of white settlement on Aboriginal and Torres Strait Islander peoples.

> *'… the starting point might be to recognise that the problem starts with us non-Aboriginal Australians. It begins, I think, with that act of recognition. Recognition that it was we who did the dispossessing. We took the traditional lands and smashed the traditional way of life. We brought the diseases. The alcohol. We committed the murders. We took the children from their mothers. We practised discrimination and exclusion. It was our ignorance and our prejudice. And our failure to imagine these things being done to us.'*[70]
>
> —Australian Prime Minister Paul Keating

69 https://www.sbs.com.au/nitv/article/2016/05/27/10-selfdeterminationvic-take-away-moments
70 https://antar.org.au/sites/default/files/paul_keating_speech_transcript.pdf

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ACTIVITY 2.23

Check your understanding

1 Examine Paul Keating's Redfern Speech. What stands out to you?
2 Consider what you have learned to this point. What events and practices of the past is Keating referring to?
3 What do you see as the main significance of this speech?

Reconciliation in sport

Aboriginal and Torres Strait Islander athletes and migrants to Australia have long found a way to excel on the sporting field and gain the acceptance of the broader Australian community. Sport is a central pillar of the Australian identity. Aboriginal and Torres Strait Islander athletes who played in the Australian Football League – pioneers like Polly Farmer, Maurice Rioli and the brothers Jim and Phil Krakour – were trailblazers who forged legendary careers despite all of them suffering racist abuse from beyond the fence.

▲ **Source 2.127** Melbourne, Australia, 1990:(L-R) Dale Kickett, Gilbert McAdam and Nicky Winmar of the St Kilda Saints pose following an AFL match

By 1993, Aboriginal and Torres Strait Islander players had been well established within the AFL, but a 1993 players' survey found that 36 per cent of all AFL players had racially abused an opponent. Collingwood player Tony Shaw later stated:

> I'd make a racist comment every week if I thought it would help win the game. [71]

▲ **Source 2.126** Collingwood footballer Tony Shaw

On 17 April 1993, legendary St Kilda footballer and **Noongar** man Nicky Winmar decided to take a stand against racism. His team were playing against the Collingwood Football Club at their home ground of Victoria Park. The Collingwood supporters' cheer squad had a reputation for racial abuse. Winmar and his teammate Gilbert McAdam were watching the reserves game (a curtain-raiser to the senior game) on the sidelines when the crowd began abusing them. As McAdam recalls:

KEY TERM
Noongar collective term often used to refer to Aboriginal people from south-western Western Australia

> I don't want to say what it was, but it was full-on. I'll just say that it was racial and it was bad – it was terrible. [72]

▲ **Source 2.128** Gilbert McAdam

71 https://www.theguardian.com/sport/2018/apr/17/black-and-proud-remembering-the-day-nicky-winmar-changed-footy-forever
72 https://www.theage.com.au/sport/afl/the-day-nicky-winmar-drew-the-line-20130416-2hydd.html

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▲ **Source 2.129** The iconic moment Nicky Winmar raised his jumper and pointed to his chest in the face of racist abuse from the crowd

Winmar went on to star in a 22-point win over Collingwood. The abuse from the cheer squad and around the ground only intensified after the final siren. The St Kilda player decided to make a clear stand. Facing the cheer squad, he lifted his jumper and pointed to his chest, stating, 'I'm black and I'm proud to be black!'

The image was captured by a newspaper photographer and plastered across the front page of the following day's paper. The reaction to the incident was varied. While the majority of the public came to support Winmar's stance, Alan McAlister, the President of Collingwood Football Club, issued the a statement that said, in part:

> As long as they conduct themselves like white people, well, off the field, everyone will admire and respect … As long as they conduct themselves like human beings, they will be all right. That's the key.[73]

▲ **Source 2.130** Alan McAlister, President, Collingwood Football Club

Winmar would play in an AFL grand final years later and end up playing for the Western Bulldogs in following years. As a Bulldogs player, he was set to appear on the controversial *Footy Show* television program in 1999. When he did not turn up for his interview, panellist Sam Newman appeared before the audience in **blackface**.

KEY TERM

blackface racist act in which a non-black person paints their face black to caricature black people – blackface's origins come from the US, where white performers often played derogatory representations of African Americans while wearing black makeup

ACTIVITY 2.24

Check your understanding

1. Reflect on the words of Collingwood president Alan McAlister and the actions of popular television personalities like Sam Newman. Compare them to what you have learned about attitudes towards Aboriginal and Torres Strait Islander peoples over the previous decades. What stands out to you?
2. How do attitudes like this help explain the inaction of Australian politicians in recent decades when Aboriginal and Torres Strait Islander peoples have demanded an improvement in their lives?

73 https://www.smh.com.au/opinion/afl-the-ugly-game-of-enlightened-racism-20130416-2hy9b.html

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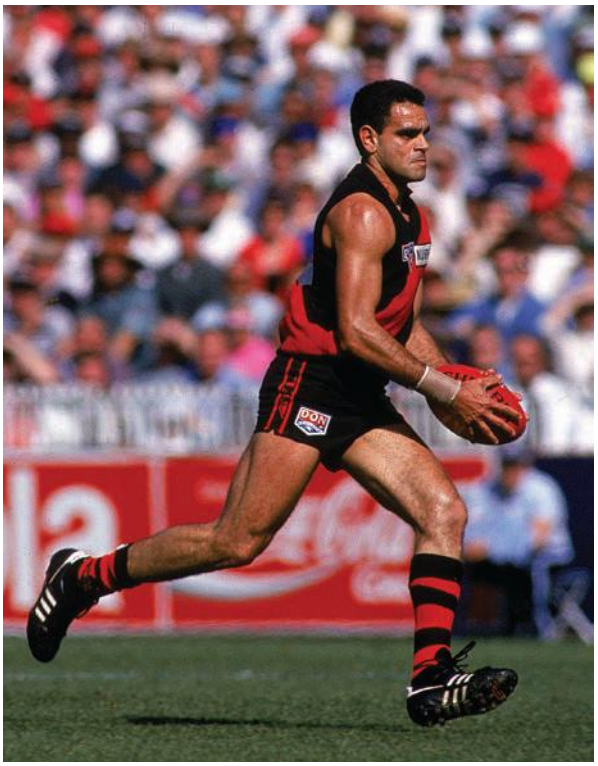
Michael Long: 1995

Tiwi Islander Michael Long was a longstanding star player of the Essendon Football Club. In 1995, during the first ever AFL match held as part of national ANZAC Day celebrations, Collingwood player Damien Monkhorst racially abused Long on the field. Rather than follow in Winmar's footsteps, Long made an official complaint to the AFL. At the time the AFL had no policy to deal with racist abuse on field. After a long meeting between the two players and AFL management, the two men were asked to shake hands for news media cameras. Long appeared furious. Ross Oakley, CEO of the AFL in 1995, remembers the infamous press conference.

▼ **Source 2.131** Melbourne Cricket Ground, 1993: Michael Long in action during the AFL Preliminary Final match between the Essendon Bombers and the Adelaide Crows



> It all went wrong from that point. When the two players came out of the room, after what seemed ages, to face the impatient media, our assumption was that the matter had been resolved and an apology had been offered. It later emerged that this was not the case, and Long was seething. Monkhorst had not apologised. Long made no comment to those of us waiting outside the room. Without further discussion, Long, Monkhorst and I went to a press conference. It turned out to be an embarrassment for all present. Long remained deeply angered by what had happened and it clearly showed on his face.[74]

▲ **Source 2.133** Ross Oakley, former AFL CEO

Long did not give in to the staged gesture of reconciliation. Migrant and Aboriginal and Torres Strait Islander players all over the league began to demand action. Oakley describes the response to these demands:

▼ **Source 2.132** Michael Long and Damien Monkhorst immediately after the two players met with the AFL to discuss Monkhorst's on-field racist abuse of Long

> Long's actions set in motion a profoundly transformative chain of events. The League's Indigenous players were beginning to demand action … Immediately afterwards I organised to interview every Indigenous player in the League. I wanted to understand first-hand the scope of the problem and get a sense of how we could handle any future racial abuse.[75]

▲ **Source 2.134** Ross Oakley, former AFL CEO

As a result of Long's protest, Oakley was to learn of the scale of racial abuse faced by Migrant and Aboriginal and Torres Strait Islander players. He immediately introduced the league's Racial Vilification Code, which coupled penalties for serial offenders with educational support. The AFL followed up with an advertising campaign to educate supporters of the game, including the threat to evict supporters who racially abused players.

74 https://www.essendonfc.com.au/news/710993/long-incident-was-a-turning-point
75 https://www.essendonfc.com.au/news/710993/long-incident-was-a-turning-point

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ACTIVITY 2.25

Check your understanding

1 Why did Michael Long take a stand against racist abuse?
2 What do you think Long learned from Nicky Winmar's experience? How do you think that guided his actions?
3 Read through the reflections of AFL CEO Ross Oakley. What was the significance of Michael Long's protest?
4 What do the experience of players like Long, Winmar and others tell us about the broader struggle that faced Aboriginal and Torres Strait Islander activists in the 1990s?
5 What is the significance of the protests made by AFL players in the 1990s? Consider the popularity of sport in the Australian community and the potential it has for moving the cause of reconciliation forward.

The *Bringing Them Home* report: 1997

In 1997 an Australian Government report into the effects of the policy of removing Aboriginal and Torres Strait Islander children from their families was read in Federal Parliament. The ***Bringing them Home*** report revealed the statistical and personal impact of the forced removal of the Stolen Generations. A key plank in the path towards reconciliation, this report was instrumental in sharing the stories of forced removals with the wider Australian public, who would have otherwise been unaware. Several politicians wept as they read personal accounts from individuals as the policy was, for the first time, properly examined and questioned in public.

KEY TERM
Bringing them Home Australian Government report dedicated to uncovering the impact of the Stolen Generations

Among the *Bringing Them Home* report's key findings were:

- Between 1910 and 1970, approximately between 1 in 3 and 1 in 10 Aboriginal and Torres Strait Islander children were forcibly removed from their families
- 1 in 5 of those Aboriginal and Torres Strait Islander children were fostered or adopted
- 1 in 10 of those Aboriginal and Torres Strait Islander children were sent to institutions, and had reported being sexually abused at those institutions
- Many of those children were never paid wages for their labour as apprentices, domestics and farm boys
- Under international law, policies of forcible removal amounted to genocide after 1946, and racial discrimination after 1950.[76]

Significantly, the report highlighted the generational impact of forced removal – the children and grandchildren of the Stolen Generations had also suffered as a result of these policies. The report found that descendants of the Stolen Generations were:

- 50 per cent more likely to be charged by police
- 30 per cent less likely to be in good health
- 10 per cent less likely to have a job.

The authors of the report recommended that the Australian Government fund and establish a service that allowed members of the Stolen Generations to find and connect with lost family members. It also recommended an official acknowledgement of these policies and an apology for their effects from all Australian State and Federal governments. All States and Territories issued apologies soon after, but there was a long period during which the Australian Federal Government refused to apologise.

76 https://www.smh.com.au/national/a-nation-shocked-by-tales-of-sorrow-20080213-gds0tx.html

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ACTIVITY 2.26

Class discussion

1 Search online for a copy of the *Bringing Them Home* report and download it (you don't need to read the whole report – it's long!). Search through the report for the section titled, 'The effects of separation from the Indigenous community'. Read this section and collect two examples that detail the impact of the forced removals. Report back to your class and share what you have found. What is your reaction?

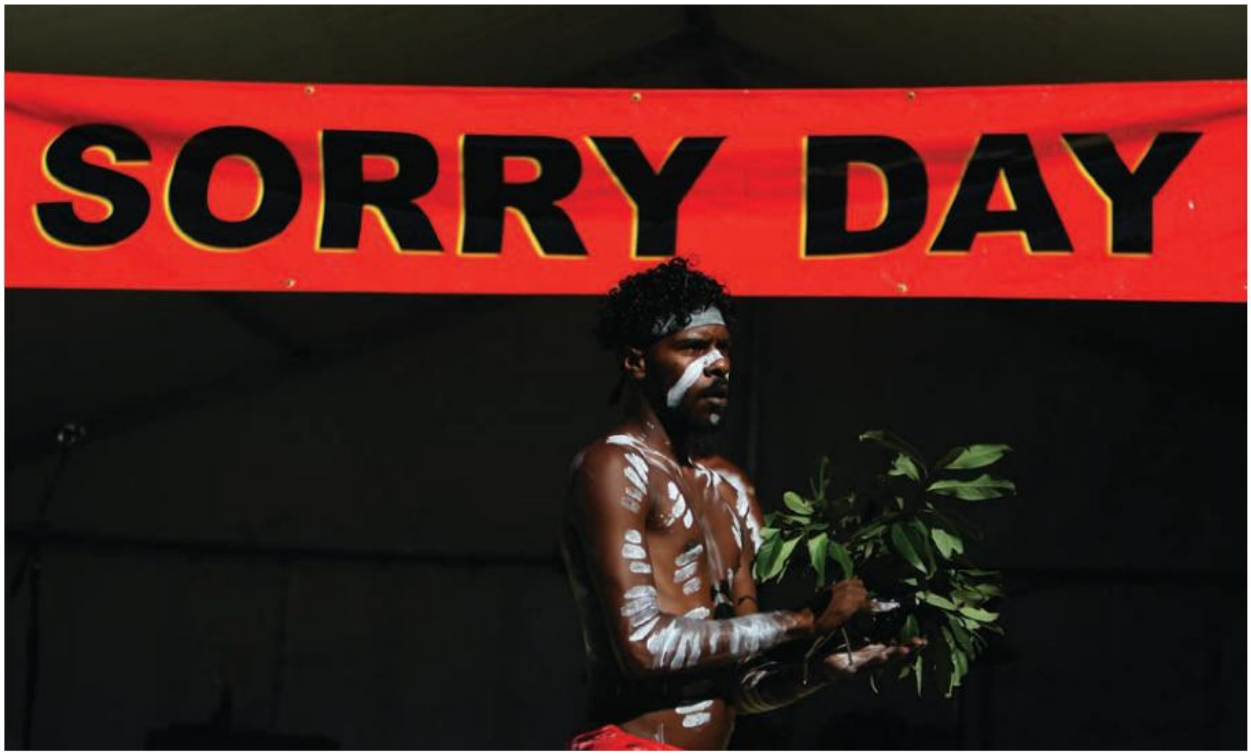
2 The report's use of the word 'genocide' was controversial. Why was the word used? What are your thoughts? Do these policies and their effects compare to other genocides that have taken place in other parts of the world in the past? How are they different? How are they similar?

Saying Sorry: 2001–2008

In 1997 Australian Prime Minister John Howard refused to apologise to Aboriginal and Torres Strait Islander peoples on behalf of the Federal Government. He issued a statement that expressed regret for the actions of the past, but stopped short of apologising. Howard's position was that modern Australians should not be made to feel sorry for the actions of their ancestors, a position he called 'a black armband view of history'. At the time, he stated:

> The Australian people know that mistakes were made in the past, the Australian people know that injustices occurred, the Australian people know that wrongs were committed … But for the overwhelming majority of the current generations of Australians, there was no personal involvement of them or of their parents and to say to them that they are personally responsible and that they should feel a sense of shame about those events, is to visit upon them an unreasonable penalty and an injustice.[77]

▲ **Source 2.135** Australian Prime Minister John Howard



▲ **Source 2.136** National Sorry Day 2007 marked 10 years since the release of the *Bringing Them Home* report into the Stolen Generations

77 https://www.abc.net.au/news/2008-02-13/long-journey-to-national-apology/1041564

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At the **Aboriginal Reconciliation Convention** in the same year, Howard gave a speech on reconciliation. As his speech began, Aboriginal and Torres Strait Islander peoples and non-Indigenous members of the audience stood and turned their backs on the Prime Minister as an act of protest.

KEY TERM

Aboriginal Reconciliation Convention 1997 forum for Australians to gather and discuss Indigenous issues. Almost 1800 people attended, including lawyers, teachers, health workers, religious leaders, government officials and students.

ACTIVITY 2.27

Saying Sorry – Class discussion

1. Stop and share Prime Minister John Howard's quote with a partner in your class. Howard's position was controversial, but it is one he still stands by today. What is your view? Why would Howard make such a claim? What would be the counter-argument to his position?
2. Why do you think attendees at the Aboriginal Reconciliation Convention turned their backs on the Australian Prime Minister?

The Sydney Olympics: 2000

The refusal of the Australian Government to offer an apology to Aboriginal and Torres Strait Islander peoples led to the first National **Sorry Day** protest in 1998. These protests would continue annually for 10 years. It was in 2000, however, that the demand for an apology placed Australia on the world stage.

KEY TERM

Sorry Day national march in 1998 to demand an official apology to the Stolen Generations – Sorry Day still exists today to remember and commemorate Aboriginal and Torres Strait Islander peoples

With Sydney as the host of the 2000 Olympic Games, Australia was on the global stage, ushering the world into the new millennium. Months earlier, at the annual Sorry Day protest, 300 000 Australians had marched across Sydney Harbour Bridge and in other capital cities around the country, seeking an apology. During the Olympics, many people took the opportunity to raise their demands for an apology before a global audience. At the Olympic opening ceremony, rock band Midnight Oil took to the stage in black clothing branded with the word 'Sorry'. Later, after winning the gold medal for the 400 metres race, Aboriginal athlete Cathy Freeman ran a victory lap carrying both the Australian and the Aboriginal flags. Public debate was once again stimulated about the rights of Aboriginal and Torres Strait Islander peoples to express their identity and to push the case for reconciliation forward.

▼ **Source 2.137** Sydney, 2000: Sky-writers trace the word 'Sorry' above the Sydney Opera House during the Sorry Day protests

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▲ **Source 2.138** Sydney, 25 September 2000: Cathy Freeman after winning the 400 metres at the Sydney Olympics

The Intervention

In response to reports of child neglect in Aboriginal and Torres Strait Islander communities in the Northern Territory, in 2007 one of the last acts of the Howard Government was to launch **The Intervention** into Aboriginal communities. Directly targeting 73 Aboriginal and Torres Strait Islander communities in the Northern Territory, the results of this policy included:

- Withholding 50% of welfare payments from Aboriginal and Torres Strait Islander welfare recipients
- Banning alcohol and pornography
- Increasing police presence in Aboriginal and Torres Strait Islander communities in the Northern Territory
- Enforcing compulsory health checks for all Aboriginal children
- Granting power to the Australian Government to take possession of Aboriginal and Torres Strait Islander peoples' land and property.

▲ **Source 2.139** Large sign detailing acts of criminally offensive conduct in the Northern Territory, part of the Northern Territory Intervention effort initiated by the Australian Government

The Intervention was a controversial act. While some saw it as an attempt by the Australian Government to control the lives of Aboriginal and Torres Strait Islander peoples, the 2007 ***Little Children are Sacred*** report painted a picture of a genuine emergency in some communities. Others believed that some action, rather than none, was important. Interestingly, The Intervention only acted upon two of the 97 recommendations made in the *Little Children are Sacred* report.

KEY TERMS

The Intervention set of Australian Government policies enforcing strict controls on the lives of Aboriginal and Torres Strait Islander peoples in the Northern Territory, established in response to the *Little Children are Sacred* report, which found conditions for Aboriginal and Torres Strait Islander children in remote communities to be at 'crisis levels'

Little Children are Sacred 2007 Australian Government report which stated that neglect of children in Aboriginal communities had reached crisis levels, demanding that it 'be designated as an issue of urgent national significance by both the Australian and Northern Territory governments'

Aboriginal activist Marcia Langton was one voice who came out in support of The Intervention.

> There's a cynical view afoot that the emergency intervention was a political ploy – a Trojan Horse – to sneak through land grabs and some gratuitous black head-kicking disguised as concern for children. These conspiracy theories abound, and they are mostly ridiculous. Those who did not see The Intervention in the Northern Territory coming were deluding themselves.

▲ **Source 2.140** Professor Marcia Langton

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ACTIVITY 2.28

Check your understanding

Compare the intentions of The Intervention and Marcia Langton's response.

1. What do the intentions of The Intervention remind you of?
2. Why do you think Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians may have been concerned by The Intervention?
3. What do you think Marcia Langton means by the term 'Trojan Horse?'
4. What do you think about her response to The Intervention? What message is she trying to communicate?
5. What impact do you think The Intervention would have had on the process of reconciliation?

▲ **Source 2.141** Activist and academic Marcia Langton

The Intervention would be built upon by Australia's next Prime Minister, Kevin Rudd. A decade later, a review of The Intervention reported some improvements in the health of children and adult members of these communities, but many people point out that very little had changed socially and economically, and that many of the problems outlined in the 2007 report remained. Issues with community violence remain a concern, and in recent years the prison population of Aboriginal and Torres Strait Islander peoples in the Northern Territory has exploded.

The Apology: 2008

Video
Extract from former Prime Minister Kevin Rudd's 'Sorry' speech

In 2008, newly elected Australian Prime Minister Kevin Rudd made good on an election promise and moved a motion in Federal Parliament that, in recognition of the recommendations of the *Bringing them Home Report*, apologised to the Stolen Generations.

► **Source 2.142** Canberra, 13 February 2008: A man bows his head on the Australian Parliament lawn as Australian Prime Minister Kevin Rudd delivers an apology to Aboriginal and Torres Strait Islander peoples for injustices committed over two centuries of white settlement

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'The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.
We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.
We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.
For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.
To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.
And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.
We, the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.
For the future we take heart; resolving that this new page in the history of our great continent can now be written.
We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.
A future where this Parliament resolves that the injustices of the past must never, never happen again.'[78]

—Australian Prime Minister Kevin Rudd, 'Apology to Australia's Indigenous Peoples'

Around the country crowds gathered in front of big screens. Schools held assemblies and people stopped what they were doing to watch the speech that finally, it seemed, made a crucial step in the process of reconciliation.

► **Source 2.143** Melbourne, 13 February 2009: Thousands of people gather in Melbourne's Federation Square to watch to Prime Minister Kevin Rudd deliver an historic apology to the Aboriginal and Torres Strait Islander peoples of Australia for injustices committed over two centuries of white settlement

78 https://www.australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples

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ACTIVITY 2.29

Check your understanding

1 Examine the Apology speech in detail. What did Prime Minister Kevin Rudd apologise for?
2 Consider what you have learned so far. Why is this apology so significant?
3 Some people within the Aboriginal and Torres Strait Islander community did not feel the apology went far enough. What do you think could be missing from this apology?

Continuity and change

In Kevin Rudd's famous Apology speech he stated that:

> The time for denial and the time for delay is over ... human decency demands we step forward and right a historical wrong.[79]

▲ **Source 2.144** A quote from Kevin Rudd's Apology speech in 2007

Has this taken place?

▲ **Source 2.145** Prime Minister Kevin Rudd delivering the Apology speech to parliament and the nation

KEY TERM

Closing the Gap Australian Government strategy that aims to reduce disadvantage among Aboriginal and Torres Strait Islander peoples with respect to life expectancy, child mortality and access to early childhood education

Since the Apology to Aboriginal and Torres Strait Islander peoples, the fight for rights and freedoms has been somewhat completed. However, many argue that the fight is not over. Should the Australian Government sign a treaty with Aboriginal and Torres Strait Islander peoples? Should Aboriginal and Torres Strait Islander peoples officially be acknowledged and recognised within the Australian Constitution as the original inhabitants of the country?

These debates have continued while the plight of ordinary Aboriginal and Torres Strait Islander peoples still requires urgent attention.

Closing the Gap

An Australian Government initiative has endeavoured to 'close the gap' between Aboriginal and Torres Strait Islander peoples and non-Indigenous people.

> **Closing the Gap** aims to improve the lives of all Aboriginal and Torres Strait Islander Australians. Since 2008, Australian governments have worked together to deliver better health, education and employment outcomes for Aboriginal and Torres Strait Islander people, and to eliminate the gap between Indigenous and non-Indigenous Australians.[80]

▲ **Source 2.146** From the the 2019 Closing the Gap report

79 https://aiatsis.gov.au/explore/articles/apology-australias-indigenous-peoples
80 https://ctgreport.pmc.gov.au/

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The 2019 *Closing the Gap* report to Federal Parliament indicated that improvements had been made with respect to enrolling Aboriginal and Torres Strait Islander children in early childhood education and that year 12 graduation rates have improved. However, the following targets were still, over a decade later, not on track:

- Aboriginal and Torres Strait Islander peoples' life expectancy was still significantly lower than that of non-Indigenous Australians
- School attendance rates for Aboriginal and Torres Strait Islander children were still significantly below those of non-Indigenous children
- Targets for increasing Aboriginal and Torres Strait Islander peoples' literacy, numeracy and employment were not on track.

Over two decades on from the *Bringing them Home* report, a significant number of Aboriginal and Torres Strait Islander children are living away from their families, in state or 'out of home' care. A 2017 report to the Federal Parliament noted that Aboriginal and Torres Strait Islander children are about nine times more likely to be removed from their families by authorities, compared to their non-Indigenous peers, and that around 15 000 Aboriginal and Torres Strait Islander children are in state care.[81] Aboriginal and Torres Strait Islander community elders have warned that another Stolen Generation is being created. However, the response from the Federal government in 2017 was:

> Where children are genuinely at risk, are being neglected or abused, the state has a responsibility to take action and that should be regardless of whether a child is Indigenous or non-Indigenous.[82]

▲ **Source 2.147** From 'Bringing Them Home: 20 years after report, Indigenous children worse off than before', ABC News

Contemporary debates

Where to from here? The process of reconciliation has been slow to acknowledge the crimes and mistakes of the past. There still remain a number of challenging issues that serve to create a social, legal and economic gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

Read through the following two contemporary issues and choose one to investigate in the digital edition of this book.

Adam Goodes

Two-time AFL Brownlow medallist and Australian of the Year Adam Goodes spent two years being booed by crowds around the nation. This booing started immediately after Goodes had stopped play to call out racist abuse from the crowd, and after, in a later game, he had performed a traditional Aboriginal war dance in response to scoring a goal.

Public debate exploded over exactly why Goodes was being booed. Was it racism? In 2019, the documentary *The Final Quarter* was released, attempting to explain the public's reaction to Adam Goodes and the issues of racism in Australian society.

Additional content
For a case study on contemporary legal debate about Indigenous issues, centred around the 'change the date' movement, access the Interactive Textbook.

81 https://www.abc.net.au/news/2017-05-26/bringing-them-home-report-20-years-on-children-worse-off/8560568
82 https://www.abc.net.au/news/2017-05-26/bringing-them-home-report-20-years-on-children-worse-off/8560568

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Additional content
For a case study on contemporary social debate about Indigenous issues, centred on former AFL footballer Adam Goodes, access the Interactive Textbook.

Change the date

In 2017, popular national youth radio station Triple J announced it would no longer play its annual Hottest 100 list of the most popular songs of the year on Australia Day. Given the rising debate about what Australia Day (or Invasion Day) means to Aboriginal and Torres Strait Islander peoples, the station asked their listeners to vote. 60 per cent of Triple J listeners voted to move the Hottest 100 to another date. Significant public debate immediately followed. Should all Australians respect the concept of Invasion Day? Or should the day the British First Fleet arrived on Australian shores remain Australia's national day of celebration?

Adam Briggs, a prominent Aboriginal musician and activist, summed up the debate from the Aboriginal and Torres Strait Islander peoples' perspective:

> They tell us to "get over it, forget it and move on!" Move on? Well, Gallipoli was about 100 years ago, so let's f—ing move on from that too![83]

▲ **Source 2.148** Adam Briggs

▲ **Source 2.149** Rapper, writer, comedian, actor and activist Adam Briggs

ACTIVITY 2.30

Check your understanding

1 Consider what you have learned in this chapter about the statistical differences between the welfare of Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. What do these statistics say to you?

83 https://www.smh.com.au/entertainment/lunch-with-briggs-its-a-new-conversation-20180111-h0gt7q.html

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END-OF-SECTION REVIEW 2.6

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Why was The Council for Reconciliation established in 1991?
2 What was the Redfern Speech?
3 Why was Nicky Winmar a significant individual?
4 Why was Michael Long a significant individual?
5 What did the *Bringing them Home* report investigate?
6 Why did Australian Prime Minister John Howard refuse to apologise to Aboriginal and Torres Strait Islander peoples?
7 What was significant about the 2000 Olympics for Aboriginal and Torres Strait Islander peoples?
8 What did The Intervention aim to achieve?
9 Who did Australian Prime Minister Kevin Rudd apologise to in his 2008 speech?

▲ **Source 2.150** Prime Minister at the time, Kevin Rudd, embraces a member of the Stolen Generation after delivering his speech apologising to Aboriginal and Torres Strait Islander Peoples for their past treatment.

Interpret

10 What do Nicky Winmar and Michael Long's protests against the behaviour of AFL players and crowds say about the changes that need to occur in society to realise reconciliation?
11 Explain the relationship between the *Bringing them Home* and *Closing the Gap* reports.

Argue

12 Kevin Rudd's apology did not go far enough. To what extent do you agree?

Extension

1 Cathy Freeman's historic win at the 2000 Olympics was significant for her celebration of Aboriginal and Torres Strait Islander peoples' culture. Investigate Freeman's motivation for celebrating with both the Australian and Aboriginal flags. What does it tell you about the momentum that had grown for Aboriginal and Torres Strait Islander peoples' recognition by 2000?

Digital quiz
Please see the Interactive Textbook to access digital activities

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Conclusion: why does it matter today?

The progress of the Aboriginal and Torres Strait Islander peoples' civil rights movement in Australia has been slow. Many historians, commentators and activists argue that it is still incomplete. Today, Aboriginal and Torres Strait Islander peoples are some of the most disadvantaged communities in terms of educational, health and employment outcomes. However, thanks to the work and sacrifice of so many past Aboriginal and Torres Strait Islander and non-Indigenous leaders, significant progress has been made to repair the damage of the past. Nevertheless, the quest for recognition, reconciliation and rights continues.

The murder of African American man George Floyd in police custody in Minneapolis, Minnesota in May 2020 sparked numerous dramatic demonstrations both within the United States and around the world. The protests took place despite the raging threat of the COVID-19 pandemic and the government directives for people to refrain from gathering in large numbers or in close proximity. The Guardian's Australian Edition reported that tens of thousands of Australians protested against the death of George Floyd. Reporters Luke Henriques-Gomes and Elias Visontay noted that crowds also gathered to voice their opinions on the related issues of 'racial profiling, police brutality and the more than 400 Indigenous people who have died in police custody since a royal commission into the problem was held in 1991'.[84]

Ky-ya Nicholson-Ward, 17, told a rally in Melbourne, 'It's the same story on different soil', referring to the similarities between what was happening in the US and Australia. The protests showed that the ongoing deaths in police custody of African Americans and Aboriginal and Torres Strait Islander people is a troubling issue that reminds us that despite the efforts of civil rights activists around the world, there is still much progress to be made before people of colour can truly claim equality.

▲ **Source 2.151** A modern artist's representation of an Aboriginal peoples' rights rally

84 https://www.theguardian.com/australia-news/2020/jun/06/australian-black-lives-matter-protests-tens-of-thousands-demand-end-to-indigenous-deaths-in-custody

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

2 Key terms

For each key term or name from the chapter, write a sentence explaining its significance:

- Smallpox
- Dispossession
- Missions
- Protection
- The Stolen Generations
- Civil rights
- Referendum
- Nonviolence
- Radical activism
- Reconciliation.

3 Flow of main ideas

What ideas have you learned about the Aboriginal and Torres Strait Islander civil rights movement? Copy the table and fill it in by explaining, in a few dot points, what each topic means for understanding the whole topic (one has been done for you). You can alternatively answer this within the Interactive Textbook.

The arrival of the British in 1788	• Aboriginal and Torres Strait Islander peoples had been living in Australia for 40 000–60 000 years • Diseases like smallpox ravaged the local populations • Captain Cook did not declare *terra nullius*, but it was a concept used to later dispossess Aboriginal and Torres Strait Islander peoples and their land.
Dispossession of Aboriginal and Torres Strait Islander peoples from their land	
Protest in America	
Protest before 1967	
Protest after 1967	
Reconciliation	

4 Making thinking visible

Circle of viewpoints

Complete the following statements to consolidate your understanding of the topic. Be an actor – take on the character of your viewpoint. What questions do you have from this viewpoint? What new ideas do you have about this topic that you didn't have before? What new questions do you have?

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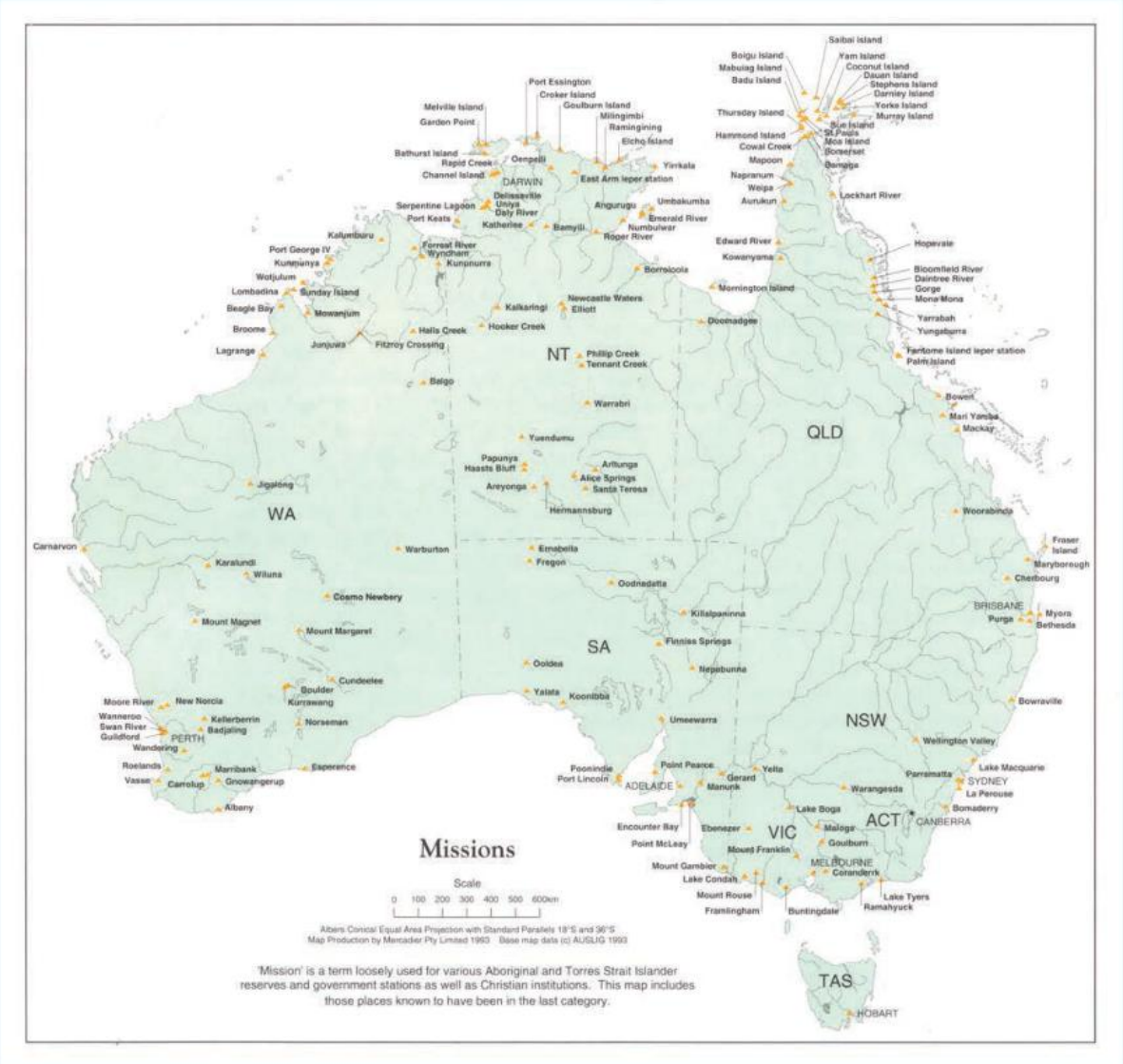
1 I think the arrival of the British, from the point of view of Aboriginal and Torres Strait Islander peoples, was …
2 I am thinking about the *Aborigines Protection Act* from the point of view of …
3 I am thinking about the American civil rights movement from the point of view of …
4 I am thinking about the 1967 Referendum from the point of view of …
5 I am thinking about the Apology speech from the point of view of …

5 Source analysis

Source A



▲ **Source 2.152** Map of missions (you can zoom in on this map in the digital versions of this book)

Source: *The Encyclopaedia of Aboriginal Australia: Aboriginal and Torres Strait Islander History, Society and Culture*, Dr David Horton, general editor, Canberra: Aboriginal Studies Press for the Australian Institute of Aboriginal and Torres Strait Islander Studies, 1994

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1 Using Source A and your own knowledge, explain the impact of European settlement on Aboriginal and Torres Strait Islander populations.
2 Using the source and your own knowledge, explain why Aboriginal and Torres Strait Islander peoples were moved into mission settlements.
3 Analyse the significance of dispossession and mission life as a cause for protest in the Aboriginal and Torres Strait Islander peoples' civil rights movement.

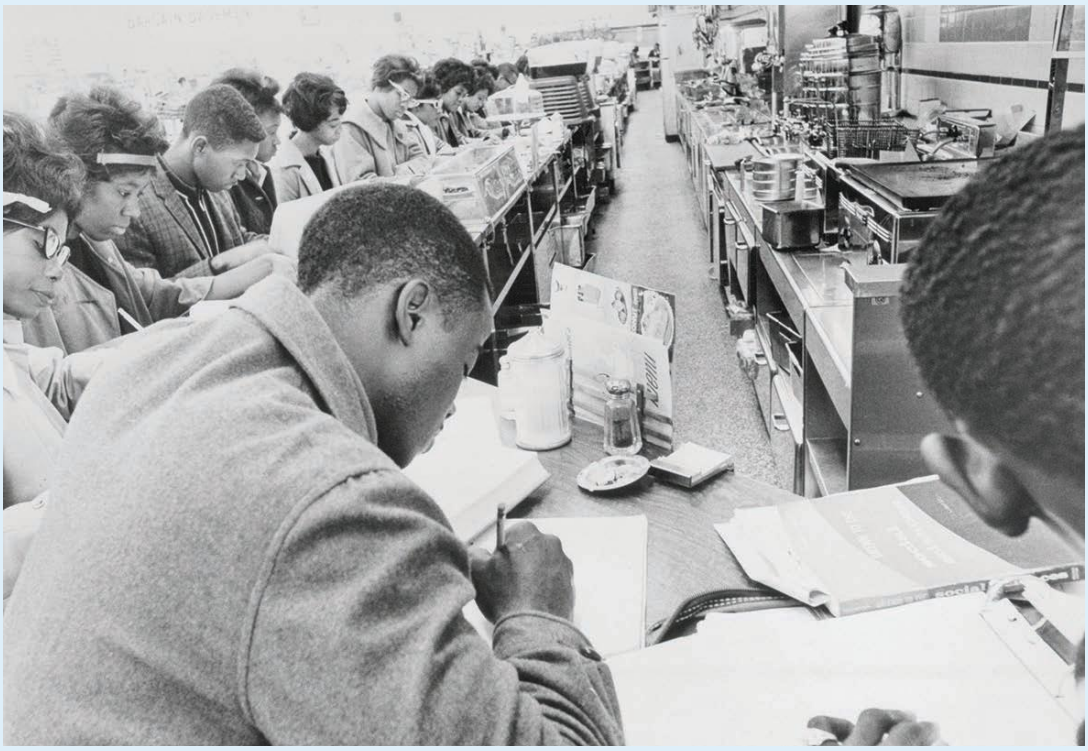
Source B

> My mother and brother could speak our language and my father could speak his. I can't speak my language. Aboriginal people weren't allowed to speak their language while white people were around. They had to go out into the bush or talk their lingoes on their own. Aboriginal customs like initiation were not allowed. We could not leave Cherbourg to go to Aboriginal traditional festivals. We could have a corroboree if the Protector issued a permit. It was completely up to him. I never had a chance to learn about my traditional and customary way of life when I was on the reserves.[85]

▲ **Source 2.153** *Bringing Them Home*: Confidential submission 110, Queensland: woman removed in the 1940s

4 Using Source B and your own knowledge, explain why Aboriginal and Torres Strait Islander children were removed from their families between 1910 and 1970.
5 Using Source B and your own knowledge, explain the impact of forced removal on individuals.
6 Explain why the Apology speech of 2008 was an important step in the process of reconciliation.

Source C



▲ **Source 2.154** Little Rock, Arkansas, November 1962: Sit-in protesters at a Woolworth's counter waiting for service, which they did not receive.

85 https://www.humanrights.gov.au/sites/default/files/content/pdf/social_justice/bringing_them_home_report.pdf

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7 Using Souce C and your own knowledge, explain the purpose of the Woolworths sit-ins.

8 Using Souce C and your own knowledge, explain how non-violence was used in the US civil rights movement.

9 Explain the influence of the US civil rights movement on events and protests in Australia.

Source D

> On this great day, I, Prime Minister of Australia, speak to you on behalf of all Australians who honour and love this land we live in. For them, I want: first, to congratulate you and those who have shared your struggle on the victory you have won in that fight for justice begun nine years ago when, in protest, you walked off Wave Hill station;
>
> Second, to acknowledge we have still much to do to redress the injustice and oppression that has for so long been the lot of black Australians; third, to promise you that this act of restitution we perform today will not stand alone. Your fight was not for yourselves alone, and we are determined that Aboriginal Australians everywhere will be helped by it; fourth, to promise that, through their government, the people of Australia will help you in your plans to use this land fruitfully for the Gurindji;
>
> Finally, to give back to you formally, in Aboriginal and Australian law, ownership of this land of your fathers. [86]

▲ **Source 2.155** Australian Prime Minister Gough Whitlam, 1975

10 Using Source D and your own knowledge, explain how the Wave Hill walk-off began in 1966.

11 Using Source D and your own knowledge, explain the events that contributed to the Wave Hill walk-off's resolution in 1975.

12 Analyse the significance of land rights struggles between 1963 and 1996.

13 Analyse the cartoon (Source 2.156) from 2013.

- What is cartoonist Chris Johnston suggesting in his image?
- What might be the significance of the dates for the Aboriginal memorial?
- What is the significance of the dates on the soldier's memorial?
- How might different people react to this cartoon? Consider the view of:
  - An Aboriginal or Torres Strait Islander person
  - A veteran soldier from a recent overseas war
  - The Australian Government
  - The wider Australian public.
- What is your own view of this cartoon?

▲ **Source 2.156** *Aboriginal War Memorial* by Chris Johnston, *Eureka Street*, 21 April 2013.

86 http://www.mabonativetitle.com/info/*WhitlamGurindji*.htm

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▲ **Source 2.157** 6 June 2020 Black Lives Matter protestors listen to speeches as night falls on Flinders Street Station in Melbourne. Similar events took place across Australia in solidarity with protests in the United States and to rally against Aboriginal deaths in custody in Australia.

6 Extended response

1 Explain how the Australian Black Power movement was able to highlight the cause of Aboriginal and Torres Strait Islander peoples' civil rights between 1968 and 1975.

2 Explain the significance of individuals and groups in the course of the Aboriginal and Torres Strait Islander civil rights movement.

7 Essay

1 Australia's reconciliation process was completed by the Apology speech in 2008. To what extent do you agree?

Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about rights in Australia

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Unit 3

The modern world and Australia: the globalising world

Overview

For some centuries before 1945, the world was organised around the 'nation state', a government (such as the Federal Government in Canberra) that passed laws, ruled its territory and frontiers (essentially, our coast) and controlled what entered and left its borders. After 1945, this absolute control was challenged and weakened by globalisation – that is, transnational forces that could affect a country without being controlled by its government. These forces are numerous.

Foremost among these transnational forces has been the internet, which was originally designed as a messaging system for the armed forces. Only highly authoritarian countries, such as North Korea, can prevent their population from accessing information online.

Popular Culture

Another global force is popular culture, which was felt most powerfully in Australia in the 1960s, when Beatlemania (the hysteria associated with fans of the pop group the Beatles) transformed a generation of young people, inspiring an enthusiasm that their parents could neither approve of nor prevent. Since that time Australia has both been shaped by and contributed to successive waves of music including rock, grunge and hip hop. The chapter on popular culture will explore the effect of music and the internet, as well as the influence of sport, cinema and television on Australian society.

The Cold War

Video
Unit overview

For centuries, humans had been used to warfare as a time of armed conflict that would eventually result in victory for one side. During the First World War (1914–1918) and the Second World War (1939–1945) such direct fighting drew in a large number of countries across the planet. But in 1945, the western Allies realised that, having defeated Adolf Hitler, they now faced a difficult relationship with their own recent ally: Josef Stalin of Russia. They believed that Communism simply wanted to overtake the world. Mistrust turned to tension, which became dangerous once both the USA and Russia possessed nuclear weapons capable of global destruction. In this chapter you will discover the apparent safeguard of Mutually Assured Destruction, and how this led the two powers to become involved in the affairs of other countries, such as Korea and Vietnam. You'll learn about the one occasions where the two powers came dangerously close to nuclear battle– the Cuban Missile Crisis of 1962. Finally, you'll explore how this tension was finally removed and why.

Migration Experiences

Australia is now respected as one of the most successful multicultural societies in the world. This country has benefited massively by having a rich mix of cultures and traditions, and many migrants have also benefited by escaping poverty, warfare or terrorism. But many Australians today may be unaware of the bumpy journey to get to this point. This chapter will explore the policy of mass immigration after 1945; the fear and prejudice against Asian immigrants that occurred since the Gold rushes of the 1850s, and the punitive laws that were called the White Australia Policy. We will investigate how Minister Arthur Calwell had to manage hostile public opinion, how the triumph of Communism in China (1949) worked in favour of increasing immigration under the Colombo Plan, and the immigration effect of the Vietnam War. We will look at the final important stage in our intellectual growth as a nation when we understood that we did not have to insist on assimilation but celebrated multiculturalism. Most importantly, this chapter will look critically

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at the arguments and opinions Australians have previously expressed in regard to immigration, and to look with new understanding at the few hostile voices that still express fear and hostility towards new arrival in our own time.

The Environmental Movement

The environmental movement has always been an important instrument to help make people more aware of the ways we make use of the planet to provide the food, clothing, fuels and building materials we need. It does not question that we humans need to consume resources in order to survive. It does, however, make us more critically conscious that in doing so we are damaging the ecosystems by which the Earth survives. It also explores less damaging, or even potentially mutually beneficial, approaches to working with the environment. This chapter on the Environmental Movement will examine some of the most significant examples of human impacts on the environment, such as the use of the deadly chemical DDT to kill insects. We will also learn how the advent of the nuclear age in 1945 dramatically increased humanity's ability to cause massive damage to the environment; about the environmental damage from industries such as mining; and gain an understanding of how one careless operation can devastate an entire environment. It will also examine the pioneering work of the first activists – such as Rachel Carson – who bravely tried to make the world aware of environmental issues, and how we can all work towards creating a brighter environmental future.

Learning goals

After completing this unit, you should be able to answer this question:

- How was Australian society affected by significant global events and changes in this period?

Introducing historical concepts and skills: *historical significance*

The most important judgement we, as historians, have to make is to finally decide upon the **significance** of a historical event (for example, the Industrial Revolution). This apparently simple concept quickly unfolds and unpacks into a very complicated analysis. Historians try to approach this methodically by using **timeframes**, including the **immediate effects** felt by people at the time of the event, or the **short-term effects** over a number of years, or the **long-term effects** over decades, centuries or even up to the present day. For example, the Industrial Revolution seemed to promise massive benefits to humanity in the immediate and short term, but it also gave rise to environmental problems that have proved to be very dangerous and possibly catastrophic in the longer term.

Historical significance can also be assessed by evaluating how many people were affected by an event or a change. Did an event affect all people in a society, or only some people? What did people experience at the time, and what did they feel about the changes that were happening? Did the event produce both positive and negative outcomes and, if so, what does the balance sheet look like? Above all, what do we learn from the effects of this event? For example, the development of industry and technology did not stop after the Industrial Revolution. In terms of the twenty-first century facing us, what conclusions can we draw from the 'first' industrial revolution that took place over two centuries ago?

▼ **Image:** Earthrise – photograph taken by US astronaut William Anders on 24 December 1968

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CHAPTER 3

Powered by Edjin

Popular culture (1945–the present)

This chapter is available in the digital versions of the textbook.

▲ **Image:** 2 July 1964: The Beatles (left to right: Ringo Starr, Paul McCartney, John Lennon and George Harrison) wave to fans as they return to London after their tour of Australia

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CHAPTER 4

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The Environment Movement (1949–present)

This chapter is available in the digital versions of the textbook.

▲ **Image:** Ferns in Sydney's Royal National Park – the world's second-oldest national park after Yellowstone in the USA

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CHAPTER 5

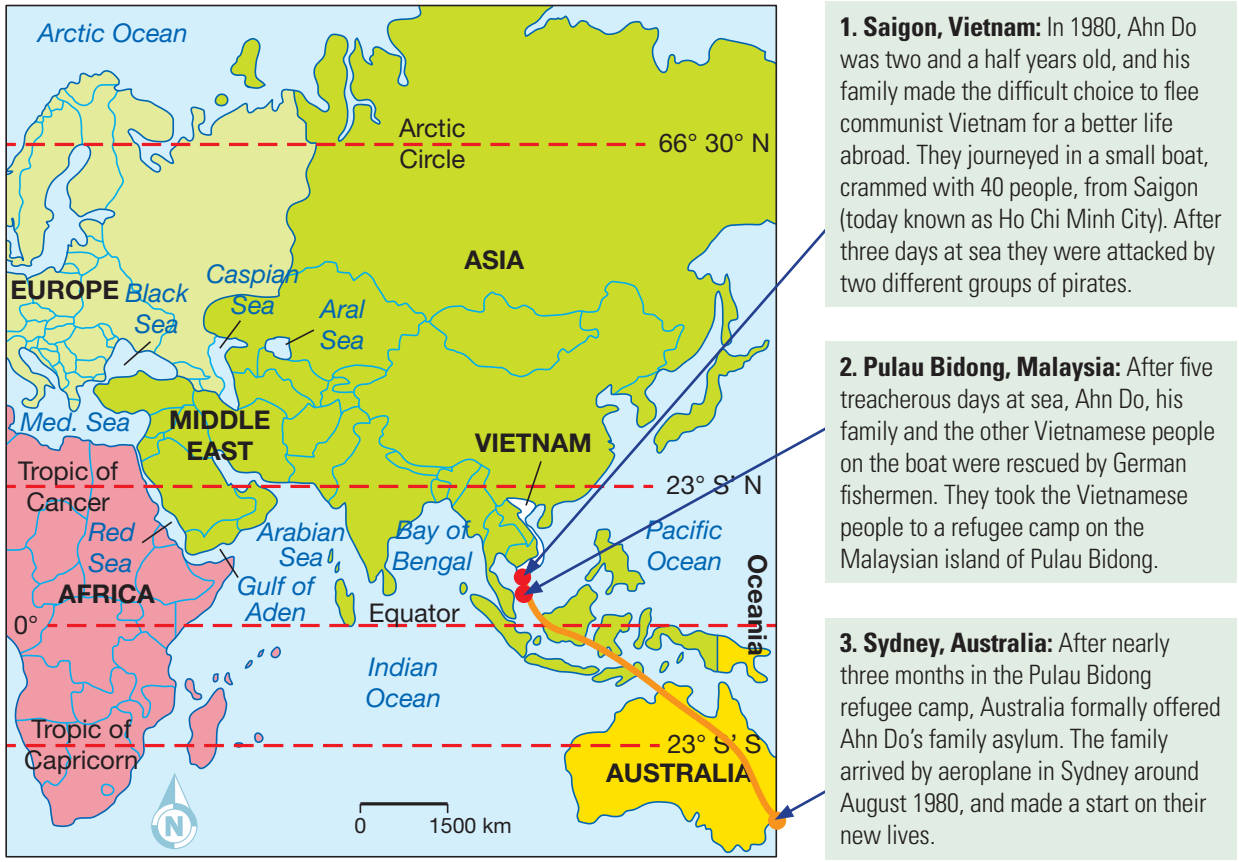
Migration experiences (1945–the present)

Setting the scene: Australia's happiest refugee

Australia is a nation that was built on migration. From the end of World War II migrants came to Australia in large numbers, an effort spearheaded by the Australian Government to increase the nation's population from a relatively small 7 million in 1945.

As a result, more than 28 per cent of Australia's population were born overseas. Most of us would know someone who made a journey to Australia to start a new life. People arrived in many different ways and had varying experiences when they made Australia home. Famous comedian, author, actor and artist Anh Do tells his family's story of migration in his memoir *The Happiest Refugee* and the children's picture book *The Little Refugee*, which he wrote with his wife, Suzanne Do. Do's family fled Vietnam and spent five days on a tiny fishing boat. They were attacked twice by pirates and they were nearly out of drinking water when they were rescued by a German ship and taken to a **refugee** camp in Malaysia.

KEY TERM
refugee someone who has escaped from their own country for political, religious, or economic reasons, or because of a war



1. Saigon, Vietnam: In 1980, Ahn Do was two and a half years old, and his family made the difficult choice to flee communist Vietnam for a better life abroad. They journeyed in a small boat, crammed with 40 people, from Saigon (today known as Ho Chi Minh City). After three days at sea they were attacked by two different groups of pirates.

2. Pulau Bidong, Malaysia: After five treacherous days at sea, Ahn Do, his family and the other Vietnamese people on the boat were rescued by German fishermen. They took the Vietnamese people to a refugee camp on the Malaysian island of Pulau Bidong.

3. Sydney, Australia: After nearly three months in the Pulau Bidong refugee camp, Australia formally offered Ahn Do's family asylum. The family arrived by aeroplane in Sydney around August 1980, and made a start on their new lives.

▲ **Source 5.1** Anh Do's approximate route immigrating from Vietnam to Australia

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Below is an extract from Do's memoir, in which he recounts his family's early experiences in Australia:

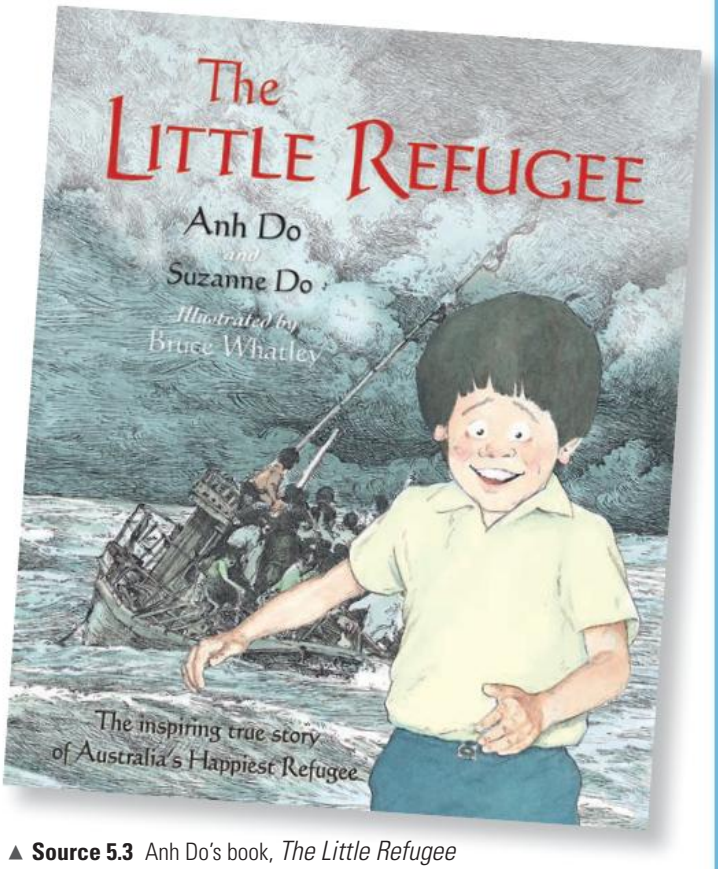
'What a great country!' Almost every day we discovered something else that made Mum and Dad shake their heads at how lucky we'd been. If you got sick, you could go to the doctor for free. If you couldn't get a job straight away, the government gave you some money to help you get by. 'You listen to us, kids. As you grow up, you make sure you do as much as you can to give back to this country that gave us a second chance.'

It hadn't taken my father long to find a job in a factory, and then we were able to move out of the East Hills Migrant Hostel where we had been staying since we arrived in Sydney. Dad rented a two-bedroom flat in Marrickville. (Two bedrooms! Hah! What a great country!) We lived above an old lady who watered the flowers in the block's common grounds, and after Dad helped her carry a bag of potting mix one day, she became our friend. Miss Buk is what we called her (I suspect her name might have been Burke, lucky for her it wasn't Furke), and she was instrumental in helping us find our feet in this exciting new world. Mum would knock on her door with a delicious plate of spring rolls, and offer them to Miss Buk along with a handful of forms which we needed help to fill in – Anh's primary school application, Dad's work forms and Mum's hospital documents when she was pregnant again.

After my little sister was born Miss Buk gave Mum a tiny white dress made of lace for the christening. She had spent several months making it and it was the most beautiful thing my Mum had ever seen. Mum and Dad turned to each other again: 'What a great country!'

▲ **Source 5.4** Excerpt from Do, Anh, *The Happiest Refugee,* 2010.

▲ **Source 5.2** Author, comedian, actor and artist Anh Do



▲ **Source 5.3** Anh Do's book, *The Little Refugee*

MAKING THINKING VISIBLE 5.1

Think, pair, share

1. Reflect on the story in Source 5.4.
2. Try to explain your thinking with words or pictures in your notebook. What stands out to you most?
3. Share your thoughts with a partner. What new insights did you gain from them?
4. How do you think this story relates to other stories of people who migrated to Australia?

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Chapter overview

Introduction

Australia prides itself on being an inclusive and multicultural society in which everybody feels that they belong. However, Australia's migration story began very differently, with a series of laws that excluded most people from entering the country and expelled others. So how did we get from a policy that explicitly demanded a 'white' Australia to becoming one of the most diverse nations on the planet?

Learning goals

After completing this chapter, you should be able to answer these questions:

- What were Australia's policies on immigration before World War II?
- What was the White Australia Policy?
- How did migration in Australia change over time?
- What global events led to changes in Australia's immigration policies?
- How did people respond at different times to Australia's policies on immigration?

Historical skills

After completing this chapter, you should be able to:

- Understand what **chronology** and **sequencing** mean
- Understand what **cause and effect** means in the study of history
- Know how to interpret **primary sources** in both print and visual form.

Other important historical skills you will acquire include:

- Understanding and evaluating different historians' points of view
- Developing historical empathy with people in the past
- Evaluating the reliability of primary sources
- Knowing the correct use and definition of special terms specific to the topic under study
- Knowing how to use factual evidence (dates, statistics, examples) to substantiate an argument.

► **Image on next page:** 2 April 1960: Perched on the bow of the Dutch ocean liner that brought them from Cyprus to Australia, Christoforos Anastasi, 21, Georgios Demetriou, 17, and Nicolas Papanicolas, 20, wave to friends behind the gates at Woolloomooloo wharf

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Timeline of key events

What came before this topic?

Australia began as a land that was lived in and managed by the various First Australian nations for tens of thousands of years. With the establishment of the British colonies came waves of immigration, much of it responding to economic incentives such as the gold rush or the workers' paradise that they had been promised. These immigrants began a long tradition of people travelling to Australia to make it their home, hoping to build new lives and find prosperity here.

KEY TERM

federate act of joining a group of states or colonies together to form a unified nation – each state or colony still retains some power, but is overseen by a national government

A painting of a gold digging site in Ararat, Victoria, 1854 by Edward Roper. The gold rushes of the 1800s brought many migrants to Australia in search of fortune and a better life.

1901
The *Immigration Restriction Act* and the *Pacific Islander Labourers Act* are both passed by the new Australian Government; this legislation has collectively become known as the White Australia Policy

1901 Australia is **federated** on 1 January when the six separate British self-governing colonies of Victoria, New South Wales, Queensland, Tasmania, South Australia, and Western Australia agreed to unite and form the Commonwealth of Australia

1942
Darwin is bombed by Japanese planes, leading to a fear in Australia that the country is at risk of invasion

1945
Arthur Calwell becomes Australia's very first Minister for Immigration

Immigration Minister Arthur Calwell

1945
Australia introduces the first of many assisted passage schemes to help people from Britain migrate to Australia

1 January 1901: Sydney Town Hall lit up by fireworks on the night of Federation Day – the message, 'One people, one destiny' is written on the building

Japanese air attack on Port Darwin during World War II

Timeline questions

1 How long did the White Australia policy last for?

2 How did world events help shape Australia's migration policies?

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What came after this topic?

Since 1975 Australia has welcomed hundreds of thousands of new migrants to Australian shores. We have become one of the most multicultural countries in the world. More than 300 languages are spoken in Australia and we have one of the highest rates of intermarriage between people of different cultural backgrounds.

Brisbane, 8 June 2018: Participants in the Luminous Lantern Parade , a multicultural parade to welcome all new Queenslanders, including refugees, international students and migrants

18 January 1948: Yugoslavian ship *Partizanka* arrives in Sydney carrying new migrants to Australia

1948
The 'beautiful Balts' arrive in Australia

1951
Asian students arrive to study at Australian universities under the Colombo Plan

1958
Dictation Test abolished and *Migration Act* introduced

1973
A series of amendments by Australian Prime Minister Gough Whitlam ends the White Australia Policy

1975
Discrimination Act introduced

1975
70 000 refugees flee the Vietnam War, many arrive by boat and settle in Australia

1992
The Australian government introduces mandatory detention for all overseas arrivals seeking asylum

1996
One Nation Senator Pauline Hanson's maiden speech to Parliament uses racist rhetoric against immigrants

2001
The Australian government passes the *Migration Amendment Act 2001* and sets up off-shore processing for asylum claims

2001
The Tampa Affair sees the Howard government refuse a Norwegian ship carrying 433 rescued refugees to enter Australian waters

2005
Cronulla race riots in Sydney

Australian Prime Minister Gough Whitlam

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5.1 Migration to Australia after World War II

FOCUS QUESTIONS

- What were Australia's policies on immigration before World War II?
- What was the White Australia Policy?

Australia between 1901–1945

In 1901 one of the first acts passed by Australia's new Federal Government was the *Immigration Restriction Act*. This act, along with other acts like the *Pacific Island Labourers Act*, became known colloquially as the White Australia Policy. The aim of these acts and others like them was to keep out 'undesirable' migrants and maintain Australia as a 'working man's paradise'.

During the parliamentary debates that took place when these acts were introduced, Australia's first Prime Minister, Edmund Barton declared that:

> There is no racial equality. There is that basic inequality. These races are, in comparison with white races – I think no-one wants convincing of this fact – unequal and inferior.[1]

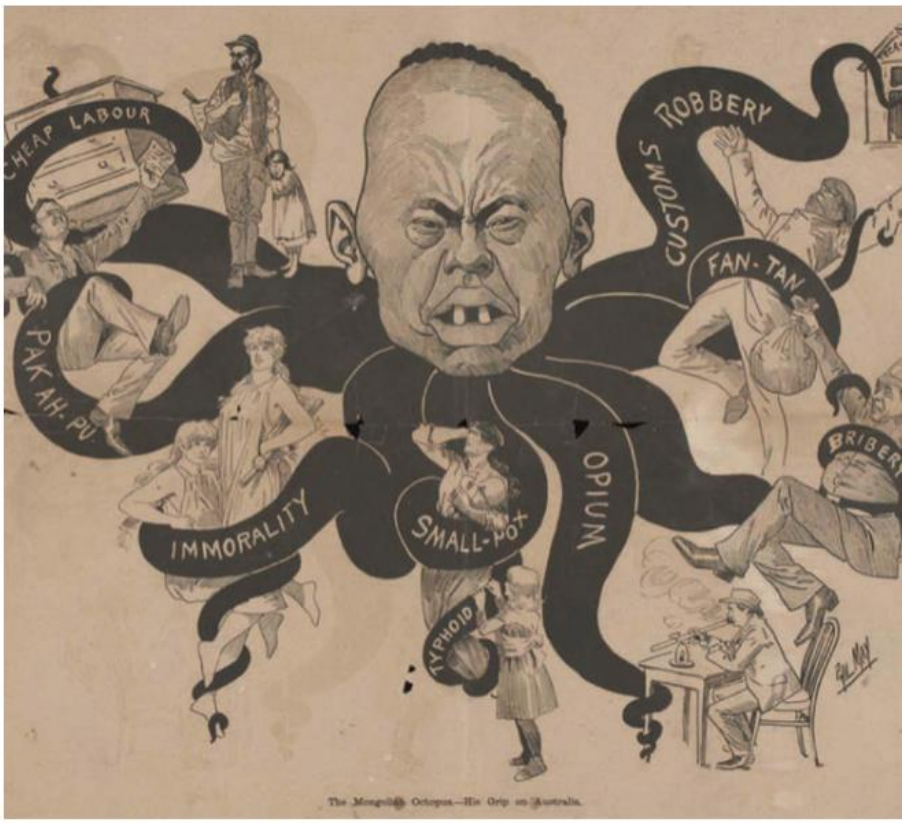
▲ **Source 5.5** Edmund Barton, from the debate on the *Immigration Restriction Bill*, 1901

Barton's words were not presenting new concepts. Since the arrival of miners from China on Australian goldfields in the 1850s, Australians had been preoccupied with what they saw as a threat posed by migrants from Asia.

There was a common fear in the nineteenth century that migrants from countries like China and Japan would overwhelm European nations and their colonies and challenge or change their cultures.

▲ **Source 5.6** Edmund Barton, Australia's first Prime Minister

▼ **Source 5.7** 1886: 'The Mongolian Octopus', a political cartoon published in the *Bulletin*, Australia



1 'The immigration debate in Australia: from Federation to World War One' – Australian Parliament House website (https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/BN/2012-2013/ImmigrationDebate)

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MAKING THINKING VISIBLE 5.2

See, think, wonder

Look at the 'Mongolian octopus' cartoon in Source 5.7.

1 What do you see in this cartoon?
2 What do you think it shows us about attitudes in Australia towards migrants at the time?
3 What does it make you wonder about Australia's immigration history?

The cornerstone of the *Immigration Restriction Act* was the Dictation Test. This was a 50-word test that could be given in any language, regardless of whether a person could understand that language or not. Migrants had to correctly write down the entire passage that was dictated to them. People who wanted to migrate to Australia had to pass this test before they were allowed to enter Australia. The Dictation Test was designed to keep people out. After 1909, no one ever passed the test.

The Dictation Test was a key tool of the White Australia Policy. It allowed the Australian Government to claim that they were not discriminating against people on the basis of race. By using the Dictation Test they could claim that people were being rejected based on their education.

The *Immigration Restriction Act* was a very effective piece of legislation. By 1945 nearly 99 per cent of people in Australia were from white backgrounds. The Australian Government further tried to ensure the arrival of the type of migrants they wanted by investing in **assisted passage schemes.** Between 1920 and 1929 more than 220 000 migrants from Britain received subsidised or free passage to Australia as a result of laws like the *Empire Settlement Act* (1922). These agreements with the British Government helped Australia to increase its white migrant intake.

KEY TERM

assisted passage scheme government program that encourages people to emigrate to a country by paying for, or subsidising, the cost of travel to that country

ACTIVITY 5.1

Using historical sources as evidence

From 16th to 31st July, 1932. (No. 32/14.)

Ice and snow cover the Poles, which are not farther from the sun than we are, but the sun's rays reach them slantwise, and are stopped by such a thickness of air that not enough of them reaches the surface of the earth at the Poles to keep them warm.

▲ **Source 5.8** Dictation Test passage, Department of Immigration, 1932

Responding to the source

As a class or in pairs, attempt this dictation test. Have one person read it out while everyone else tries to copy down the message without making any mistakes. How challenging was this test?

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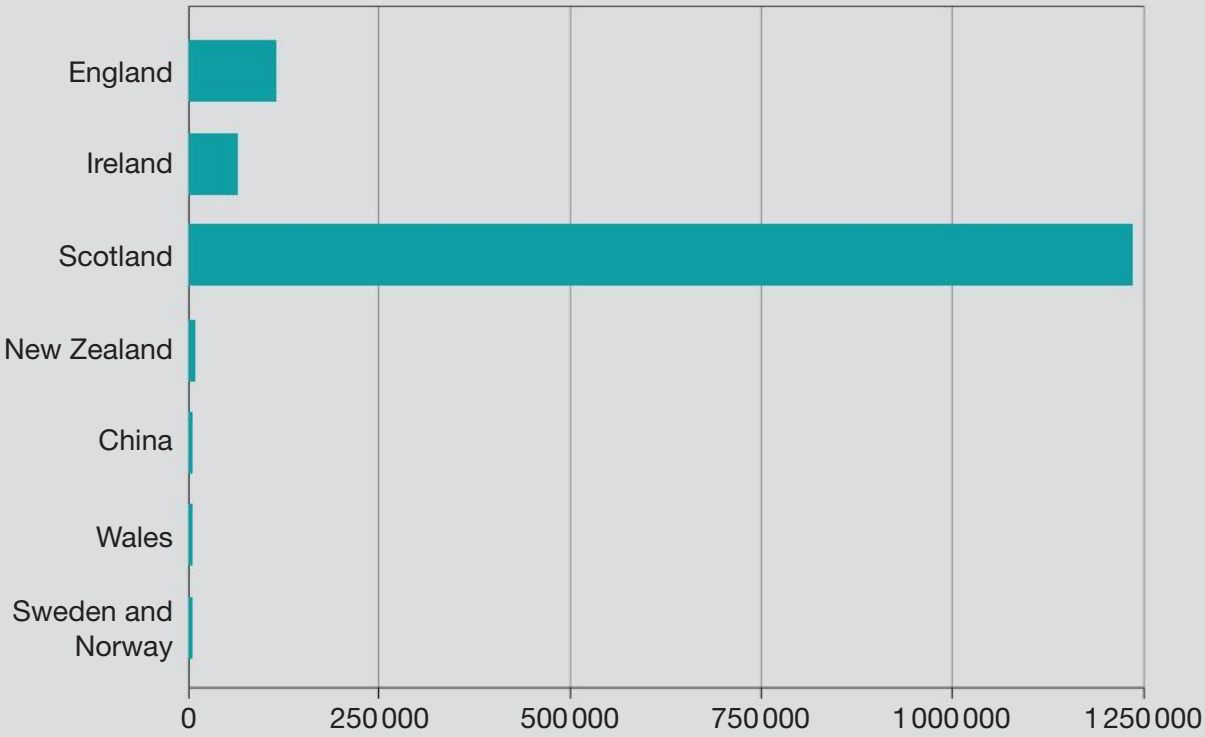
ACTIVITY 5.2

Using historical sources as evidence

Where did migrants come from?



▲ **Source 5.9** Most common countries of origin for migrants to Australia in 1901

Responding to the source

1 What does this chart show you about who was welcomed into Australia in 1901?

ACTIVITY 5.3

Using historical sources as evidence

Read this extract from Immigration Minister Arthur Calwell's speech to parliament, delivered on 22 November 1946.

> There was a time just four years ago when Australia faced its gravest peril. Armies recruited from the teeming millions of Japan threatened to overrun our cities and broad hinterland. They were so many. We were so few. Today we are at peace. But, while all of us must work to perpetuate that peace, let us not forget that armed conflict remains a grim possibility, both in the New World and in the Old – a possibility against which we must guard with all the intelligence, all the realism, and all the energy that we can muster.

▲ **Source 5.10** From Arthur Calwell's speech in the Parliamentary Debates, 22 November 1946

Responding to the source

1 What is the main message of Arthur Calwell's speech?

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'Populate or perish' – the push to expand Australia's population

Despite the efforts of the Australian Government to encourage and support British migration, Australia's population remained relatively low. In 1901 Australia's population was around 3.7 million. By 1945 it had only grown to around 7 million.

During World War II Australia's vulnerable position was made very clear when the Japanese Air Force bombed Darwin in February 1942. This was the first attack on mainland Australia since Europeans had arrived in 1788. It caused huge panic across Australia. It demonstrated to the Australian Government that Australia's huge area and small population put it at risk from its more populated neighbours in Asia.

The rise of communism across Asia also fuelled fears that eventually another country would invade Australia. This was not a new fear – fear of invasion had been one of the things that had led to the federation of Australia in the first place – but in the aftermath of World War II the Australian Government established the Department of Immigration in order to oversee a huge expansion in Australia's population.

Encouraging the British

Australian Prime Minister Ben Chifley appointed Arthur Calwell as Australia's first Minister for Immigration. Even before he had been given this portfolio he had used his previous role as Minister for Information to begin negotiating with Britain to set up postwar assisted migration schemes after World War II to try and boost Australia's population.

Both Calwell and Chifley firmly believed that the White Australia Policy should remain in place. Their first call for new migrants was to Britain and Scandinavian countries like Sweden, Norway and Switzerland.

ACTIVITY 5.4

Using historical sources as evidence

Responding to the source

1 What does this photograph show us about the attempts of the Australian government to recruit British migrants after World War II?

► **Source 5.11** London, 22 December 1945: window display offering travel to Australia

In 1946 Calwell signed agreements with the British Government that provided ex-servicemen and their wives and children with free passage to Australia. Calwell also agreed that the Australian Government would subsidise the cost of passages for other people from Britain who wished to emigrate. It would be possible for adults to emigrate for only ten pounds. Their children would travel free.

The aim was to receive about 70 000 migrants every year. However, Calwell soon realised that, given the Australian birth-rate and the relatively

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small number of migrants coming from Britain, this amount was not going to be enough to let Australia hit the ambitious target of two per cent population growth per year.

Calwell and Chifley began to look to other sources for their migrants. They popularised the slogan 'Populate or Perish!' as a way to encourage the public to accept mass migration from overseas.

ACTIVITY 5.5

Using historical sources as evidence

Responding to the source

1 How does this poster represent Australia's views and values at the time?

► **Source 5.12** 1928: Poster encouraging British Migration as part of Australia's Migration Assistance Program

Calwell's secret mission

KEY TERMS

displaced person person who has been forced to leave their home country because of war, conflict or persecution

displaced persons camps temporary camps set up across Europe after World War II to house people who had been forced to leave their homes during the war

International Refugee Organization organisation created by the United Nations after World War II to help resettle refugees created by World War II – more than 26 countries became members

When the first ship of postwar migrants from Europe arrived in Australia on 28 April 1947, it was not welcomed. Politicians and local media criticised Chifley and Calwell's scheme. Although there were more than 600 migrants from 26 countries on board, the media focused on those who were from Europe and the Middle East. The media called on Calwell and Chifley to ensure that future migration would be of the 'right sort'. This meant people from Britain or the Scandinavian countries.

Both Chifley and Calwell knew that the Australian population – and their own political party – would not support a push to allow migrants from other European nations. However, in 1947 Arthur Calwell travelled secretly to Europe. His official duties were claimed to be sourcing migrants to bring to Australia. However, while in Europe Calwell also visited **displaced persons camps** to begin the process of recruiting desirable migrants. During his visit, Calwell received permission from Chifley to sign an agreement with the **International Refugee Organization**. Both men kept this decision a secret from the Australian public and from their own political party.

Propaganda mission – The 'beautiful Balts'

After the public relations failure of their first attempt to resettle European migrants in Australia, Calwell knew he needed to sway the opinion of the Australian public in order to get the support he needed to begin large scale European migration. He embarked on an ambitious and risky propaganda campaign, designed to ensure that the Australian people saw these so-called New Australians in a positive light.

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▲ **Source 5.13** 1947: Australian Immigration Minister Arthur Calwell greets new arrivals to Australia

Criticism of earlier postwar migrants to Australia had focused on their appearance, so Calwell decided to recruit a ship full of migrants who would appeal to the Australian public. He focused on people who had come from Lithuania, Estonia and Latvia, places known as the Baltic States because they all have coastlines on the Baltic Sea. The migrants from these nations came to be known as the 'beautiful Balts'. These migrants were used as a propaganda tool. If they were accepted by the Australian public the migration scheme could begin properly.

Calwell advised immigration officers in Europe to select young women and men who were physically strong and had blonde hair and blue eyes. The 843 migrants who arrived in Australia in 1947 were welcomed by the media at an event that had been carefully planned by Calwell. This time the migrants were warmly welcomed and the Department of Immigration began its policy of large-scale mass migration.

Assurances to the public

Calwell emphasised that this shift toward migrants from Europe did not signal the end of the White Australia Policy. In a speech in 1946, he emphasised that

> ...the Government's immigration policy is based on the principle that migrants from the United Kingdom shall be given every encouragement and assistance. It is my hope that for every foreign migrant there will be ten people from the United Kingdom.[2]

▲ **Source 5.14** Australia's first Immigration Minister, Arthur Calwell, in 1946

In reality, however, between 1947 and 1953 the Australian Government resettled more than 170 000 displaced persons, which changed the face of Australia forever. These new migrants came from countries across Europe, including places like Germany, Italy, Romania, Bulgaria, Hungary, Latvia, Lithuania and Estonia.

END-OF-SECTION REVIEW 5.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Explain the aims of the White Australia Policy.
2 What was the Dictation Test?
3 How did the Australian Government try to encourage British migrants to come to Australia?

Interpret

4 What sort of increase in population was the Australian Government aiming for from 1945?

Argue

5 Explain the role the 'beautiful Balts' played in encouraging Australians to accept migrants from countries other than Britain.

Extension

1 Read Source 5.9. It is an extract from a speech Arthur Calwell made in Parliament. How does this play into Australians' existing fears about their population? Explain whether you think it demonstrates any bias.

Digital quiz
Please see the Interactive Textbook to access digital activities

2 Arthur Calwell: Commonwealth Parliamentary Debates, House of Representatives, 22 November 1946

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5.2 Causes and developments of migration in Australia

FOCUS QUESTIONS

- How did migration in Australia change over time?
- What global events led to changes in Australia's immigration policies?

Australia's population changed slowly over time as the Australian Government began to look outside Britain in hopes of increasing its population in a short period of time. Australia's population was also influenced by political situations in Asia, which inspired a fear of communism, and various conflicts like the Vietnam War.

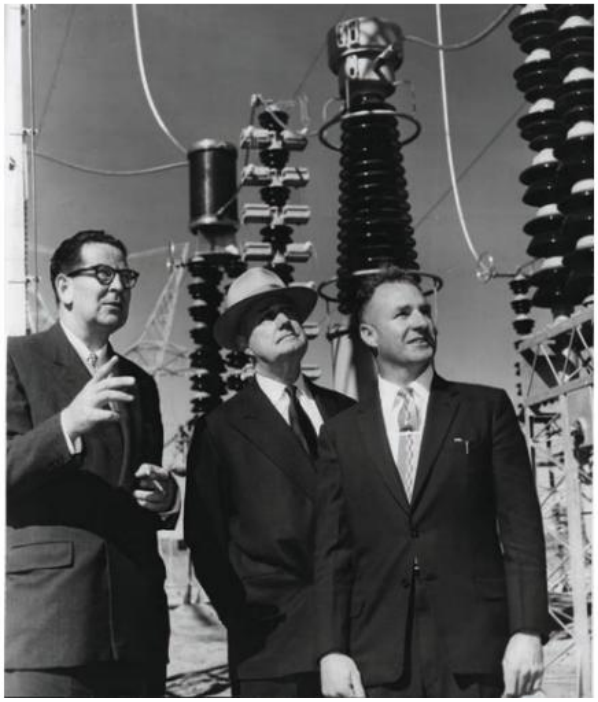
At the end of World War II Australia had an estimated 250 000 jobs that needed to be filled. This labour shortage helped lead to changes in the kinds of people who were migrating to Australia.

Assisted passage and assisted migration

In order to come to Australia, displaced persons were required to sign two-year work contracts in exchange for their travel to Australia, including food and board during travel. The Australian Government was worried that the Australian public would react negatively if these 'New Australians' were seen to be taking their jobs. Because of this, all migrants, regardless of their education and experience or the jobs they had had in Europe, were required to work as labourers.

Some people who migrated to Australia got jobs working in factories or doing difficult labouring jobs like working in brick kilns. The work of these labourers was integral to Australia's growth in the postwar period.

One of the largest projects that was completed using the labour of these migrants was the Snowy Mountains Hydro-Electric Scheme. More than 100 000 people worked on this project, most of them assisted migrants from Poland, Germany, Greece, Italy, Poland and Yugoslavia.



▲ **Source 5.15** Officials switched the power on from the Snowy Mountains Hydro-Electricity Scheme to the NSW electricity grid on 30 April 1959. Many migrants helped make the project a reality.

ACTIVITY 5.6

Using historical sources as evidence

Responding to the source

1 Analyse Source 5.16. Describe how this poster depicts Australia. Why might this have been appealing to potential migrants from Europe at the time?

2. Explain, with reference to specific details of the image, whether you think the reality of a new life in Australia for migrants from Europe would have lived up to the way Australia is portrayed in the poster.

► **Source 5.16** Australia: Land of tomorrow – this 1948 poster was displayed in displaced persons camps in Europe

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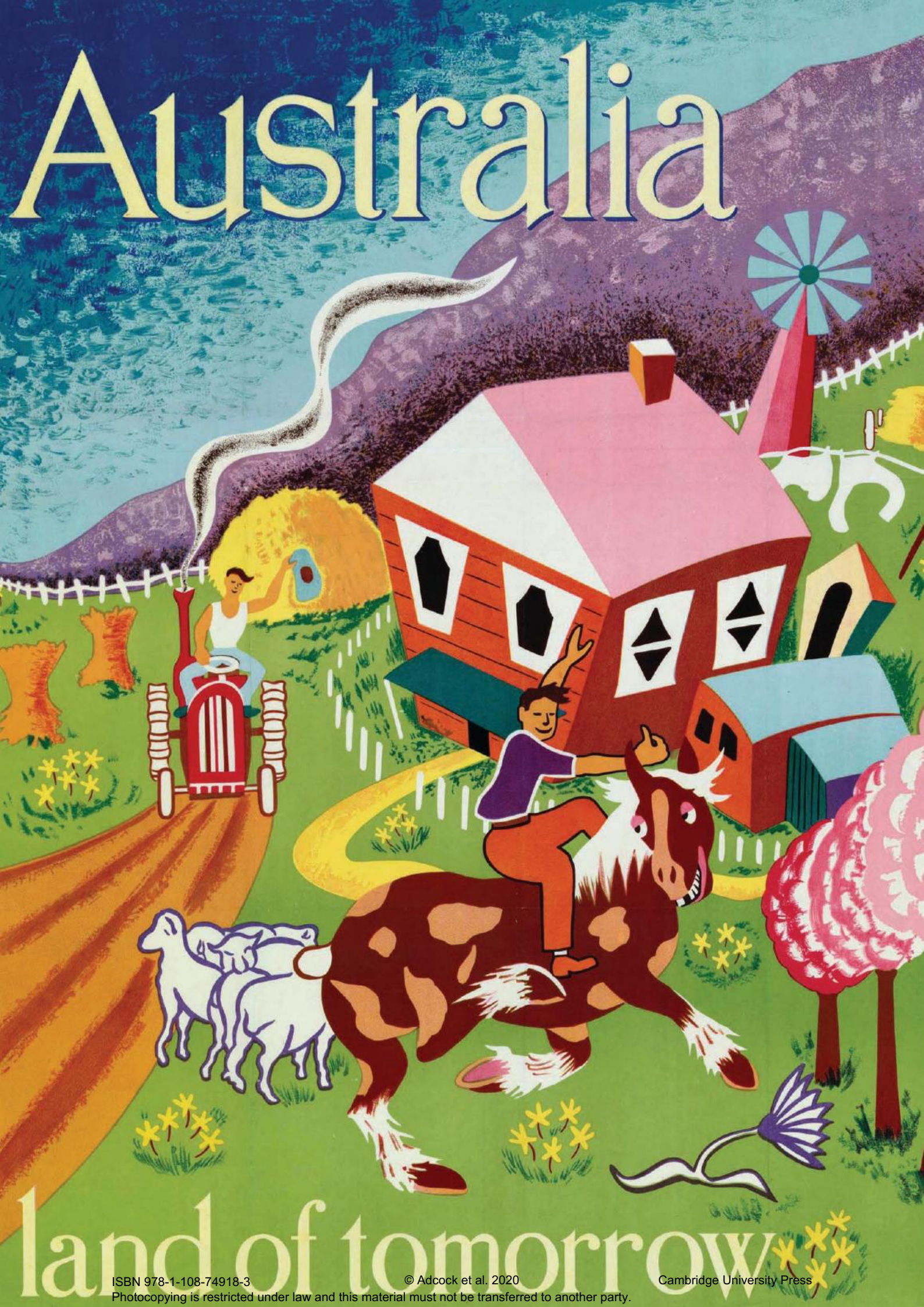

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In an effort to maintain the White Australia Policy, the Australian Government also created a range of programs to encourage migration from Britain.

The most well-known of these is the Assisted Passage Scheme, which was set up immediately after World War II to help British people to migrate to Australia. This scheme became known as the 'ten-pound Pom' scheme, since adults only had to pay ten pounds to migrate to Australia. The Australian Government covered the rest of the cost, and children travelled free. Between 1945 and 1982 more than one million British migrants participated in this program.

KEY TERM
communism political system in which all property is owned by the government on behalf of the people, and the government is responsible for giving people the things they need to survive, like food and housing

The 'Bring out a Briton' scheme came about in part to address concerns about the number of people migrating from Europe in the 1950s and 1960s. This scheme ran from 1957 until 1982. It encouraged individuals and community groups in Australia to sponsor a British family and help them to find housing and employment in Australia. The Australian Government also subsidised the passage of these families to Australia.

The rise of communism

After China became a communist state in 1949, countries like Australia began to fear that other nations would soon convert to communism as well. The fear was that **communism** would spread across the world. This fear was known as 'the domino theory' – the idea was that once one country converted to communism, other neighbouring nations would inevitably follow. Australia's involvement in the Korean War, in which the Australian Army joined the US Army in fighting the communist armies of China and Korea, had only served to strengthen this belief.

The Colombo Plan was developed in 1951 to create stronger ties between countries like Australia, New Zealand and Canada, and Asian nations like Malaysia and Sri Lanka. The program provided aid in the form of loans, equipment, food and scholarships. The Australian Government believed that participation in the Colombo Plan would help to increase living standards in supported nations, creating stability that would ensure these nations were protected from the spread of communism. It was thought that the Asian countries involved in the Colombo Plan would effectively become a shield between communist countries and non-communist countries.

ACTIVITY 5.7

Using historical sources as evidence

Responding to the source

1 What benefits might all of the people in the photo have gained from the Colombo Plan?

► **Source 5.17** Two women from Thailand completing their studies at the University of Melbourne in 1957, just two of the more than 20 000 students who migrated so that they could study at Australian universities

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In Australia, the biggest change the Colombo Plan created was that it led to the arrival of university students from Asia, who wished to study at Australian universities. By 1985 more than 20 000 students had come to Australia from countries in Asia. These students had completed their university education thanks to scholarships provided by the Australian Government. Students participating in the Colombo Plan were only allowed to stay in Australia for the duration of their studies before going back to their home countries to work.

The arrival of these students from across Asia helped to lead a shift in attitudes – as Australians began to interact with and befriend these students they began to question the values of the White Australia Policy.

The Vietnam War

After the **fall of Saigon** in 1975, Vietnamese citizens who were thought to have supported the South Vietnamese government were sent by the occupying North Vietnamese Government to 're-education camps' or moved to work on construction projects. Many people fled the persecution of the new regime, usually travelling by boat to neighbouring Asian countries. Hundreds of thousands of refugees were created by this exodus. The neighbouring countries could not provide for them all.

KEY TERM
fall of Saigon term for the capture of the South Vietnamese capital city of Saigon (now known as Ho Chi Minh) by the Viet Cong Army in 1975, which ended the Vietnam War and allowed the Viet Cong to begin creating a government

In desperation many people resorted to sailing for places like Australia instead. The first group of refugees from the Vietnamese War to arrive in Australia landed in April 1976. The four young men in the boat had travelled 3500 kilometres, using a school atlas to find Australia. They were the first Vietnamese refugees to claim refuge in Australia.

In an attempt to discourage people from taking this dangerous sea journey, the Australian Government sent immigration officials to Malaysia to set up refugee camps so that they could begin processing Vietnamese refugees for resettlement in Australia.

In July 1979 Australian Prime Minister Malcolm Fraser decided to grant visas to 14 000 Vietnamese refugees and let them come to Australia to stay. By 1982 more than 70 000 refugees from Vietnam had been resettled permanently in Australia. These events are seen by many to mark the end of the White Australia Policy.

◄ **Source 5.18** Sydney Airport, 1975: Newly arrived Vietnamese refugees wait to be processed by Immigration officials

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DEVELOPING HISTORICAL CONCEPTS AND SKILLS 5.1

Determining historical significance

When studying history, a key process involves constantly evaluating the historical significance of a 'thing', whether it be an event, idea, individual or place. You can weigh up the value of an event, person or idea and evaluate its significance using the criteria of: **importance**, **profundity**, **quantity**, **durability** or **relevance**.

Table 5.1 Five traits for determining historical significance

Trait	Explanation	Questions to ask
Importance	Refers to what was considered the primary influence or concern to those who lived during or through the event, irrespective of whether their judgements about the importance of the event were subsequently shown to be justified.	Key **importance** questions include: • Who was (or is) affected by the event? • Why was it important to them? • How were people's lives affected?
Profundity	Refers to how deeply people were (or are) affected by the event.	Key **profundity** questions include: • Was the event superficial or deeply affecting? • How were people's lives affected?
Quantity	Refers to the number of people affected by the event.	A key **quantity** question is: • Did the event affect many, everyone, just a few?
Durability	Refers to how long people were affected by the event.	Key **durability** questions include: • How long did the event last in time? • Was the event long-lasting or only short-term?
Relevance	Refers to the extent to which the event has contributed to the historical understanding or meaning-making that is supported by evidence. Using comparisons and analogies can lead to a better appreciation of the past.	Key **relevance** questions include: • Is the event relevant to our understanding of the past or present? • Does the event have any significance for us?

1 Using these five traits to help you develop your response, explain the significance of the Vietnam War and how it led to change in Australia's immigration policies.

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END-OF-SECTION REVIEW 5.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What sort of travel assistance did the Australian Government offer to European migrants after World War II?
2 What sort of jobs were European migrants given?
3 Compare and contrast the assisted passage schemes for migrants from Britain and for migrants from Europe. Suggest some reasons for the differences between them.

▲ **Source 5.19** 18 October 1948: Migrant families using the Assisted Passage Migration Scheme wave goodbye as they leave London Airport

Interpret

4 Explain the purpose of the Colombo Plan.

Argue

5 'The Colombo Plan changed Australia for the better.' To what extent do you agree with this statement?

Extension

1 Examine Source 5.16. What do you think would have been a more accurate depiction of Australian life after World War II? Design your own poster of what you think this would look like.

Digital quiz
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5.3 Making multicultural Australia: from assimilation to multiculturalism

Assimilation

When Australia first began accepting refugees from Europe after World War II there was a concern that they would change the culture of Australia. Between 1945 and 1965 more than two million migrants arrived in Australia from Europe. In order to deal with public concerns, the Australian Government pursued a careful policy of **assimilation**.

KEY TERM
assimilation policy in which migrants adopt the culture of the country they move to so that they become indistinguishable from other members of society

The Australian Government set up a series of migrant reception and training centres across Australia. These were places that European migrants would live while they waited to be assigned jobs. These centres served an important role in ensuring that the new arrivals assimilated into Australian society. All migrants at these centres were required to learn English and to participate in lessons designed to introduce them to Australian culture and teach them about life in Australia.

Once people could speak some English and once they understood how they were expected to act, new migrants were found jobs and sent off to integrate into the community. These jobs usually involved physical labour or factory work.

ACTIVITY 5.8

Using historical sources as evidence

▲ **Source 5.20** This is a picture of Block 19, the last remaining block at Bonegilla Migrant Reception and Training Centre. Once there were 24 blocks of buildings like this one.

Responding to the source

1 What sort of first impression do you think European migrants would have had of Australia, based on their time at Bonegilla?

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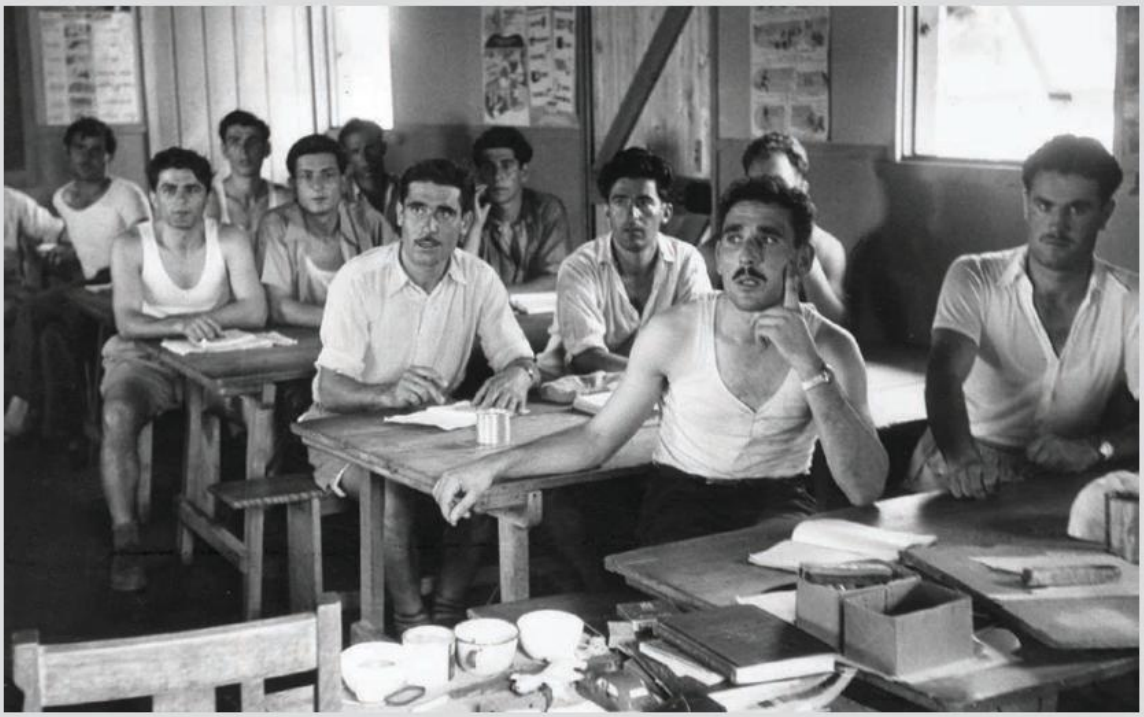
ACTIVITY 5.9

Using historical sources as evidence



▲ **Source 5.21** 1954: Migrants at Bonegilla Migrant Reception Centre attend English lessons

Responding to the source

1 What does this photo suggest about the expectations Australians had of people who had migrated from Europe?

Amazing but true…

Local volunteers from the Good Neighbour movement helped people who had migrated to Australia, especially those from non-English speaking backgrounds, to assimilate into Australian society. This illustrates the importance the Australian Government placed on migrants 'fitting in' with Australian culture.

▲ **Source 5.22** A newsletter for the Good Neighbour movement, published in 1959

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By 1958 so many people had migrated to Australia from Europe that Australia was starting to change. This influx of people from different cultures had influenced people's attitudes – they were becoming more accepting of the 'New Australians'. The *Migration Act 1958* was introduced to replace the *Immigration Restriction Act 1901*. One of the key things this new act did was to abolish the Dictation Test. More changes followed, and soon immigration officials were starting to consider people's education, profession and ability to integrate into society, rather than simply focusing on nationality.

KEY TERM
multiculturalism belief that different cultures within a society should all be given importance

The *Migration Act 1966* was a new law passed in Parliament that ensured that all potential migrants, regardless of their country of origin, were subject to the same rules and had the same rights. It was clear that the government could not expect people to abandon their cultures and language, so they started to consider different approaches to migration.

The end of the White Australia Policy

By 1972 many of the laws that had been part of the White Australia Policy had been abolished. Australian Prime Minister Gough Whitlam promised to 'remove methodically from Australia's laws and practices all racially discriminatory provisions ... that seek to differentiate peoples on the basis of their skin'. To achieve this a series of amendments to laws was created to ensure that any remaining racially discriminatory elements of laws were removed.

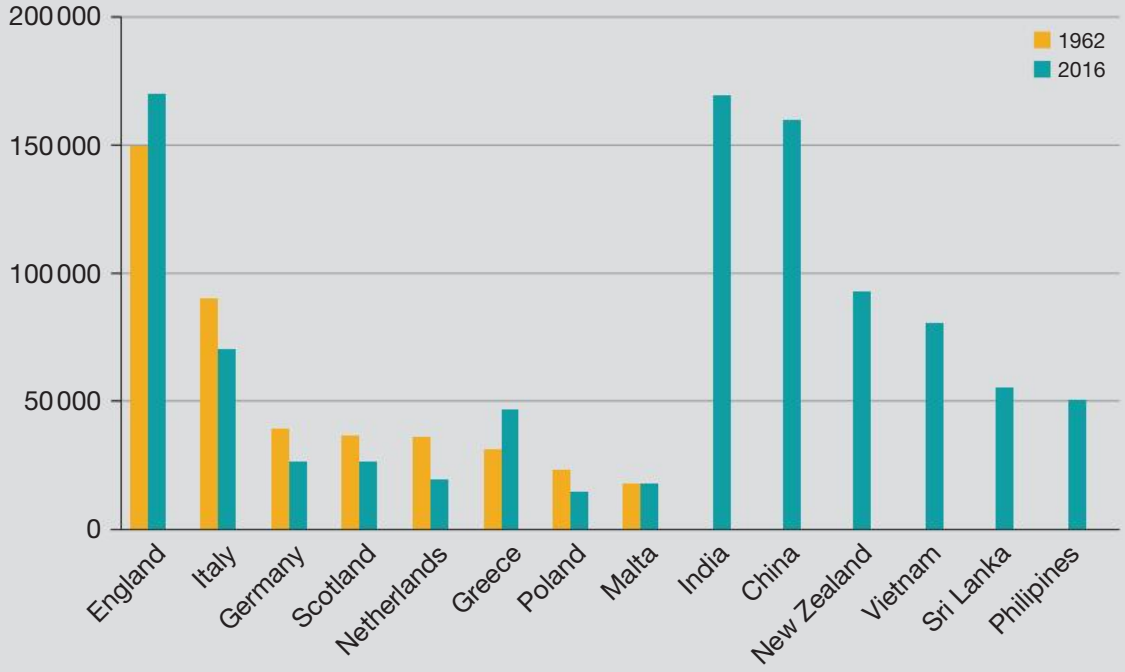
In place of the White Australia Policy, Whitlam officially announced a policy of **multiculturalism**. Rather than seeking to create a culturally homogenous society, Australians began to recognise and celebrate the cultural diversity.

This new acceptance of multiculturalism in Australia was strengthened by the *Racial Discrimination Act 1975*, which aimed to protect everyone in Australia from discrimination based on race, descent, nationality or ethnic origin.

ACTIVITY 5.10

Using historical sources as evidence

The changing origins of migrants to Australia



▲ **Source 5.23** Top countries of origin for people migrating to Australia in 1962, compared to the top countries of origin for people migrating to Australia in 2016

Responding to the source

1 What do you notice that is interesting about this graph?

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This ensured that everyone was treated equally and offered the same opportunities.

This policy of multiculturalism has helped Australia to develop into one of the most diverse nations on earth. It is estimated that more than 28 per cent of Australians were born overseas, and that there are more than 300 different languages spoken. Australia's policy of multiculturalism and the *Racial Discrimination Act* have helped encourage migrants from all across the world to make Australia their home.

END-OF-SECTION REVIEW 5.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What is meant by the term 'assimilation'?
2 Explain the role of migrant reception and training centres like Bonegilla.

Interpret

3 How did the arrival of people migrating to Australia from Europe help shift Australia's immigration policies?

▲ **Source 5.24** A photo from 29 June 1970 of two Czech refugees: Miroslav Hanvi and Karel Cerny. Hanvi and Cerny were refused permission to land in six countries, including Britain, after stowing away on the P&O liner Oransay following the Russian invasion of Czechoslovakia. They were granted a temporary home in Australia.

4 Why was the abolition of the Dictation Test significant?

Argue

5 Explain the significance of the post-1972 amendments to Australia's immigration laws that were made by the Australian Government.

Extension

1 Examine Source 5.23.This graph shows the top countries of origin for people migrating to Australia in 1962 and 2016. Based on this graph, how have changes to Australia's immigration policies affected Australia's population?

Digital quiz
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5.4 Different perspectives and interpretations of Australia's immigration history

FOCUS QUESTION

How did people respond at different times to Australia's policies on immigration?

1901

In 1901 there was fierce debate in the Australian Parliament over the proposed *Immigration Restriction Act*. Though many Australians supported the introduction of the Act, not everyone had the same views. In the following activities you will read sources that demonstrate a variety of views on the White Australia Policy that existed at the time.

ACTIVITY 5.11

Using historical sources as evidence

The quotes in Sources 5.25 and 5.26 are extracts from speeches made in Parliament relating to the introduction of the *Immigration Restriction Act 1901*.

Source A

> When I was asked 'Are you in favour of a white Australia?' I invariably asked my questioner what he meant by the words, and the answer usually was – 'A country inhabited by white people.' I then pointed out that, in as much as the continent contained a large number of Aboriginal inhabitants, and there was also a large number of persons belonging to the coloured races who had been allowed to come and settle, it was a matter of impossibility to have a white Australia … I can understand why certain working men are in favour of a white Australia, as they term it. They are afraid of the competition of persons of coloured races, who, they hold, are able to work for lower wages than those upon which they can subsist. But I cannot understand why some of the most intelligent and well educated members of this house should have stated that they are also in favour of a white Australia … In my opinion the treatment the Chinese and the various alien races have received, and are going to receive if the people of this Commonwealth can prevail upon England to agree to this Bill, is unworthy of the so-called white race of Australia.

▲ **Source 5.25** Donald Cameron (Free Trade Party), 12 September 1901

Source B

> The unity of Australia is nothing, if that does not imply a united race. A united race means not only that its members can intermix, intermarry and associate without degradation on either side, but implies one inspired by the same ideas, and an aspiration towards the same ideals, of a people possessing the same general cast of character, tone of thought – the same constitutional training and traditions … Unity of race is an absolute essential to the unity of Australia. It is more, actually more in the last resort, than any other unity … At the very first instant of our national career we are as one for a white Australia.

▲ **Source 5.26** Alfred Deakin, Attorney-General (Liberal Protectionist Party), 12 September 1901

Responding to the sources

1. Explain Cameron's view on the *Immigration Restriction Act*.
2. Explain Deakin's view on the *Immigration Restriction Act*.
3. Compare and contrast the attitudes each source has on immigration to Australia.

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MAKING THINKING VISIBLE 5.3

See, think, wonder

1 What do you see in this source?
2 What do you think about the message on this badge?
3 What does it make you wonder about Australia in the early 1900s?

► **Source 5.27** Badge produced by the Australian Natives Association in 1911. The slogan 'Australia for the Australians' is engraved around the outside. Australian prime ministers Edmund Barton and Alfred Deakin were members of this organisation.

ACTIVITY 5.12

Using historical sources as evidence

> I do not say that it is desirable that they should all be allowed to come here. I sympathise with the desire to keep a large preponderating portion of Australia as British as it is at the present time. What I want to avoid is the hysterical treatment of this question. I have no desire to see low-class Indians, Chinamen, or Japanese, generally known as Coolies, swarming into this country. It would be a menace to our peace and good government. But there is an obligation on our part to deal with this question in such a way that we do not unnecessarily offend the educated classes of those nations which are likely to be of great assistance to us in the future. Who can doubt for a moment the importance of a friendly feeling existing between the British Empire and the Japanese and Chinese people?

▲ **Source 5.28** Bruce Smith (Free Trade Party), 25 September 1901

Responding to the source

1 What is Smith's view on the *Immigration Restriction Act*?

1975 – today

A poll conducted in 1975, after the end of the Vietnam War, suggested that 54 per cent of Australians believed that refugees from Indochina [Vietnam] should be welcomed into the country.

When Malcolm Fraser became Prime Minister in 1975 the Australian Government began a process that would eventually see more than 70 000 refugees resettled in Australia. Though less than 2500 of the more than 70 000 refugees resettled in Australia arrived in Australia on boats, the arrival of these refugees helped to galvanise political support for a solution to these dangerous voyages.

At this time, both major political parties were committed to helping refugees settle in Australia. The government helped set up refugee camps in

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KEY TERMS

asylum when a country gives protection to someone who has been forced to leave their home country

offshore processing immigration policy that requires people seeking asylum to be moved to processing facilities or detention centres in a country other than the one those people arrived in

detention centre facility where people who have arrived in a country without a valid visa are held while their claims for asylum or refugee status are assessed by the government

migration zone area defined by the Australian Government in which Australian visa law applies – people who are apprehended by Australian authorities outside this zone have very limited access to legal appeals or protection using Australia's legal system

Asia and increased the number of refugees they accepted from camps across Asia in the 1970s.

From the late 1980s onwards Australia's immigration policies began to change. In 1992 Australia introduced mandatory detention for people who arrived in Australia seeking **asylum**. People who came to Australia as asylum-seekers via air or sea would be held in detention centres while the Australian Government conducted background checks and decided whether or not to grant them asylum. Around this time laws were also changed so that people held in detention could be held there for an unlimited amount of time.

In 2001 the Australian Government set up a system of **offshore processing** for asylum-seekers. This meant that people seeking asylum who came to Australia by boat could be placed in **detention centres** based in places like Christmas Island (an Australian territory outside the Australian mainland) or other countries entirely, like Nauru.

In late 2001 the Australian Government passed the *Migration Amendment (Excision from Migration Zone) Act* 2001, which legally excluded some Australian territories, like Christmas Island, from its **migration zone**. This meant that asylum seekers who arrived at places like Christmas Island were not legally entitled to have their claims for asylum or refugee status processed in Australia, despite coming to Australian-owned territory.

ACTIVITY 5.13

Using historical sources as evidence

Visit the ABC's *80 Days that Changed Our Lives* website and use the search box to find the term '*Tampa*'. Watch the video on the '*Tampa* enters Australian waters with 433 asylum seekers on board' page, then answer the questions below.

▲ **Source 5.29** October 2001: The Norwegian freighter *MV Tampa* enters Australian waters with 433 asylum seekers on board

Responding to the source

1 Why is the *Tampa* affair significant?

2 How did Australia's response to the *Tampa* affair differ to its response to the Indochinese refugees who arrived in Australia in the 1970s and 1980s?

3 Explain the different connotations of the terms 'refugee' and 'boat people'. How does this shift in language reflect shifting attitudes towards people seeking asylum in Australia?

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Flashpoints and controversies

In recent years there have been many controversial incidents in Australia relating to migration. These incidents have been hotly debated by Australians, who by no means have a single opinion on how immigration should be managed by the Australian Government.

The Cronulla riots

In 2005, on a beach in the Sydney suburb of Cronulla, an altercation took place between two groups of young men. One group of young men were of Middle-Eastern appearance and the others were white. The fight between the two groups became very violent, and the police had to be called.

The media reported on the incident, which continued to be widely reported on in the following weeks. At the same time, text messages were being sent around, encouraging people to 'rally' in Cronulla the following weekend. One well-known radio personality even mentioned the 'rally' on their show. On the following weekend more than 5000 people showed up at Cronulla Beach wearing Australian flags and singing racist chants.

Some members of the crowd that had gathered started attacking anyone they thought were 'of Middle-Eastern appearance'. Many people were injured in these attacks, which took large numbers of police to contain.

The rise of Pauline Hanson and One Nation

In 1996 Liberal Party candidate Pauline Hanson was disendorsed and prevented from running as a Liberal candidate during her campaign for the federal seat of Oxley in Queensland, after making offensive comments about Aboriginal and Torres Strait Islander people. Hanson continued to run as an independent candidate and, despite the controversy, was elected to Australia's Federal Parliament. In 1997 Hanson formed the Pauline Hanson's One Nation political party, more commonly known simply as One Nation.

▼ **Source 5.30** Cronulla, 2005: Mob beating and punching a young man

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ACTIVITY 5.14

Using historical sources as evidence

Source A

> I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians. Between 1984 and 1995, 40 per cent of all migrants coming into this country were of Asian origin. They have their own culture and religion, form ghettoes and do not assimilate. Of course, I will be called racist but, if I can invite whom I want into my home, then I should have the right to have a say in who comes into my country.

▲ **Source 5.31** Pauline Hanson, from her 1996 maiden speech to Parliament

▲ **Source 5.32** Australian Federal Senator Pauline Hanson

Responding to the source

1 What is Hanson's main idea or argument?
2 How do her word choices help her to get this message across?

Source B

When Hanson was re-elected to Federal Parliament in 2016, many political analysts noted the similarities between her maiden speech and her return speech with one significant change. Between speeches, Hanson's rhetoric had shifted from focusing on the supposed dangers of people migrating to Australia from Asia and instead focused on the supposed dangers of allowing people of the Islamic faith to migrate to Australia.

> In my first speech in 1996 I said we were in danger of being swamped by Asians. This was not said out of disrespect for Asians, but was meant as a slap in the face to both the Liberal and Labor governments who opened the floodgates to immigration, targeting cultures purely for the vote, as expressed by former Labor minister Barry Jones – to such an extent that society changed too rapidly due to migrants coming in the front door but also the back door, via New Zealand. Now we are in danger of being swamped by Muslims, who bear a culture and ideology that is incompatible with our own … Tolerance has to be shown by those who come to this country for a new way of life. If you are not prepared to become Australian and give this country your undivided loyalty, obey our laws, respect our culture and way of life, then I suggest you go back where you came from.

▲ **Source 5.33** Pauline Hanson, from her 2016 return speech to Parliament

Responding to the source

1 What prejudices can you identify in this speech?
2 How does the language used by Hanson illustrate her views?

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One Nation's platform of policies promised to drastically reduce immigration and abolish multicultural policies. Hanson claimed that the 'culture, values and shared identity' of Australians were threatened by immigration.

The divisive rhetoric of Hanson and One Nation plays into old fears that have existed in Australia since before Federation. However, these controversial topics pose a real threat – not only to the unity of Australian society, but to the safety of many members of that society as well.

Islamophobia

In recent years there has been a growing number of Islamophobic incidents reported in Australia. A study from Charles Sturt University found that the people most at risk of abuse were women wearing a hijab, or headscarf. Between 2016 and 2017, 72 per cent of all reported islamophobic incidents involved women. According to researchers, these incidents are often linked to the anti-Islam rhetoric of politicians or media reporting.

Multicultural Australia

Modern Australia is a place of enormous diversity. As a country, Australia prides itself on its commitment to equality. This diversity and equality didn't happen by accident, though. Government groups like the Victorian Multicultural Commission have been created to help celebrate the various cultural groups who live in Australia, and to promote a sense of belonging and inclusion.

Celebrations like Cultural Diversity Week and Melbourne's Moomba Festival are important promotions of diversity and inclusion. So are the many museums and centres set up by migrant communities – places in Melbourne like the Immigration Museum, the Jewish Holocaust Centre, the Hellenic Centre, the Islamic Museum, the Chinese museum and the Golden Dragon Museum in Bendigo. These are places where the history and culture of different groups can be explored, and their positive contributions to Australian society can be celebrated.

What's in a name?

In 2019 it was revealed that the Immigration Museum was considering a name change to become the 'Museum of Shared Humanity' as part of a renewal program for Victorian museums. The Immigration Museum was considering the change as part of a broader push to ensure that the museum remained relevant and that it continued to draw in visitors.

The focus of the Immigration Museum has traditionally been on preserving Australia's shared history of migration and honouring the stories of those who came to Australia to help shape our society. However, in recent times the museum has begun to host exhibitions that aim to challenge racism and intolerance. This proposed name change provoked some controversy, with many community groups voicing concerns.

How do you think a name change would affect the way people see the Immigration Museum?

▼ **Source 5.34** Melbourne's Immigration Museum

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ACTIVITY 5.15

Using historical sources as evidence

The following article was published on *The Conversation* website in May 2020. With the knowledge you have gained about Australia's migration history, critically read and analyse the article and consider the issues it raises.

Yes, it is time to rethink our immigration intake – to put more focus on families

By Alex Reilly, Professor of Law at the University of Adelaide

Kristina Keneally, Labor's home affairs spokesperson, is calling for a reset on migration as we emerge from the coronavirus crisis.

She noted in an article over the weekend that migration had been responsible for 'over half of Australia's economic growth' since 2005.

However, she argued that in a post-COVID environment with a sluggish economy, we need to focus instead on skilling up Australian workers to perform the jobs in the health, hospitality and other industries that have been the focus of skilled migration in recent times.

Many economists disagree with Keneally's connection between migration and the availability of local jobs. They point out that migrant workers contribute to overall economic growth, leading to a net increase in new jobs available for local workers.

There is also a risk that, despite her best intentions, Keneally's rhetoric of 'Australians first' will feed nationalist, anti-immigration sentiments that have no relationship to the economy and job opportunities.

A review of our migration intake is overdue

Keneally is right to call for a review of 'the shape and size' of our migration intake, although not in the way she was suggesting.

At the top of this review should be a consideration of the balance between the two major streams of our migration program – skilled migrants and family migrants.

Current immigration policy favours skilled over family migrants, significantly underestimating the importance of family for the well-being and potentially the productivity of new migrants, as well as Australia's long-term national interests.

There was a substantial shift in the balance between these streams from the mid-1990s to the mid-2000s.

In 1995–96, permanent migration was comprised of 58% family, 25% skilled and 17% humanitarian migrants. A decade later, the overall migrant make-up had changed dramatically: 62% skilled, 29% family and 9% humanitarian.

These proportions have remained about the same ever since. In 2018-19, there were 109,713 migrants (62%) in the skilled stream, 47&&247 (27%) in the family stream and 18762 (11%) in the humanitarian stream.

At the same time, temporary migration of short-term skilled workers, working holiday makers, international students and New Zealanders on temporary special category visas has risen dramatically to over 1.2 million in December 2016.

If all temporary migrants with work rights had a job, they would constitute over 10% of the Australian workforce.

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Immigration is about relationships

Preferencing skilled migrants over family migrants is the inverse of the US, where most migrants come via family connections. Unlike Australia, this also includes the potential for migrants to sponsor siblings.

What is sometimes lost in Australia, with a single-minded focus on migration to boost the economy, is that immigration is not only about economic growth. It is also about relationships.

Permanent migrants are future citizens. Migration builds community, and the ability of migrants to sponsor their broader family will deepen their connections and commitment to Australia.

The family migration program enables Australians to sponsor parents and children living overseas, partners, and in some cases their remaining relatives.

One of the effects of our focus on skilled migration has been the increase of new migrants with no extended family in Australia.

Although skilled worker visas allow for partners and children to accompany them, there is no provision for extended family. This makes these migrants potentially more vulnerable and isolated, less committed to Australia and, some have suggested, less productive as workers.

If they were allowed to enter Australia, these extended family members could offer emotional support and practical assistance to their loved ones working here, such as child care.

Most temporary migrant workers, meanwhile, have no entitlement to be accompanied by any family at all. Only some international students can have family accompany them as a support person while they study.

A growing waiting list for partners and parents

The difficulty skilled migrants have sponsoring their parents to migrate to Australia provides a dramatic example of just how restrictive current family migration options are.

In 2018–19, just 1218 non-contributory parent visas were granted out of tens of thousands of applicants. The waiting period is at least 30 years, longer than many of these parents have left to live.

The home affairs website no longer provides waiting times, stating only

family migration visas are in high demand. It might take many years for this visa to be granted.

The waiting time for partner visas for all Australian citizens and permanent residents has also grown as the number of allocated placements has been cut. The home affairs website currently says 90% of applicants will be processed in 21 months.

Migration numbers are destined to drop dramatically as a result of the COVID-19 pandemic in 2020–21. When the economy and our borders open up, there is an opportunity to reflect on what is the best balance of skilled and family migration.

Attracting the most accomplished skilled migrants will undoubtedly continue to be a driver of migration policy.

However, in choosing numbers in the skilled and family streams, it is also vital the government factor in the role of extended family for the well-being and productivity of migrant workers, as well as the importance of family for community cohesion and a migrant's sense of connection and commitment to Australia.

▲ **Source 5.35** 'Yes, it is time to rethink our immigration intake – to put more focus on families', Alex Reilly, *The Conversation* website, 5 May 2020

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Responding to the source

1 Explain the background context of this article. Why do you think the article was written at the time, and who was the author? Refer to the source information, consider the date the article was written and some of the references within the article to events happening at the time in Australia and overseas.
2 Explain what the Alex Reilly believes Labor's Kristina Keneally was right about and what she was wrong about, in Reilly's own argument about migration to Australia.
3 According to the article, what is Australia's 'single-minded focus' on migration? Describe what the author is arguing.
4 Identify some of the evidence the author provides to justify his argument.
5 What is the opportunity for Australia that the author suggests? With reference to the article and using your knowledge of migration in Australia, discuss whether you agree or not with the author's position.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 5.4

Review questions

Complete these questions on paper or in the Interactive Textbook.

Recall

1 When was the *Immigration Restriction Act* debated in Parliament?

Interpret

2 How did both major political parties in Australia react to the refugee crisis created in Vietnam after the Vietnam War?
3 Explain how views on migration have changed in Australia over time.

Argue

4 Read the source in Activity 5.12. Why doesn't Bruce Smith support the introduction of the *Immigration Restriction Act*?

Extension

1 Examine Source B in Activity 5.11, and Source B in Activity 5.14. One is Alfred Deakin's comments about immigration in 1901. The other is part of Pauline Hanson's maiden speech to Parliament in 2016. Compare and contrast these two sources. Explain what similarities exist in the views and attitudes expressed by each speaker.

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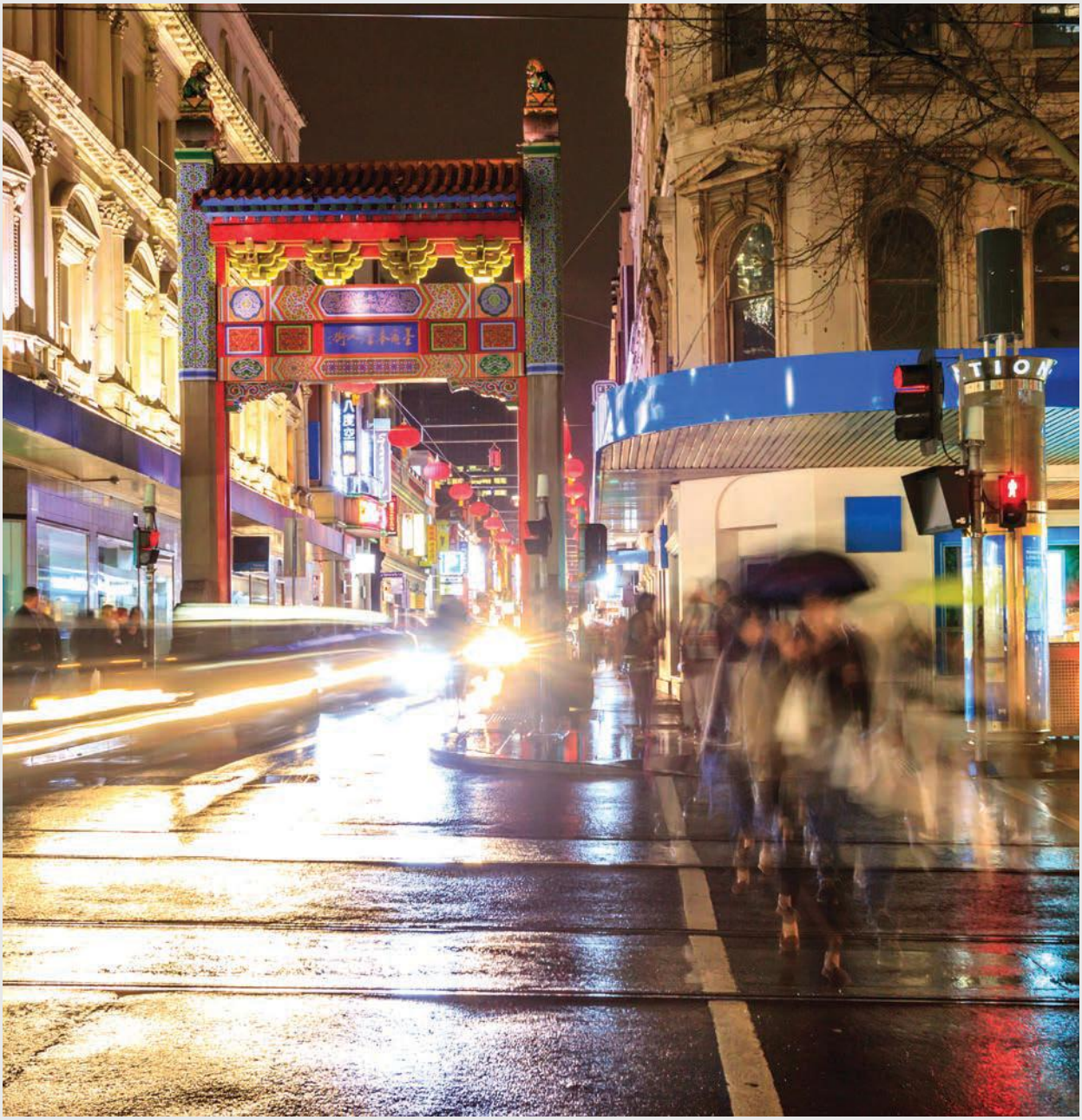
Conclusion: why does it matter today?

Australia as a land was lived in and managed by the various Aboriginal and Torres Strait Islander nations for tens of thousands of years. With the establishment of the British colonies came waves of immigration. Much of this immigration was caused by economic incentives, such as the gold rush, or from Australia being advertised as a workers' paradise. These early immigrants began a long tradition of foreigners travelling to Australia to make it their home, build new lives and find prosperity here. The social and economic growth that resulted from these waves of immigration has helped to make Australia the successful and multicultural society it is today. Debates about immigration and diversity will continue to be held in Australia well into the future. There is much we can learn from our history to understand Australia today and to make a better Australia tomorrow.



▲ **Source 5.36** Melbourne's Chinatown in the CBD was established in the 1850s. Not only is it Australia's oldest Chinatown but it the longest continuous Chinese settlement in the Western world.

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End-of-chapter activities

1. Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

2. Key schemes, plans and legislation

Create a table like the one below and add information about each key scheme, plan or law discussed in this chapter. We have done the first one for you.

Scheme/plan/ legislation	Year it was introduced	Key Impacts
Immigration Restriction Act	1901	• Set limits on migration to Australia – anyone who was not European was barred from entering Australia • Made it so that any migrant could be forced to sit a 50-word dictation test – if they failed they would be denied entry to the country.

3. Follow the flow of main ideas

What have you learned about Australia's migration history? Copy the chart below and add a few sentences to each box, explaining what each topic means and why it is important to an understanding of Australia's immigration history.

White Australia Policy	
Populate or Perish	
Assisted Passage Schemes	
Assimilation	
Multiculturalism	

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4. Making thinking visible

In this Visible Thinking Routine you are asked to track the difference between what you knew about Australia's migration history before starting this unit, and what new understandings you have acquired since doing this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about this topic, and another paragraph explaining what you now understand about migration in Australia.

1A. I used to think that the White Australia Policy was …

1B. Now I understand that the White Australia Policy …

2A. I used to think migration to Australia after World War II changed the country because …

2B. Now I understand that migration to Australia after World War II changed the country because …

3A. I used to think that the Australian Government encouraged non-European migrants to come to Australia because …

3B. Now I understand that the Australian Government encouraged non-European migrants to come to Australia because …

4A. I used to think that the White Australia Policy ended because …

4B. Now I understand the White Australia Policy ended because …

5A. I used to think multiculturalism in Australia was …

5B. Now I understand multiculturalism in Australia is …

5. Research task

Research project: Analysing the impacts of global events on Australia's immigration policy

Investigate two different events in world history that helped to lead to changes in Australia's immigration policies. Create an infographic that gives an overview of each event and the impact it had in Australia. Try to find some historical sources for each event that focus on the impact these events had on Australia.

In your response, you must substantiate your argument by providing key names, dates, statistics and terms relevant to Australia's migration history.

While global events have played a role in determining Australia's immigration, changing social attitudes have been the primary force encouraging changes in laws and policies. Discuss.

Briefing:

Step 1: Attitudes in Australia in 1901

In the first part of this research essay you could focus on migration to Australia from 1901–1945. You could examine the events within Australia that had helped create negative attitudes towards particular groups, as well as the laws and assisted migration schemes that were used by the

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Australian Government to attract 'desirable' migrants to Australia. You could also examine the impact these laws and schemes have had on Australia's culture, traditions and attitudes.

Step 2: The impact of World War II on migration and the role of new migrants in changing social attitudes

In this section of your research essay you could examine the arrival of migrants after World War II. You could look at the way events in World War II (especially the bombing of Darwin and the fall of Singapore) helped to influence some changes in Australia's immigration policies. You might also examine propaganda created by the Australian Government to encourage regular Australians to accept migrants, or the way they encouraged new migrants to assimilate.

Step 3: The Vietnam War and the end of the White Australia Policy

In this section of your response you could look at the role the Colombo Plan played in influencing the views of ordinary Australians, as well as the public feeling over Australia's responsibility to Vietnamese refugees, based on Australia's involvement in the Vietnam War. You should discuss the arrival of refugees who had fled Vietnam in boats. Consider the extent to which public opinion influenced the decision to increase our intake of refugees from Vietnam.

6. Extended response question

Use your research from the previous question to help you answer the following extended response question. Make sure you refer to the **rubric chart** for tips on how to approach your question.

Topic: Analysing the significance of world events on migration policies in Australia

Evaluate the importance of major world events in changing Australia's migration policies. In your answer, describe two key world events that had an influence on migration to Australia. Explain how these events led to changes in Australia's policies towards the migration of different groups, how these migrants helped alter attitudes within the community, and the overall significance of these two events in changing Australian society.

In your response, you must substantiate your argument by providing key names, dates, statistics and terms relevant to Australia's migration history.

Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about migration experiences

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CHAPTER 6

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Political crisis: the Cold War (1945–1991)

This chapter is available in the digitial versions of the textbook.

▼ **Image:** 1967: Nuclear missiles on display in a parade through Moscow, USSR

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2

Geography

What is geography?

Geography combines the study of the physical features of the Earth and the relationships people have with both natural and human environments. For example, geographers might measure changes in the water quality of a river, the biodiversity of a wetland or the rate of bleaching of a coral reef. They might also consider a range of factors that are responsible for these environmental changes and analyse their economic, social and environmental impacts. Geographers examine management strategies that seek to reduce or reverse environmental damage, and to evaluate whether or not these management strategies are socially, economically and environmentally sustainable.

Asking questions about the world is an essential part of any geographical study. How did Aboriginal and Torres Strait Islanders use fire to manage forests and how can we apply these techniques in modern forest management? What was causing the decline in the number of penguins at Phillip Island's Penguin Parade throughout the twentieth century? Why is the average life expectancy only 53.8 years in Nigeria but 85.3 years in Japan? What is climate change and how will it affect different world regions? Studying geography will provide you with the skills and knowledge needed to answer these questions while helping you to gain a greater appreciation for the natural and human world.

▲ **Figure A** The world can learn a lot about environmental management from Aboriginal and Torres Strait Islander peoples

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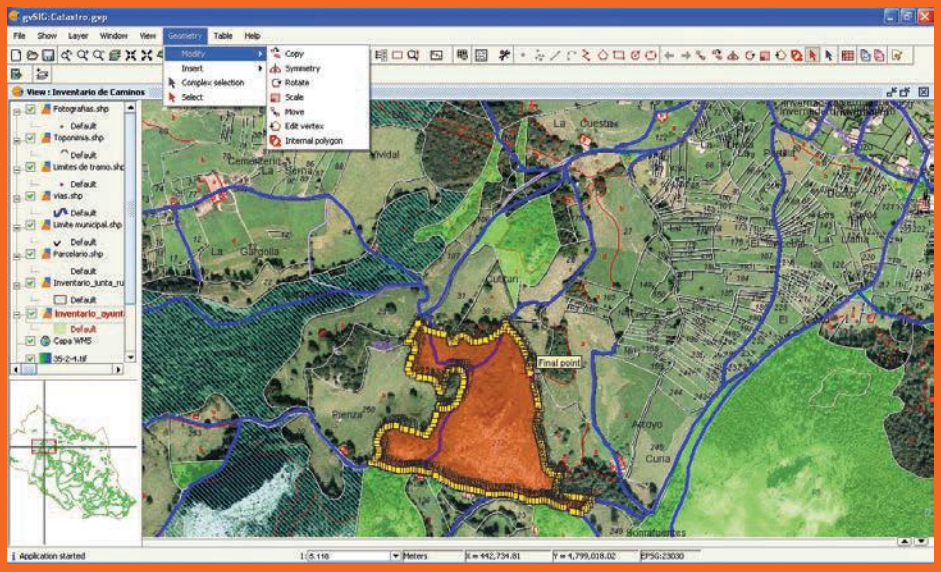
Introducing Geographical concepts and skills: *Geographical thinking* and *using data and information*

Throughout this section you will learn to interpret and analyse a range of data including maps, graphs, statistics and **satellite imagery**.

Geographers collect, analyse and present data in order to answer questions and draw conclusions. This data often have a spatial component in the form of a map, a **geotagged photo** or a digital interactive map known as a **Geographic Information System** (see Figure B). Geographical data is used to compare different environments, determine why environments change, assess the impacts of these changes, and evaluate how changes are managed.

Geographers collect their own **primary data** on a local scale by undertaking fieldwork. Techniques used to assess environmental change might include drawing profiles using surveying equipment, taking photographs to record change over time, using field sketches to record observations and measuring natural processes such as **longshore drift**.



▲ **Figure B** Geographers use Geographic Information Systems to organise and analyse spatial data

Secondary data might also be used, including field data collected by others, historical accounts, data gathered remotely by satellites, and data collected on a larger scale such as in a national census.

Geographic concepts are used to help direct a geographer's thinking. The seven concepts used in the following chapters are: **place, space, environment, interconnection, sustainability, scale** and **change**.

Figure C demonstrates the disastrous impacts that the erosion of riverbanks can have on local people as their houses and livelihoods are washed away. A geographer might investigate the spatial and temporal scale of this erosion and compare it with the erosion at other nearby places. The extent of the changes to the local environment could be assessed to determine the sustainability of local villages and the wellbeing of their inhabitants. The interconnection of this reach of the river with up- and downstream regions might help determine the likelihood of similar events in the future.

The seven concepts mentioned earlier will be expanded upon throughout the following chapters as you explore various examples of environmental change, assess their management, and investigate the causes and consequences of variations in the wellbeing of people across the globe.

▲ **Figure C** Erosion of a bank of the Meghna River, Bangladesh

KEY TERMS

satellite imagery images taken by satellites orbiting the Earth

geotagged photo photo that contains information about where it was taken such as latitude, longitude and elevation

Geographic Information System digital tool used to collect and analyse spatial data using layers on an interactive map

primary data information collected in the field by the person undertaking research

longshore drift transportation of sediment parallel to a coastline

secondary data information collected from research such as studies, statistics and satellite imagery

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Unit 1

Environmental change and management

Overview

As the global population continues to grow, the increasing demand for natural resources, agriculture, infrastructure and energy production is having a disastrous impact on natural environments. In 2018 alone, 16 million hectares of tropical tree cover was lost to deforestation, over eight billion kilograms of plastic flowed into our oceans, and global carbon emissions reached a record high of over 37 billion tonnes. These changes are causing irreversible damage to fragile ecosystems across the world.

This unit explores the ways in which human activities are changing different types of environments. You will investigate the direct and indirect factors causing these changes, compare the positive and negative impacts of these changes and evaluate environmental management strategies. A variety of contrasting case studies will prepare you with the skills needed to undertake your own research of an environmental change, including using fieldwork techniques to explore environmental management in your local area.

Learning goals

After completing this unit, you should be able to answer these questions:

- What is an environment and how are environments classified?
- What are some of the main types of environments?
- In what ways do environments change and what are the causes of these changes?
- What are the social, economic and environmental impacts of environmental change?
- How are environmental changes managed?
- How effective are responses to environmental management?
- How can fieldwork techniques be used to observe environmental change and assess its management?

Please note at the time of writing in early 2020, the global COVID-19 pandemic was unfolding, and having a major effect on the world. The consequences were still largely unknown at the time of publication.

◄ **Image:** A polar bear struggles to find solid ground north of Spitsbergen, Norway

Video
Unit overview

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Introducing Geographical concepts and skills: *Environment, change* and *sustainability*

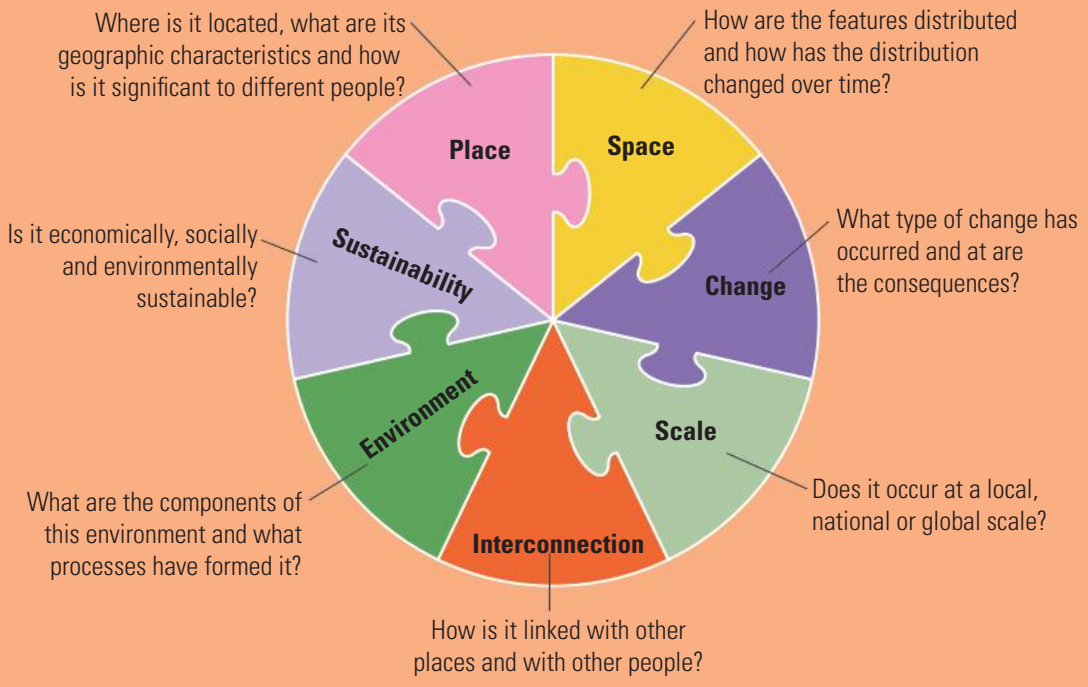
Throughout this unit there will be a focus on developing your understanding of **environment, change** and **sustainability**. In geography, the concept of **environment** is quite broad. It includes the characteristics of an environment, the processes that occur within an environment, the ways in which environments support life, and the interrelationships between people and environments. Environmental **change** occurs when any of these components are altered. Changes can occur at a variety of spatial and temporal scales as a result of human activities, natural processes or a combination of both.

When environmental change leads to degradation, it can threaten the **sustainability** of a place or region. The concept of sustainability is about whether or not an environment is able to maintain current needs without compromising the ability to meet the needs of future generations. Sustainability is often described as having three pillars:

- Environmental sustainability involves the ability of an environment to maintain its natural functions
- Social sustainability considers the wellbeing of people within this environment
- Economic sustainability seeks to ensure that economic growth is maintained and that management is economically viable.

Although this unit has a specific focus on **environment, change** and **sustainability**, these concepts are parts of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts



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CHAPTER 7

Aboriginal and Torres Strait Islander peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

Environmental change and management

Setting the scene: unsustainable tourism causing environmental change in Thailand

You may have heard of an old movie, released in 2000, called *The Beach*, starring Leonardo DiCaprio. It was a movie adaptation of a novel by Alex Garland. The story is about an American backpacker who discovers a secret beach in Thailand that is rumoured to be a pristine paradise, unspoiled by local people and tourists.

In the real world, this place is known as Maya Bay and it is part of the island of Phi Phi Leh in southern Thailand. As shown in the aerial photo in Figure 7.4, the island is surrounded by limestone hills up to 100 metres tall, giving the 300-metre-long bay the allure of secrecy.

Despite its clear water, white sand and vibrant vegetation, Maya Bay's characteristics did not completely suit what was needed for filming the movie. Therefore, some of the vegetation was removed and replaced with foreign palm species to match what viewers would perceive as a typical paradise. As shown in Figure 7.2, this led to protests from local Thai environmentalists, who worried about the environmental sustainability of the site.

KEY TERMS

revegetation process of replanting vegetation on land that was previously degraded

erosion gradual wearing away and removal of rock, soil or sediment by wind, water or other natural forces

propagate to use existing plants to grow more specimens of the same plant

rehabilitate restoring an area of land back to its original state after it has been damaged

ecological relating to the environment

After filming, the site was **revegetated**. However, since new plantings were not completely established, the dune system was left vulnerable to **erosion**. Although bamboo barriers were constructed to protect the dunes, subsequent high tides and strong storms led to significant erosion and sand was washed into the sea, damaging the bay's fragile coral reef.

Following the success of *The Beach*, Maya Bay became a tourist attraction. Visitors flocked to the site, craving the same experience as DiCaprio's character in the movie. While they were expecting to find an isolated paradise, in reality they were faced with hordes of other visitors, ruining the very attraction they were coming to see. While an average of 171 people visited the bay in 2008, its popularity, especially within the Chinese market, led to over 5000 daily visitors in 2018, with 200 boats arriving every day.

Studies from Thailand's Kasetsart University showed that approximately 90 per cent of the coral system had been damaged, largely from boat anchors, and that the site needed time to naturally recover. In response to this degradation, Thailand's Department of National Parks, Wildlife and Plant Conservation closed the beach to visitors on 1 June 2018. As part of this management, coral was **propagated** from local species to help restore the ecosystem, and a restriction was placed on boats, forcing them to remain 300 metres away from the shoreline. Although the closure was initially meant to last only four months, it was extended indefinitely to allow the environment time to fully recover.

Early observations have shown that these steps have been successful in **rehabilitating** the site. Blacktip reef sharks have returned to the area, which is a sign of its returning **ecological** health. The site is expected to reopen to visitors once it has recovered further. Numbers will be capped at 2000 people per day and boats will be forced to use new infrastructure to reduce the impact on the coral reef.

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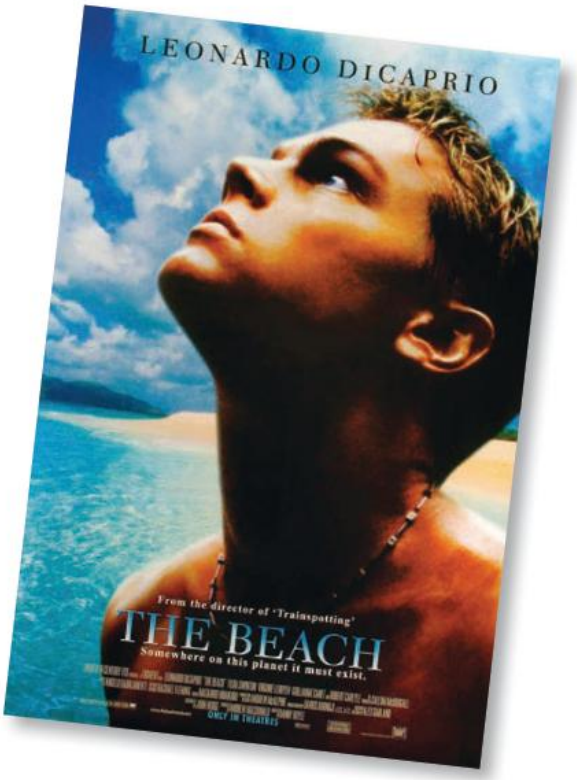
Tourism is a vital industry in Thailand, accounting for an estimated 18 per cent of the country's **Gross Domestic Product**. However, approximately 80 per cent of Thailand's coral reefs have been destroyed due to pollution, damage from boat anchors and development of the coastline. Thailand's natural environment is a drawcard for tourists. Therefore, its degradation is not only threatening its environmental sustainability, but also the economic sustainability of the tourism industry itself.

KEY TERM

Gross Domestic Product
measure of a country's economic activity based on the total value of goods produced and services provided in that country in one year



▲ **Figure 7.1** Movie poster for *The Beach*, starring Leonardo DiCaprio

▲ **Figure 7.2** Thai environmentalists protest the opening of *The Beach*

▲ **Figure 7.3** By 2018, Maya Bay was receiving up to 5000 visitors daily

▲ **Figure 7.4** Maya Bay is surrounded by steep limestone cliffs

MAKING THINKING VISIBLE 7.1

Think, pair, share

Answer the following questions by considering both positive and negative impacts. Share your thoughts with a partner and justify your opinion.

1. Do you think tourism should be permanently banned in Maya Bay?
2. Would you visit Maya Bay?
3. Can you think of any examples of unsustainable tourism in Australia?

Additional content
See the digital version of the textbook for video footage of May Bay.

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Chapter overview

Introduction

As societies develop, their thirst for resources and their need to modify landscapes to house a growing population can have devastating impacts on environments around the world. Modern technology has allowed people to explore and change almost all corners of the globe, with the exception of only the most remote and inhospitable places. Our intrinsic connection to the natural world, coupled with our desire to visit it and live amongst it, is having a negative impact on these places. Ironically, by modifying environments to suit people, we are degrading the characteristics that attracted people to them in the first place.

The plight of Maya Bay is just one of many examples of environmental change and management discussed throughout this chapter. Using a series of case studies, you will explore the reasons why different types of environments are unique and significant, the ways in which these environments are changing, and how management strategies are aiming to improve environments in order to achieve economic, social and environmental sustainability.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What is an environment and how are environments classified?
- What are some of the main types of environments?
- In what ways do environments change and what are the causes of these changes?
- What are the social, economic and environmental impacts of environmental change?
- How are environmental changes managed?
- How effective are responses to environmental management?
- How can fieldwork techniques be used to observe environmental change and assess its management?

Geographical skills

After completing this chapter, you should be able to:

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Identify, analyse and explain significant spatial distributions and patterns, and identify and evaluate their implications, both over time and at different scales
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources
- Select, organise and represent data and information in different forms, including by constructing special-purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

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7.1 Environments

FOCUS QUESTION

What is an environment and how are environments classified?

What is an environment?

The term 'environment' comes from the French word *environ*, meaning 'that which surrounds'. In geography we define the environment as being all the living and non-living components within and surrounding a place.

In a forest environment, living components range from the tallest tree receiving the most sunlight right down to the tiniest insects breaking down plant matter on the forest floor. Non-living components such as the shape of a landscape, the amount of sunlight, soil types and moisture levels determine the types of **habitat** within an environment and therefore the type of organisms that live there. As shown in Figure 7.5, these components can be broadly grouped as the **atmosphere**, **lithosphere**, **hydrosphere** and **biosphere**.

People are a significant part of environments, both in the way they rely on them for harvesting resources and the ways in which they modify and manage them. This section introduces the difference between an environment and an ecosystem and the different ways that environments can be classified, based on their geographic characteristics.

KEY TERMS

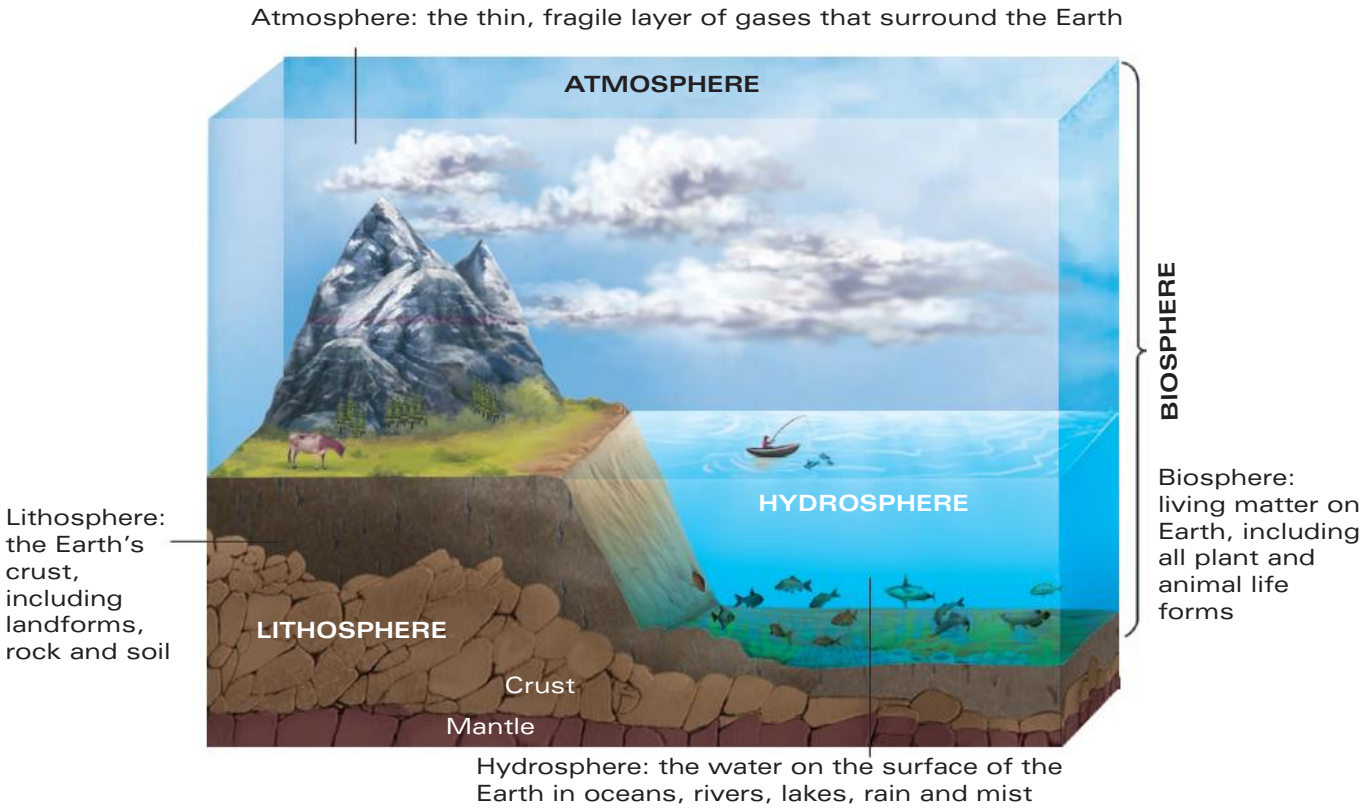
habitat area of an environment in which an organism lives

atmosphere the mixture of gases that surround the Earth

lithosphere the mixture of rocks that make up the Earth's mass, including the solid land mass on the Earth's surface, the molten rocks beneath the crust and the mantle and the liquid rocks near the Earth's core

hydrosphere the water on the Earth's surface, including water in gaseous, liquid and solid form

biosphere all living things on the Earth which rely on the other three spheres (atmosphere, lithosphere, hydrosphere) for survival



▲ **Figure 7.5** The hydrosphere, lithosphere and atmosphere together support the biosphere, which contains all the living things within an environment (including people)

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KEY TERMS

ecosystem community of living organisms that interact with the non-living components within an environment

process series of natural steps or human actions that lead to change

respiration inhalation and exhalation of air by humans and animals, during which oxygen is absorbed and carbon dioxide is released

photosynthesis process by which plants convert solar energy and carbon dioxide into glucose and oxygen

fossil fuels resources such as coal and gas that are formed from the buried and decaying remains of organisms

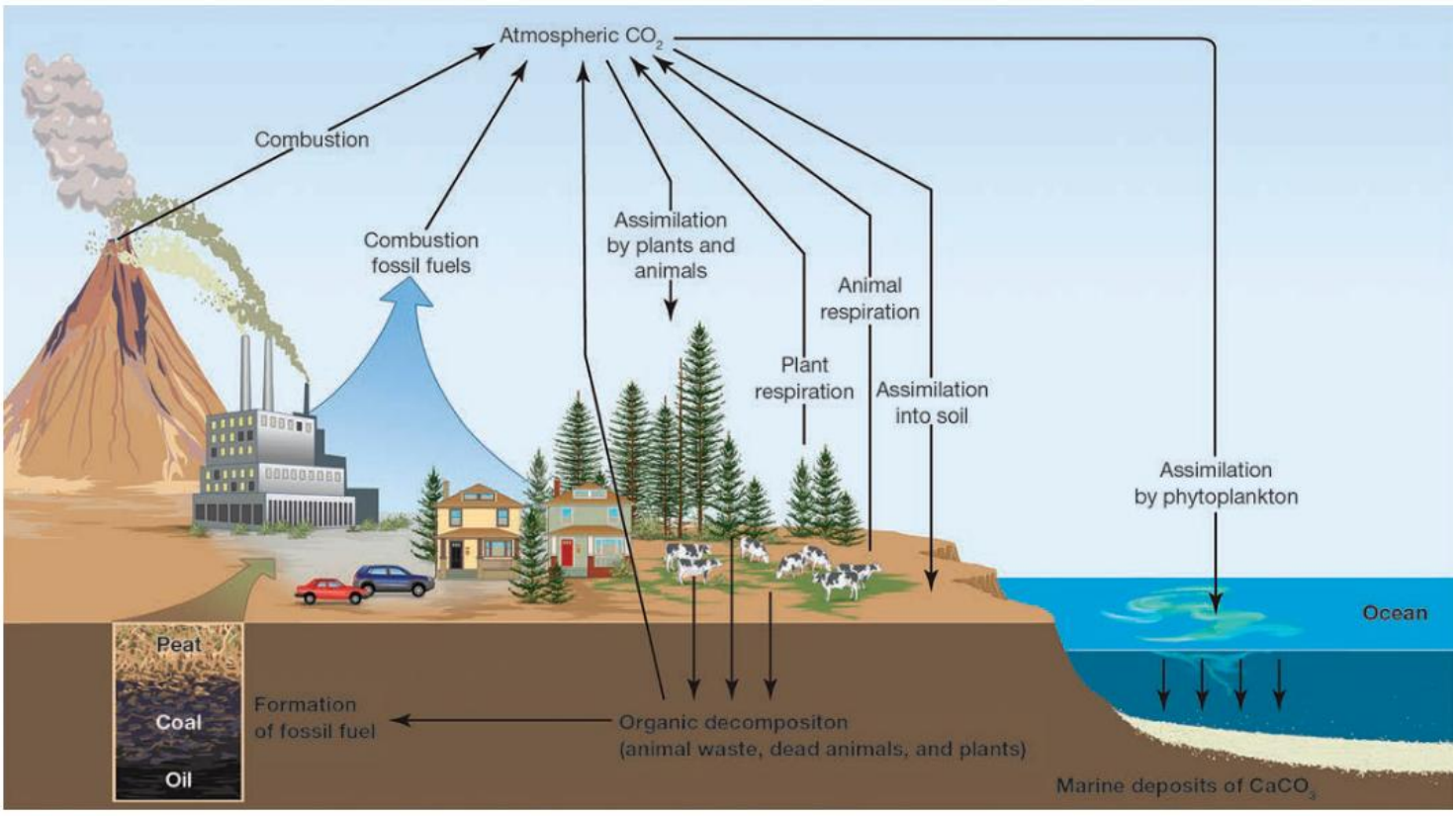
drainage basin area of land in which all precipitation collects and drains into a river system

What is an ecosystem?

An **ecosystem** is a community of living organisms that interact with the non-living components within an environment. Elements of an ecosystem are interconnected through **processes** such as nutrient cycles and energy transfers. For example, Figure 7.6 shows the different processes within the carbon cycle.

In the carbon cycle, carbon dioxide is released from organisms during **respiration** and absorbed from the atmosphere into plant material via **photosynthesis**. Dead and decaying organisms release carbon back to the atmosphere. Organic matter that doesn't break down turns into **fossil fuels** such as coal, which is a resource used by people.

Natural processes often involve multiple spheres and can link different types of environments. Rainfall (atmosphere) within a **drainage basin** can increase the flow of rivers (hydrosphere), which can lead to the erosion of landscapes (lithosphere) and provide a habitat for a range of species (biosphere).



▲ **Figure 7.6** The carbon cycle

ACTIVITY 7.1

1 Using Figure 7.6, write down a series of steps showing the way in which carbon moves from the atmosphere, through the landscape and back into the atmosphere during the carbon cycle.

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What is biodiversity?

Biodiversity is defined as the variety of living things within an environment, including plants, animals and microorganisms. It is an important measure of the health of an environment. The natural components and processes within a healthy environment help to maintain high levels of biodiversity. On the other hand, when the biodiversity of an environment is reduced it is a sign that the environment has been modified, damaged or has experienced **degradation**.

How are environments classified?

Geographers categorise environments based on their combinations of **geographic characteristics**. In land-based environments, these include **climate**, **elevation**, **topography**, **vegetation** and soil types. In marine environments, characteristics include **water quality** and depth. The location of a place often plays a large role in determining its environment.

For example, a forest found near the equator within the tropical climate zone, such as a forest in Indonesia, is likely to have a consistently warm temperature and experience high rainfalls. It will therefore be classified as a tropical rainforest. However, a forest located within in a wet temperate zone, like a forest in Tasmania, will be classified as a cool temperate rainforest.

The characteristics of human or built environments vary significantly between different natural environments. They can be compared based on their **population density** and features such as roads, buildings and land uses.

Although environments can be classified based on similar characteristics, they can also vary greatly within these classifications. Figure 7.7 shows three distinct examples of coastal environments that vary based on the natural processes that formed them and their level of modification by people.

Due to the interconnections between different types of environments, the boundaries between environments are often unclear. For example, the satellite image in Figure 7.8 shows five different types of environments. It depicts the Erskine River in Victoria flowing through the Otway Ranges National Park near Lorne, towards Lorne Beach and out to Louttit Bay. Each of these types of environments will be discussed in the following section.

KEY TERMS

biodiversity the variety of living things within an environment, including plants, animals and microorganisms – the more living things in an environment, the higher its biodiversity

degradation reduction in the quality and health of a natural environment due to natural processes or human activities

geographic characteristics physical and human characteristics of a place

climate long-term trends in the weather conditions of a place, for example average rainfall and temperature

elevation the height of a place above sea level

topography relief, or shape, of the surface of a landscape

vegetation all the types of plants found in a place, for example grasses, shrubs and trees

water quality condition of water in terms of its chemical, physical and biological properties

population density number of people per square kilometre

▲ **Figure 7.7** Three distinct examples of coastal environments: Apollo Bay, south-western Victoria (left), Waianapanapa Beach, Maui, Hawaii (middle), Surfer's Paradise, Gold Coast, south-eastern Queensland (right)

MAKING THINKING VISIBLE 7.2

Think, puzzle, explore

1. Why do you think the three coastal environments shown in Figure 7.7 are so different?
2. What questions or puzzles do you have about these places?
3. Explore each of these places (using the internet) to gain some insight into how they formed and why they have these characteristics.

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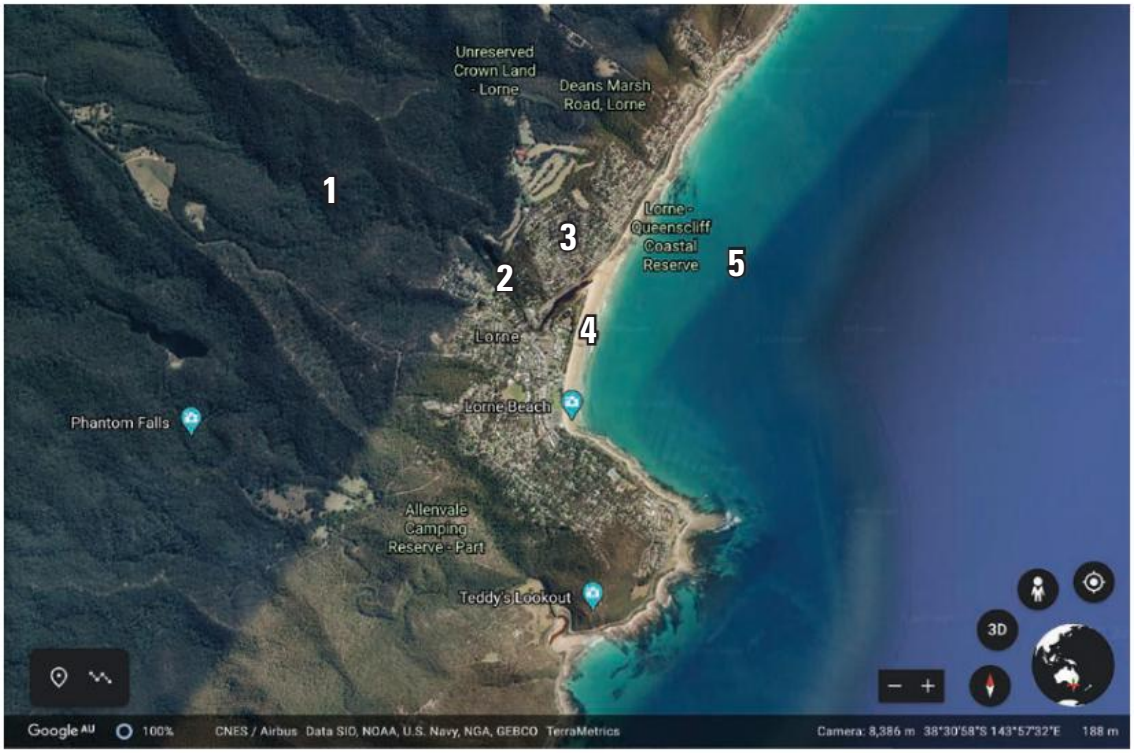

▲ **Figure 7.8** Five different types of environments found in and around Lorne, in southern Victoria

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 7.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Using Figure 7.5, define the terms atmosphere, lithosphere, hydrosphere and biosphere. Give an example for each.
2 What is an ecosystem?
3 List some of the characteristics used to classify an environment.

Interpret

4 Name the five different types of environments represented in Figure 7.8.
5 List some of the non-living components in an environment that can determine the types of plants and animals living there.

Argue

6 'Biodiversity is the most important measure of the health of an environment.' Explain what this statement means and discuss whether or not you agree with it.

Extension

1 Draw your own diagram summarising the Earth's four spheres. Annotate it to show how non-living components within an environment support the living components.
2 Visit the Map Maker tool on the National Geographic website by searching online for 'mapmaker' and 'national geographic'. Add the Climate Zones layer from the Climate and Weather category. Using the legend, list the different climate types found within Australia. Compare this with the climate types found within the United States of America.

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7.2 Types of environment

FOCUS QUESTION

What are some of the main types of environment?

There are many different categories of environments. This section outlines five of these categories and looks at their geographic characteristics, the components found within each of them, and some of the natural processes and human activities that constantly change the environment.

Land environments

The Earth supports a wide variety of land environments. Although they vary significantly, most land environments can be classified as forests, deserts, grasslands or ice environments. Inland water bodies, coastlines and highly modified rural or urban landscapes are also significant land environments. These will be discussed in the following sections.

Figure 7.9 shows the temperature and **precipitation** ranges for different categories of land environments.

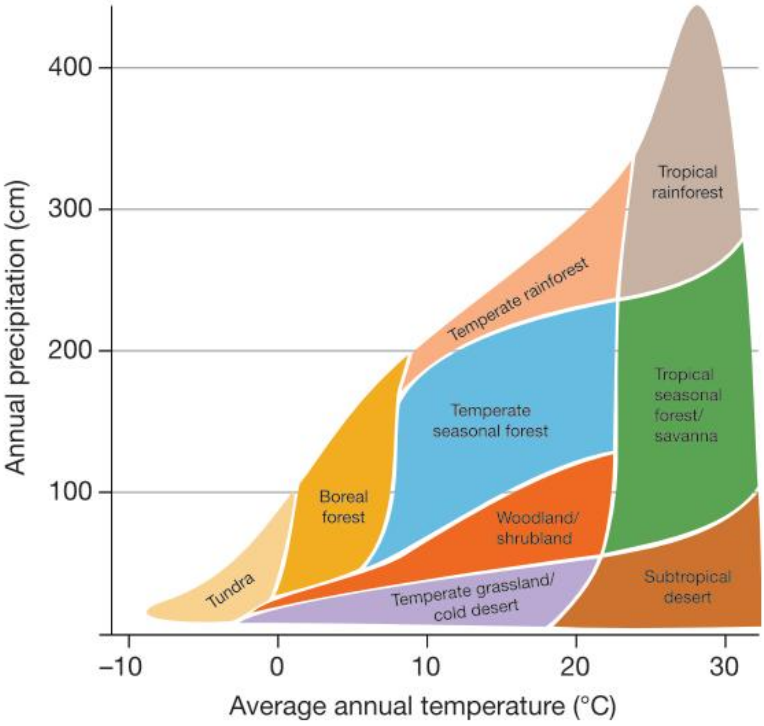
Figure 7.10 shows the spatial distribution of **land cover** across the globe. This distribution is based on a combination of factors including:

- Latitude, which broadly determines climate zones
- Whether a place is close to or far away from a coastline
- Elevation, which can determine rainfall and temperature
- The presence of major landforms, such as mountain ranges.

KEY TERMS

precipitation any type of water that falls from the atmosphere onto Earth's surface, such as rain, snow, sleet or hail

land cover the physical land type covering the Earth's surface including vegetation, water, ice and bare soil



◄ **Figure 7.9** Precipitation and temperature are the two main climate factors that determine the type of land environment that will exist in a place

ACTIVITY 7.2

1 Using Figure 7.9, draw a table summarising the annual precipitation and average temperature needed for each type of environment to exist.

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KEY TERM

choropleth map map that uses shading or colours within defined areas to show the average value of a statistical variable within that area

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 7.1

Describing spatial distribution using the PQE method

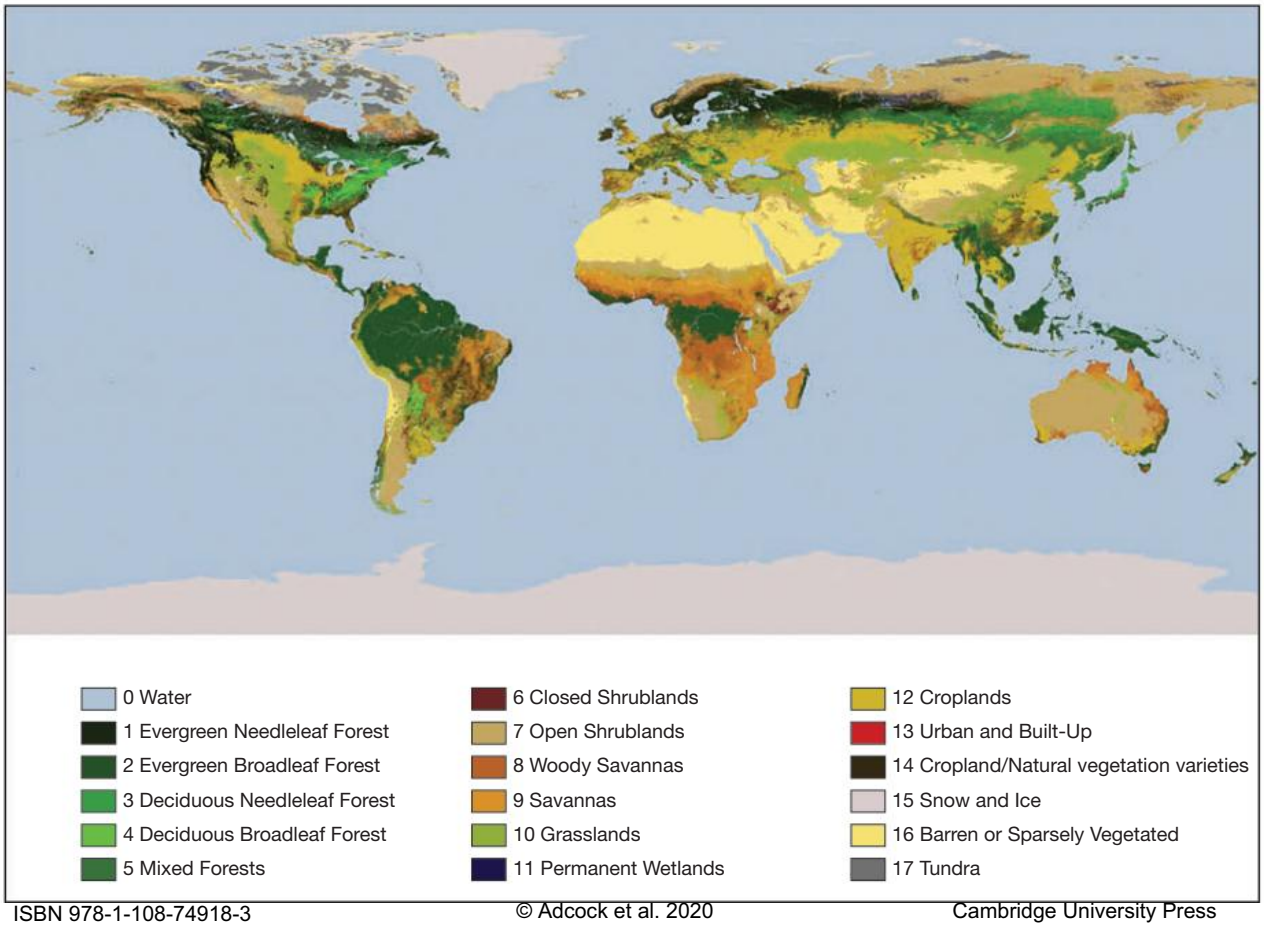
When describing the distribution of a phenomenon using a **choropleth map**, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. Use at least one sentence to describe each of these.

- Pattern: give a general overview of the distribution.
  - Is the overall distribution even or uneven?
  - Where are areas that have a high or low amount? Provide some examples.
- Quantification: provide specific evidence to demonstrate the pattern. Use the key or legend provided with the map and approximate areas using percentages.
  - Roughly how much of the Earth has a high or low amount?
  - What percentage of Africa has a high or low amount?
  - What is the amount in these three European countries?
- Exception: Identify an example or several examples of specific places that do not fit your pattern.
  - Where is there a place that has a high amount surrounded by places with a low amount?
  - Where is a place that has a much higher or lower amount than anywhere else?

Refer to Figure 7.10 when answering the following questions:

1. What is the global distribution of barren or sparsely vegetated land?
2. What is the global distribution of the five types of forest cover?
3. Can you see any association between land cover and latitude? Consider whether forests and barren areas are located at similar latitudes throughout the world. Provide examples to support your answer.

▼ **Figure 7.10** The global distribution of land cover



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Deserts

Deserts cover approximately one-third of all land on Earth. They are defined as areas of land that have a moisture deficit. This means that the amount of water gained through precipitation is less than the amount of water lost through **evaporation** and **transpiration** each year.

Although their amount of precipitation varies, deserts are generally defined as places that receive an average of less than 250 mm of precipitation each year. The Sahara Desert (Figure 7.11) is the world's largest hot desert. It is located in northern Africa and receives an annual average of 100 mm of precipitation. In contrast, Antarctica is the largest cold desert. It receives an average of 166 millimetres of precipitation each year. Vegetation within deserts is sparse – in many **hyper-arid** deserts it is non-existent.

Forests

Forests are environments dominated by tree cover. The Food and Agriculture Organization define forests as land with a tree crown cover of more than 10 per cent and an area of more than 0.5 hectares. As shown in Figure 7.10, there are many types of forests, determined primarily by the local climate.

Figure 7.12 shows the Amazon Rainforest, which is a tropical rainforest covering more than five million square kilometres in the northern region of South America. It has a very high biodiversity, containing ten per cent of the world's known species of plants, animals and insects. The Dandenong Ranges is located 35 km east of Melbourne's CBD. It comprises temperate rainforest dominated by Mountain Ash trees with an undergrowth of tree ferns.

Forests are complex ecosystems, containing a variety of habitats from the **canopy** right through to the forest floor.

KEY TERMS

evaporation process of a liquid becoming a gas when it is heated

transpiration process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

hyper-arid extremely dry and barren region receiving less than 100mm of precipitation each year

canopy uppermost layer of a forest at the top of mature trees

▲ **Figure 7.11** Parts of the Saraha Desert are hyper-arid – this means their annual rainfall is less than 100 mm

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▲ **Figure 7.12** Comparison of Amazon Rainforest (left) and the Dandenong Ranges (right)

ACTIVITY 7.3

1 Compare the forests shown in Figure 7.12 by commenting on the density and diversity of the vegetation.

KEY TERMS

groundwater water located below the Earth's surface in porous soils and rocks

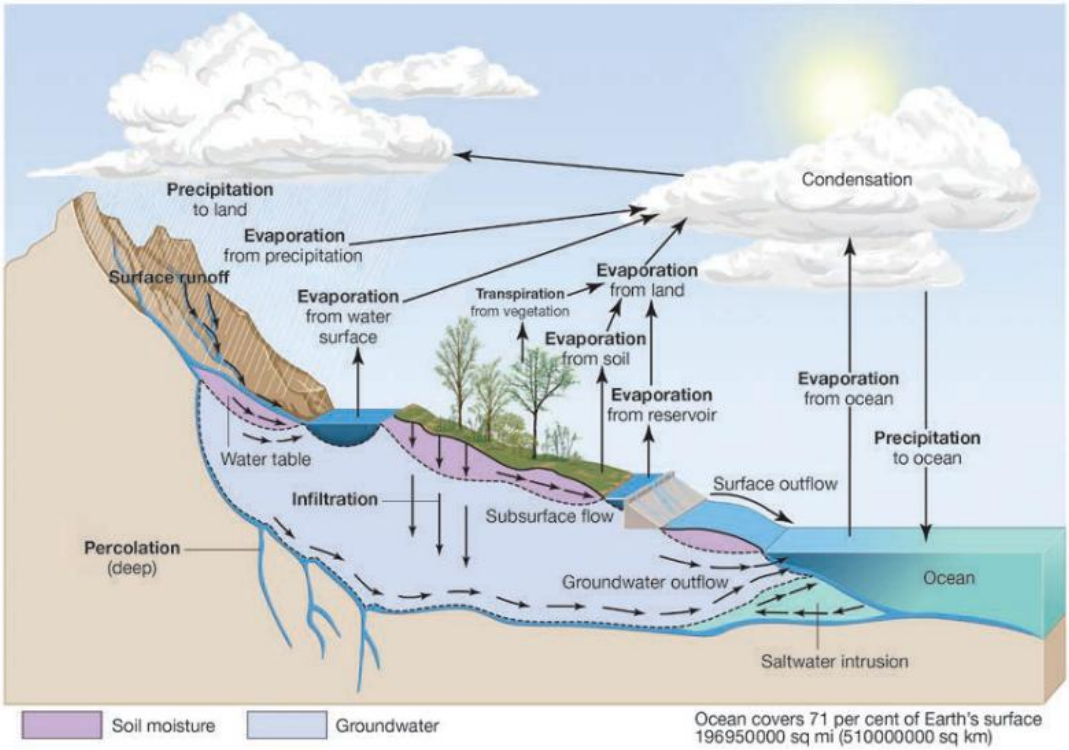
tributary river that flows into a larger river or lake

infiltrate when water above the ground soaks into the soil

Inland water environments

Inland water environments include all water sources found on and below the land. These include rivers, lakes, wetlands and **groundwater**, as well as the landscapes that surround them.

River environments are confined within the boundaries of drainage basins. All precipitation that falls within these basins either flows into a network of rivers and their **tributaries** as runoff, or **infiltrates** into the soil, recharging groundwater storage (see Figure 7.13).



▲ **Figure 7.13** Movement of water through a river environment

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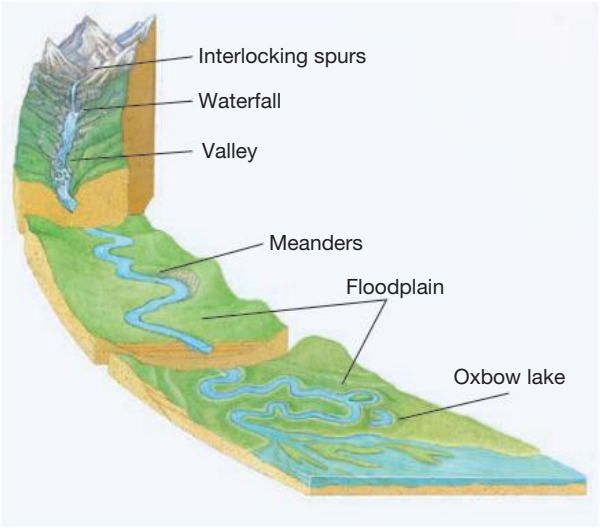
ACTIVITY 7.4

1 Using the information from Figure 7.13, draw a flowchart showing the different ways that water can move through a river environment.

As rivers flow they erode the landscape, transport sediment and deposit it downstream. This process creates distinctive landforms such as valleys, interlocking spurs, waterfalls, meanders, oxbow lakes and floodplains. These landforms are shown in Figure 7.14.



▲ **Figure 7.14** The different types of landforms found throughout the upper, middle and lower parts of a river environment

Rivers, lakes and wetlands support a range of ecosystems in and out of the water. Aquatic plants and algae grow within water bodies, whereas **riparian** vegetation grows along the banks of a waterway. This vegetation is vital in maintaining the health of waterways. It slows floodwater, stabilises banks to prevent erosion, adds oxygen to the water, and provides habitat for both aquatic and **terrestrial fauna**.

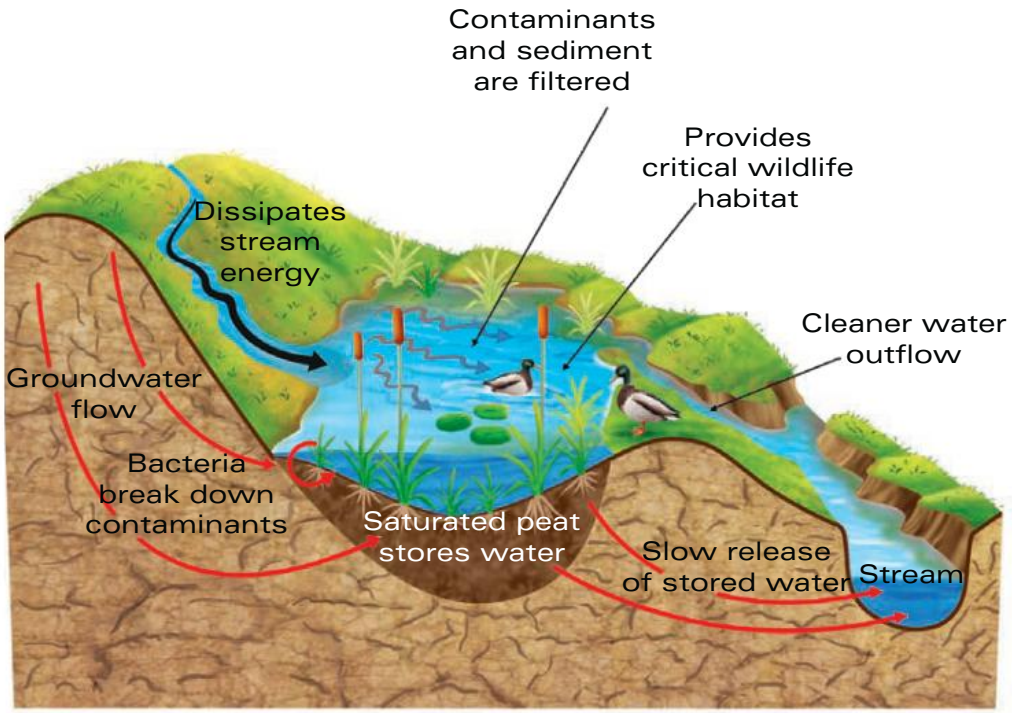
KEY TERMS

riparian relating to the banks of a river or lake

terrestrial fauna land-based animals in a particular area

wetland place where stagnant or flowing water covers the soil at various times throughout a year

Wetlands are places where stagnant or flowing water covers the soil at various times throughout a year. They act like giant sponges, absorbing and filtering excess nutrients and pollutants. Wetlands are vital for maintaining the quality of surface water and groundwater. Swamps, marshes, billabongs and lakes are all examples of riparian wetlands that differ based on characteristics such as quantity and seasonality of water supplies, soil types, vegetation types and drainage.



▲ **Figure 7.15** The role of a wetland within an environment

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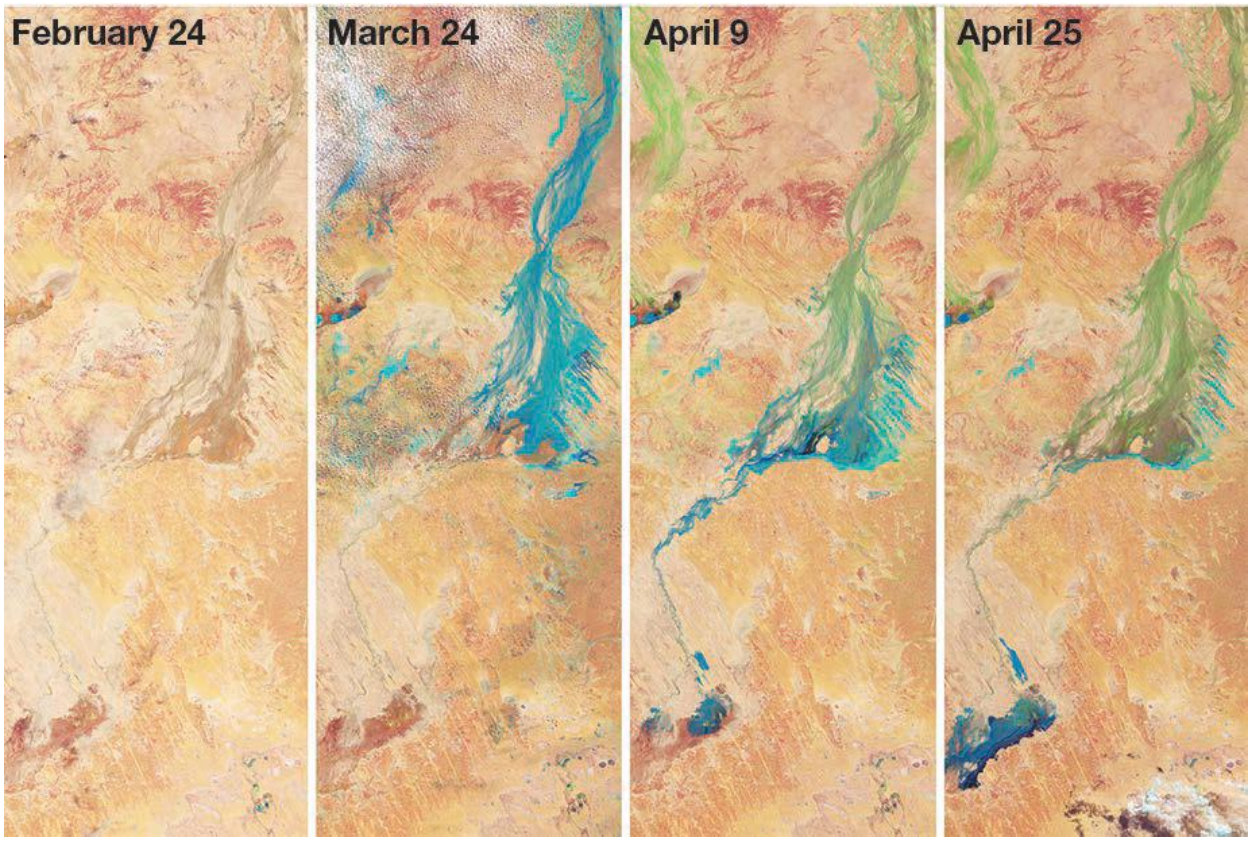
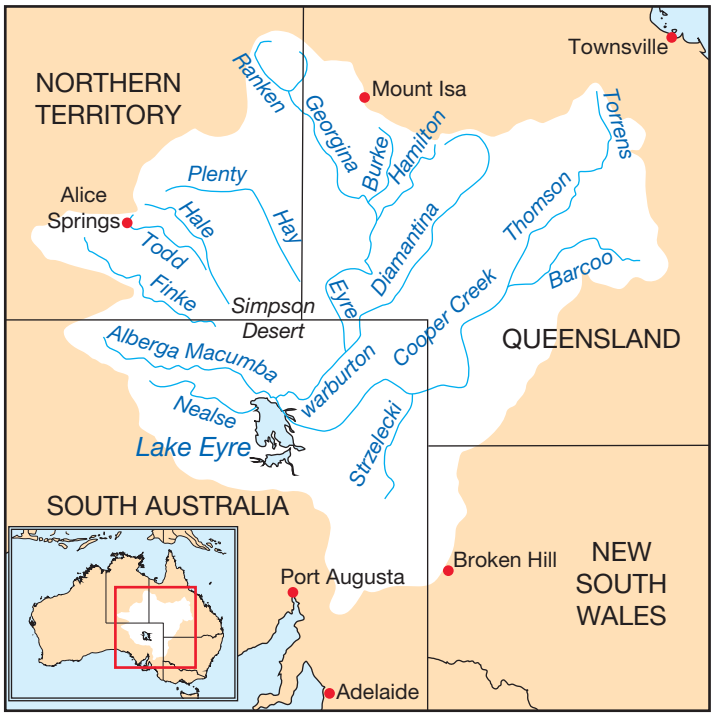


▲ **Figure 7.16.** Floodwaters from Queensland rapidly transform Lake Eyre's environment in 2018



▲ **Figure 7.17** Location of the Kati Thanda-Lake Eyre Basin and its main river systems

Some rivers, lakes and wetlands are permanently inundated or flowing, whereas others are intermittent (they flow only occasionally). Seasonal floods, variable flows and drought are natural processes essential for maintaining these ecosystems. Floods facilitate the interconnection between all parts of a river system, transporting and depositing rich sediment over vast floodplains.

The Lake Eyre Basin in central Australia, known by the local Arabana people as Kati Thanda, is a dry and salty lakebed covering around one-sixth of Australia's land area (approximately the same size as Spain), reaching across the Northern Territory, South Australia, Queensland and New South Wales. However, as shown in Figure 7.16, this barren landscape can rapidly become a thriving oasis. This transformation occurs roughly every three years as floodwaters travel more than 1000 kilometres to recharge the entire basin.

Coastal environments

Coastal environments are the link between the land and sea. They transition from components typically found in inland environments, such as dune vegetation, to components typically found in marine environments, such as coral reefs. As shown in Table 7.1, coastal environments are divided into different zones: offshore, nearshore, foreshore and backshore.

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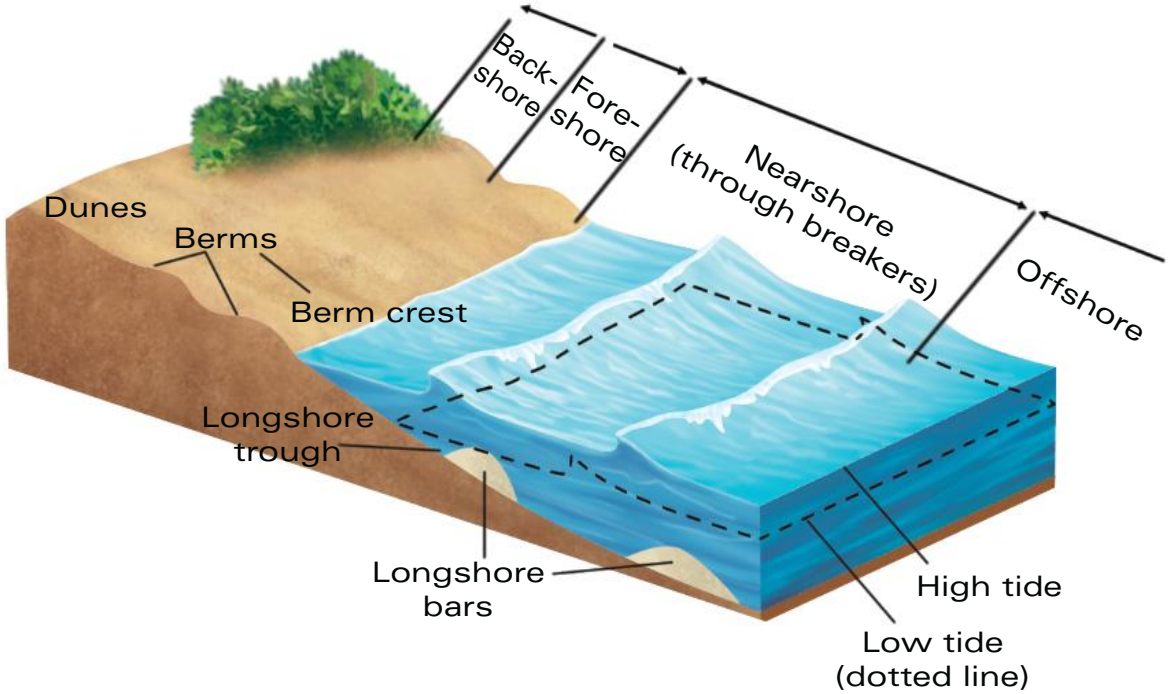
▼ **Table 7.1** Zones that make up a coastal environment

Zone	Description
Backshore	This area extends inland from the high-tide mark all the way to the highest point that water will reach during a storm. This region often contains dunes that are formed by sand transported and deposited by wind.
Foreshore	Also known as the intertidal zone. This area extends from the low-tide to the high-tide mark. It contains landforms such as **berms**, running parallel to the coastline.
Nearshore	This is the area of the coast that is always underwater, extending from the shoreline to just beyond the point where waves break in the surf zone. This area contains ridges of sand known as sandbars.
Offshore	This is the area beyond the nearshore zone, containing deeper water that stretches all the way to the edge of the continental shelf.



▲ **Figure 7.18** The different zones that make up a coastal environment

Coastal environments are dynamic, meaning they change regularly owing to coastal processes. The action of the tides, the wind and waves are the forces driving these processes.

Waves can produce erosional landforms such as cliffs. They can also transport sediment along the shoreline due to **longshore drift**. Wind can form and modify the shape of dune systems by eroding and depositing sands.

Coastal landforms form the basis for habitats that support a range of species within a coastal ecosystem. The interconnection between different components determines the type of ecosystem that is produced.

For example, **estuaries** are environments in which the mouth of a freshwater river meets the open sea, providing a unique habitat containing both riverine and marine environments. Other common ecosystems found in coastal areas include dune systems that support fragile vegetation, and coastal wetlands such as saltmarshes, mangroves and mudflats.

KEY TERMS

berm long, narrow ridge of sand or gravel running parallel to the shoreline

longshore drift transportation of sediment, such as sand, along a coast parallel to the shoreline owing to wave action

estuaries environments in which the mouth of a freshwater river meets the open sea

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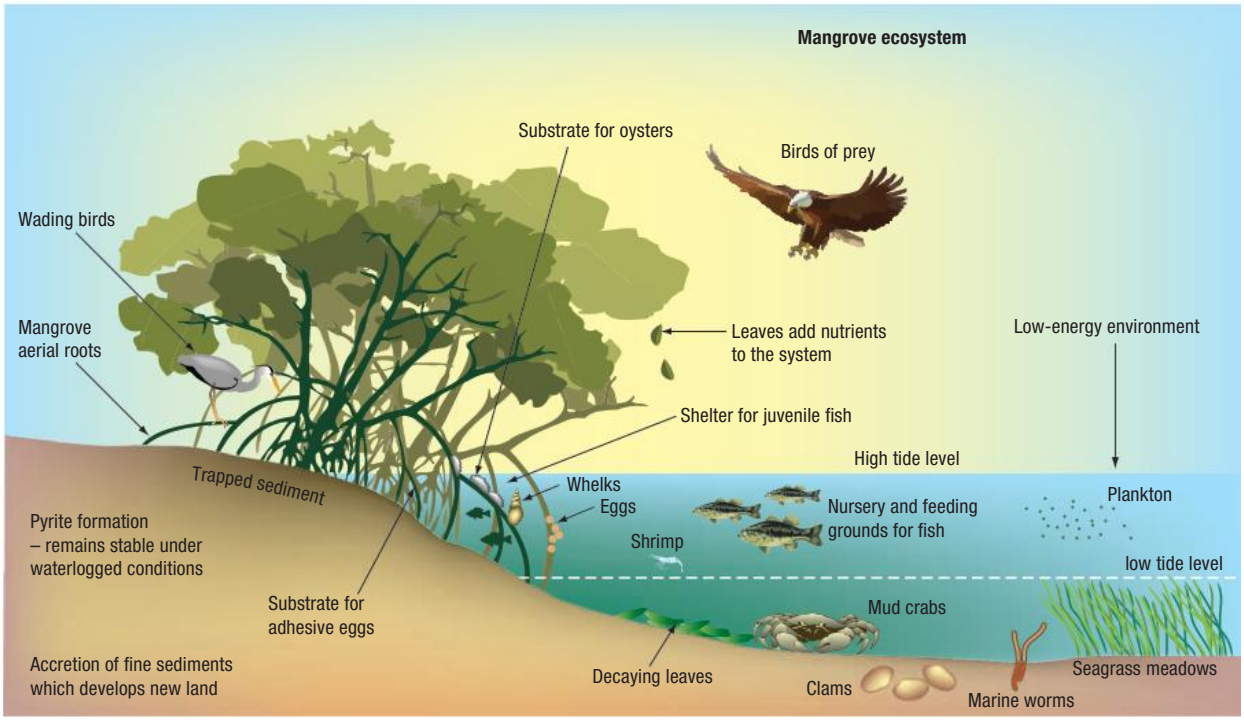


▲ **Figure 7.19** Mangrove ecosystems provide habitats for many aquatic and terrestrial species. They also trap sediment, stopping it flowing into the sea and protect inland areas from damaging waves and storm surges.

Marine environments

Oceans cover approximately 71 per cent of the Earth's surface. This makes marine environments the most common environments on Earth.

KEY TERMS

continental shelf part of the edge of a continent that is submerged beneath shallow ocean

salinity measure of the amount of salt in water or soil

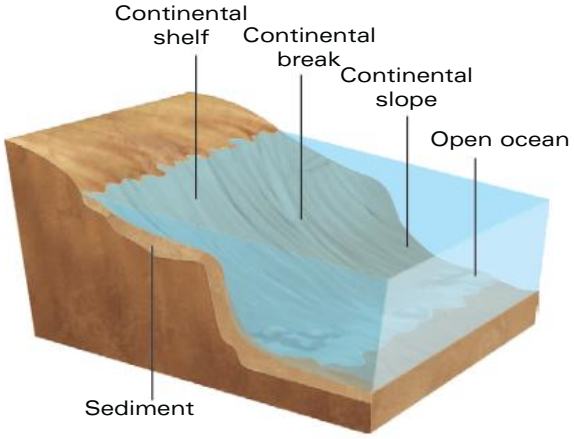
acidity measure of the amount of acid in water, measured using the pH scale

turbidity measure of the transparency, or cloudiness, of a liquid, caused by the concentration of suspended particles within it

dissolved oxygen amount of oxygen contained in water, used by aquatic organisms for respiration

Generally speaking, oceans are an average of four kilometres deep. However, marine environments can vary significantly, from shallow coastal regions to the 11-kilometre-deep Mariana Trench in the western Pacific Ocean.

Marine environments can be divided into two main categories: coastal and open ocean. The coastal zone includes areas as far inland as a high tide can reach, and as far out as the edge of the **continental shelf**. There is, therefore, a spatial overlap between marine and coastal environments. Everything beyond the coastal zone is known as open ocean (see Figure 7.20).



▲ **Figure 7.20** The coastal zone extends from the high-tide mark to the edge of the continental shelf.

The dominant and common characteristic of all marine environments is seawater. However, the temperature, **salinity**, **acidity**, **turbidity**, availability of light, nutrient levels and degree of **dissolved oxygen** of seawater can vary significantly. These differences depend on the geographical location of the seawater, particularly its latitude, its depth, the movement of ocean currents and the impacts of nearby environments (for example, the discharge of rivers into coastal regions).

Variations in the non-living components of a marine environment can create different habitats and thus determine the types of organisms that live within them. Living components of marine environments include corals, kelp, mangroves

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▲ **Figure 7.21** The Great Barrier Reef supports more than 1500 species of fish

and seagrasses. These provide habitats for a range of other marine species like phytoplankton, a tiny plantlike organism that form the basis of the marine **food web**.

Coral polyps are tiny organisms found in tropical waters. Their bodies are soft, but they contain a protective limestone skeleton at their base, which they use to attach to rocks on the sea floor. These tiny organisms then clone themselves, forming a colony and joining with other corals to form a reef.

Coral reefs have very high biodiversity. They are home to 25 per cent of all marine species on Earth, despite only covering 0.1 per cent of the ocean's total area. Australia's Great Barrier Reef is the largest coral reef in the world. It is made up of over 3000 individual reefs, stretching for 2300 kilometres just off Queensland's coastline.

Urban environments

Urban environments are highly modified environments. They are dominated by manufactured materials and contain very few elements of the natural world. They include towns, suburbs and cities of varying sizes. Urban environments are more densely populated than other human environments, like **rural** areas.

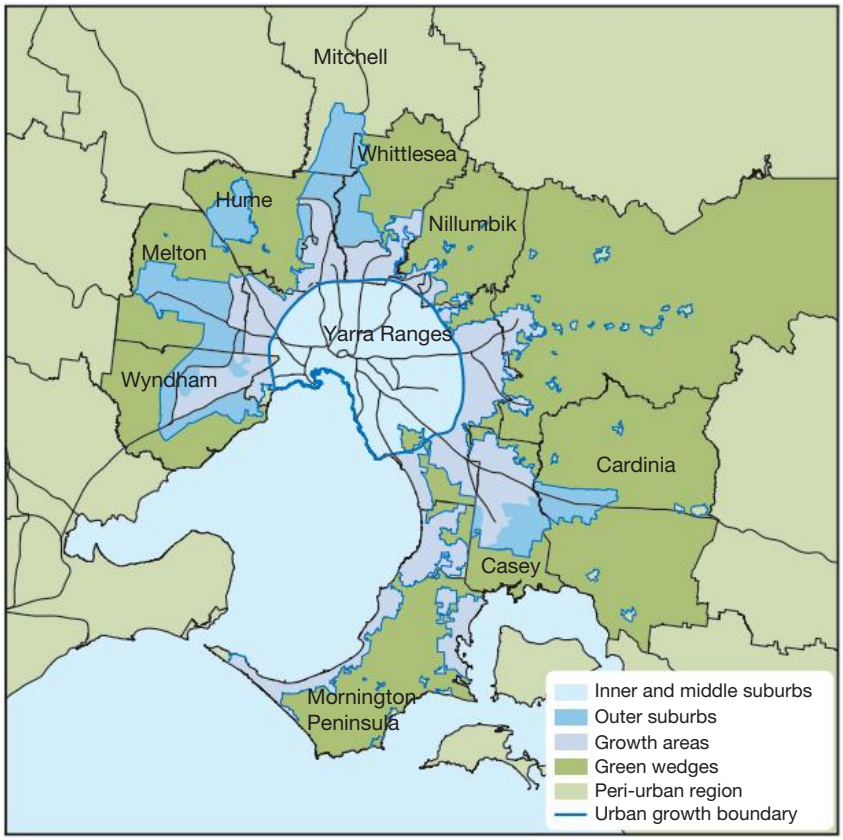
The Australian Bureau of Statistics defines urban environments as those that contain at least 1000 residents and also have a population density of more than 200 people per square kilometre. Based on this definition, approximately 90 per cent of Australians live in an

KEY TERMS

food web links between what each organism eats, and what it is eaten by, within an ecosystem

rural region located outside of cities, towns or other urban areas

region area with particular characteristics that distinguish it from other areas



▲ **Figure 7.22** Greater Melbourne spreads out from the CBD through the suburbs and out to the peri-urban zone

MAKING THINKING VISIBLE 7.3

Think, pair, share

1 Answer the following questions by considering both positive and negative impacts. Share your thoughts with a partner and justify your opinion.
- Do you think Melbourne's current growth into surrounding **regions** is sustainable?
- Where do you think most of the future growth will occur?
- Do you think Melbourne should be allowed to sprawl further out into the rural zones around it?

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KEY TERMS

suburb smaller region of a larger city, usually dominated by housing

peri-urban regions located on the outskirts of a city where there is a transition between urban and rural land use

urbanisation movement of people from rural areas to urban areas, causing the urban area to grow in size

urban sprawl growth of cities outwards into surrounding rural and bushland areas

infill development development of an area of vacant urban land within an already existing city

urban renewal redevelopment of an area within a large city that had been previously run-down and underutilised

urban environment, making Australia one of the most urbanised countries on Earth (see Figure 7.23).

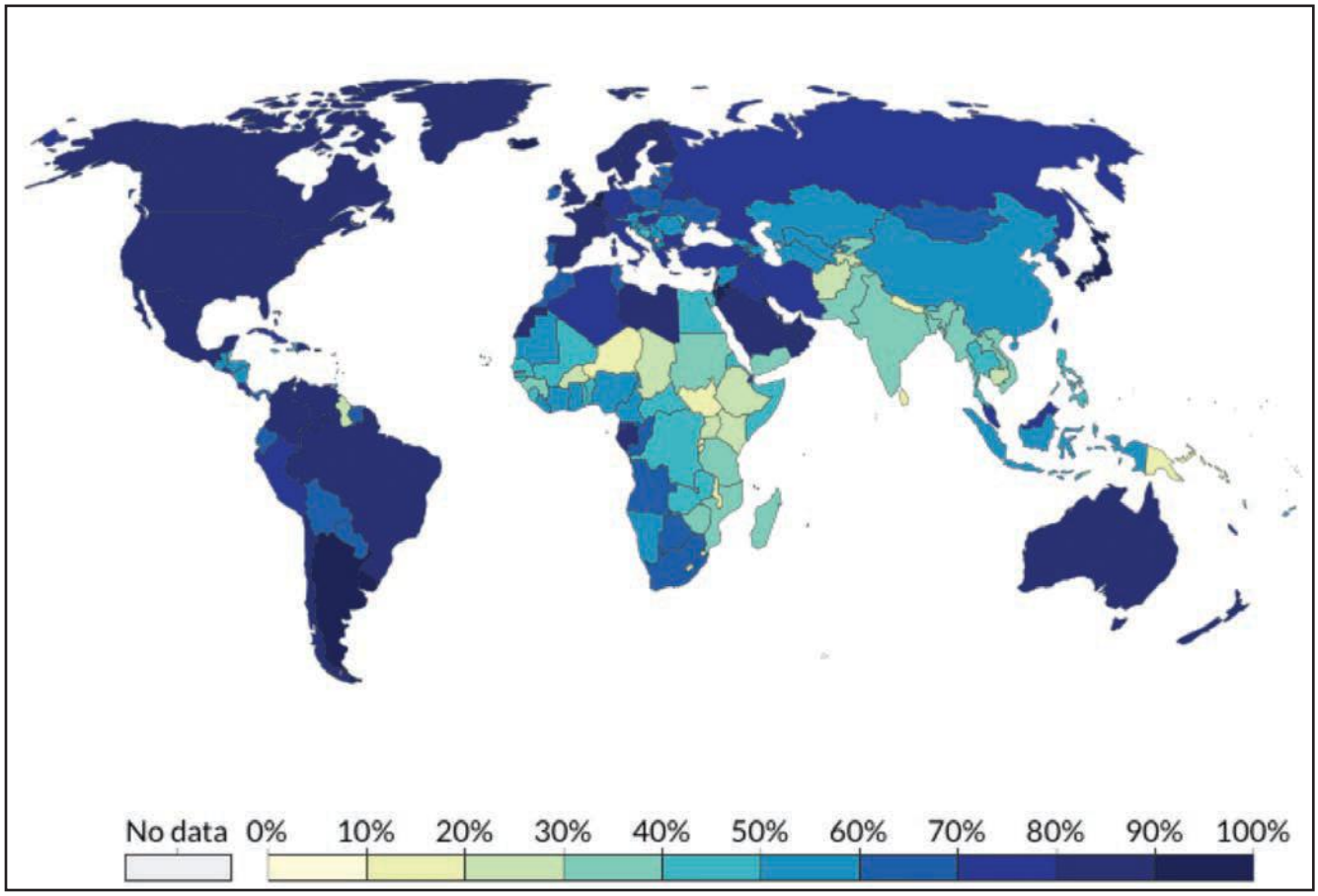
Regions within urban environments can be classified based on their location and characteristics. In the city of Melbourne, the Central Business District (CBD) is the centre of commercial and business activity. **Suburbs** spread out radially from the CBD, varying from higher-density inner suburbs to lower-density outer suburbs. The **peri-urban** zone on the fringes of these suburban areas are the transition between the urban and rural environment. Characteristics within these regions vary, including the types of transport infrastructure, the size and heights of buildings, the amount of open space, and the size and style of housing.

Urban environments are constantly undergoing changes so that they can keep up with increasing **urbanisation**. In 1960, only 34 per cent of the global population lived in urban environments, compared to more than 55 per cent in 2018.

As cities grow, urban development occurs in two main ways:

- **Urban sprawl** is when cities grow outwards into surrounding rural and bushland areas
- **Infill development** and **urban renewal** occur within cities as vacant sites or underutilised land is redeveloped to house a denser population.

As urban areas grow they become increasingly difficult to manage due to issues such as housing availability, traffic congestion and waste management.



▲ **Figure 7.23** Proportion of the total population living in urban areas across the world in 2017

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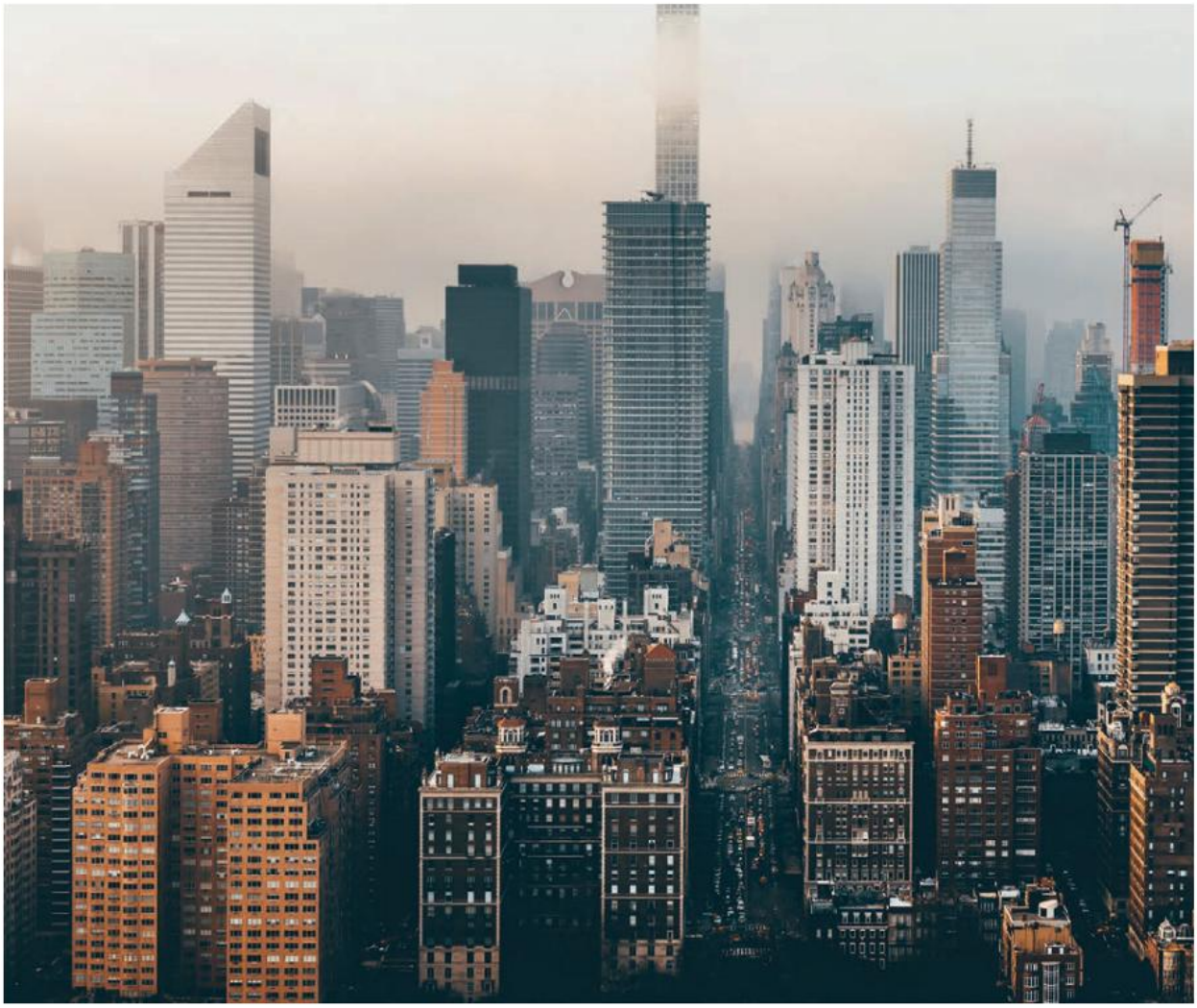

▲ **Figure 7.24** Manhattan is New York State's most densely populated urban region

ACTIVITY 7.5

1 Copy and complete this table to summarise the characteristics of the five types of environments outlined in this chapter. Include your own examples of places containing these types of environments.

Environment	Characteristics	Example
Deserts		
Forests		
Coastal environments		
Marine environments		
Urban environments		

2 Refer to Figure 7.23.

a Name three regions that have a high proportion of their population in urban areas. Name three that have a low proportion of their population in urban areas.

b Suggest a factor that might determine this distribution of urban areas.

c Do some research into the reasons that some countries have a higher rate of urbanisation than others.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 7.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Write a definition of deserts and forests based on their geographic characteristics.
2 List three types of inland water environments. Write a sentence describing each one.
3 List the four zones that make up coastal environments. Place them in order from the furthest inland to edge of the continental shelf.

Interpret

4 In what ways does seawater vary between marine environments? What factors determine these variations?

Argue

5 Using Figure 7.15, explain the essential role that wetlands play in maintaining the health of inland water environments.

Extension

1 Choose one of the types of river landforms shown in Figure 7.14. Research how this kind of landform develops. Draw a series of diagrams to demonstrate this process.
2 Research the difference between a swamp, a marsh, a billabong and a lake. Write definitions for each of these kinds of environment in a table.
3 Research Lake Eyre and prepare a report about its changing environment, its ecological significance and its historical importance to the Arabana and Dieri peoples.
4 Choose one of estuaries, mangroves, saltmarshes or mudflats. Do some research and write a brief report summarising their:
   - Geographic characteristics
   - Importance as part of a coastal environment
   - Importance as part of a human environment
   - Vulnerability to the impacts of environmental change.
5 Using a Google Image search, find a photo of a coastal environment. Annotate the diagram to show the different coastal zones.
6 Explore the Great Barrier Reef using Google Street View. Describe the characteristics of the environment and how it varies in different places within the reef.

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7.3 Factors that influence environmental change

FOCUS QUESTIONS

- In what ways do environments change?
- What are the causes of these changes?

The causes of environmental change

Natural environments are dynamic. This means they are constantly changing. On a local scale, environments change owing to the processes occurring within an ecosystem, for example photosynthesis, nutrient cycling, erosion or longshore drift.

Despite these changes, undisturbed natural environments are usually in a **state of equilibrium**. This means that all of the components and processes within an ecosystem are balanced. For example, if a tree dies within a forest, it will decay and add nutrients to the soil. Its death provides space and food so that a new tree can grow in its place. Natural disturbances such as landslides and bushfires can disrupt an environment's balance and lead to significant changes until a system once again reaches a state of equilibrium.

Human activities are having an increasingly large impact on environments by causing disturbances like the removal of vegetation at a local scale, or the large-scale removal of an entire forest. When the disturbances caused by these activities are severe enough to prevent ecosystems from recovering, the changes can be significant and unsustainable.

KEY TERMS

state of equilibrium a balance between all of the components within an ecosystem

human-induced changes caused by human activities (in contrast to natural changes)

Human-induced environmental changes can be direct or indirect. For example, clearing a forest to use the land for agriculture is a direct cause of change, whereas an increase in population leading to a subsequent increase in demand for food is an indirect cause of change.

Figure 7.25 Changes to forests in British Colombia, Canada, due to natural processes such as bushfires (left) and human activities such as deforestation (right)

ACTIVITY 7.6

1 What evidence in Figure 7.25 suggests that the deforestation was due to human activities?

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KEY TERMS

greenhouse effect an increase in the amount of carbon dioxide and other gases in the atmosphere, that is believed to be the cause of a gradual warming of the surface of the Earth

anthropogenic caused by human activity

The interconnection between environments also means that direct changes in one place can indirectly impact other places. In a river system, an upstream pollution event can impact the water quality downstream, degrading coastal and marine environments as the pollutants flow out to sea.

Climate change

Climate change refers to changes in the pattern of weather over larger time scales. The time scales under consideration are usually at least a decade, but are often discussed in terms of spans of thousands or even millions of years. Climate change is a natural process that is responsible for cycles of ice ages. An ice age is a cycle during which ice expands over much of the world's land surface, after which warmer interglacial periods take place during which much of the ice melts and sea levels rise.

There are many factors responsible for climate change, like variations in the Sun's radiation, variations in the Earth's orbit, and changes in the composition of the gases that make up the atmosphere. When solar radiation hits the Earth, some of it is absorbed and some is reflected back into space. However, some atmospheric gases, called greenhouse gases, absorb and reflect this heat back towards the Earth. This is known as the **greenhouse effect** (see Figure 7.26). Without the greenhouse effect, the Earth's average temperature would be -18°C and most of the world's surface would be covered in ice.

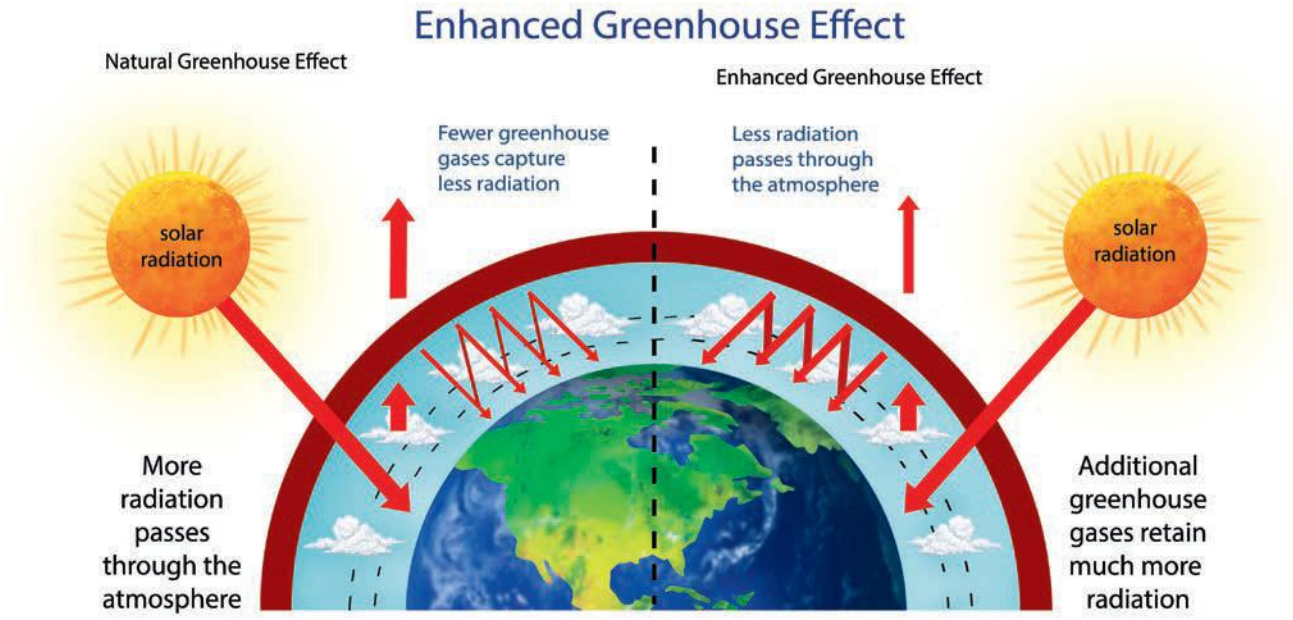
'**Anthropogenic** climate change' refers to climate change that has been caused by the activities of human beings. Many human activities cause an increase in the concentration of greenhouse gases in the atmosphere. The three most common types of greenhouse gas are:

- carbon dioxide, which is emitted through the burning of fossil fuels such as coal (see Figure 7.27)
- methane, which is emitted during the production and transport of coal, natural gas and oil, and also emitted by livestock and other agricultural practices
- nitrous oxide, which is emitted from various agricultural and industrial activities.

The increase in the volume of these greenhouse gases in the Earth's atmosphere is causing the enhanced greenhouse effect. This results in more heat being absorbed by the atmosphere (see Figure 7.26). As a result, the Earth's average temperature is rising, precipitation patterns are changing, ice sheets and glaciers are melting, sea levels are rising and ocean waters are becoming more acidic.

As greenhouse gas emissions continue to rise, anthropogenic climate change is becoming an increasingly significant cause of environmental change on a global scale.

▼ **Figure 7.26** The enhanced greenhouse effect means more heat is trapped and re-emitted by greenhouse gases



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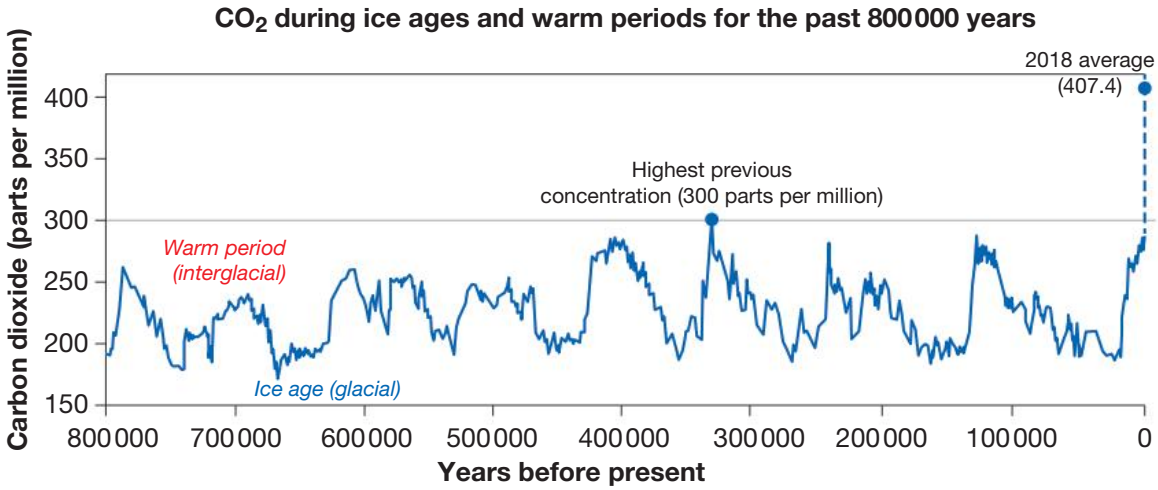
ACTIVITY 7.7

1 Using Figure 7.26, explain the enhanced greenhouse effect.



▲ **Figure 7.27** Although the concentration of carbon dioxide in the atmosphere has always naturally fluctuated, the increase over the last 150 years is unprecedented

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 7.2

Describing the trend of a line graph

Line graphs are used in geography to show changes over time. In a line graph the X-axis (horizontal axis) represents time and the Y-axis represents the variable that is changing over time.

When describing the trend of a line graph, include the following information:

- A summary of what the graph is representing. What are the variables on the X and Y axes?
- A description of the overall trend including the shape of the graph. Is the graph showing an increase, a decrease or a stable trend?
- Values that demonstrate the trend. How much has the variable increased or decreased by? Over what time period? Make sure you read axes labels carefully and take note of units.
- Time periods that stand out. Do values rise or fall more steeply during a particular time period?
- Significant peaks or troughs. What are the maximum or minimum values and when do they occur?

Using Figure 7.27, describe the trend in the atmospheric concentration of carbon dioxide over the last 800 000 years.

Factors that influence environmental change

In geography, factors are the circumstances that contribute to or cause something to occur. A wide range of factors can lead to environmental change and determine the extent of those changes.

For example, the development of a luxury hotel on a coastline might be driven by the opportunity for profit, which is an economic factor. Residential development might be occurring nearby to house a growing population, which is a social factor. Government regulations will determine where these developments are allowed to occur and the scale of the development – these are political factors. The scale and type of development will also be determined by environmental factors such as the shape of the landscape and risks associated with sea level rise and flooding.

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▼ **Table 7.2** Factors can be classified using the acronym SHEEPT (Social, Historical, Economic, Environmental, Political, Technological)

Classification	Description
Social	Factors relating to people, including culture, values, religion, population structure, education and ethnicity
Historical	Factors relating to actions or events from the past that might influence the present
Economic	Factors relating to the earning or spending of money
Environmental/Physical	Factors relating to the influence of the characteristics of natural or human environments
Political	Factors relating to governments and the impacts of their decisions
Technological	Factors relating to the influence and uses of difference types of technology

KEY TERM

deforestation process of clearing land to turn a forest environment into a different type of land for uses such as agricultural, residential or urban

As shown in Table 7.2, factors can be classified using the acronymn SHEEPT (Social, Historical, Economic, Environmental/physical, Political, Technological).

In some cases the factors that determine environmental change are unexpected. Over the last century, Ethiopia's forest cover has reduced from 45 per cent to just five per cent. The main factor driving this environmental change has been rapid population growth and the resulting increase in demand for firewood and agricultural land.

Despite rapid **deforestation**, around 35 000 forests remain in the areas surrounding Ethiopia's churches (see Figure 7.28), ranging in size from three to three hundred hectares. Orthodox Tewahedo churches in Ethiopia view forests as a spiritual environment and a place of worship. This has resulted in religious leaders protecting forests close to churches, while forests further away from churches have been cleared. These uncleared forests have created pockets of high biodiversity, providing a habitat for insects that can help to pollinate crops. This has made the farmland near churches more productive. Seeds from these forests are also being used to revegetate surrounding regions.

▲ **Figure 7.28** Forests surrounding churches are the last remaining examples of the lush forest that once covered Ethiopia

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END-OF-SECTION REVIEW 7.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define environmental change. Include a natural and human-induced example in your definition.
2 What does it mean when an environment is in a state of equilibrium?
3 What is the difference between climate change and anthropogenic climate change?
4 What is the main cause of anthropogenic climate change?

Interpret

5 List three examples of an action or event that could disturb an environment's equilibrium. Choose one of these examples and explain how it could lead to environmental change.

Argue

6 Using the SHEEPT acronym, classify the following factors that could lead to environmental change:
- A state government has decided to widen a highway requiring the clearing of roadside vegetation
- Tractors provided to a remote village in Bhutan are allowing local people to grow crops in mountainous regions
- A residential construction boom in the outer Melbourne suburbs has led to a demand for Merbau timber from Indonesia
- Celebrities have taken selfies at remote natural locations, leading to a rapid growth in local tourism.

7 Discuss how a social factor has affected the distribution of environmental change in Ethiopia.

Extension

1 In an article for *Nature* magazine, Alemayehu Wassie Eshete wrote, 'If you see a forest in Ethiopia, you know there is very likely to be a church in the middle'. Evaluate this statement using evidence from satellite imagery, by following these steps:
1) Open Google Earth and search for Anbesame, a town to the southeast of Lake Tana.
2) Zoom into forest regions within a 20-kilometre radius.
3) Count how many church forests you can find like the one shown in Figure 7.28, and how many forests you can find without churches. Adding placemarks might help you record your findings
4) Based on the data you have collected, evaluate Wassie's statement.

Digital quiz
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7.4 The impacts of environmental change

FOCUS QUESTION

What are the social, economic and environmental impacts of environmental change?

Environmental changes cause a range of positive and negative impacts. In geography we classify these impacts as environmental, economic or social. We also assess the extent of these impacts over varying **temporal** and **spatial scales**.

Although environmental changes can lead to predominantly negative environmental impacts, there are often economic or social benefits that are driving the change. For example, unsustainable agriculture and deforestation in Kenya has led to short-term economic and social benefits for many local people. However, in the long term it has led to widespread land degradation through **soil erosion**, which has reduced crop productivity, caused a loss of rural livelihoods and threatened wildlife habitats.

KEY TERMS

temporal scale measurement of periods of time, for example weeks, months, years or millennia

spatial scale referring to various sizes in space, for example local, regional, national or global scales

soil erosion the wearing away and removal of the topsoil layer, usually by wind or water

local extinction when a species no longer exists in a particular place or region

water table the level below the surface of the ground at which you start to find water

In some cases the impacts of environmental change are clearly observable, for example the removal of large trees, or large amounts of plastic rubbish flowing into an urban river from a stormwater drain. However, many impacts are far more difficult to observe, such as the reduction in the biodiversity of a forest or the **local extinction** of a particular species.

The size of an environment can also present challenges. For example, the enormous scale of the world's oceans makes changes to marine environments difficult to monitor and manage.

Examples of impacts of environmental change

This section explores a range of environmental changes, using specific examples to highlight the impacts associated with five types of change across a number of different environments.

Land degradation

Land degradation refers to a reduction in the quality of soils within an environment, which reduces the productivity of land for agriculture as well as its ability to support an ecosystem or environment. There are several types of land

▼ **Table 7.3** Examples of human activities that can lead to land degradation

Human activity	Cause of land degradation
Deforestation	The removal of trees makes the soil vulnerable to erosion from wind and water
Overgrazing	Intensive grazing of livestock does not allow vegetation to recover from trampling, compaction of the soil or the overconsumption of vegetation
Over-cultivation	Excessive cultivation of land degrades soil quality reducing its ability to grow crops in the future
Agricultural activities	Unsustainable agricultural practices such as the use of excessive irrigation can cause the **water table** to rise, bringing salt to the surface and increasing the salinity of the soil
Overcutting of vegetation	Unsustainable rates of timber harvesting can exceed the rate at which a forest can regrow

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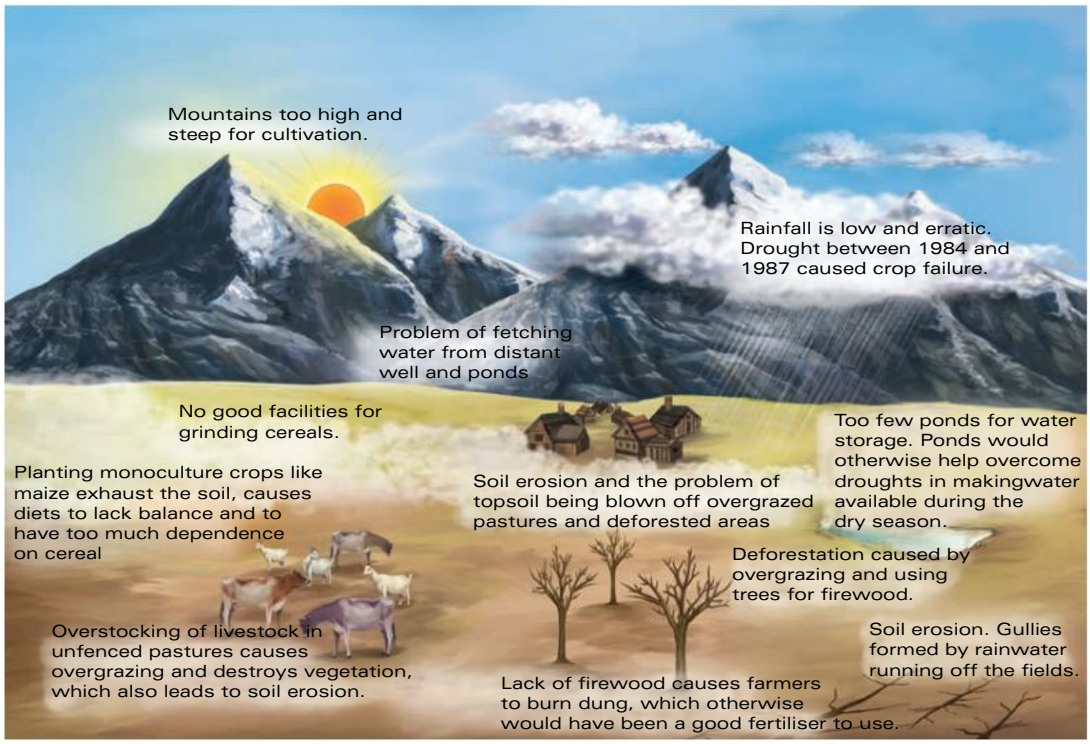
degradation, including soil erosion, increased salinity, desertification and a decline in **soil fertility** (see section 7.9 later in this chapter).

The changes leading to land degradation can be due to both natural processes and human activities. For example, natural processes like high-intensity monsoonal rains can erode precious topsoil layers, while dry conditions during a drought can make topsoil vulnerable to wind erosion. Human activities that lead to land degradation include deforestation, overgrazing, overcultivation, poor agricultural management and the overcutting of vegetation.

KEY TERM

soil fertility ability of soil to grow plants, especially in agriculture



▲ **Figure 7.29** Impacts of unsustainable agriculture

ACTIVITY 7.8

1 Using Table 7.3, Figure 7.29 and your own research, write a paragraph or draw a diagram explaining how deforestation, overgrazing, excessive irrigation or overcutting can cause land degradation.

▲ **Figure 7.30** Abandoned ships within a barren wasteland are all that remain of the Aral Sea's fishing industry

Several indirect factors can lead to land degradation, including land shortages, poverty and rapid population growth. These situations force communities to cultivate food in places that are already naturally vulnerable to land degradation. As land degrades in some places, pressure is put on the remaining productive land elsewhere and agriculture becomes unsustainable. This ultimately leads to a loss of livelihoods in local communities, which perpetuates the cycle of poverty.

The Aral Sea, located between Kazakhstan and Uzbekistan in Central Europe, was once a large lake covering 68 000 square kilometres and

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supporting a thriving fishing industry. In the 1960s the rivers that supplied water to the lake were diverted so that the water could be used for irrigation. Since then, most of the lake has dried up and has become a desert, destroying the local fishing and agricultural industries and causing one of the planet's worst environmental disasters.

Habitat fragmentation

Habitat fragmentation is when a large area of continuous habitat is divided into a number of smaller areas. This changes the spatial distribution of the remaining habitat, leaving populations of species isolated and eliminating the interconnection between them. Habitat fragmentation can occur naturally due to events such as large-scale bushfires or lava flows following a volcanic eruption. However, humans are more often responsible for habitat fragmentation through things like logging forests for agriculture, urban development, and the building of roads and railway lines.

The main impact of habitat fragmentation is the reduction in the size of a habitat. This particularly impacts larger species that need large areas in which to roam. It also increases competition among species for food and other resources. Figure 7.31 demonstrates how some species that adapted to living within an environment, such as the interior of a forest, can find themselves living on what are now the edges of that environment. This new habitat may not have suitable conditions in terms of shade, temperature and wind protection.

KEY TERM

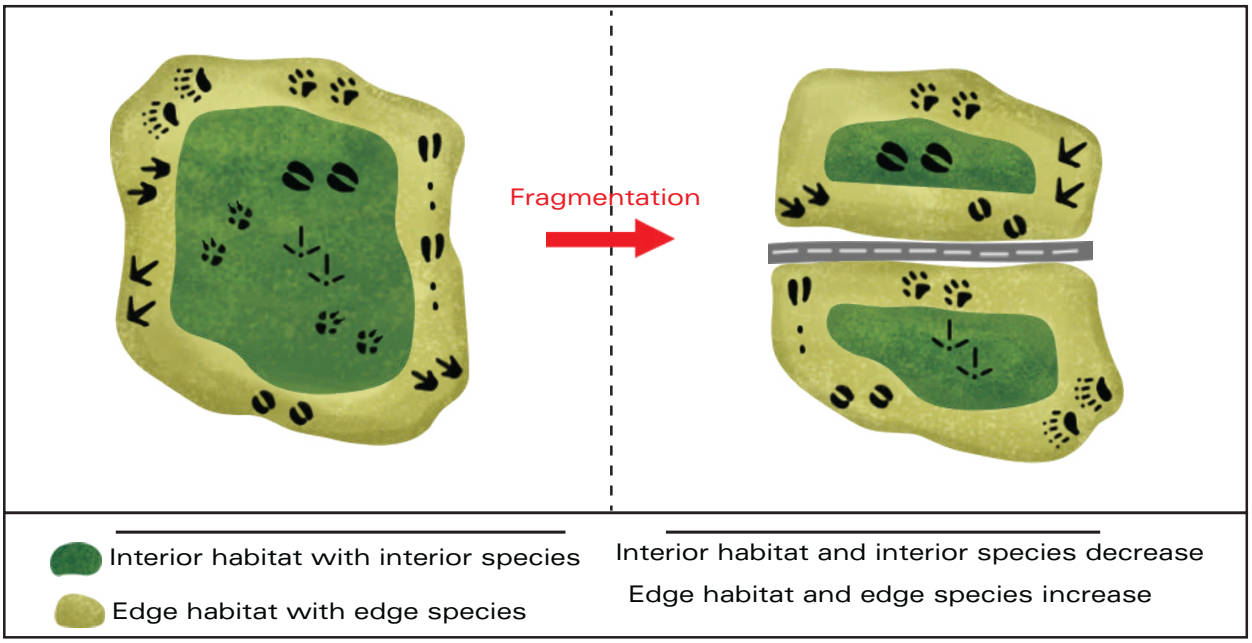
flow regulation controlling a river's flow, water level and variability to meet the demands of domestic, industrial and agricultural use

Another major impact of habitat fragmentation is a reduction in genetic diversity. Fragmented animal populations have a smaller pool of breeding partners. This can lead to genetic abnormalities and an increased vulnerability to disease. The overall result is a reduction in biodiversity. Scotland's ancient Caledonian Forest once covered the entire island, but now it only exists in fragments due to widespread deforestation. Species such as the red squirrel and wood ant are not able to cross the open ground between isolated forest fragments. This has led to local extinctions, alterations to the local food web, and severe losses in biodiversity.

Changing river flows and reducing water quality

All civilisations rely on inland water sources for their survival. As such, inland water sources are among the most modified and degraded environments on Earth. One of the biggest changes to river environments is **flow regulation** through the construction of dams. By constructing dams, rivers are regulated to ensure they provide a reliable supply of water

▼ **Figure 7.31** Habitat fragmentation turns one large environment into multiple, smaller environments



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for agricultural and urban uses. However, as shown in Figure 7.32, flow regulation causes a range of negative impacts on river environments.

Dams are also used to control river levels in order to prevent flooding. Although flood prevention is often essential for protecting human environments like urban and agricultural landscapes, flooding is an essential process in river environments. It provides an interconnection between river channels and their floodplains and is essential in maintaining the health of wetlands.

On a smaller scale, the health of rivers is impacted by removing or degrading riparian vegetation, adding pollutants to the water supply, and modifying catchments to suit the needs of people and their communities.

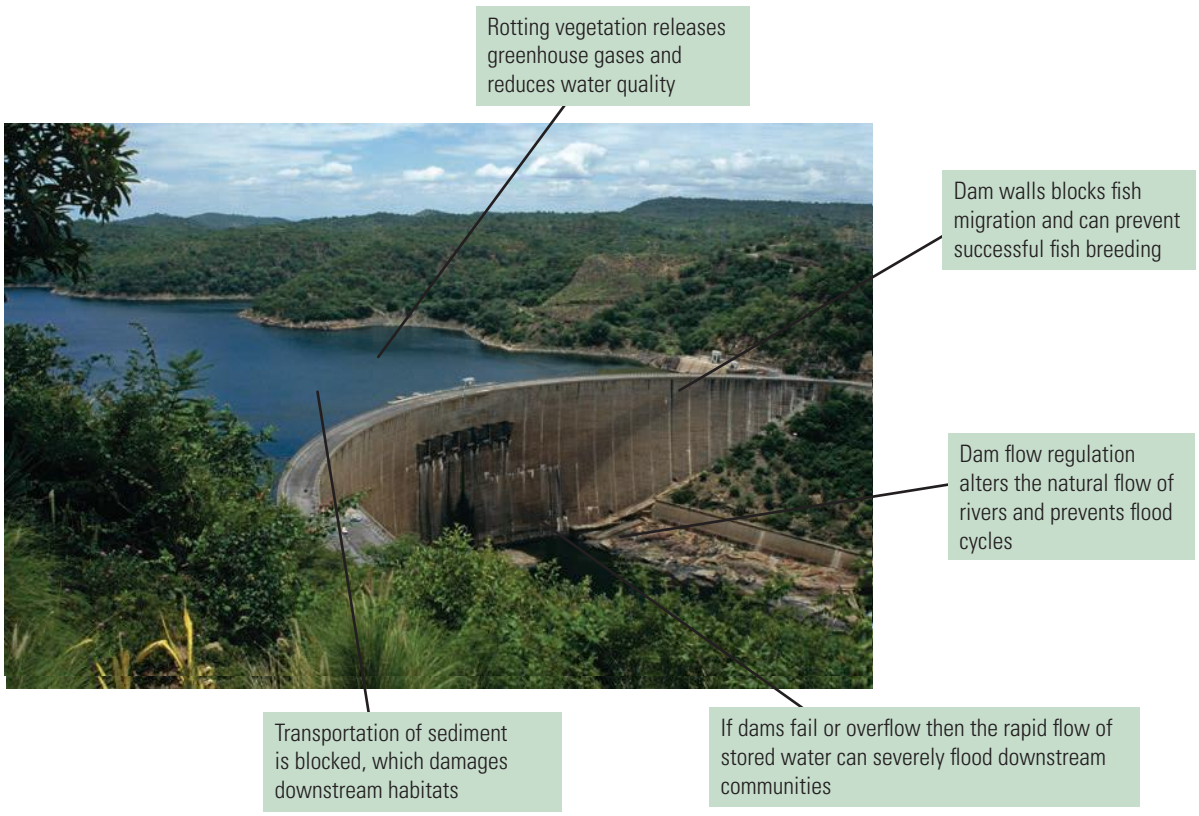
One measure of river health is water quality. Indicators used to monitor river health include water temperature, amount of dissolved oxygen, salinity, turbidity, acidity and nutrient levels. Poor water quality can impact the health of a river system. For example, excess nutrients from agricultural fertilisers washing into a river system, or stormwater combined with warm water temperatures, can cause large amounts of toxic blue-green algae to grow (this is called an algal bloom). Blue-green algae pose a serious health threat to both humans and animals.

Rivers in Bangladesh are both a sacred and an essential part of life for local people, who rely on them for transportation and employment. However, the dumping of large volumes of human and industrial waste in rivers like the Buriganga River (see Figure 7.33) has led to extremely poor water quality, threatening the livelihood of millions.

Khawaja Minnatullah, a water management specialist, has stated:

> Pollutants have eaten up all oxygen in the Buriganga and we call it biologically dead … there is no fish or aquatic life in this river.[1]

Melbourne's Yarra River has also struggled with pollution since the early days of European settlement, when it was used to discharge waste from factories and tanneries (businesses that turned animal hides into leather). As shown in Figure 7.34, the Yarra River's current water quality varies significantly along its journey, from its forested upper catchment to its lower, highly urbanised catchment.



▲ **Figure 7.32** Damming rivers provides a reliable water supply, but creates a range of environmental impacts

1 https://ourworld.unu.edu/en/colours-of-water-bangladeshs-leather-tanneries

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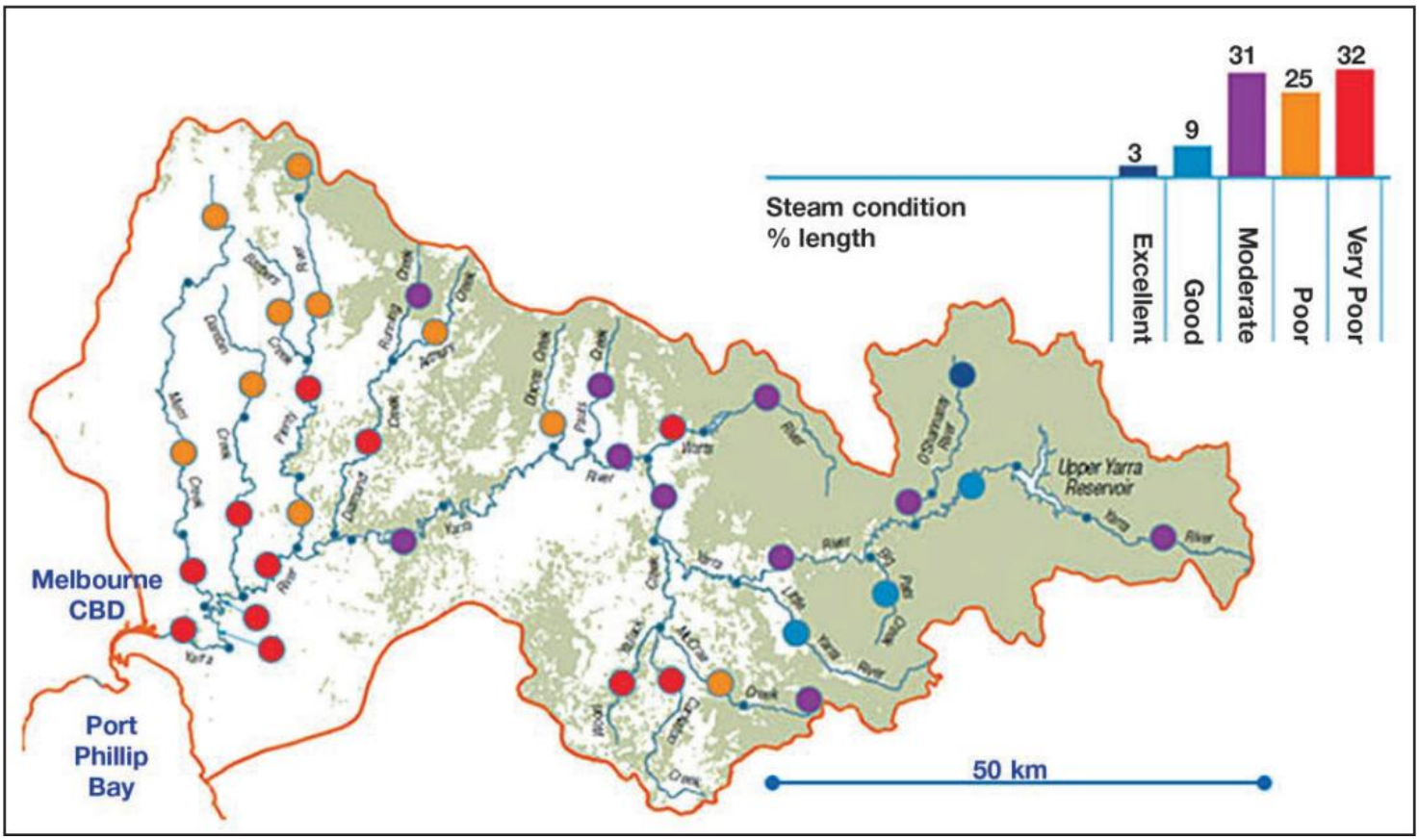
▲ **Figure 7.33** The Buriganga River in Bangladesh is so polluted that it has been declared biologically dead



▲ **Figure 7.34** Health of various sites within Melbourne's Yarra River catchment

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ACTIVITY 7.9

1 Refer to Figure 7.33.
   a List the characteristics of the landscape and land uses surrounding the Buriganga River that you can see.
   b Compare these characteristics with a river near your school or home.
2 Refer to Figure 7.34.
   a Which regions of the Yarra River's catchment have the highest and lowest water quality?
   b Suggest a reason for these differences.

Pest and weed infestation

Pests and weeds are plants and animals that have been introduced into an environment in which they do not naturally occur. Pest animals such as cane toads, foxes, rabbits and deer have been introduced to Australia since colonisation. Introduced predators such as foxes and feral cats have led to the direct extinction of many of Australia's native species, while other introduced species have indirectly impacted native species by competing for food and habitat resources.

Larger pests such as deer, horses and pigs damage native vegetation and soils through grazing and by compacting the soil.

Weeds are broadly defined as plants growing where they are not wanted. Invasive weeds are a serious threat to both natural and rural environments. They typically produce large numbers of seeds to help them to spread

KEY TERMS

exotic species non-indigenous plant species that have been introduced to an area

native species species that are from a particular country, but not necessarily indigenous to the local region

Amazing but true …

While many **exotic species** of plants grow as weeds and change Australian environments, many Australian **native species** are causing the same impacts overseas. Many species of Eucalypts, such as blue gum, were planted around the world as a source of timber. These species now grow out of control in places such as California, replacing local indigenous species and leading to an increased bushfire risk.

▲ **Figure 7.35** Eucalypts are native to Australia, but have been introduced to many places around the world, like this farm in California

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KEY TERMS

abundance of indigenous species number or amount of the particular species that occurs naturally within an environment

noxious weed weed that is considered to be harmful to the environment

over vast areas and out-compete local species for water, sunlight, nutrients and space. As weeds establish over large regions, they reduce the biodiversity and **abundance of indigenous species**, including the animals that rely on those plants for habitat. This upsets the equilibrium of an ecosystem.

In addition to negative environmental impacts, the spread of weeds can decrease agricultural outputs, leading to financial losses in rural areas. A study by the Cooperative Research Centre for Australian Weed Management estimated that weeds cost Australian farmers around A$1.5 billion each year in weed management and a further A$2.5 billion in lost agricultural production.

Mexican feather grass (*Nassella tenuissima*) is an example of a state-prohibited weed in Victoria, meaning it is in the highest category of declared **noxious weeds**.

◄ **Figure 7.36** Mexican feather grass is a noxious weed that was mistakenly sold as a nursery plant

In 2008 it was brought to Australia and accidentally sold as a nursery plant to over 4000 customers in western Victoria. Although the Victorian State Government took immediate action to recover all of the plants sold, many are still unaccounted for. Due to its hardy, drought-tolerant nature, Mexican feather grass has the potential to spread over 100 million hectares of farmland and bushland, costing tens of millions of dollars in management and damages.

CAREER PROFILE

ELSPETH DE FANTI

Senior Project Officer, Partnerships – Victorian Government Department of Environment, Land, Water and Planning

Through my love of bushwalking and being in nature I chose to study Forestry and Science at the University of Melbourne, majoring in Environmental Science and also studying several geography subjects.

The coursework was very hands-on in the field and the extensive work experience allowed me to get a job with the State Government, working to protect Victoria from highly invasive pest and weed species. This involved leading an emergency response to control the spread of Mexican feather grass.

I also worked as a manager for the BushTender program, a very rewarding project working with farmers to improve and protect native vegetation on their properties. This led to an opportunity to protect conservation areas in Melbourne's growth areas, utilising knowledge of planning schemes and negotiating with developers.

▲ **Figure 7.37** Elspeth De Fanti, Senior Project Officer, Partnerships, from the Victorian Government Department of Environment, Land, Water and Planning

Most recently I have worked in bushfire monitoring and research reporting on the extent and impacts of planned burning on Victoria's ecosystems. I also managed agreements so that interstate and international firefighting personnel and resources could be made available in times of emergency.

My career highlight was in 2015 when I was selected as Liaison Officer Assistant for a deployment of 75 firefighters from all over Australia to assist with Canada's wildfire emergency.

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Overfishing

Over 140 million tonnes of seafood are consumed by people each year, serving as a daily source of protein for 1.2 billion people. As the global population continues to rise, so does the demand for seafood. Seafood consumption has doubled over the last 50 years to more than 20 kilograms per person per year.

As shown in Figure 7.39, the global distribution of the amount of fish consumed by people varies considerably. Current rates of fishing to meet this demand are unsustainable. This has led to **overfishing**.

When overfishing happens, adult fish are caught at such a high rate that they are not able to breed to replenish the population. Not only is this socially unsustainable in terms of a reduction in food supply, it is also economically unsustainable for many smaller fishing businesses, and environmentally unsustainable in terms of the health of marine ecosystems.

Currently, approximately 90 per cent of the world's fish stocks are either fully fished or overfished. With global demand for fish continuing to rise, it is projected that the global fishing industry, worth over $200 billion, could collapse as early as 2050. This is a cause for concern for the three billion people who rely on the fishing industry for income and as a food source. Due to decreased yields, commercial fishing fleets are venturing deeper into the ocean and harvesting fish further down the food chain to meet demands. This is further damaging the ecological balance of marine environments.

KEY TERMS

overfishing the taking of fish at a rate that the species cannot replenish itself

bycatch fish and other marine animals that are unintentionally caught in commercial fishing operations

Fish trawlers are large commercial fishing vessels that drag nets through the ocean and along the sea floor. Super trawlers are particularly large vessels, often over 100 metres in length with the capacity to catch and transport thousands of tonnes of fish.

Along with the intended profitable fish, these large nets catch lots of unintended additional fish. This is known as **bycatch**. It is estimated that between 10 and 25 per cent of all marine animals caught globally is bycatch and therefore tossed overboard, for example inedible fish, turtles and sharks.

▼ **Figure 7.38** A shark caught as bycatch during a commercial fishing operation

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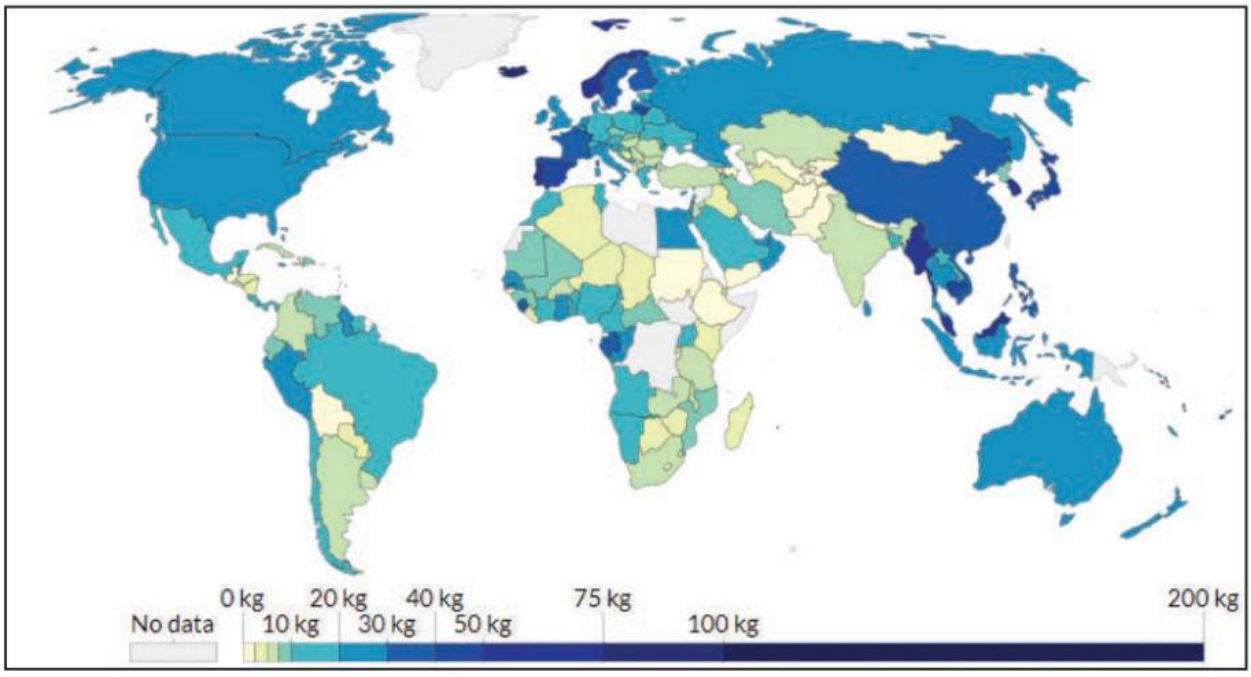

▲ **Figure 7.39** Fish and seafood consumption per person per year

ACTIVITY 7.10

1 Refer to Figure 7.39.
   - a Describe the global distribution of fish consumed per person using the Pattern, Quantification, Exception method (see Developing Geographical Concepts and Skills 7.1).
   - b Suggest a factor that might have contributed to this distribution.
   - c What impact are high levels of fish consumption having on marine environments?

How are impacts interconnected?

The negative impacts of environmental change are interconnected. This means that individual impacts can lead to additional impacts within and between environments. For example, the removal of vegetation in a **riparian zone** can lead to a direct destruction of habitat. However, the absence of riparian vegetation can lead to increased erosion, a decrease in water quality and a greater risk of flooding. The interconnection between rivers and the ocean means that waste material entering river systems such as the Buriganga River (see Figure 7.33) will eventually wash out to the ocean and continue to impact marine environments and the local fishing industry.

The impacts of anthropogenic climate change

Anthropogenic climate change is expected to have far-reaching impacts on all types of environments. According to the Intergovernmental Panel on Climate Change (IPCC), the global average temperature has already risen by 0.85°C since 1880. It is expected to continue to rise by at least another degree by 2100 (see Figure 7.40).

KEY TERMS

riparian zone the edge of a river

thermal expansion increase in the volume of a material due to an increase in temperature

These temperature changes will cause heatwaves and changes to rainfall patterns, which is likely to increase the frequency and length of droughts and the likelihood of bushfires. Climate change will also force many species to migrate as the climate of their original habitat becomes unsuitable. In addition to this, habitat fragmentation means that some species will not be able to migrate and therefore will be vulnerable to local extinction.

Anthropogenic climate change is also expected to raise sea levels due to **thermal expansion** and melting glaciers and ice sheets. The IPCC have projected that the average global sea level could rise by between 26 and 82 centimetres by 2100 (see Figure 7.41). This will have disastrous

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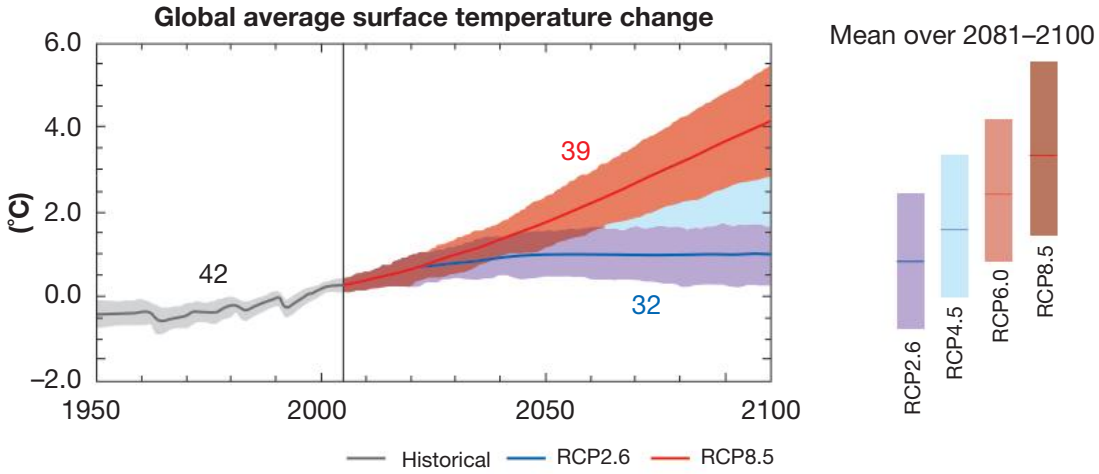
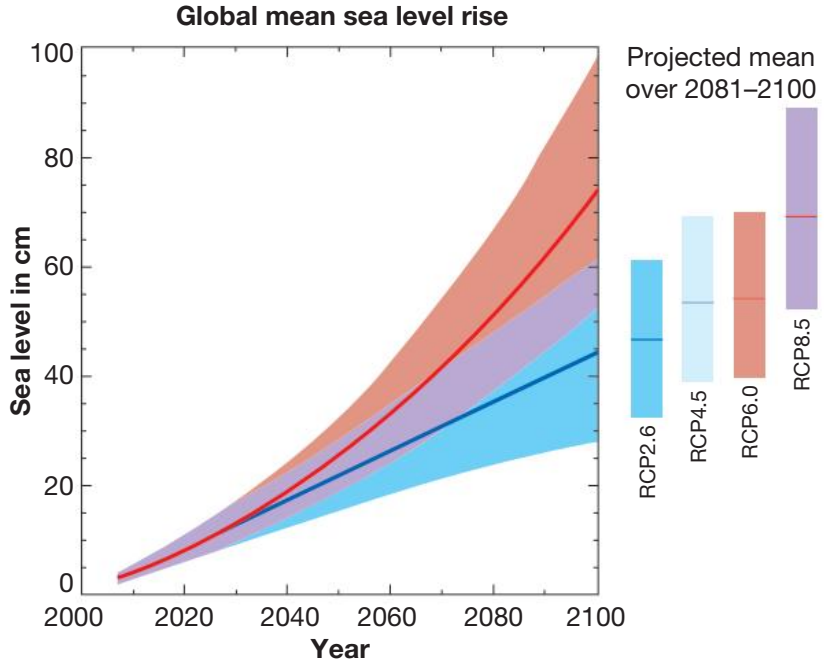
impacts on coastal environments due to increased erosion, flooding and the displacement of millions of people.

Within marine environments, increased ocean temperatures, along with acidification because of an expected increase in the concentration of carbon dioxide in ocean waters, are already leading to widespread coral bleaching. This is likely to harm species such as molluscs and plankton.



▲ **Figure 7.40** Projections for global average surface temperature change. RCP stands for Representative Concentration Pathway. The different projections are based on different estimates of how the concentration of greenhouse gases might change over time.



▲ **Figure 7.41** Projections for global mean sea level rise

ACTIVITY 7.11

1 Based on Figure 7.40 and 7.41, what are the various projected temperature increases and sea level rises by 2100?

Sustainability

Environmental change and its associated impacts can directly and indirectly threaten the **sustainability** of a place. Sustainability refers to whether or not an environment is able to maintain current needs without compromising the ability to meet the needs of future generations.

KEY TERM

sustainability whether or not an environment is able to maintain current needs without compromising its ability to meet the needs of future generations

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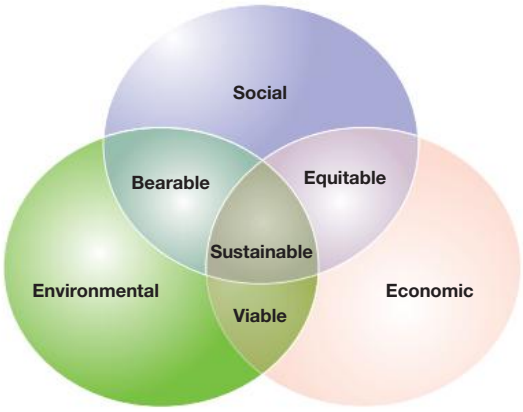
Sustainability is often described as having three spheres: environmental, social and economic (see Figure 7.42). Changes to the components and processes within an environment, such as the development of tourist resorts along a coastline, can threaten environmental sustainability. If coastal development degrades the natural beauty that was drawing in tourists, then it is likely to affect the economic sustainability of the local tourism industry. If the local tourism industry suffers, it could lead to a loss of employment for local people, which would threaten social sustainability.



▲ **Figure 7.42** The three spheres of sustainability

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 7.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Summarise the social, economic and environmental impacts of one of the types of environmental change presented.

2 Define the following terms, using examples where appropriate:

- Soil erosion
- Habitat fragmentation
- Flow regulation
- Noxious weed
- Overfishing
- Anthropogenic climate change
- Sustainability.

Interpret

3 List three impacts that anthropogenic climate change is expected to have on environments around the world.

Argue

4 Explain three ways that pests and weeds can impact the local environment.

5 For one of the impacts of environmental change outlined, list a way in which the three spheres of sustainability are threatened.

Extension

1 Draw a concept map demonstrating the interconnection between land shortages, poverty, population increases and land degradation.

2 Visit the Australian Government's FeralScan website.

- Choose a feral animal species found in Australia.
- Click on 'Start Mapping' and describe the national distribution of your chosen species.
- Suggest a factor that has contributed to this distribution.
- This website relies on local citizens to upload data using a mobile app. Why do you think this is an essential part of managing pests and weeds?

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7.5 Evaluating management responses to environmental change

FOCUS QUESTION

How are environmental changes managed?

A range of management responses are used to reduce the negative impacts and support the positive impacts associated with environmental change. At a local scale, this might involve the revegetation of a coastal dune system or wetland. For example, Melbourne Water have planted 60 000 aquatic plants at Brushy Creek Wetlands near Chirnside Park to improve the quality of the stormwater entering local waterways (see Figure 7.43).

National-scale management responses can affect an entire country. France introduced a law stating that all disposable cups, cutlery and plates had to be made of compostable material by the start of 2020. Environmental change that affects large world regions, for example overfishing, climate change and land degradation, requires global responses from organisations such as the United Nations.

Just as there are factors that determine the extent of environmental change, there are factors that determine the appropriateness, applicability and effectiveness of management responses to those changes. These factors include a country's wealth, size, population density, location, access to technology, governance, and the extent of the environmental change that it is trying to manage.

How do people respond to and manage environmental change?

There are many different ways to assess and manage environmental change. Five different approaches are summarised in this section.

Preventing change

One way to manage environmental change is by preventing it from occurring in the first place. Although Australia's landscape has historically suffered from the infestation of many weed and pest species, strict biosecurity laws currently manage these threats and attempt to prevent the introduction of new threats. It is cheaper and far more effective to prevent invasive species from coming to Australia than it is to remove them once they have established.

▲ **Figure 7.43** The Brushy Creek Wetlands at Melbourne's Chirnside Park

▲ **Figure 7.44** The Grampians National Park is known for its rugged sandstone mountain ranges

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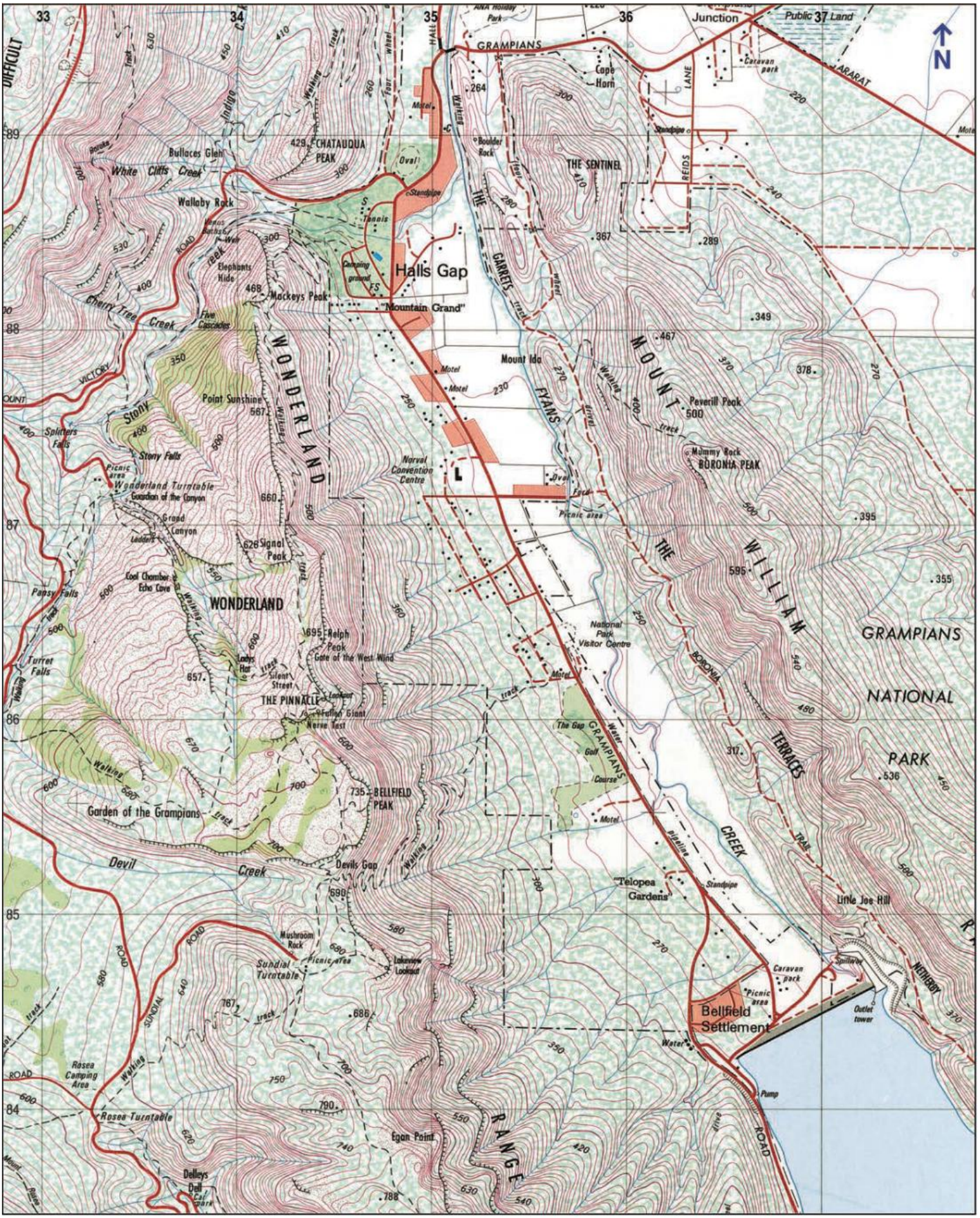

▲ **Figure 7.45A** Grampians National Park 1 : 25 000 topographic map extract showing the town of Halls Gap (Halls Gap: latitude 37°08′S, longitude 142°31′E). The key is shown on the next page. Please note that you can zoom in on this map in the digital versions of the textbook.

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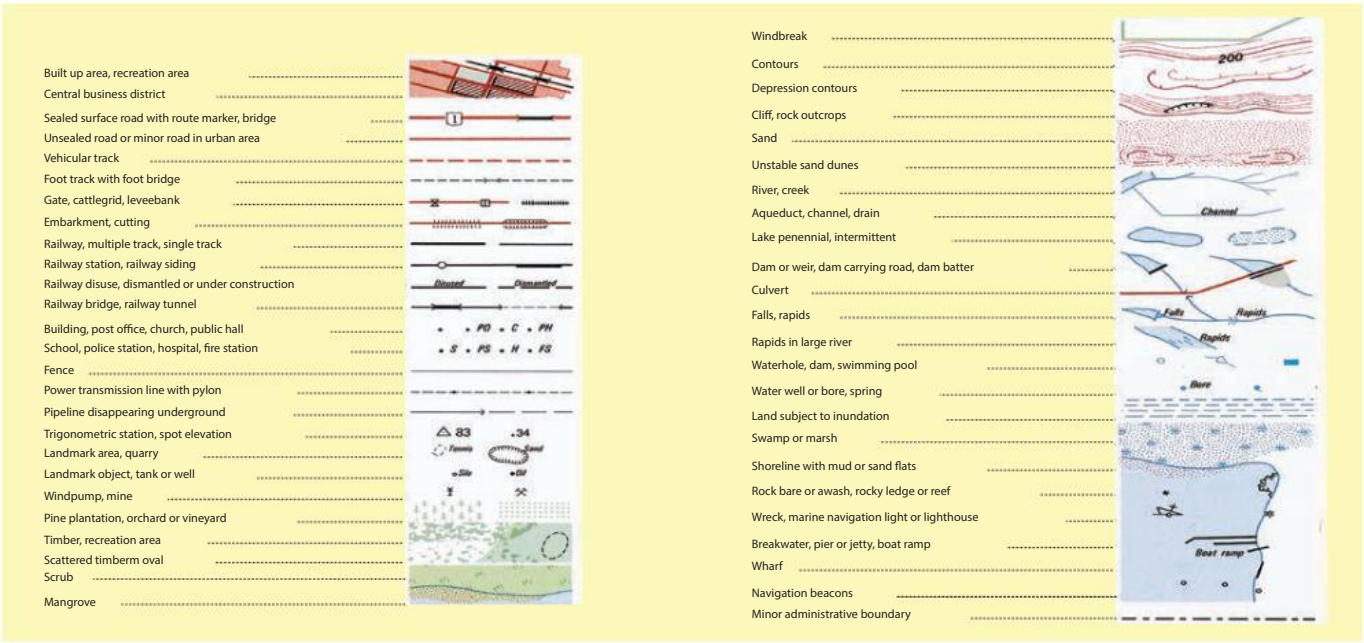

▲ **Figure 7.45B** Key for Grampian National Park topographic map

Creating national parks is another way of preventing environmental change. Although countries vary in the way they manage national parks, the underlying aim is to conserve the natural environment by limiting development and disturbances by people. The Grampians National Park (Figure 7.44), in Victoria, located 260 kilometres west of Melbourne, became a national park in 1984 and is today recognised on the Australian National Heritage List as a place of natural beauty and also as being home to one of the best examples of Aboriginal rock art.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 7.3

Using a topographic map

Refer to the Interactive Textbook to be able to zoom in on this map. Remember though that the map's scale ratio applies only at the size of the map printed in the book. When viewing maps on screen you need to use use the scale bar for measuring distances.

1 What is the scale of the topographic map in Figure 7.45A? Explain what that means.
2 What is the approximate distance of the drive from Boulder Rock (AR 3588) to Little Joe Hill (AR 3785)? Measure between the nearest points on a sealed road to these features.
3 Name the features located at the following coordinates.
   a GR 363874 b GR 343849 c GR 345861
4 Name the three types of vegetation found in AR 3485.
5 What is the bearing of Peverill Peak (AR 3687) from The Pinnacle lookout (AR 3486)?
6 Draw a cross section from Belfield Peak (AR 3485) to the peak at GR 369863. What is the average gradient from Bellfield Peak to the Fyans Creek?
7 Using information from the previous questions, describe the shape of the landscape and the natural features surrounding Halls Gap. Suggest why it is an ideal location for a town.

Additional content
See the digital version of the textbook for a guide to using topographic maps.

Monitoring and assessment

While monitoring and assessing environmental impacts does not directly influence changes to the environment, it is an essential part of guiding management practices. A Geographic Information System (GIS) is a form of spatial technology that involves gathering, managing and analysing spatial data. By organising the data in layers using interactive maps, patterns and relationships can be found.

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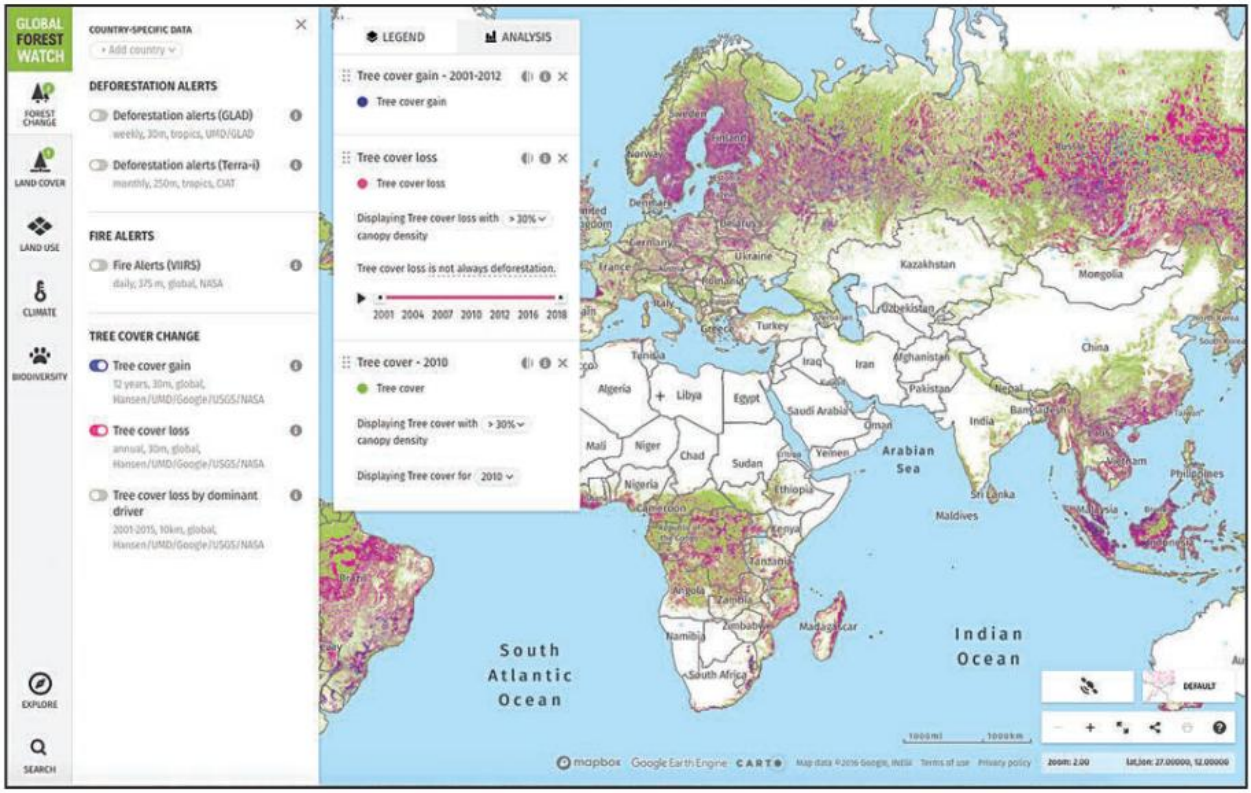
Global Forest Watch is an example of a GIS that can be used to create maps and analyse forest trends anywhere in the world, and to add local data and observations. As shown in Figure 7.46, this data can be used to monitor tree loss over time due to a range of causes. Using layers, the distribution, spatial extent and types of forests lost can be determined. This in turn can help to inform environmental management decisions.



▲ **Figure 7.46** Global Forest Watch is a GIS containing data layers about forest gains and losses

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 7.4

Using a Geographic Information System (GIS)

A GIS organises spatial data in layers. Data from these layers can then be turned on and off, enabling the user to analyse associations between different variables. Follow these steps to gain an understanding of the current state of the world's forests.

1. Visit the Global Forest Watch website and click on the map tab.
2. Use the current layers to list which countries or regions around the world have experienced the most tree cover gain and tree cover loss since 2001.
3. Left-click on any region on the map and then click on Analyse to get statistics about the tree cover gain, tree cover loss and proportion of forest cover within that region (hint: Zooming in on the map will reduce the area of the region that is analysed). Compare the forest statistics of Mato Grosso in central Brazil with Alabama in the southeast of the United States of America.
4. Turn on the 'Global biodiversity intactness' layer from the 'Biodiversity' category on the left sidebar. High values indicate areas where biodiversity has not been affected, and low values indicate areas that have been highly degraded. Compare the distribution of global biodiversity intactness with tree cover loss. Is there a high, moderate or low degree of spatial association between areas of low biodiversity intactness and areas where tree cover loss is occurring? Provide examples of countries, regions or specific places in your answer (hint: turning down the opacity of layers by clicking the circular icon on the top right of the legend will make it easier to compare layers).

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Reversing previous changes

In some cases, environmental management involves a reversal of previous management policies and practices. This can be driven by changes in technology, the opinions of local residents or environmental management priorities.

Historically, many urban rivers in Australia were diverted, channelled using concrete, or enclosed in pipes to reduce the risk of flooding and to accommodate nearby land uses. Although this management aided urban development, it had a massive impact on the health of these waterways. During 2017 and 2018, the Victorian Government **daylighted** 830 metres of the previously piped Dandenong Creek in Heathmont as part of the Enhancing our Dandenong Creek project. As shown in Figure 7.47, this involved replacing the piped waterway with an open channel that closely resembled the original shape of the creek. Additional management of the Dandenong Creek has involved the revegetation of its riparian zone and revitalising the nearby wetlands. It is hoped that this approach will improve the quality of the creek's habitat.

KEY TERMS

daylighting to bring the flow of a waterway out of an underground pipe by replacing the pipe with an open channel

artificial something produced by people, as opposed to something that occurs naturally

▲ **Figure 7.47** A section of the Dandenong Creek was changed from an underground pipe in December 2017 (left) to an open stream in July 2018 (right)

ACTIVITY 7.12

1 Using Figure 7.47, describe the change in the geographic characteristics of the Dandenong Creek between 2017 and 2018.

Artificial solutions

Artificial solutions are often used to enable a natural process to continue within a changed environment. This allows a compromise that lets ecosystems still function within a human environment such as an urban or agricultural region. Table 7.4 provides examples of four types of management responses using artificial solutions.

▼ **Table 7.4** Examples of management responses designed to reverse negative environmental changes. This range of artificial solutions can reduce the negative impacts of environmental change

Management response	Explanation	Example
Wildlife corridors	Wildlife corridors are thin, vegetated corridors of land that join previously isolated habitats. They reduce the impacts of habitat fragmentation by restoring the interconnection between places. An example is this wildlife bridge in Banff National Park, Canada, enabling the movement of large mammals between habitats that were fragmented through the construction of a highway.	A wildlife bridge in Banff National Park, Canada

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Management response	Explanation	Example
Fish ladders	Fish ladders reduce the impact that dams and other flow regulation infrastructure have on fish migration and breeding cycles. They allow fish to travel over or through obstructions using a series of ascending pools. Fish ladders on the Murray River facilitate fish movement within this highly regulated system.	Fish ladder on the Murray River, New South Wales, Australia
Sea walls	Sea walls are large vertical structures that run parallel to the shoreline. They are designed to protect coasts in urban areas from erosion, from flooding due to storm surges and from rising sea levels. This sea wall at Dawlish, in southern England, protects this resort town from damaging coastal processes.	Sea wall in Dawlish, England
Raingardens	Raingardens are a specific type of garden bed that use different layers of soil, sand and gravel to filter and treat stormwater runoff in urban settings. They serve the same purpose as natural wetlands. Raingardens have replaced traditional **nature strips** and drains in the Melbourne suburb of Ringwood North.	A raingarden nature strip in North Ringwood, Melbourne, Australia

Aboriginal environmental management

In Australia, the expertise of Aboriginal peoples is being used in conjunction with modern methods to manage environments across Australia. Aboriginal people lived sustainably all across Australia for tens of thousands of years, using traditional burning techniques, fish traps, and sowing and hunting practices to survive. These sustainable methodologies are a stark contrast to the changes that have been made to the landscape since European settlement.

KEY TERMS

nature strip area of public land between private residences and the footpath or road

controlled burns (also known as prescribed burns) use of fire for forest management purposes, such as the reduction of fuel load

fuel load amount of flammable material within an area

In the Kimberley region of the Northern Territory, rangers use traditional Aboriginal knowledge and techniques along with modern technology to manage **controlled burns**. These smaller fires are started early in the dry season to reduce **fuel load** and create firebreaks, establishing a mosaic of burnt and unburnt areas.

The vegetation within this environment has evolved to adapt to fire. Strategic use of fire helps this vegetation to regenerate and increase its biodiversity. It also reduces the likelihood of uncontrolled wildfires later in the dry season. These later fires burn hotter and can damage ecosystems, habitats and expensive infrastructure.

Environmental activism

People's worldviews play an important role in environmental management. Local people can help to manage the environment through their actions and lifestyles, for example by choosing

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▲ **Figure 7.48** Melbourne, 15 March 2019: Around 20 000 people attend a School Strike for Climate rally outside Melbourne's Parliament House

which political party they vote for and by participating in environmental activism.

In 2018, Swedish environmental activist Greta Thunberg began protesting about climate change outside the Swedish Riksdag, or parliament. She was 15 years of age at the time. As the popularity of her cause grew, it led to the development of the School Strike for Climate movement. This movement involved around 2000 simultaneous protests across 125 countries, involving over a million students.

On 15 March 2019, some 100 000 Australian school students chose not to go to school so that they could participate in this event. Across Australia's capital cities and regional centres, students demanded that the Australian Government:

- Said no to all new fossil fuel development
- Committed to powering australia with 100 per cent renewable energy by 2030
- Stopped the development of the Carmichael coal mine in Queensland.

This protest sparked debate between those who supported the students and their cause, and those who believed that students should not leave school during school hours to protest.

How is the effectiveness of an environmental management response measured?

A common task that geographers undertake is evaluating the effectiveness of a management response. This basically means investigating whether or not a management response is successful, or is likely to be successful in the future. A range of criteria are used to judge the effectiveness of a response such as whether the response:

- Has met or is likely to meet its specific targets or intended outcomes
- Is affordable and economically viable
- Is fair for all stakeholders
- Is likely to meet its deadlines or achieve its goals within the intended time scale
- Is economically, socially and environmentally sustainable.

In cases where only some of the criteria have been met, or where criteria have been partially met, a judgement call is needed. This involves weighing up the positives and negatives. In the next sections we will look at some examples of responses to environmental crises as we explore some Australian and international case studies.

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FIELDWORK 7.1

Evaluating the success of a local management response

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom while in the real world.

Design a fieldwork investigation to assess the impacts of environmental change and evaluate the success of management responses. The following are some examples of the types of locations that you might wish to investigate:

- the water quality of a river (such as the Dandenong Creek) at various locations from its source to its mouth
- the success of a weed management project in a state or national park
- the impact of coastal processes on urban beaches such as Melbourne's Hampton Beach and the success of coastal management responses
- the success of the rehabilitation of an environment such as the Yea Wetlands or Phillip Island's Summerland Peninsula.

The following structure will help to form the basis of your study:

- **Title and introduction:** introduce your study by providing some context. This should include the location, the type of impact that you are investigating and the management response that you are evaluating.
- **Background information:** use research to collect secondary data about your study area, such as its geographic characteristics and its history. Examples include satellite imagery from Google Earth, council documents, published studies and the websites of relevant groups.
- **Aim:** write an aim for your fieldwork that is achievable based on the data that you intend to collect.
- **Research question:** write a research question that you intend to answer using the data that you collect. For example: How does the health of the Dandenong Creek and its surrounding environment vary from its source in the Dandenong Ranges to its confluence with Eumemmerring Creek in Patterson Lakes?
- **Hypothesis:** write a clear and concise hypothesis. This is a testable statement that provides a testable prediction prior to collecting primary data. It should relate to the research question.
- **Primary data collection:** consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include field sketches, photographs, vegetation analysis, water quality testing and an interview with a local expert. What equipment will you need? Will you have enough time to collect it? At which locations will you collect it?
- **Presenting and analysing your data:** summarise your data using tables and graphs where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproved.
- **Conclusion and evaluation:** summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?
- **References:** always ensure you keep a record of any sources used and present these in a bibliography.

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ACTIVITY 7.13

1 In a table, briefly summarise the different categories of environmental management using examples where required.

END-OF-SECTION REVIEW 7.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What is a national park?
2 What is a Geographic Information System?

Interpret

3 Choose one from the examples of environmental management presented and list three criteria that could be used to evaluate the effectiveness of your chosen example.
4 Consider whether or not you would attend a protest such as School Strike for Climate. What would help determine your decision?

Argue

5 Design your own management response to one of the impacts outlined in section 7.4 or an environmental impact of your own choice. Include a list of ways you would manage impacts and the ways in which you would evaluate the success of your response.

Extension

1 Design a field trip to investigate the impacts of environmental change and the success of environmental management in your local area. Consider the types of primary and secondary data that would need to be collected in order to answer your research questions.
2 Choose one of the management strategies listed in Table 7.4 and undertake research to help do the following:
   - Draw an annotated diagram demonstrating how it works.
   - In a table, list the positive and negatives of this management technique in terms of long- and short-term impacts. Choosing an example in a specific location might help.
   - Using this table, evaluate the effectiveness of this strategy.
3 The Adani Group's development of the Carmichael coal mine in Central Queensland sparked one of the largest environmental protests in recent years. Do some research from a variety of sources on both sides of the debate. Copy and complete the table here, or answer within the Interactive Textbook, to summarise the current and potential future impacts of the Carmichael coal mine.

	Positive impacts	Negative impacts
Environmental		
Economic		
Social		

Based on your findings, conclude whether or not you think the mining development should have gone ahead.

Digital quiz
Please see the Interactive Textbook to access digital activities

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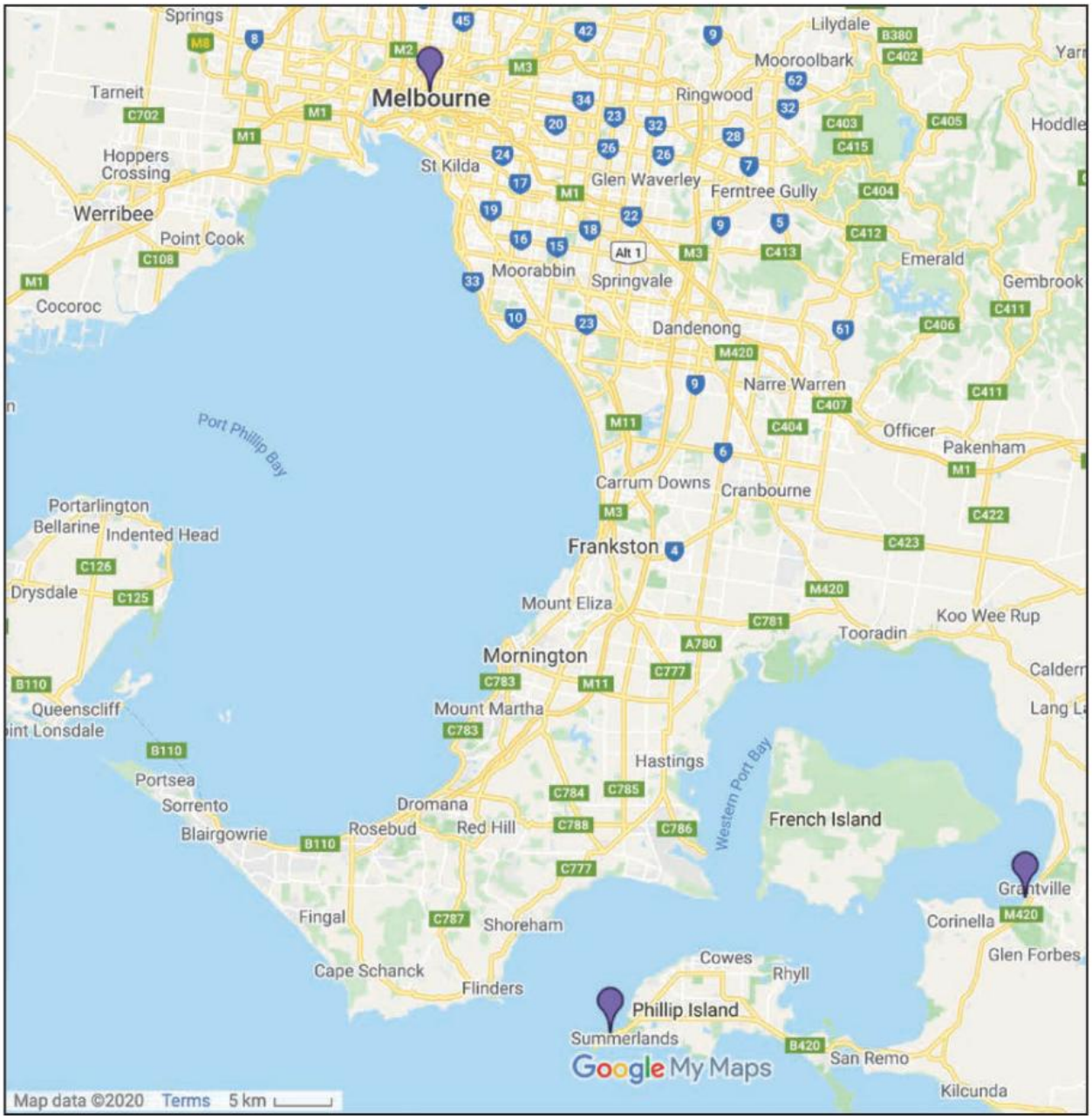
7.6 Case Study: restoring penguin habitat on the Summerland Peninsula

FOCUS QUESTION

How effective are these responses to environmental management?

Phillip Island is located in Victoria's Western Port Bay, approximately 80 kilometres south-south-east of Melbourne. About 90 per cent of the island's 100 square kilometres has been cleared and is currently used for urban and agricultural uses. The remainder of the island is made up of woodlands, wetlands and coastal areas. The Summerland Peninsula is located on the western tip of the island near the internationally recognised Penguin Parade (see Figure 7.49).

▼ **Figure 7.49** Location of Phillip Island relative to Melbourne



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ACTIVITY 7.14

1 Search for Summerland Peninsula on Google Maps.
- Describe the location of the Summerland Peninsula within Phillip Island.
- Turn on satellite view by clicking on the box in the bottom left corner. Using the satellite image, describe the natural and human geographic characteristics of the Summerland Peninsula.

Environmental change: Summerlands Estate

Unlike the rest of Phillip Island, the Summerland Peninsula has little agricultural value and therefore has been left relatively unchanged since the 1920s. This means that it still has natural features that support a healthy penguin colony. All other penguin colonies on the island have been destroyed.

As described in the excerpt in Figure 7.50, these natural characteristics sparked the interest of property developers and in 1927 the Summerlands Estate was established, subdividing the region into 986 residential housing blocks. By 1985 the estate contained 183 houses, one motel, one shop, a nine-hole golf course and a network of roads throughout the estate.

IF you, in your day-dreaming, have looked forward longingly to a seaside residence in a perfect setting — with a protected privacy that would endure through the years; with your own house, built on lines designed by yourself, on your own land and facing your own bit of the sunny, southern sea — this can be yours. For here, on fair Phillip Island — far from the fret and turmoil of city life, yet actually only three hours from Melbourne, has been founded *a new seaside resort* which will enable you to make your ideal summer home not merely something which you can enjoy in your imagination, but an actual, practical and living reality.

At the western end of the island is a promontory which has been named SUMMERLAND, and here will be found everything dear to the heart of the seaside home-seeker; from sheltered bays and ocean beaches to rugged cliffs where thousands of mutton-birds, penguins and seagulls make their homes.

Here, every form of outdoor pleasure awaits you — surfing and swimming, boating and yachting, fishing, camping, sight-seeing and "exploring," as well as golf and all other open-air sports — these are but a few of the many delights of SUMMERLAND.

▲ **Figure 7.50** Excerpt from a 1927 Phillip Island Holidays Development brochure

The impacts of change: penguin deaths

During the 1950s the Department of Fisheries and Wildlife began to realise that the size of the Little Penguin population in the region was falling rapidly. The local penguin habitat had been reduced in size, degraded by vegetation removal and weed infestation, and fragmented by the construction of roads. Hundreds of penguins were killed each year by residents' dogs, wild foxes and road accidents.

With a further 2000 residents expected to move into the remaining vacant blocks, a 1984 study by Phillip Island Nature Parks projected that the penguin colony would become extinct by 1997 (see Figure 7.51). In addition to environmental concerns, the economic sustainability of the region was also at risk. The closure of the Penguin Parade would have been a disaster for the local tourism industry and the local economy.

Environmental management: Penguin Protection Plan

In 1985, John Cain, Premier of Victoria, announced the establishment of the Penguin Protection Plan. His decision was based on lobbying from conservation groups and on consultation with local residents and the local tourism industry. Cain justified his decision based on sustainability, stating that:

> You have an obligation as the custodians of the land or people responsible for the time being to see the long term and not just the immediate past and the immediate future.[2]

2 https://www.abc.net.au/news/2018-04-08/phillip-island-when-penguins-won-and-land-owners-lost/9464698

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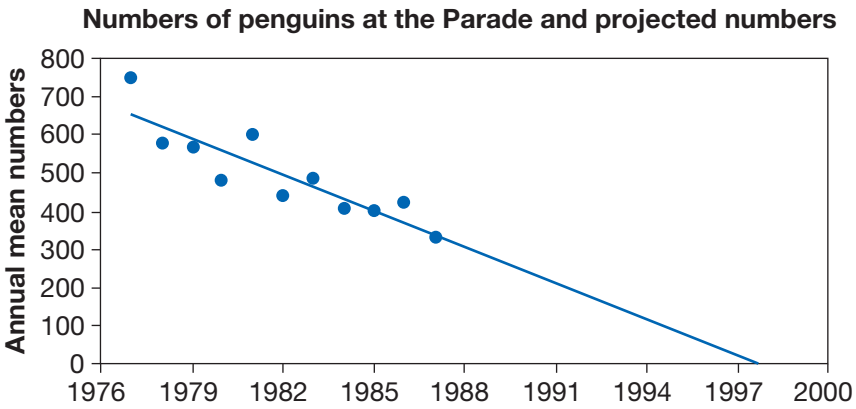
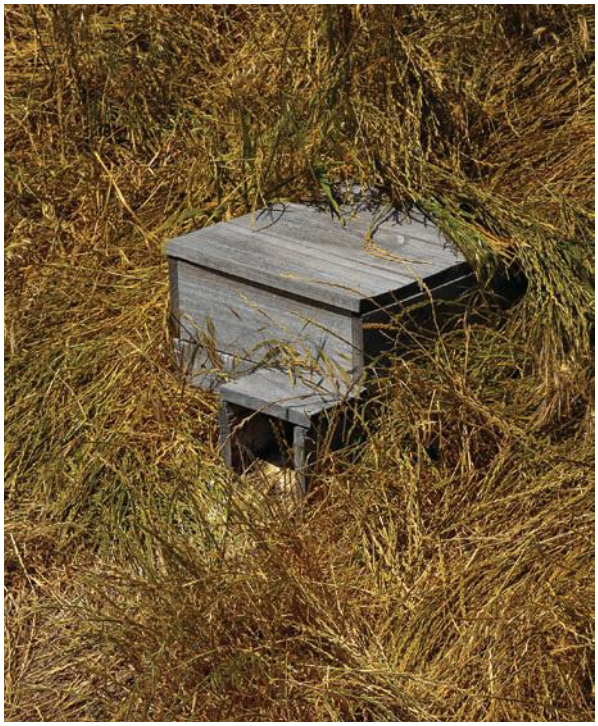


▲ **Figure 7.51** In 1984 Dr Peter Dann from Phillip Island Nature Parks projected that the local penguin colony would be extinct by 1997 if land uses at the time continued

▲ **Figure 7.52** Dr Peter Dann investigated the declining penguin population at Summerlands in the 1980s

▲ **Figure 7.53** Houses were removed from the Summerlands Estate and replaced with thousands of indigenous plants and penguin boxes



▲ **Figure 7.54** Houses on the Summerland Estate were replaced with over 2000 penguin boxes

This conservation strategy was focused around a land buyback. The Victorian Government would buy properties within the Summerlands Estate and then remove houses and other urban infrastructure like power lines. Foxes and weeds were also to be removed, and the penguin habitat was to be revegetated and turned into a wildlife reserve. In 2011 the final houses were removed from the estate. All that remains today are a few scattered power poles and some underground cables. Revegetation and rehabilitation of the penguin habitat is ongoing and is now managed as part of the Phillip Island Nature Park.

Was the Penguin Protection Plan effective?

In terms of environmental targets, the Penguin Protection Plan was an overwhelming success. According to Dr Peter Dann, the population of the local penguin colony grew from 12 000 breeding birds in 1984 to a stable 36 000 in 2018. Rangers have counted the number of penguins crossing the beach at the Penguin Parade each night since 1977 (see Figure 7.55). Variation in their population is based on changes in the number of penguins, the distribution of suitable habitat and the availability of food sources. An average of 940 penguins crossed the beach each night during the 2017–18 season, making it the ninth year in a row that the population has been above the long-term average of 636.

The increase in the size and quality of the penguin habitat, along with the construction of 2000 penguin boxes (Figure 7.54), has meant that the distribution of the population has also increased.

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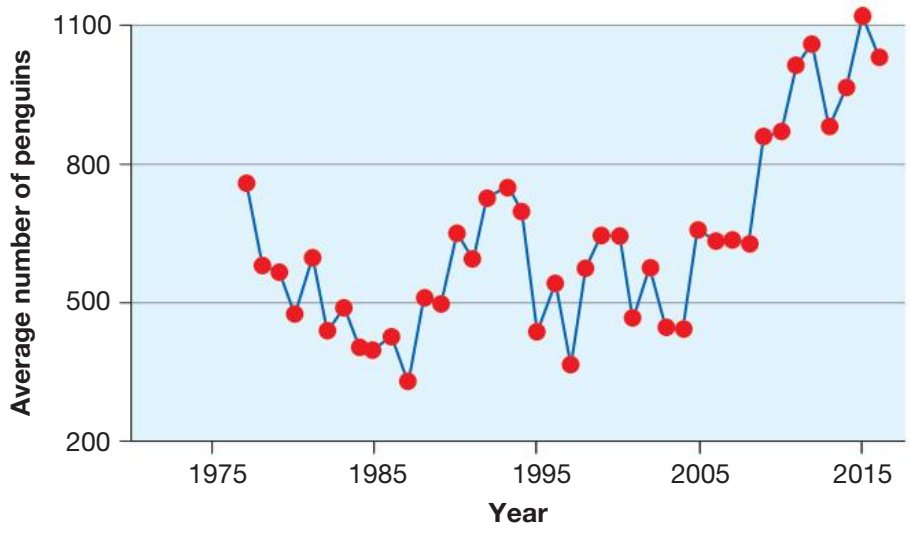
Weeds have also been managed over 400 hectares, and 120 000 grasses, shrubs and trees have been planted. This has benefitted other species, such as the short-tailed shearwater. Fox eradication was also completely successful, leading to the reintroduction of the critically endangered eastern barred bandicoot into the park.

▲ **Figure 7.55** From top to bottom, left to right; a Phillip Island penguin, short-tailed shearwater, fox and eastern barred bandicoot



▲ **Figure 7.56** Number of penguins crossing the beach at the Penguin Parade from 1977 to 2018

ACTIVITY 7.15

1 Using Figure 7.56, describe the trend in penguin numbers crossing the beach between 1977 and 2018. Why is this data significant?

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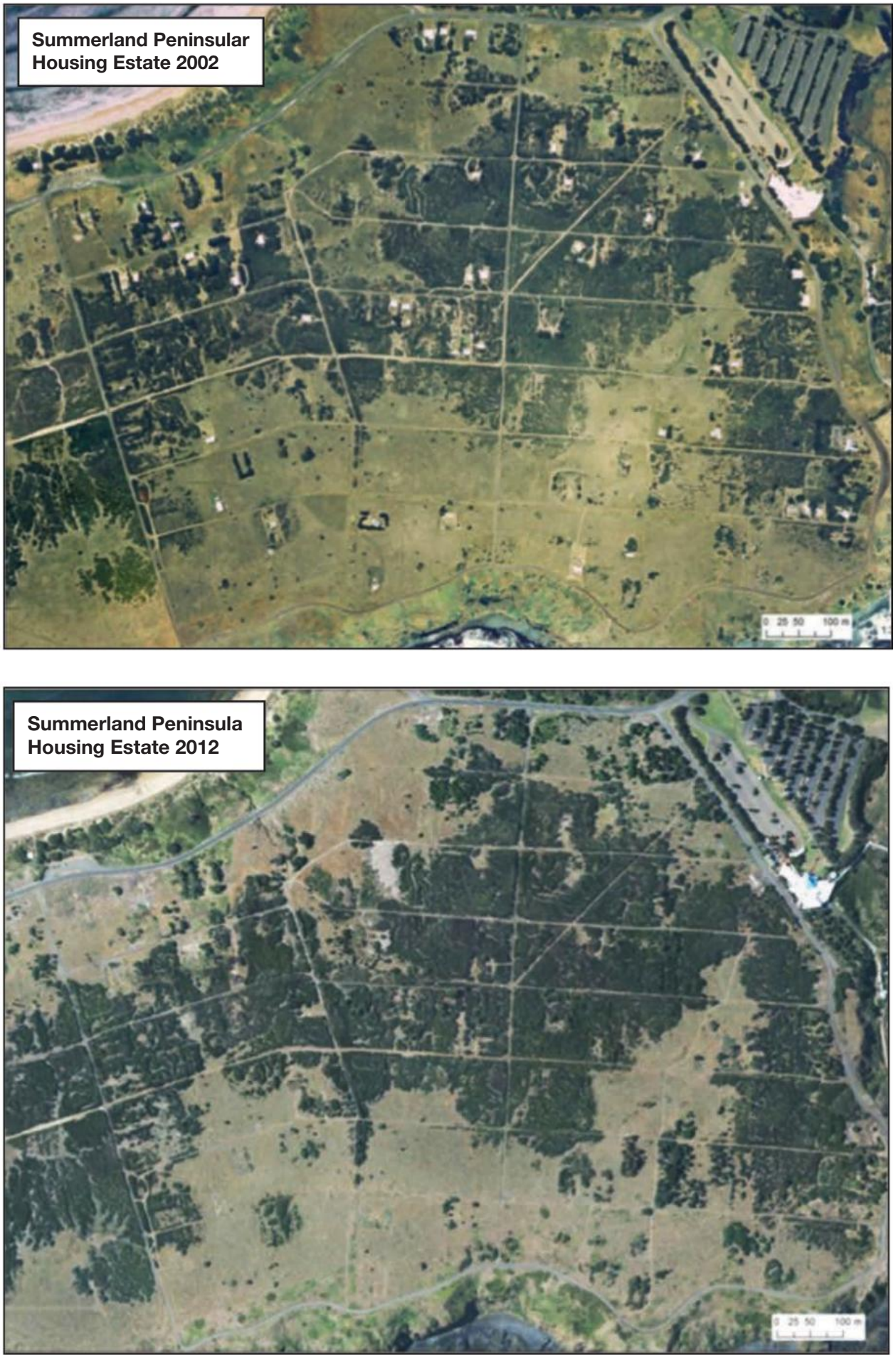

▲ **Figure 7.57** Aerial photos show the success of the house buyback and land rehabilitation

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The growth in the number of penguins in the region is a positive for the local economy. The Penguin Parade is Phillip Island's primary attraction, contributing the largest share of the A$498 million that Phillip Island Nature Parks contributes to Victoria's economy each year.

In the 2017–18 season a record 740 899 people visited the Penguin Parade, approximately half of whom were overseas tourists. These tourists spend over A$300 million annually on local accommodation, restaurants and other tourism activities. This in turn supports over 3000 jobs on the island and contributes nearly 40 per cent of the region's **Gross Regional Product**.

The recent growth in tourism numbers has enabled the movement and upgrade of the Penguin Parade Visitors Centre. This will allow the rehabilitation of the wetland habitat where the old Visitors Centre was located, as well as the realignment of roads and car parks. This realignment will reconnect areas of divided habitat and reduce habitat fragmentation.

Despite its successes, not all aspects of this strategy were successful. The property buyback was expected to take 15 years and was budgeted at A$1 million per year. This eventually grew to 25 years due to a lack of funding. During this time, landowners could not develop vacant blocks and homeowners could not make any improvements or modifications to their houses. Many residents described these circumstances as living in a state of limbo. Others felt guilty about their unintentional impact on the penguin colony.

KEY TERM

Gross Regional Product
measure of a region's economic activity based on the total value of goods produced and services provided in a region in one year

Although properties were initially sold to the government on a voluntary basis, many residents did not want to leave and 42 properties had to be compulsorily acquired. Ms Verwey, a local resident, stated that:

> …we were horrified and deeply shocked and incredibly saddened that all of this was going to come to an end.[3]

Despite these negative impacts, the long-term social impacts are expected to be positive in terms of recreation, local jobs and environmental conservation.

▲ **Figure 7.58** Hundreds of thousands of tourists visit Phillip Island's Penguin Parade each year

3 https://www.abc.net.au/news/2018-04-08/phillip-island-when-penguins-won-and-land-owners-lost/9464698

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> *'A community dismantled for a bird.'*
>
> —From 'Penguins Impossible to hate', *Off Track with Ann Jones*, ABC Radio 7 April 2019

MAKING THINKING VISIBLE 7.4

Circle of viewpoints

Brainstorm a list of perspectives prior to the decision to undertake a land buyback and during the buyback process. Use the following script skeleton to explore one of those perspectives.

1. **I am thinking of** (the topic you have chosen) **from the point of view of** (the viewpoint you've chosen)
2. **I think** … (describe the topic from your viewpoint by taking on the character of your viewpoint)
3. **A question I have from this viewpoint is** … (ask a question from this viewpoint)

Share your chosen viewpoint with a classmate with a contrasting view. What new ideas do you have about this case study that you didn't have before? What new questions do you have?

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 7.6

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. List two ways in which the Summerlands Estate could have been described as unsustainable.
2. What did the 1984 study by Phillip Island Nature Parks reveal about the projected future of the Summerland Peninsula's penguin colony?
3. What was the name of the environmental management strategy introduced by John Cain in 1984?

Interpret

4. Refer to Figure 7.50. What features were advertised to attract people to the Summerlands Peninsula in 1927?
5. Suggest how the views of different groups of people might have caused conflict during the implementation of the Summerlands land buyback.

Argue

6. Explain how Phillip Island's environment and economy are interconnected.
7. Evaluate the success of the Penguin Protection Plan in terms of its environmental, economic and social sustainability.

Extension

1. Visit the website of the World Wide Fund for Nature (WWF). Read about some of the wildlife conservation initiatives that are currently taking place around the world. Choose one of these initiatives and prepare a short summary, highlighting:
   - The location of the case study
   - The species being protected
   - Some of the specific ways it is being managed.

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7.7 Case Study: using Aboriginal knowledge to manage Kakadu

FOCUS QUESTION

How effective are these responses to environmental management?

> *'This earth, I never damage. I look after. Fire is nothing, just clean up. When you burn, new grass coming up. That means good animal soon, might be goanna, possum, wallaby. Burn him off, new grass coming up, new life all over.'*[4]
>
> —Bill Neidjie, the last surviving speaker of the Gaagudju language, an Indigenous language from northern Kakadu after which Kakadu National Park is actually named

Kakadu National Park is located in Australia's Northern Territory, 240 kilometres east of Darwin. It is Australia's largest national park, covering almost 20 000 square kilometres. Kakadu contains a range of environments within its area, including coastal zones, floodplains, wetlands, savannah, woodlands, rainforest and stone country.

Figure 7.60 shows the distribution of these environments within the region. This rich diversity of environments is home to many rare and **endemic** plants and animals, including one-quarter of Australia's fish species and one-third of its bird species.

KEY TERM

endemic species that are endemic are only found in a particular place and nowhere else on Earth

▲ **Figure 7.59** The East Alligator River drains from the inland stone country of Kakadu, a flat and rocky region that endures extreme heat, long dry spells and torrential rain

4 https://www.environment.gov.au/topics/national-parks/kakadu-national-park/management-and-conservation/conserving-kakadu

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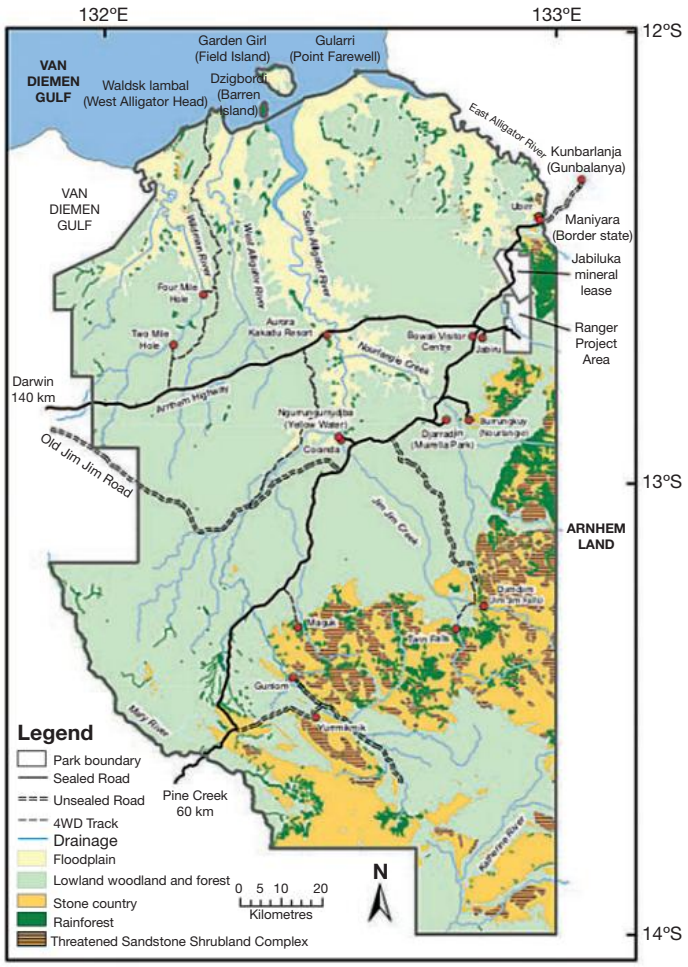

▲ **Figure 7.60** Distribution of environments within Kakadu National Park

Additional content
See the digital versions of the textbook for video footage of Kakadu National Park.

ACTIVITY 7.16

Refer to Figure 7.60.

1 What type of vegetation covers most of Kakadu?
2 In which direction do you think the rivers are flowing? Why?
3 What type of impact do you think the different types of roads might have on the local environment?

In addition to its environmental assets, Kakadu is valued for its cultural history. The region has two groups of Aboriginal peoples who are considered the Traditional Custodians and Owners of the land: the Bininj in the north and the Mungguy in the south. These two Indigenous groups have an intimate knowledge of the local environment, its cycles and seasonal changes (see Figure 7.61). For the last 65 000 years, Aboriginal people have cared for the land around Kakadu. They have passed down their spiritual connection through generations using art, language, ceremonies, kinship and land management techniques.

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Environmental change: a new fire regime

Prior to European settlement, the Aboriginal peoples managed Kakadu using fire. **Low-intensity bushfires** were used to aid hunting, protect food resources, clear campsites, communicate between groups, and as part of spiritual and cultural rituals. Over time, traditional **fire regimes** became an essential component of the local ecosystem, helping to provide habitat for species that had adapted to these conditions.

When Europeans arrived in the region, many Aboriginal people left their land, were removed, or died of disease. This meant that traditional fire practices decreased in frequency. The landscape changed accordingly.

During the wet season, monsoonal rains lead to rapid plant growth. In the absence of traditional burning during the dry season, this vegetation dried out and accumulated into a large fuel load. This led to more frequent **high-intensity bushfires**. While low-intensity fires had benefitted the environment, these more powerful fires were destructive, altering the balance of the ecosystem and changing the distribution of plants and animals.

▲ **Figure 7.61** A detailed understanding of Kakadu's seasonal climate is essential to its management by Aboriginal peoples

Environmental change: pests and weeds

Another example of environmental change within Kakadu is the spread of pests and weeds. Weed species present in Kakadu include Mimosa, a woody shrub from Central America that forms thickets across floodplains, and Salvinia, an aquatic fern that can choke waterways. Feral animals introduced to the region, both intentionally and accidentally, include cattle, pigs, horses, cats, dogs, rats, cane toads and Asian water buffalo.

Asian water buffalo were introduced in Kakadu in the 1820s. By the 1960s their numbers had grown to approximately 20 000. They were particularly prominent across the Alligator Rivers region (see Figure 7.62). Their destruction of local rivers and billabongs was significant. They eroded banks, muddied water, ate large amounts of grasses and competed with native wildlife for habitat.

During the 1980s and 1990s the majority of buffalo were removed from Kakadu, leading to a successful environmental recovery. However, the successful eradication of this pest led to further changes. Each buffalo used to eat an average of 20 kilograms of grass each day, so their absence meant the fuel load in Kakadu increased. Combined with an absence of traditional fire management, this further increased the vulnerability of Kakadu to high-intensity bushfires.

KEY TERMS

low-intensity bushfire fire that burns mainly grasses and low-lying vegetation rather than trees

fire regime pattern of fires that occurs within an ecosystem, classified by the frequency, intensity, size and seasonality of fires

high-intensity bushfire fire that generates very high heat, burning both the ground surface and trees, and eliminating all fauna

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▲ **Figure 7.62** Buffalo cause considerable damage to Kakadu's waterways

The absence of buffalo also meant that the native mudja grass (*Hymenachne acutigluma*) and introduced para grass (*Brachiaria mutica*) spread rampantly throughout Kakadu's wetlands, out-competing other plant species. This prevented water birds from feeding and reduced local biodiversity.

Managing Kakadu: a partnership with the Bininj/Mungguy peoples

Since the 1970s, half of Kakadu has been classified as Aboriginal land under the *Aboriginal Land Rights Act*. The traditional custodians of the land, the Bininj/Mungguy peoples, lease the land back to the Director of National Parks, which is part of the Australian Government. These two groups manage the park in partnership.

This enables Aboriginal knowledge about fire management, as well as knowledge about other aspects of the local environment, to be incorporated into management strategies. The Kakadu National Park Management Plan (2016–2026) outlines current priorities for management. Its vision is that Kakadu is a place where:

- The cultural and natural values of the park are protected and Bininj/Mungguy culture is respected
- Bininj/Mungguy peoples are involved in all aspects of managing the park
- Knowledge about country and culture is passed on to younger Bininj/Mungguy people and future generations of Bininj/Mungguy people have the option to stay in and look after the park
- World-class visitor experiences are provided and tourism is conducted in culturally, environmentally, socially and economically sustainable ways
- Disturbed areas are rehabilitated and reintegrated into the park
- Bininj/Mungguy peoples gain sustainable social and economic outcomes from the park.

Burning for biodiversity: a return to the traditional fire regime

The Burning for Biodiversity project is an example of successfully using Aboriginal forms of land management. On a local scale, the Australian Government's Commonwealth Scientific and Industrial Research Organisation (CSIRO), together with the Bushfire Cooperative Research Centre work with a family of Traditional Custodians and Owners of the land to manage the biodiversity of the floodplains of the South Alligator River. Please see an example of burning off in Figure 7.65.

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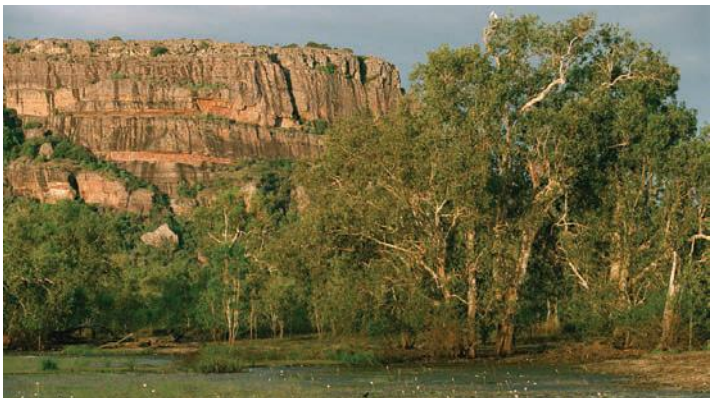


▲ **Figure 7.63** This is Kakadu National Park. It was at this site, owing to traditional management, that a dense cover of mudja grass improved the lake to become to a diverse habitat for waterbirds.

A lack of regular burning and the removal of buffalo meant that the region had become largely a **monoculture** of mudja grass. It could no longer serve as a habitat for the local magpie goose or long-necked turtle species.

The management process involves the yearly burning of two types of fires. Low-intensity protective burns occur on the edges of the floodplain in May, which is early in the dry season when the fuel load is still moist. Higher-intensity burns take place throughout the floodplain at the end of the dry season in October, when water levels are low and fuel loads are high.

The early protective burns prevent these later, larger fires from spreading into the surrounding woodlands. This burning regime continues until the wet season arrives in December.

Figure 7.64 shows the success of this management program, which has transformed the region from a monoculture into a diverse wetland habitat.

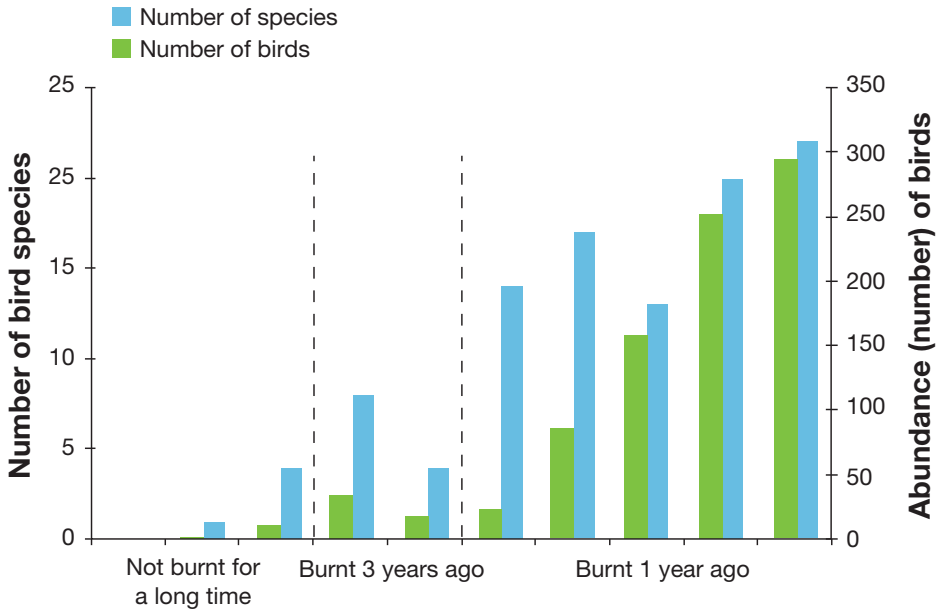
KEY TERM

monoculture when only one plant species is grown in an area – monoculture is the opposite of biodiversity

With the removal of the thick cover of mudja grass, a greater diversity of plants can grow in its place. Areas of open water also mean that wetland birds were able to return to the area to feed. This is significant, because the presence of wetland birds is an indicator of wetland health.

Figure 7.64 shows that sites where burning has recently occurred have both a higher diversity and a higher abundance of birdlife than those that have not been burnt for a long time.

Additional benefits of the program include the return of food resources for local Aboriginal people, the opportunity to teach the younger generation about traditional practices, and for these methods to serve as an example of how traditional environmental management could be applied throughout other parts of Australia.



▲ **Figure 7.64** Abundance and diversity of bird species in managed areas of Kakadu

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Additional content
See the digital version of the textbook for video footage of Kakadu burning in 2005.

ACTIVITY 7.17

Analysing geographical data

1 Using Figure 7.64, quantify the impact of recent burning on the number of bird species and their abundance.

▲ **Figure 7.65** Monica uses a firestick to burn off dry grass before a monsoon strikes the Arnhem land. This is to avoid more serious, uncontrolled fire as a result of lightning strikes.

The future management of Kakadu: a delicate balance

Despite many examples of success, there is still debate over the best way to use fire to manage Kakadu in the future. Recent studies have shown an alarming decline in small mammals in Kakadu, sparking debate as to whether fire management or feral cats are the cause.

The best practice for future fire management is uncertain. Competing viewpoints from key stakeholders including environmentalists, ecologists, Aboriginal peoples, tourism operators and visitors make this a very complex issue. Vital considerations include:

- Are bushfires leading to the decline of small mammals or is it due to increasing numbers of feral cats?
- What type of fire regime is best to manage the decline in small mammals?
- Is an increased abundance of flammable grasses making prescribed burns hotter than they were traditionally?
- Are regular fires having an adverse effect on the tourism industry?
- Will increasing the number of prescribed burns early in the dry season prevent unplanned larger bushfires later in the season?

Future research will explore the best seasonal timing and frequency for prescribed burns. It will also shed light on the positive and negative impacts burning has on different environments within Kakadu. This will require the monitoring of sites using field observations, photo points and satellite imagery.

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END-OF-SECTION REVIEW 7.7

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Why is Kakadu considered to be such an important natural environment?
2 What are the names of Kakadu's Traditional Custodians and Owner groups? For how many years have they lived in and managed Kakadu?
3 List and describe two factors that have led to changes in Kakadu's landscape.

Interpret

4 Read the quote by Bill Neidjie at the start of this section. What does it mean in terms of the importance of fire in maintaining biodiversity?

Argue

5 Using buffalo as an example, discuss how the management of a pest or weed can lead to additional environmental impacts.
6 Summarise the main features of the Burning for Biodiversity management strategy.
7 Evaluate the effectiveness of the Burning for Biodiversity project in terms of its sustainability. Consider:
- Environmental sustainability in terms of changes to biodiversity
- Economic sustainability in terms of positive and negative impacts that it could have on the tourism industry
- Social sustainability in terms of the education of the local community about traditional practices.

Extension

1 Research Indigenous weather knowledge for your local area using the Australian Government's Bureau of Meteorology website. How does this knowledge compare with a typical four-season calendar?
2 Go to the CSIRO website and search for 'Aboriginal wetland burning csiropedia'. Use the information from the video and the information in this chapter to answer the following questions:
   a What do you think is meant by the phrase, 'You look after the country and the country will look after you?'
   b Describe the characteristics of the landscape that the family are burning.
   c Why are wind and rainfall essential for fire management?
   d Why are the fringes of the wetland burnt early in the dry season?
   e What have been the benefits of removing *Hymenachne* or mudja grass from the region?
   f Why is it essential that Aboriginal peoples contribute to the management of Kakadu?
3 Research the impacts of California's changing fire regime and the ways in which the knowledge of Indigenous peoples is being used to reduce the frequency of high-intensity fires.

Digital quiz
Please see the Interactive Textbook to access digital activities

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7.8 Case Study: monitoring and managing the Mesoamerican Reef

FOCUS QUESTION

How effective are these responses to environmental management?

> *'We've made really great progress precisely quantifying what you can achieve by investing in nature.'*[5]
>
> —Mark Tercek, CEO, The Nature Conservancy

The Mesoamerican Reef is a marine system stretching over 1000 kilometres from the northern tip of Mexico's Yucatan Peninsula, through the east coasts of Belize and Guatemala, ending at the Bay Islands in the north of Honduras. This marine system supports mangrove forests, coastal wetlands, seagrass beds and the world's second largest coral reef. The reef provides a habitat for 65 species of coral and 500 species of fish, including whale sharks, and other marine creatures such as turtles and manatees. This makes it one of the most biodiverse ecosystems in North and South America.

In addition to its biological importance, the Mesoamerican Reef provides a source of income for two million local people who work in commercial fishing and tourism industries. It also provides a vital food source for those who rely on it for **subsistence fishing**.

KEY TERM

subsistence fishing fishing that is done primarily to provide food for the people doing the fishing (and their families)

Tourism is a very significant industry in this region, contributing almost a quarter of Belize's Gross Domestic Product. The reef system also acts as a buffer that absorbs the force of large waves, protecting the shoreline from severe storms, coastal erosion and floods. A healthy coral reef can absorb up to 97 per cent of a wave's energy. This is particularly vital because the reef's location in Central America makes both it and the coastline vulnerable to hurricanes.

ACTIVITY 7.18

Analysing geographical data

Refer to Figure 7.66.

1. Using the linear scale, estimate the area of coastline that contains mangroves.
2. What impact might this have on the health of nearby corals?
3. Describe the physical characteristics of the surrounding landscape, including the variation in elevation and the distribution of rivers.
4. Why are these features important factors in contributing to the damage to the reef?

5 https://youtu.be/9ygKAPH3B6Q

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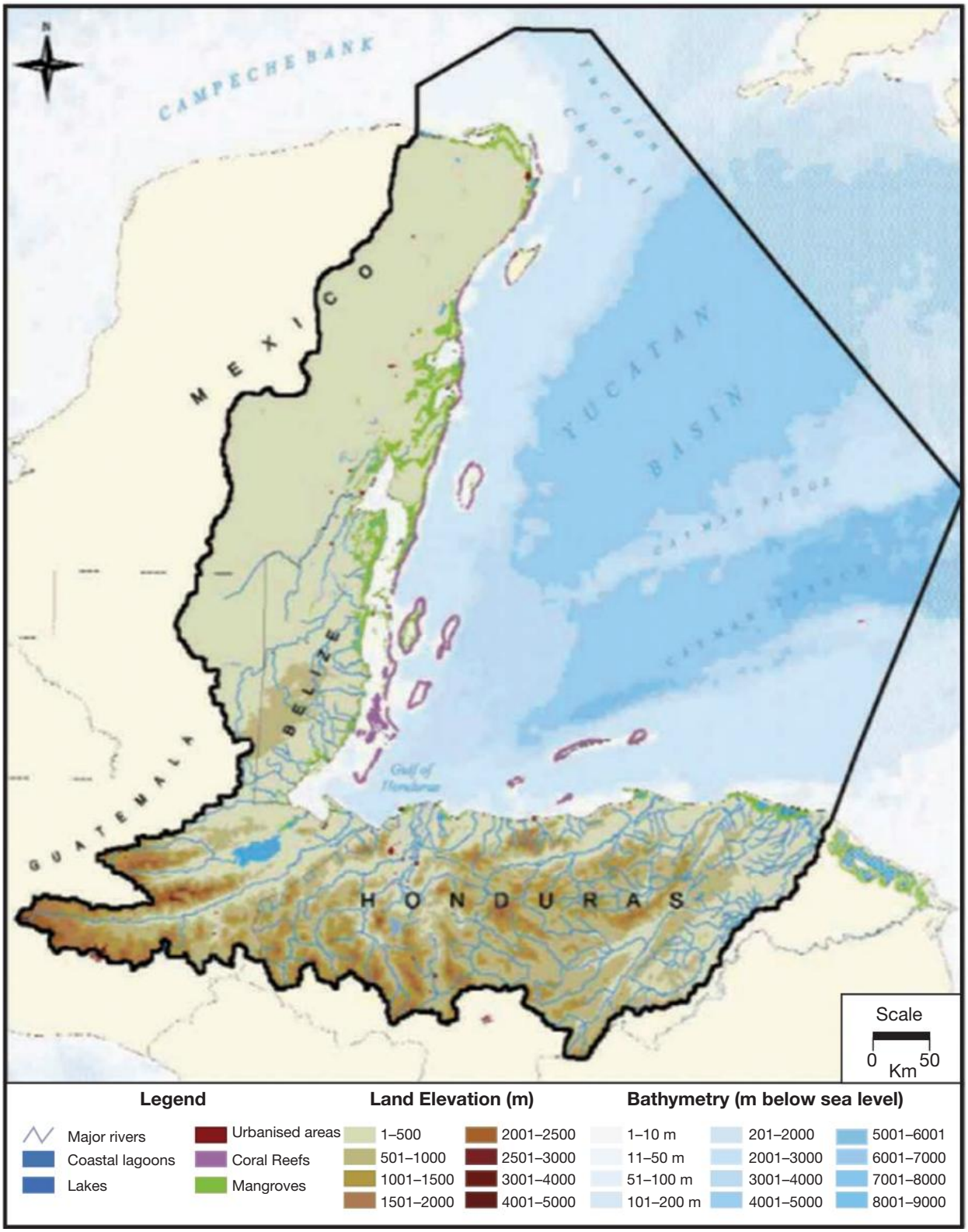

▲ **Figure 7.66** Location and physical characteristics of the Mesoamerican Reef

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Environmental change: local causes

The Mesoamerican Reef faces several threats that are damaging its environmental assets at an alarming rate. These include mining, agriculture, commercial development, tourism and overfishing. Figure 7.65 shows the topography of the region, with higher elevations further inland and river systems that flow towards the coast.

KEY TERMS

runoff water that flows over the surface of the land rather than being absorbed

macroalgae large marine algae, such as seaweed and seagrass, that typically grow in shallow water

The shape of this landscape means that inland pollution will eventually drain into river systems and groundwater supplies and discharge into the reef. When the amount of coastal erosion is increased due to construction, logging and farming, excessive sediment is added to the river system. This increases the water's turbidity.

As this sediment flows into the marine environment, it deprives coral of the sunlight it needs to grow. As mangroves are a natural way of filtering out sediment before it reaches the reefs, removing this component to make way for coastal development is adding to the problem.

Untreated waste, like raw sewage and agricultural **runoff** containing pesticides and fertilisers, is also polluting the reef. Adding these nutrients and pollutants into the system causes the excessive growth of **macroalgae**. This algae competes with – and can eventually kill – corals. It also degrades the condition of corals, making them more susceptible to the effects of climate change.

Environmental change: climate change

Climate change is expected to impact the Mesoamerican Reef in a range of ways:

- Warming ocean temperatures will cause widespread coral bleaching
- Sea level rise will cause increased coastal erosion and increase turbidity
- The coastline will be more vulnerable to strong and more frequent storms and subsequent flooding
- Increased rainfall will increase the runoff of pollutants
- Increased amounts of carbon dioxide absorbed by the ocean will lead to ocean acidification, which will reduce the ability of corals to grow and recover from damage.

▲ **Figure 7.67** Roots of mangroves protect the shoreline from storm waves, wind and erosion, and prevent sediment from flowing into the sea

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Corals and **zooxanthellae algae** have a symbiotic relationship, meaning they rely on each other to survive. It is this algae that gives corals their colour. As can be seen in Figure 7.68, increased ocean temperatures makes the algae leave the corals tissue, which turns the corals white and leaves them without their major food source. This is known as **coral bleaching**.

Although corals can survive bleaching, bleached coral is far more vulnerable to other disturbances such as pollution or severe storms and far more likely to die as a result. Similarly, corals suffering from the excessive growth of macroalgae are more vulnerable to bleaching.

The impacts of coral bleaching are inconsistent throughout the Mesoamerican Reef. Observations in 2017 showed that up to 80 per cent of the corals off the coast of Honduras were showing signs of bleaching, whereas corals near Mexico were far less affected.

Coral bleaching has serious impacts – it can lead to the death of entire ecosystems, severely affecting all of the industries and livelihoods that depend on those ecosystems.

Coastal Management Trust: insuring the reef

Each year, more than 12 million tourists visit Mexico's Yucatan Peninsula, generating US$9 billion annually. The region is reliant on the Mesoamerican Reef, both as a major tourist attraction and as a buffer that protects the coastline from hurricanes. Hurricanes are also the biggest immediate threat facing the future of the reef.

▲ **Figure 7.68** Up to 80 per cent of the coral in the southern region of the Mesoamerican Reef are showing signs of bleaching

KEY TERMS

zooxanthellae algae tiny plant-like organisms that live in the tissue of corals

coral bleaching when water is too warm, corals will expel the algae living in their tissues causing the coral to turn completely white

In order to ensure the sustainability of the reef and the industries that rely on it, Nature Conservancy partnered with the State Government of Quintana Roo in Mexico to establish the Coastal Management Trust scheme in 2018. This scheme is an insurance policy. The Trust receives money from the tourism industry and uses it to insure 60 kilometres of the reef against damage from hurricanes. The money is used to finance the ongoing maintenance of the reef in order to improve its health and therefore its ability to protect the coastline.

Following any large storms and hurricanes, the scheme will fund restoration activities, helping the reef to recover so that it can once again protect the coastline. In this way, the trust helps to ensure the ecological conservation of the reef while ensuring the survival of the tourism that relies on it.

Although the trust is currently only applied to 60 kilometres of coastline near Cancun, it is hoped that this model will be applied to other regions, and that similar schemes might be developed for other ecosystems.

Healthy Reefs Initiative: assessing and monitoring the reef

Assessing and monitoring the health of an environment is an essential component of environmental management. The Healthy Reefs Initiative is a collaboration of 48 different non-government organisations throughout Central America that monitor and evaluate the health of the Mesoamerican Reef.

Figure 7.69 shows this data organised in a Geographic Information System that can be used to explore various data layers and to compare data from different time periods. Since 2006, the Healthy Reefs Initiative has provided a biennial report that assesses the health of the reef using four indicators:

- Percentage coverage of live coral
- Percentage coverage of macroalgae
- Number of herbivorous fish per 100 square metres
- Number of commercial fish per 100 square metres.

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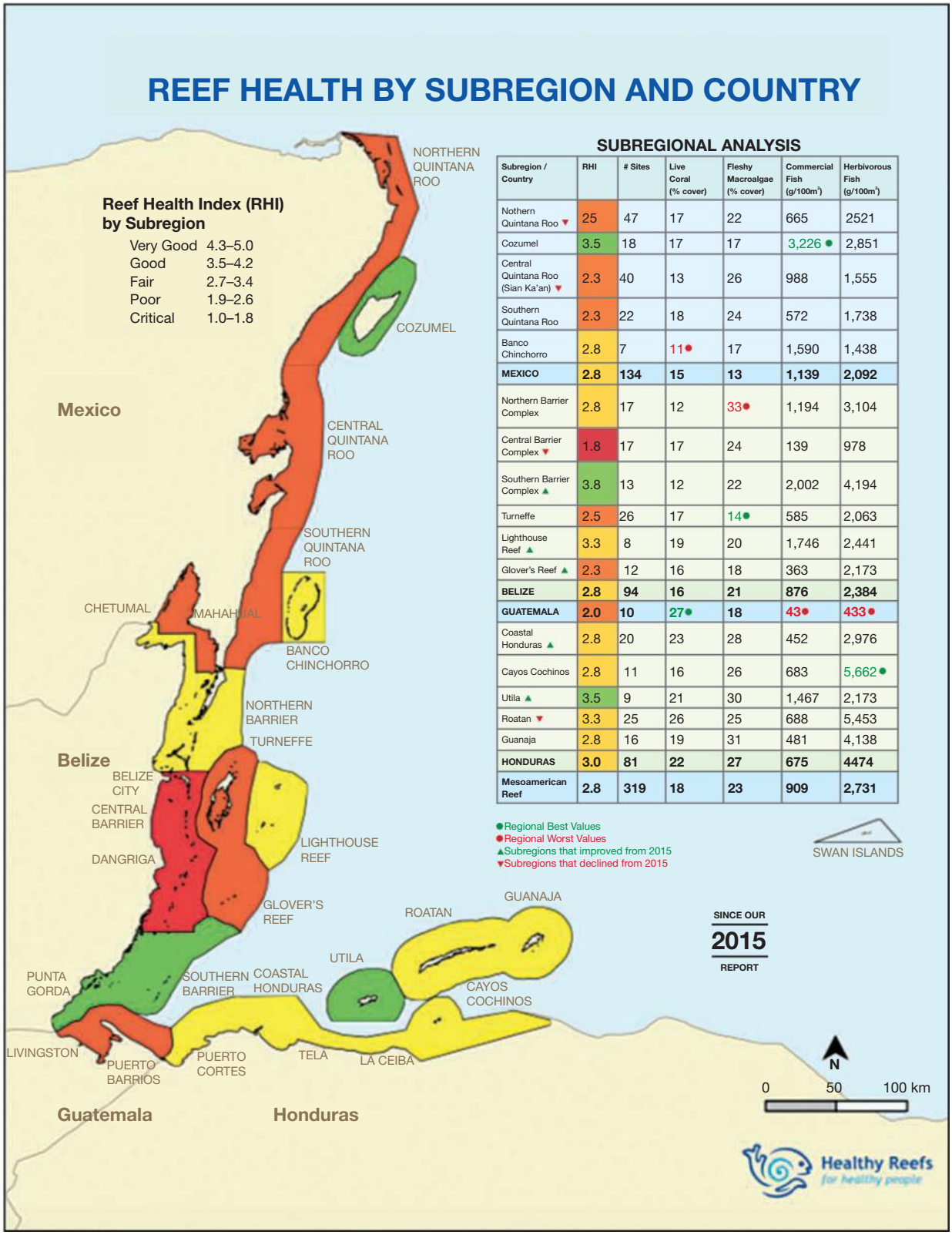
KEY TERM

subregion smaller area of an environment that combines with other, smaller areas to make up a larger region

While a higher coverage of live coral contributes positively to the overall health, higher coverage of macroalgae contributes negatively. These indicators combine to give each region a score out of five. This score is known as the Reef Health Index (RHI).

Between 2006 and 2016 the RHI for the entire reef increased from 2.3 to 2.8, although the distribution of this improvement is uneven. Figure 7.69 shows the distribution of health scores by **subregion**, based on data collected from hundreds of sites.



Subregion / Country	RHI	# Sites	Live Coral (% cover)	Fleshy Macroalgae (% cover)	Commercial Fish (g/100m²)	Herbivorous Fish (g/100m²)
Nothern Quintana Roo ▼	25	47	17	22	665	2521
Cozumel	3.5	18	17	17	3,226 ●	2,851
Central Quintana Roo (Sian Ka'an) ▼	2.3	40	13	26	988	1,555
Southern Quintana Roo	2.3	22	18	24	572	1,738
Banco Chinchorro	2.8	7	11●	17	1,590	1,438
MEXICO	**2.8**	**134**	**15**	**13**	**1,139**	**2,092**
Northern Barrier Complex	2.8	17	12	33●	1,194	3,104
Central Barrier Complex ▼	1.8	17	17	24	139	978
Southern Barrier Complex ▲	3.8	13	12	22	2,002	4,194
Turneffe	2.5	26	17	14●	585	2,063
Lighthouse Reef ▲	3.3	8	19	20	1,746	2,441
Glover's Reef ▲	2.3	12	16	18	363	2,173
BELIZE	**2.8**	**94**	**16**	**21**	**876**	**2,384**
GUATEMALA	**2.0**	**10**	**27●**	**18**	**43●**	**433●**
Coastal Honduras ▲	2.8	20	23	28	452	2,976
Cayos Cochinos	2.8	11	16	26	683	5,662●
Utila ▲	3.5	9	21	30	1,467	2,173
Roatan ▼	3.3	25	26	25	688	5,453
Guanaja	2.8	16	19	31	481	4,138
HONDURAS	**3.0**	**81**	**22**	**27**	**675**	**4474**
Mesoamerican Reef	**2.8**	**319**	**18**	**23**	**909**	**2,731**

▲ **Figure 7.69** Reef Health Index (RHI) for different subregions of the Mesoamerican Reef

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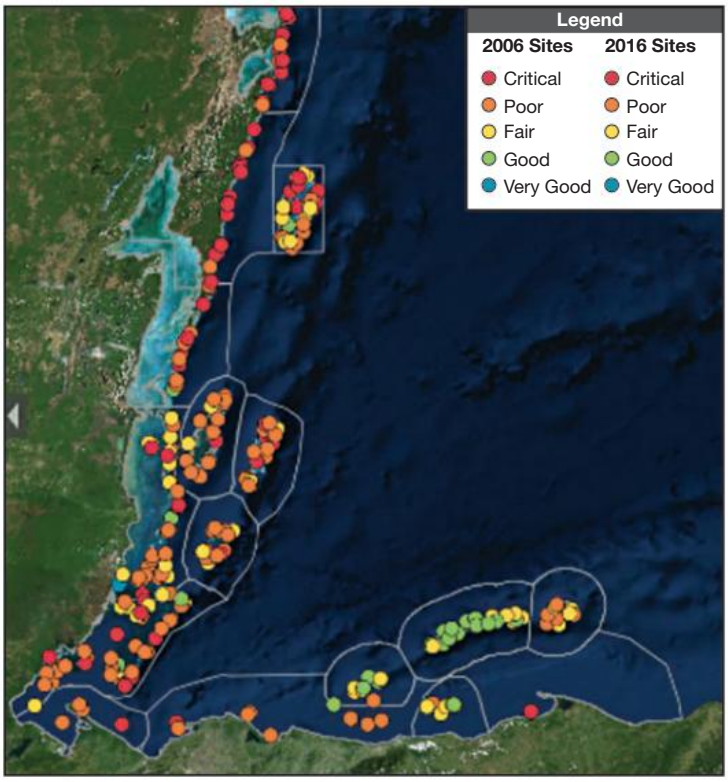
ACTIVITY 7.19

Analysing geographical data

Refer to Figure 7.69.

1 Which subregion has the highest RHI score?
2 Which country has the highest average RHI score?
3 Suggest a factor that might determine the differences in RHI scores.



▲ **Figure 7.70** GIS is used to assess and monitor changes to the Mesoamerican Reef

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 7.5

Using a Geographic Information System (GIS)

A GIS has been used to map, explore and analyse data from the Healthy Reefs Initiative. By manipulating digital maps and data layers, users can view photos of the Mesoamerican Reef, explore the health of various sites over time and analyse the extent of various impacts.

Follow these steps to gain an understanding of the health of the Mesoamerican Reef:

1 Visit the Healthy Reefs Initiative website and select 'Data Explorer' from the top menu.
2 Click on various sites within the reef to see photos. Compare the characteristics of at least two of the sites.
3 Click on the '2006–2016' tab and select the 'Reef Health Index–Sites' tab
4 Using the slider, describe the change in the overall health of the reef between 2006 and 2016. In your answer, refer to specific sites and subregions as evidence.
5 Select either the 'Coral Disease' or 'Coral Bleaching' tab and summarise the extent of the impacts using dot points.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 7.8

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 List three reasons why the Mesoamerican Reef is significant.
2 How does runoff impact the health of the Mesoamerican Reef?
3 List some of the ways in which climate change is expected to impact the Mesoamerican Reef.

Interpret

4 Describe the interconnection between local causes of coral reef degradation (for example, polluted runoff) and global causes (for example, climate change).
5 Describe how the Coastal Management Trust is aiming to achieve environmental, social and economic sustainability in Mexico.
6 List three criteria that could be used to evaluate the success of the Coastal Management Trust in the future.

Argue

7 The countries that emit the most greenhouse gases are not necessarily the ones most vulnerable to the impacts of climate change. Evaluate this statement in terms of this case study. Use research to find evidence for your claims.

Extension

1 Search for the 'Unlocking Investments for Coral Reefs' video on YouTube, uploaded by The Nature Conservancy Mexico.
   a What key piece of evidence does this strategy use to inform decision-makers?
   b What are the benefits of the Mesoamerican Reef for coastal resorts in Cancun?
   c What is the basic idea behind the Coastal Management Trust insurance scheme?
2 Research the degradation of Australia's Great Barrier Reef and prepare a short case study report. Consider:
   - the importance of the reef
   - the biggest threats facing the reef
   - the potential impacts of those threats
   - the effectiveness of management responses.

◄ **Figure 7.71** In 2020 Australia's Great Barrier Reef suffered its worst coral bleaching event on record, its third mass bleaching in five years

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7.9 Case Study: battling land degradation in northern China

FOCUS QUESTION

How effective are these responses to environmental management?

> *'I'd rather die from exhaustion than from being bullied by sand.'*[6]
>
> —Yin Yuzhen

Desertification is a type of land degradation in which drylands gradually become drier until areas that once were **arable** can no longer be used for agricultural production. This essentially turns the land into a desert, making it uninhabitable.

Drylands are dry regions that experience very low and very irregular rainfall, making them particularly vulnerable to desertification. Despite these unfavourable conditions, one-third of the world's population live in drylands and rely on the land for both **subsistence** and **commercial agriculture**.

Desertification is one of the most significant environmental challenges facing China. More than a quarter of its land area has been affected, or is expected to be affected, by desertification. This will impact upon approximately 400 million people.

As shown in Figure 7.72, desertification is occurring primarily in China's northern and northwestern regions. Each year the Gobi Desert spreads over an additional 3600 square kilometres of grassland, turning it into a wasteland. This is forcing farmers to abandon their land, leading

▼ **Figure 7.72** Distribution of soil degradation caused by desertification in China

KEY TERMS

desertification the process by which land changes into desert, for example because there has been too much farming activity on it or because a lot of trees have been cut down

arable land that is suitable for growing crops

drylands dry regions that experience very low and very irregular rainfall

subsistence agriculture farming crops that are used to feed the farmer's family and for local trade

commercial agriculture large-scale production of crops for sale on the wholesale or retail market

6 http://en.people.cn/n3/2017/0914/c90000-9269105.html

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to widespread poverty in affected regions. It also increases the frequency and intensity of sandstorms. It is estimated that loss of productivity due to desertification costs China US$6.9 billion each year, and that the cost of managing desertification costs significantly more.

ACTIVITY 7.20

Analysing geographical data

1 Using Figure 7.72, describe the spatial distribution of places where the soil is most degraded in China. In your answer, include specific place names and try to estimate the area of China that is degraded.

Causes of desertification in China

A number of direct and indirect factors have led to significant desertification in China. One significant direct factor is the widespread deforestation that occurred throughout the twentieth century. Trees were cut down for firewood and to make room for farmland. While the root systems of these trees would normally hold soil in place, a lack of dense vegetation makes drylands vulnerable to wind erosion and dust storms, blowing away valuable topsoil.

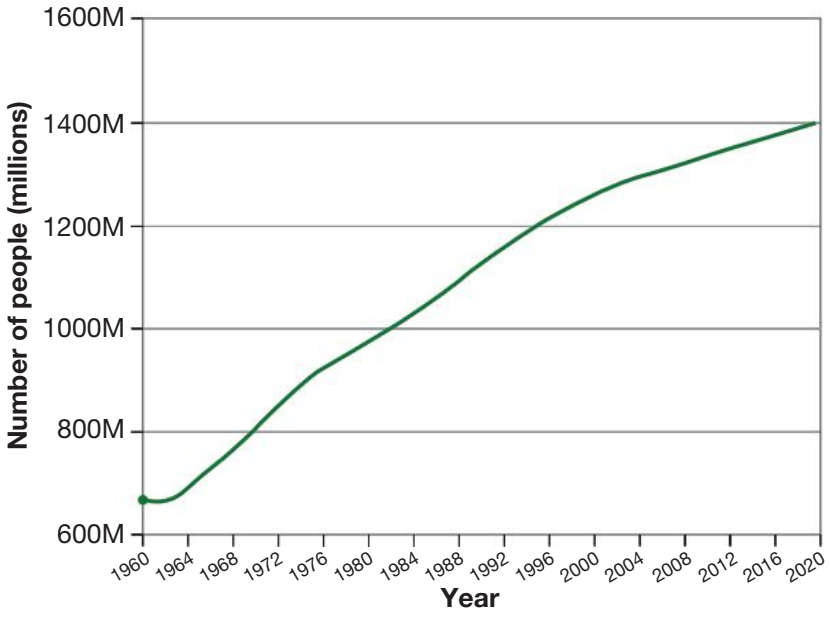
KEY TERM

carrying capacity maximum number of people a region can support without damaging the environment

Another direct factor is a combination of unsustainable land management practices, including overgrazing by livestock, overcultivation of the land, and poor water management, which leads to salinity.

Significant indirect factors leading to desertification in China include its enormous population and its global agricultural industry. Home to over 1.4 billion people, China contains the largest national population in the world. Its rapid population growth since the mid-1960s has been the driving force behind its unsustainable land management (see Figure 7.73).

In addition, China's thriving agriculture industry produces food for twenty per-cent of the world's population. Thirty-five per cent of China's labour force currently work in agriculture. The demands of feeding its own growing population and meeting the demands of the international agricultural industry meant that the land in China's drylands has exceeded its ecological **carrying capacity**. The landscape has not been able to recover.



▲ **Figure 7.73** China's population has grown significantly since 1960

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Anthropogenic climate change is an indirect factor that is likely to significantly contribute to China's rate of desertification in the future. Studies have shown that climate change will continue to make many places on Earth hotter and drier, leading to a reduction in soil moisture. An increase in the frequency of severe storms might also lead to further soil erosion. According to the United Nations Food and Agriculture Orgnization, China's semi-arid and dry subhumid zones have experienced steady increases in temperature and decreases in precipitation since the 1970s.

ACTIVITY 7.21

Analysing geographical data

1 Using Figure 7.73, describe how China's population has changed since 1960.

2 How has this population increase indirectly contributed to desertification in China?

The impacts of environmental change in China

Table 7.5 lists the main impacts of desertification in China. While many of the causes of desertification are local, a number of their impacts affect China on a regional and national scale.

Within China, dust storms are having a severe impact on health of its residents, with links found to cardiovascular and respiratory diseases. When combined with industrial pollution, dust storms can raise the air quality in Beijing to extremely hazardous levels. On an international scale, these storms also impact agriculture in Japan and Korea, costing billions in loss of productivity. Traces of particles from China's deserts have been found as far away as New Zealand.

▲ **Figure 7.74** Dust storms are a serious health risk for Beijing's 21 million residents

▼ **Table 7.5** Summary of the impacts of desertification in China

Type of impact	Effect of impact
Social	• Relocation of millions of people from affected areas • Severe water shortages • Dust and sand storms, especially from the Gobi Desert, leading to severe air pollution and health risks • Potential for food insecurity
Economic	• Risks to political stability in affected regions • National cost of roughly US$6.9 billion each year • Loss of livelihoods for local people
Environmental	• Removal of topsoil • Reduction in groundwater supplies • Soil erosion.

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One woman vs. desertification: a local response

For the past 30 years, Yin Yuzhen has been planting trees in her village to turn the desert sands into a forest. When she first moved to a small village within the Mu Us Desert in Inner Mongolia, the region was a barren wasteland.

To improve her living conditions, Yuzhen started planting trees in 1985. Although only 10 of the initial 600 trees survived, Yuzhen persisted and was eventually successful in keeping more trees alive. With the help of her family and villagers Yuzhen has planted over 600 000 trees covering 4000 hectares.

Yuzhen's forest has created a protective windbreak that successfully protects her village from sandstorms and has halted desertification. She now lives amongst 100 different species of trees and shrubs that support populations of wild roosters, rabbits and foxes. Her local village is also thriving economically, earning money from agriculture, honey production and as a tourist attraction.

KEY TERMS

afforestation planting vegetation in an area to establish a forest

global green leaf area measure of vegetation coverage that includes forests, plantations and agriculture

Yuzhen has won over 60 awards locally and internationally. Many people have benefitted from her expertise in forest management and sustainable agriculture within dryland regions.

▲ **Figure 7.75** Huaying, Sichuan, China: rocky desertification control

The Great Green Wall: a national response

Since 1978 China has been planting billions of trees along its northern and northwestern regions as part of the Three-North Shelterbelt Project, more commonly known as the Great Green Wall. It is hoped that this large-scale **afforestation** will protect the country from desertification by creating a 4500-kilometre protective buffer between desert and farmland.

A project of this scale is also globally significant, having the potential to increase the world's forest cover by 10 per cent. To date more than 66 billion trees have been planted, with planting set to continue until 2050.

The success of this response is currently mixed. Since the program began, tree cover in China's north has increased from five to twelve per cent. A study from NASA using satellite imagery has determined that the **global green leaf area** has increased by five per cent since the start of the twenty-first century. At least 25 per cent of this increase has occurred in China. Figure 7.76 shows the regions of China that have had the largest growth. However, 32 per cent of this increase in vegetation is due to intensive agriculture, which in turn is contributing to desertification through overcultivation.

Some regions in China have shown a reduction in the rate of desertification. Some areas, such as the Loess Plateau, have been incredibly successful, showing a 20 per cent increase in forest cover. However, many regions have not managed to halt the advancement of the desert – overall the impacts of desertification have not yet been reversed.

One of the major criticisms of the project is that young trees need lots of water to grow and that there is insufficient water to sustain them in dryland regions. In some cases these trees are actually contributing to desertification by absorbing additional water from dwindling groundwater supplies. Tree growth has also been slower than expected and many trees have died from disease or due to a lack of water. Studies have shown that only 15 per cent of the trees planted since 1978 have survived.

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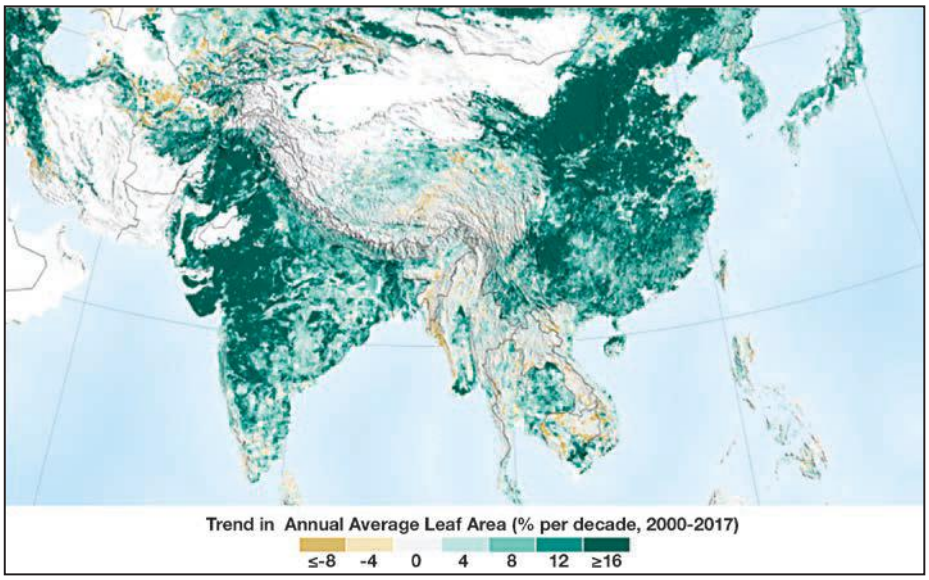

▲ **Figure 7.76** China's green leaf area coverage has increased since 2000

Recommendations for the future of the project include:

- Planting grassland species instead of trees in drought-prone areas
- Choosing local tree species that use less water
- Thinning out existing plantations to increase the stability of remaining trees and reduce their water consumption
- Increasing the biodiversity of planted forests to decrease their vulnerability to disease
- Prioritising the maintenance of existing trees to increase their likelihood of survival
- Facilitating natural regeneration of forests in addition to plantations.

▲ **Figure 7.77** Trees act as a windbreak, protecting farmland from dust storms and advancing sand

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▲ **Figure 7.78** Over 50 000 people gather to plant trees in Shandong Province

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 7.9

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define desertification and explain why it is a significant issue.
2 What are drylands and why are they vulnerable to desertification?
3 List two causes of desertification in China.

Interpret

4 List three statistics that demonstrate why desertification is a significant issue in China.
5 List the factors that are causing desertification in China. Rank these in order of importance and justify your top and bottom choices.
6 Why is an increase in green leaf area in China, as shown in Figure 7.76, not necessarily a positive impact?

Argue

7 In one paragraph, compare the effectiveness of the local and national responses to desertification in China.

Extension

1 Draw a concept map demonstrating how the impacts of desertification are interconnected.
2 China is not unique in its attempts to use large-scale afforestation to combat desertification. Choose one of the following examples and research its success or likely success.
   - President Roosevelt's Great Plains Shelterbelt program in the United States during the 1930s
   - Stalin's Great Plan for the Transformation of Nature in the Soviet Union in the late 1940s
   - Algeria's Green Dam in the 1970s
   - The proposed Great Green Wall of the Sahara in the Sahel region of Africa.

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End-of-chapter activities

1. Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the digital version to rate your confidence with this topic either online or via a downloadable checklist.

2. Making thinking visible

Headlines

1 Write a headline for one of the environmental changes outlined in the case studies in sections 7.6–7.9. Consider the most important aspect of the change and its impacts.

2 Write a second headline based on the level of success of the management response. Consider how the situation has changed and any subsequent changes to the environment.

3. Research task

Choose one of the types of environmental change discussed in this chapter, or one of your own choice. Prepare a case study relating to a specific place. Undertake research using a variety of sources and media in the following areas:

- Background information including location and geographic characteristics
- A summary of factors that led to environment change
- A description of the environmental change including a variety of impacts
- An outline of at least one management response seeking to reduce negative impacts or enhance positive impacts
- The success or likely success of the management responses outlined.

Present your findings in a report that includes relevant maps, data and statistics.

▲ **Figure 7.79** Although bushfires are a natural process within Australia's forests, ferocious fires like those that occurred in late 2019 in the Blue Mountains can lead to both short and long term ecological impacts

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4. Extended response questions

1 Use the information from the case studies presented in sections 7.6–7.9, or the research task from the previous question, to evaluate the effectiveness of a management response to environmental change.

In your response.

- Outline the type of environmental change and its impacts
- Describe the management response
- Weigh up the positives and negatives of the response and its ability to manage environmental change using statistics as evidence
- Conclude with a statement of the effectiveness of the response.

2 Choose one of the following quotes from naturalist Sir David Attenborough. Using information you have learnt from this chapter, explain what Attenborough is referring to and discuss the extent to which you agree with him.

- 'A hundred years ago, there were one-and-a-half billion people on Earth. Now, over six billion crowd our fragile planet. But even so, there are still places barely touched by humanity.'
- 'Many individuals are doing what they can. But real success can only come if there is a change in our societies and in our economics and in our politics.'
- 'The only way to save a rhinoceros is to save the environment in which it lives, because there's a mutual dependency between it and millions of other species of both animals and plants.'
- 'If we [humans] disappeared overnight, the world would probably be better off.'

▲ **Figure 7.80** Naturalist Sir David Attenborough

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5 Problem-solving task

Choose one of the impacts of environmental change outlined in section 7.4 and design your own strategy to manage the impact. Consider whether your strategy will:

- Assess and monitor the change
- Reverse or adapt to the change
- Provide an artificial solution
- Involve an indigenous perspective
- Indirectly respond to the impact by raising awareness.

Swap your response with a classmate and evaluate each other's response using a range of suitable criteria.

▲ **Figure 7.81** Hunting, poaching and habitat loss are contributing to the endangerment of the Indian rhinoceros

Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about environmental change

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Unit 2

Geographies of human wellbeing

Overview

Being born in a developed country into a family of average wealth is often compared to winning the lottery. If that developed country is Australia then you certainly have won! In 2018, Australia ranked third in the United Nations Development Programme's Human Development Index. This means people from Australia are more likely to live longer than the majority of the global population. Australian residents are also more likely to enjoy a relatively high level of wealth and education.

In this unit you will learn how to measure human wellbeing using various indicators. These indicators will enable you to compare wellbeing in different countries and different places, and to understand the causes for these variations. By exploring a series of case studies, you will examine the ways in which government and non-government organisations seek to manage and improve wellbeing in Australia and across the world.

Learning goals

After completing this unit, you should be able to answer these questions:

- What is human wellbeing and how can it be measured?
- How does human wellbeing vary spatially across the world?
- Why does human wellbeing vary between regions within a country?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How does the level of development in a country or place influence wellbeing?
- How do government and non-government organisations seek to improve human wellbeing?

▲ **Image:** Pakistani girls queue for donated food at the courtyard of the shrine of Sufi Saint Bari Imam on 29 January 2010. Pakistan is number 139 on the UN's Human Development Index of 179 countries.

Video
Unit overview

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Introducing Geographical concepts and skills: *Space, scale* and *interconnection*

Throughout this unit there will be a focus on developing your understanding of **space**, **scale** and **interconnection**.

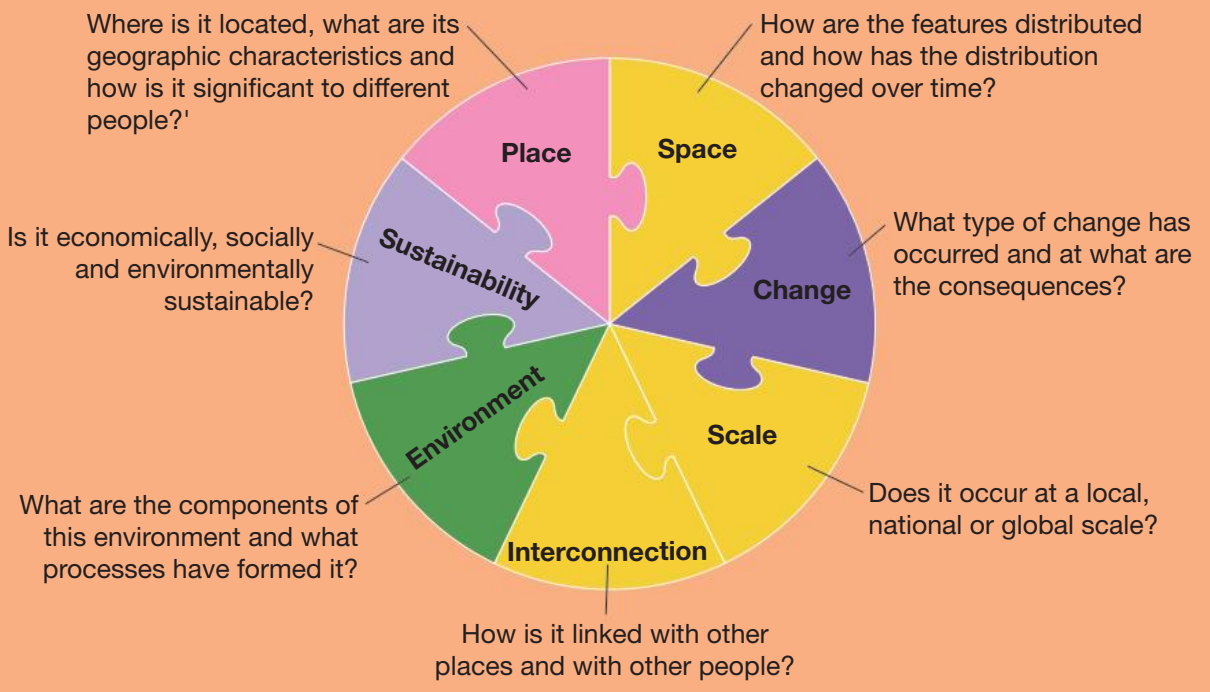
In geography, **space** refers to the spatial distribution of places and the characteristics within these places. Geographers use maps and various forms of spatial technology to examine, monitor and compare spatial distributions in order to assess, manage and predict impacts.

Scale refers to the spatial level at which distributions are examined. The scale of a map relates the actual size of something on the Earth's surface to its size as represented on a map. Observational scale refers to the relative size of an area being investigated. Observational scale is often categorised as either local, regional, national or global.

Interconnection involves the links between places and the influences that people have on the characteristics of places. The characteristics of a place can contribute to the wellbeing of people within that place. Similarly, the wellbeing of people at a local scale can contribute to the levels of wellbeing within a region or an entire country.

Although this unit has a specific focus on space, scale and interconnection, these concepts are parts of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts



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CHAPTER 8

Geographies of human wellbeing

Setting the scene: living conditions in Hong Kong

At first glance, Hong Kong's Victoria Harbour appears to be an idyllic urban paradise. Tall, modern skyscrapers stretch out along a tranquil coastline surrounded by luscious forests. For the estimated 93 billionaires that live in Hong Kong, it is indeed a paradise. In fact, in 2019 Hong Kong became the city with the highest concentration of rich people in the world. One in every seven Hong Kong residents is a millionaire! However, based on household income, Hong Kong also has one of the largest variations in human wellbeing. In 2016 the average monthly household income of the richest ten per cent of people from Hong Kong was 44 times greater than the poorest 10 per cent of Hong Kong residents.

Renting a typical 45-square-metre studio apartment in one of Hong Kong's mid-range areas costs approximately $A3350 per month. This makes it the most expensive city in the world to live in. Hong Kong's median wage is just $A3000 month, making safe and adequate housing unaffordable for much of Hong Kong's working class. Many families are forced to live in cramped conditions with three generations (children, parents and grandparents) under one roof. An estimated 100 000 people in Hong Kong live in subdivided apartment units that measure less than four square metres each. Many of these subdivisions are illegally built and do not meet safety standards. Thousands more people are forced to live in cubicles or cages that are barely large enough to fit a bed.

Hong Kong's housing situation is even worse for women. Less than 20 per cent of women in Hong Kong participate in the work force – well below of the global average of 48.5 per cent. Living conditions for poor people are very tough – many elderly women collect and sell cardboard to scrape together a very basic living (Figure 8.4). Homelessness is on the rise and the waiting list for public housing is up to six years.

▲ **Figure 8.1** View of Hong Kong's Victoria Harbour

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▲ **Figure 8.2** Life inside one of Hong Kong's subdivided apartments

▲ **Figure 8.3** Thousands of low-income workers live in 'cage homes' that are only large enough to fit a sleeping mat

▲ **Figure 8.4** Many elderly people in Hong Kong scavenge cardboard from the streets to sell to recycling plants

MAKING THINKING VISIBLE 8.1

What makes you say that?

Visit the Dollar Street website, produced by the Swedish Gap Minder organisation, and explore the homes of different families around the world. In pairs, ask each other the following questions and then prompt each other to justify your opinions by asking 'what makes you say that?'

1. Which of the families you investigated do you think would have the highest level of wellbeing?
2. What do you think are some of the challenges facing some of the families at either end of the income spectrum?
3. Which of the families you investigated do you think has a lifestyle similar to yours?
4. What has this exercise shown you about wellbeing across the world?

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Chapter overview

Introduction

We live in a world of stark inequality. Nearly two billion people around the world are overweight – roughly a quarter of the global population. In contrast, 462 million people across the world are underweight. According to the World Health Organization (WHO), around 45 per cent of deaths among children under 5 years of age are linked to malnutrition, especially in poorer regions. In these same regions, the number of overweight children is also growing significantly!

As well as contrasts in the amount of food people consume, there is wide variation in the amount of things people own. As Table 8.1 shows, approximately 70 per cent of people in Australia and New Zealand own a car, yet there are many countries where less than five people per 1000 people own a car.

In 2017 a study revealed that people living in the United States had an average of 3.25 television sets per household. This is significant, considering that each US household consists of an average of only 2.53 people. People in Australia had a more modest 2.40 televisions per household for their 2.6 people per household. Meanwhile, there were an estimated 1.1 billion people who didn't even have access to electricity!

Although the number of television sets per household might seem trivial, it highlights an underlying lack of equality in wealth, resources and quality of life. Together with measures of mental health, these factors form the basis of human wellbeing.

▼ **Table 8.1** (top) Top 10 countries ranked in order of number of cars per 1000 people in 2014. (bottom) Bottom 10 countries ranked in order of number of cars per 1000 people in 2014.
Source: World Data website.

Top 10 countries	Number of cars per 1000 people
San Marino	1263
Monaco	899
United States	797
Liechtenstein	750
Iceland	745
Luxembourg	739
Australia	717
New Zealand	712
Malta	693
Italy	679

Bottom 10 countries	Number of cars per 1000 people
Mauritania	5
Congo	5
Central African Republic	4
Lesotho	4
Ethiopia	3
Liberia	3
Bangladesh	3
Solomon Islands	3
Somalia	3
Togo	2

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The examination of the horrendous living conditions experienced by thousands of people in Hong Kong is one of many case studies that will be presented throughout this chapter. These case studies will focus on different aspects and indicators of wellbeing and will explore ways that people strive to improve their wellbeing at a local, national and global scale.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What is human wellbeing and how can it be measured?
- What factors affect human wellbeing?
- How does human wellbeing vary spatially across the world and what impacts does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How do levels of development in a country or place influence people's wellbeing?
- Why does human wellbeing vary at a local scale and what impacts does this have?
- How do government and non-government organisations seek to improve human wellbeing?
- How does human wellbeing vary at a national scale and what impacts does this have?

Geographical skills

After completing this chapter, you should be able to:

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences of these changes
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems (GIS) as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

◄ **Image:** This picture taken in October 2016 shows some of the oldest buildings in Hong Kong where thousands of migrants live.

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8.1 Measuring human wellbeing

FOCUS QUESTIONS

- What is human wellbeing and how can it be measured?
- What factors affect human wellbeing?

What is human wellbeing?

Human wellbeing can be defined as an overall measure of the health and quality of life of a group of people. Human wellbeing varies significantly depending on the place and population for which wellbeing is measured.

KEY TERMS

human wellbeing overall measure of the health and quality of life of a group of people

rural region that is located outside of cities, towns or other urban areas

urban area with at least 1000 residents and a population density of more than 200 people per square kilometre

indicators measures used to assess and track changes in progress and performance

infant mortality rate (IMR) measure of the number of children per 1000 children born who die aged under one year of age

objective result or judgement that is not influenced by the personal feelings or opinions of an individual

quantitative data based on numerical quantities that can be counted or measured

qualitative data not based on numeric quantities, usually measured using techniques including observations, interviews and surveys

subjective result or judgement that is influenced by the personal feelings or opinions of an individual

excreta faeces, urine and other waste material discharged from the body

In the world's poorest regions, wellbeing involves having the basic requirements needed for survival, such as food and clean water, shelter, clothing and safety. In wealthier regions, health, income, education and happiness are more common measures of wellbeing.

In many cases, individuals make decisions about what they consider to be the qualities of a prosperous life and then measure their level of wellbeing based on whether or not they have the ability and resources available to them to achieve those qualities in their own lives.

The study of human wellbeing can be approached on many different scales. On a global scale, the wellbeing of different countries can be compared. Trends in the global distribution of wellbeing can be used to measure the change in the development of different countries and regions.

On a national scale, there is often a stark contrast between the wellbeing of different parts of a country's population, particularly between **rural** and **urban** regions. These contrasts can present difficult management challenges for national governments.

On a local scale, the wellbeing of people within a place can vary based on a variety of factors such as employment, wealth, housing and education.

How is human wellbeing measured?

There is no single measure of human wellbeing. Instead, comparing the wellbeing of populations involves using a variety of **indicators**. When combined, these indicators give an overall view of a population's wellbeing.

Some of these indicators, such as **infant mortality rate (IMR)**, are **objective** and **quantitative**. This means that they can be measured, making them easy to compare. Other indicators, such as happiness, are **qualitative** and more difficult to measure.

Qualitative results are often based on interviews and surveys – these results can be **subjective**, which means they are influenced by a person's environment, experiences and preferences. Qualitative data is therefore not always consistent. Many of the most common indicators used to measure human wellbeing are outlined in the rest of this chapter.

Sanitation

According to the World Health Organization (WHO), sanitation refers to the provision of facilities and services for the safe management and movement of human **excreta** from a toilet to storage, treatment and safe use or disposal. In other words, access to a clean and safe toilet.

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Around the world, approximately 2 billion people live without adequate sanitation like a toilet or **latrine**, something that most people in Australia take for granted. Figure 8.6 shows that almost all people in North America and Europe have access to basic sanitation, while nearly 30 per cent of people in Central and South Asia don't have access to any form of sanitation.

Lack of sanitation affects human wellbeing in a variety of ways. As well as making life difficult and unpleasant, it also leads to the spread of infectious diseases like diarrhoea, cholera, typhoid and dysentery. This can be especially dangerous if infected faecal matter contaminates water supplies (see Figure 8.5).

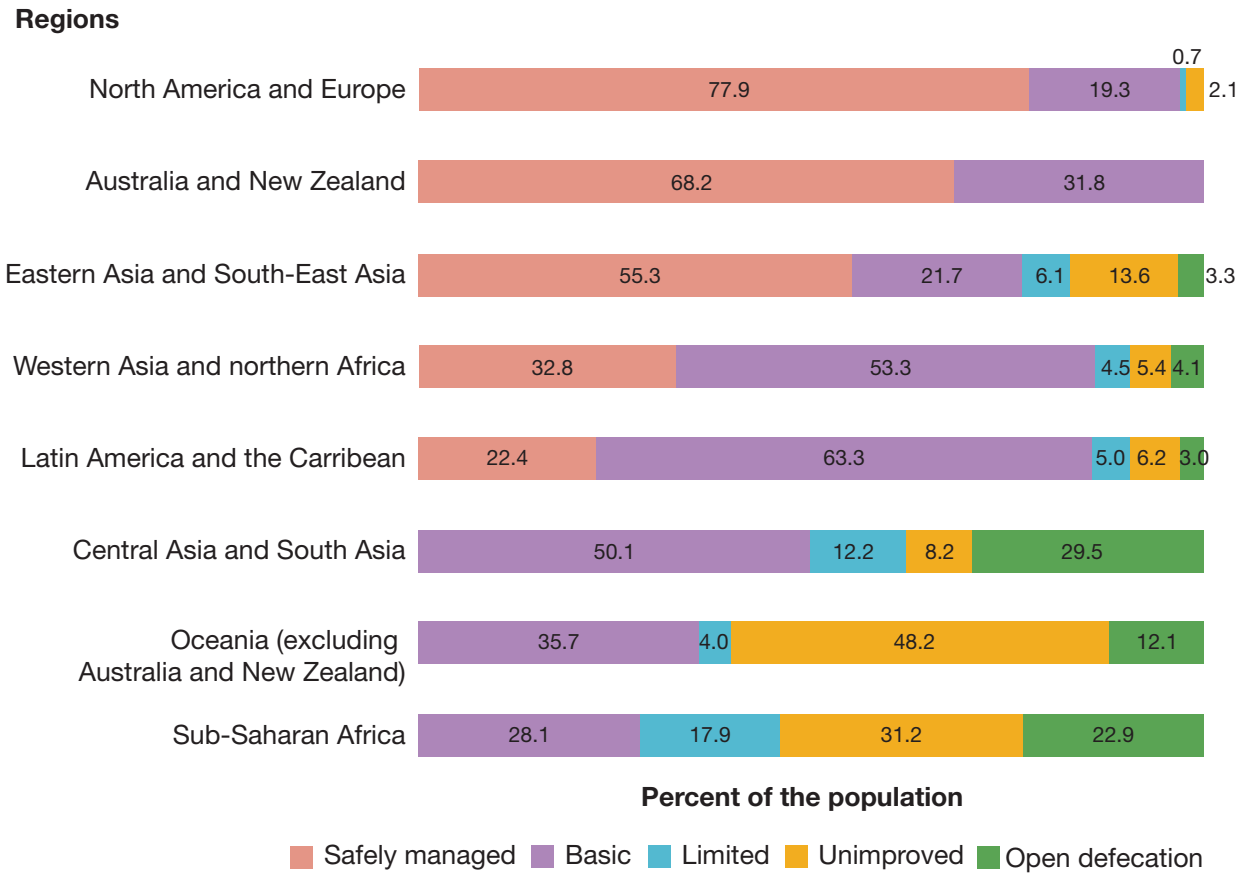
Every year, half a million children die from diarrhoea, which causes dehydration and related illnesses such as **malnutrition**. This makes diarrhoea the second leading cause of death in children aged under five. In addition to these direct impacts, inadequate sanitation has many indirect impacts on human wellbeing. For example, a lack of sanitation in schools drastically reduces school attendance, particularly for women and girls, which ultimately leads to a reduction in the literacy rate (see the section on adult literacy rates later in this section).

KEY TERMS

latrine communal toilet or a simple form of sanitation, for example an open trench

malnutrition medical condition resulting from a lack of nutrition by not eating enough food, eating an imbalance of foods or eating an excessive amount of food

▲ **Figure 8.5** Simple latrine situated over a lake in one of Bangladesh's slums



▲ **Figure 8.6** Percentage of world population, by regions close to each other with similar practices, that has access to various levels of sanitation

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ACTIVITY 8.1

Check your understanding

1 Suggest a factor that is causing the variation in access to sanitation shown in Figure 8.6.

Wealth

One of the most common measures of wellbeing is wealth. Wealth provides access to life's necessities and opportunities, and affects all other wellbeing indicators. For example, regions with greater wealth have a greater access to sanitation, higher levels of education and a higher life expectancy.

A common way of measuring and comparing wealth between countries is Gross Domestic Product (GDP) per capita. GDP is a measure of a country's economic output based on the total value of goods produced and services provided in a year. 'Per capita' means per person. GDP per capita is a measure of a country's wealth divided by its total population.

KEY TERMS

absolute wealth wealth compared to a fixed standard (for example, whether a person is above or below the national poverty level)

relative wealth how a person's wealth compares with the other people around them

cost of living amount of money needed to afford basic necessities such as housing, food, clothing and healthcare

When considering an individual's wellbeing based on their wealth, it is important to differentiate between absolute and relative wealth. **Absolute wealth** refers to wealth compared to a fixed standard, for example, whether a person is above or below the national poverty level. On the other hand, **relative wealth** relates to how a person's wealth compares with the other people around them, including their family and friends, colleagues and the people living within their suburb or region.

Another consideration when looking at wealth is the **cost of living** within a place, compared with the average income. Table 8.2 shows that the average annual income in Switzerland is US$81 130, making its population rich by global standards. However, a 2018 survey ranked Switzerland the second most expensive country to live in. This shows that a higher income does not always mean a higher standard of living.

▼ **Table 8.2** Countries with the highest average incomes.
Source: World Data website

Country	Average annual income ($US)
Monaco	186 080
Liechtenstein	116 300
Bermuda	106 140
Switzerland	81 130
Norway	76 160
Macao	72 050
Luxembourg	70 790
Iceland	60 500
United States	59 160
Denmark	55 330

ACTIVITY 8.2

Analysing geographical data

1 Refer to Table 8.2. In which continent are most of the countries with the highest annual incomes located?
2 Refer to Figure 8.7 and a world map. Name the five countries with the highest GDP.

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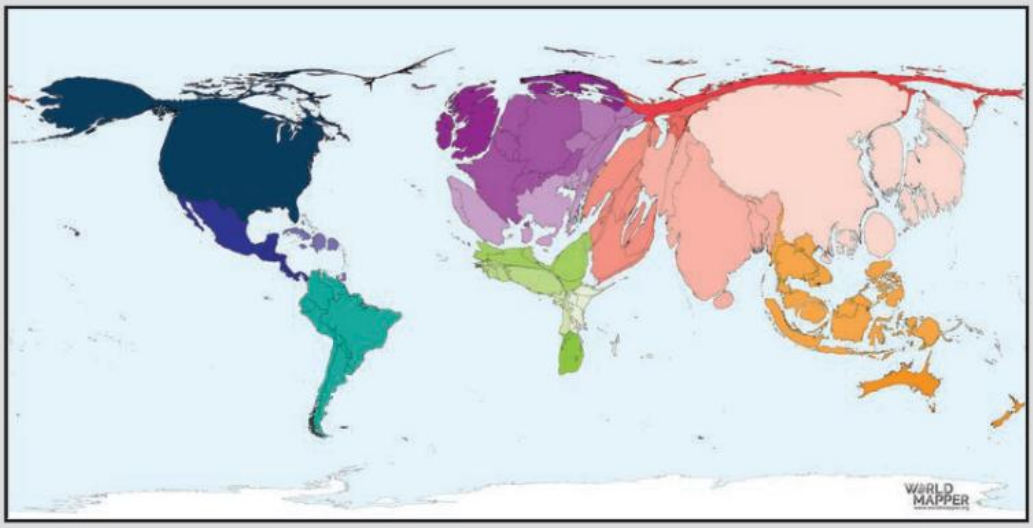
▼ **Figure 8.7** **Cartogram** showing the relative sizes of countries based on their GDP, 2018 you (look up the original map online – see the source below – or zoom in on this map within the digital versions of this textbook)
Source: World Mapper website, 2020



Infant mortality rate (IMR)

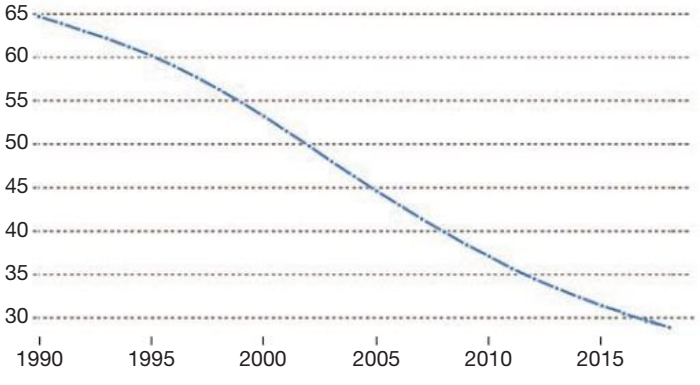
Infant mortality rate (IMR) is a measure of the number of children who die under one year of age for every 1000 children born. If, for every 1000 children that are born in a country, eight of those children die on average before turning one, then that country's IMR is eight.

The causes of infant mortality vary significantly around the world. The most common causes of infant death are diarrhoea, blood infections, premature birth, respiratory infections such as the flu or pneumonia, and problems arising from a lack of oxygen to a baby during birth.

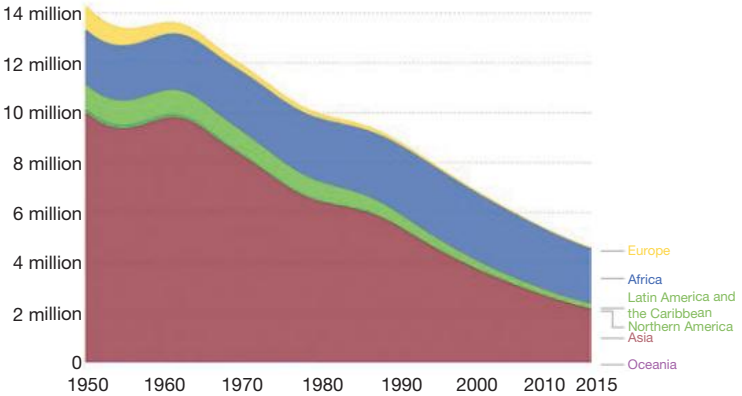
Modern technology and better access to health care and health education has led to a significant reduction in the global IMR. In economically developed countries such as Japan, the IMR has reduced to just two infant deaths for every 1000 children born. Figure 8.8 shows that the global IMR rate has decreased significantly since the 1990s, with approximately 65 deaths per 1000 children born in 1990 decreasing to 29 per 1000 in 2018. This has resulted in the number of annual infant deaths decreasing from 8.8 million in 1990 to 4.1 million in 2017.

KEY TERM
cartogram type of map in which the sizes of countries are manipulated to represent the variable being mapped

Unfortunately, Figure 8.9 shows that this reduction has not occurred evenly – the IMR still remains high in many countries. The IMR in Afghanistan is 110. This is predominantly due to a lack of medical facilities, particularly in rural areas, where many women give birth at home without access to a qualified doctor.



▲ **Figure 8.8** Global change in the IMR from 1990 to 2017



▲ **Figure 8.9** Change over time of IMR by world region
Source: Our World in Data website, 2020

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ACTIVITY 8.3

Analysing geographical data

1 Figure 8.8 shows a steady decline in the global IMR since 1990. However, Figure 8.9 shows that the decline in the number of infant deaths has not occurred evenly. Describe how the number of infant deaths changed for each world region from 1950 to 2015.

Total fertility rate

The total fertility rate (TFR) is the total number of children expected to be born to a woman in her lifetime if she lives to the end of her childbearing years. In 2018 the TFR in Australia was 1.77 babies per woman. This does not mean every woman in Australia will give birth to 1.77 babies, though! This value is calculated based on the average number of children each woman gives birth to in a country – this means on average Australian women have one or two children. In contrast, the TFR in Niger in 2018 was 6.49, meaning on average women in Nigeria have six or seven children.

Table 8.3 shows the ten countries with the highest and lowest TFR. Globally, the TFR has fallen from approximately five in the 1960s to 2.42 in 2018. There are many factors responsible for this trend, including greater access to **family planning**, better health care resulting in a reduction in the global IMR, a higher life expectancy, and greater career opportunities for women (this often delays the age at which women choose to have children, resulting in women having less children overall).

KEY TERMS

family planning services that help women to gain greater control over the number of children they have, and the timing between births

adult literacy rate (ALR) proportion of adults in a population who can read and write

▼ **Table 8.3** The 10 countries with the highest and lowest TFR (top). The 10 countries with the lowest TFR (bottom).
Source: CIA World Factbook

COUNTRIES WITH THE HIGHEST TFR	
Country	**TFR**
Niger	6.49
Angola	6.16
Mali	6.01
Burundi	5.99
Somalia	5.80
Uganda	5.71
Burkina Faso	5.71
Zambia	5.63
Malawi	5.49
Afghanistan	5.12

COUNTRIES WITH THE LOWEST TFR	
Country	**TFR**
Romania	1.35
Montserrat	1.33
Bosnia and Herzegovina	1.3
British Virgin Islands	1.29
South Korea	1.26
Puerto Rico	1.22
Hong Kong	1.19
Taiwan	1.13
Macau	0.95
Singapore	0.83

ACTIVITY 8.4

Research task

1 Using an atlas or Google Earth, locate each of the countries in Table 8.3. To what extent does location seem to be related to TFR?

Adult literacy rate

The **adult literacy rate (ALR)** refers to the proportion of adults in a population who can read and write. This is an important indicator of wellbeing – being able to read can improve a person's employability and earning potential. Literacy is also often used as a measure of a population's overall level of education.

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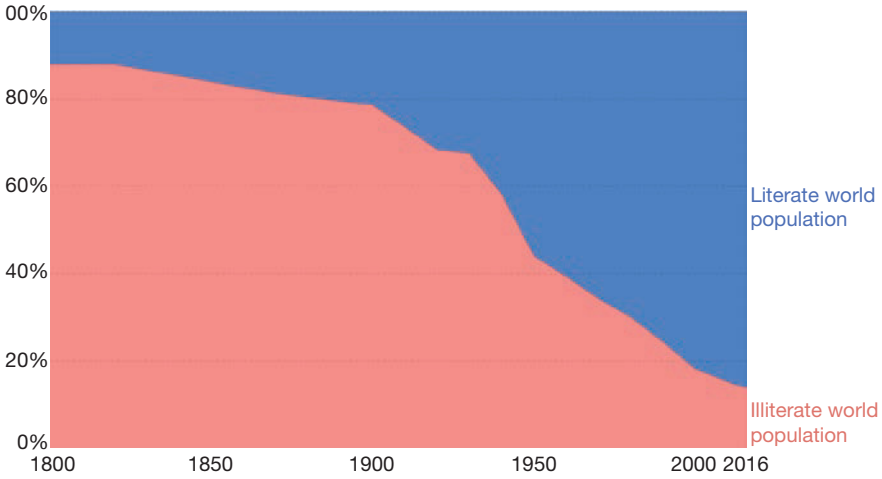
Figure 8.10 shows that the proportion of people who are literate has improved significantly from 1800, when it was just 12 per cent of the global population, to over 86 per cent of the global population in 2016. However, there is a large variation in the ALR between world regions. In **sub-Saharan Africa** the average ALR is just 61 per cent, compared to 99 per cent in northern Europe.



▲ **Figure 8.10** Change over time in the proportion of literate and illiterate people over 15 years of age

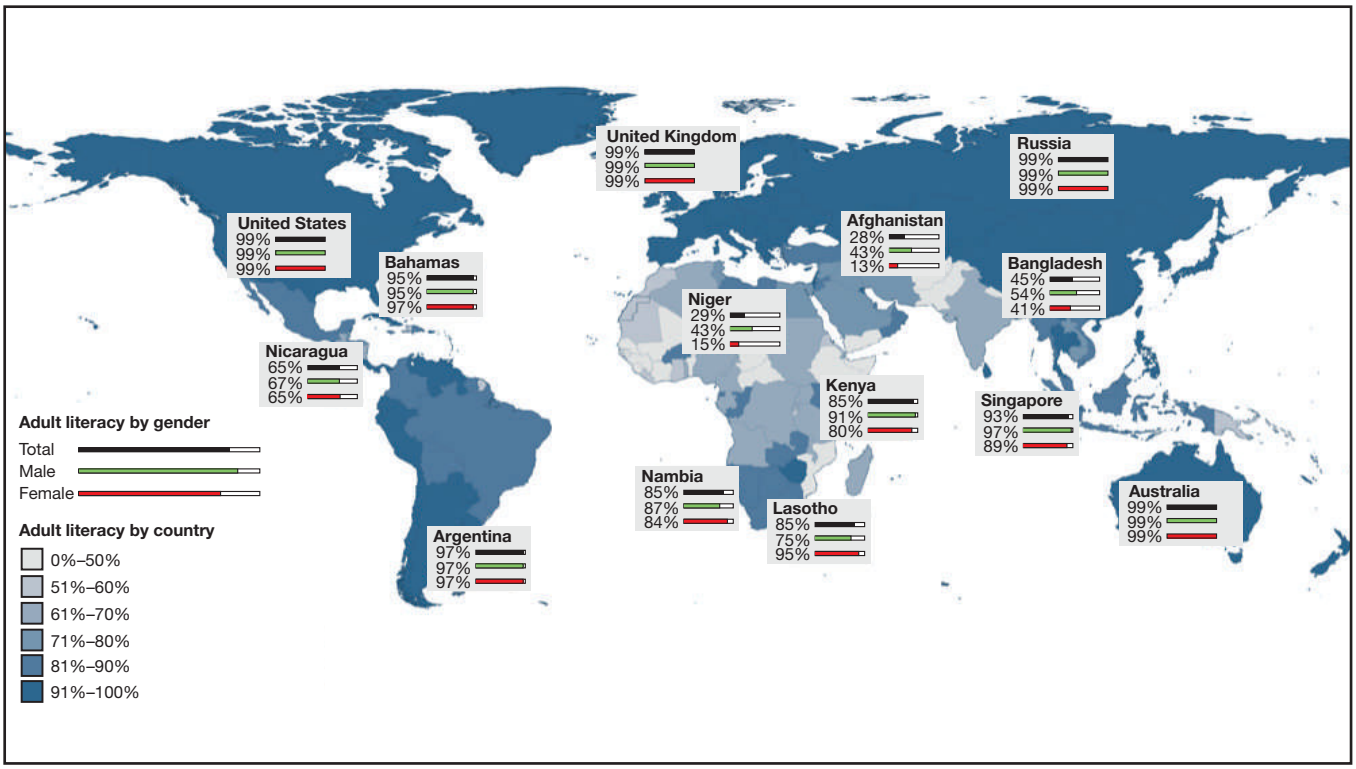
Unfortunately, it is very difficult to accurately measure an entire population's level of literacy skill. Although most people have basic reading and writing skills, many lack a level of skill high enough to improve their wellbeing. This is particularly important when considering health literacy.

The World Health Organization defines health literacy as the ability of individuals to gain access to, understand and use information in ways that promote and maintain good health. This is particularly important for females who often have lower levels of literacy than males within the same population (see Figure 8.11). Elderly people, racial and ethnic minorities and low-income earners also have lower levels of health literacy on average.

Although the ALR in Australia is 99 per cent, a national health survey by the Australian Bureau of Statistics in 2018 showed that 14 per cent of Australians found it difficult to navigate the healthcare system. As shown in Figure 8.12, this varied considerably throughout the different age groups. Low levels of health literacy affects wellbeing as it can lead to higher rates of hospitalisation, less frequent use of health services and overall higher government costs.

KEY TERM

sub-Saharan Africa term for countries in the region of Africa located south of the Sahara Desert



▲ **Figure 8.11** Global variation in the Adult Literacy Rate for male and females
Source: The visualisation and analysis was conducted by Dr Mark Graham, Scott A. Hale and Monica Stephens, in collaboration with Dr Corinne M. Flick and the Convoco Foundation

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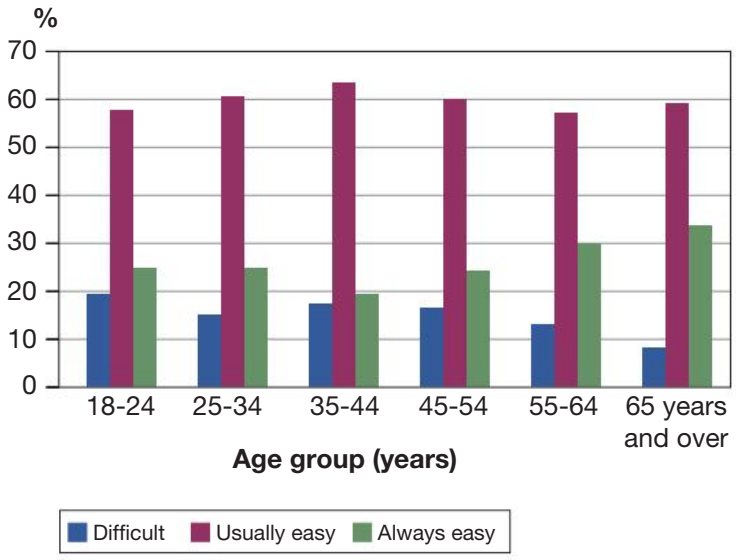

◄ **Figure 8.12** Health care literacy in Australia by age group
Source: Health Literacy Survey, 2018

ACTIVITY 8.5

Analysing geographical data

1 Using Figure 8.10, create a table to record how the proportion of literate to illiterate people has changed every 50 years since 1800.

2 Refer to Figure 8.11.
- Which world regions have the highest and lowest adult literacy rate?
- Name two countries that have a large difference in literacy between males and females and two countries that do not have any difference.
- Suggest an impact that lower literacy rates in females might have in a country such as Niger.

Health and disease

The ability for a population to treat and control the spread of diseases, and to provide appropriate health care, is an important indicator of wellbeing. Although many diseases affect all people irrespective of their living conditions or wealth, there are many preventable and treatable diseases that occur predominantly in poorer regions. For example, malaria is a life-threatening disease caused by parasites spread when ***Anopheles*** mosquitoes bite people.

KEY TERMS

Anopheles genus of mosquito containing 460 species, 100 of which can spread malaria

physician medical practitioner, such as a doctor, nurse or surgeon

In 2017 malaria was responsible for the deaths of 435 000 people worldwide. It was also one of the leading causes of death for young children. Although climate is a major factor determining the prevalence of malaria, 93 per cent of malaria-related deaths occurred in sub-Saharan African countries (see Figure 8.13). This suggests that there is a correlation between the impact of malaria and the level of a country's economic development.

Another factor determining wellbeing in terms of diseases is access to **physicians**, such as doctors or nurses. This is often measured in terms of the number of physicians per 1000 people. The global average is 1.5 physicians per 1000 people, yet this measure can be is as high as 7.5 in Cuba or 3.4 in Australia, and as low as 0.01 in Liberia.

Amazing but true …

In 2019 an article in the *New York Times* described mosquitoes as the 'deadliest hunters of human beings on the planet'. Approximately 700 000 people are killed by mosquitoes each year, via malaria and other mosquito-borne diseases. An estimated total of 108 billion people have been killed by mosquitoes over the last 200 000 years.

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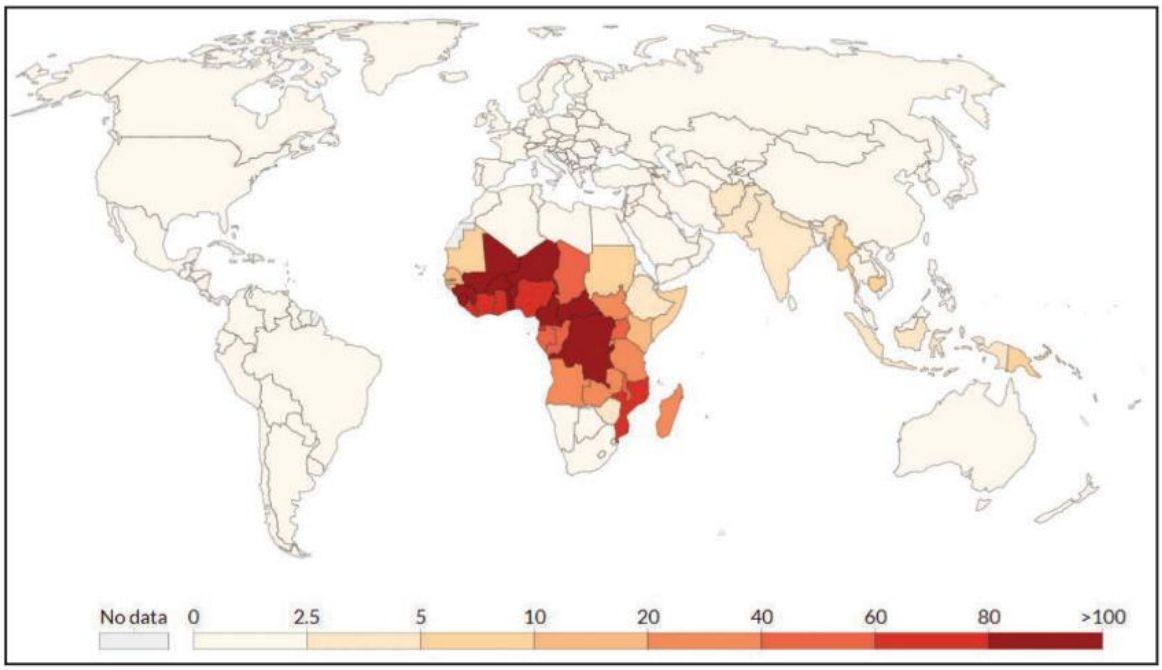

▲ **Figure 8.13** Global distribution of deaths due to malaria in 2017, measured as the number of deaths per 100 000 individuals

ACTIVITY 8.6

Analysing geographical data

Figure 8.13 shows the global distribution of countries with a high number of deaths due to malaria.

1. Name all of the countries that have a death rate of more than 60 deaths per 100 000 individuals.
2. Using an atlas or Google Earth, name the **latitudes** between which all malaria-related deaths occur.
3. Investigate why there is an association between the prevalence of malaria and latitude.

Cardiovascular diseases, including heart attacks and strokes, are the leading cause of death around the world. Many of the causes of cardiovascular diseases are preventable, including tobacco use, unhealthy diet and excessive alcohol consumption. Despite these causes being preventable, three-quarters of deaths due to cardiovascular diseases still occur in low- and middle-income countries due to a lack of health care services that can offer things like early detection and treatment.

Life expectancy

Life expectancy refers to how long a person can expect to live. It is calculated based on the average age that members of a particular population are when they die. Life expectancy varies significantly between countries, but it can also vary significantly within countries, particularly between rural and urban areas.

Life expectancy is an important indicator of wellbeing – it increases as other areas of wellbeing improve. For example, countries with high life expectancy usually have universal access to sanitation, medical facilities, **food security** and education – and enough wealth to provide all of these things.

As Figure 8.15 shows, over the last century average life expectancy across the world has risen significantly. Despite all world regions showing a similar growth trend, however, there is a significant difference between current life expectancy in regions such as sub-Saharan Africa and southern Europe.

For example, in 2019 France had an average life expectancy of 82.9 years, whereas in Nigeria life expectancy was only 54.5 years. There is also a significant difference between the life expectancy of males and females. In Hong Kong, which has one of the highest life expectancies in the world, males live to an average of 81.4 years, whereas females live to 87.3 years. This is due to biological differences, but also behavioural factors like higher smoking rates in males.

KEY TERMS

latitude measure of geographical position north or south of the equator, measured from 0° at the equator to 90° at the north and south poles

food security measure of people's access to enough food to meet their dietary needs

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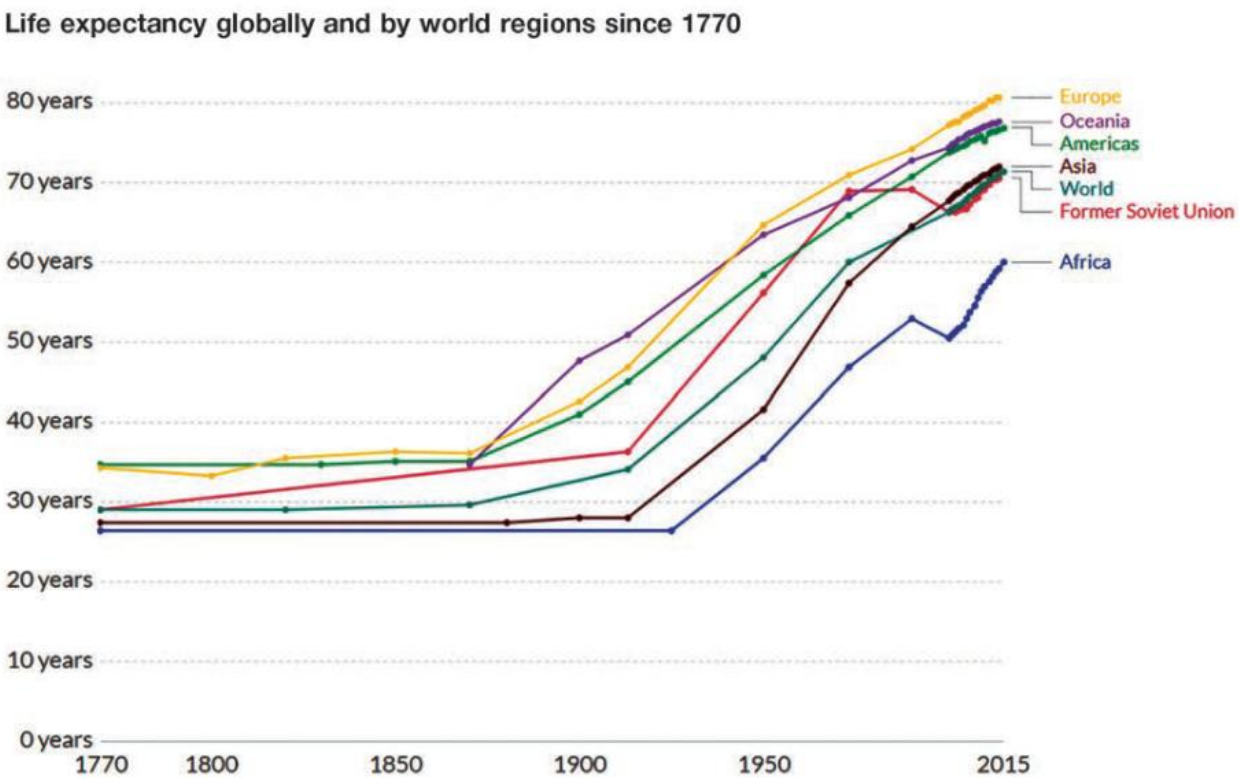
▲ **Figure 8.14** In 2019, Japan had the second highest life expectancy, at 85.8 years. The Japanese government invests money in helping its elderly population to maintain healthy and fulfilling lives.



▲ **Figure 8.15** Life expectancy has increased dramatically across the world since 1770

ACTIVITY 8.7

Analysing geographical data

1 Figure 8.15 shows a similar trend in life expectancy for all world regions. Why do you think all of these regions follow a similar trend?

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◄ **Figure 8.16** Since 1972 Bhutan has made happiness its most important measure of wellbeing

Happiness

Happiness is one of the most important indicators of wellbeing, but it is one of the most difficult to measure. It would be fair to assume that happiness correlates with many other wellbeing indicators, for example health and life expectancy. However, people are able to adapt well to difficult situations, which means that people who are poor and sick are not necessarily the least happy people in the world. The United Nations World Happiness Report ranks countries by their happiness. The criteria used includes GDP per capita, social support, life expectancy, freedom, generosity and perceptions of corruption.

In 2018 the top four countries were Finland, Norway, Denmark and Iceland, all of which are located in northern Europe. The bottom four countries were Tanzania, South Sudan, Central African Republic and Burundi, all of which are located in central and eastern Africa.

In 1972 Bhutan started focusing on gross national happiness as a wellbeing priority instead of wealth measures such as GDP. This led to the creation of Bhutan's Gross National Happiness Index in 2008. This index focuses on environmental conservation, good governance, sustainable development and the preservation and promotion of culture.

Strategies to improve Gross National Happiness include a requirement that citizens wear traditional clothing during work hours, and the teaching of **mindfulness** to students as part of their schooling. Happiness in Bhutan has increased for all age groups since 2010, while GDP has also increased to a record high.

KEY TERM

mindfulness technique for achieving a calm mental state by focusing awareness on the present moment

Other indicators of wellbeing

There are many other indicators that can be used to measure human wellbeing, especially on a local scale. Examples include:

- Job satisfaction
- Political voice
- Social connections and relationships
- Environmental qualities (climate, green space, air quality)
- Work-life balance
- Personal security and safety.

Many of these indicators are the focus of wellbeing in economically developed countries – countries in which people already have a reasonable level of wealth, a high level of education and a high life expectancy.

MAKING THINKING VISIBLE 8.2

Think, pair, share

Answer the following questions by considering all of the wellbeing indicators presented in this chapter. Share your thoughts with a partner and justify your opinion.

1 What do you think is the most important wellbeing indicator?

2 What would be the best way to improve human wellbeing in regions such as sub-Saharan Africa?

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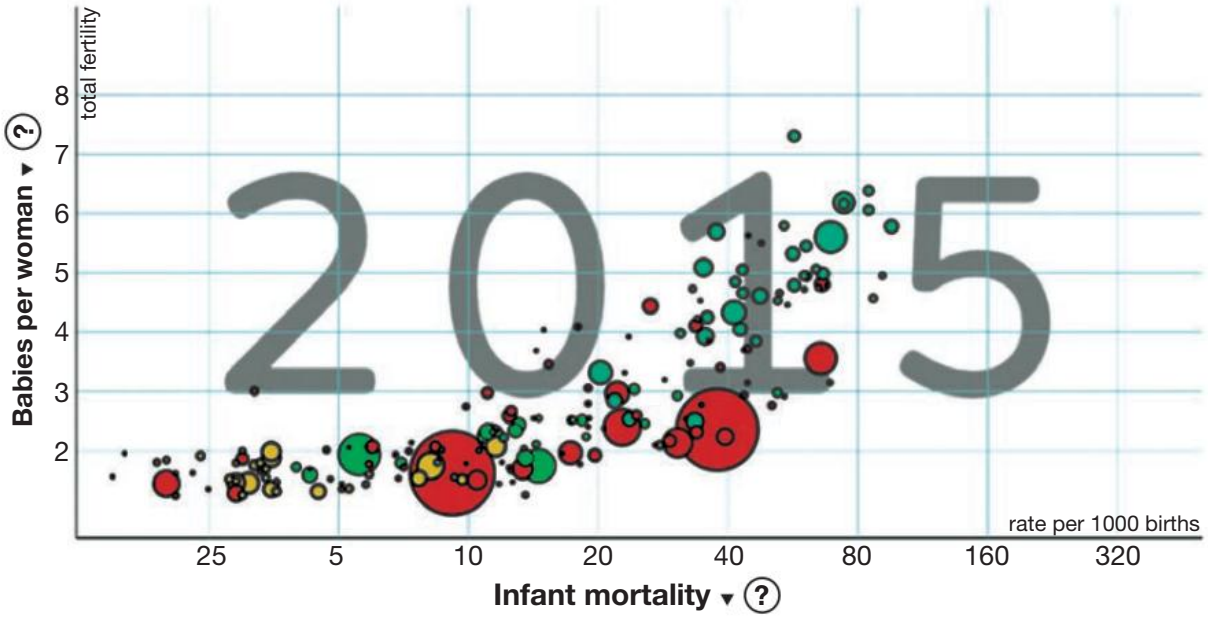
How are wellbeing indicators interconnected?

Many of the indicators used to measure wellbeing are interconnected. This means that they are linked and affect each other. For example, access to adequate sanitation can affect the prevalence of many preventable diseases, while higher levels of education can lead to an increase in wealth.

Infant mortality rate (IMR) and life expectancy are clearly linked – an increase in the number of infant deaths decreases the average life expectancy within a population. As Figure 8.17 shows, there is a strong correlation between IMR and the total fertility rate (TFR). Countries that have a higher IMR tend to also have a higher TFR. One reason for this relationship is that many couples choose to have many children knowing that unfortunately it is unlikely that they will all survive to adulthood.

Figure 8.18 shows a relationship between wealth and life satisfaction in which significant increases in wealth lead to a gradual increase in life satisfaction. However, there are many other factors that contribute to life satisfaction, such as happiness, environmental factors (like the characteristics of the place where people live) and social factors (like the relationships people have with their family and friends).

The interconnection between these indicators can lead to exceptions within trends. For example, Costa Rica has a significantly higher level of life satisfaction than Botswana, despite both countries having a similar GDP per capita. On the other hand, Hong Kong has a very high GDP but a low level of life satisfaction, largely due to the stark inequality between rich and poor people.



▲ **Figure 8.17** Relationship between infant mortality rate and total fertility rate in 2015

ACTIVITY 8.8

Analysing geographical data

Refer to Figure 8.17.

1 Describe how IMR and TFR are interconnected. In other words, how does one rate affect the other?
2 What impact might a high IMR and TFR have on wellbeing?
3 Suggest a way in which a country might improve its IMR.

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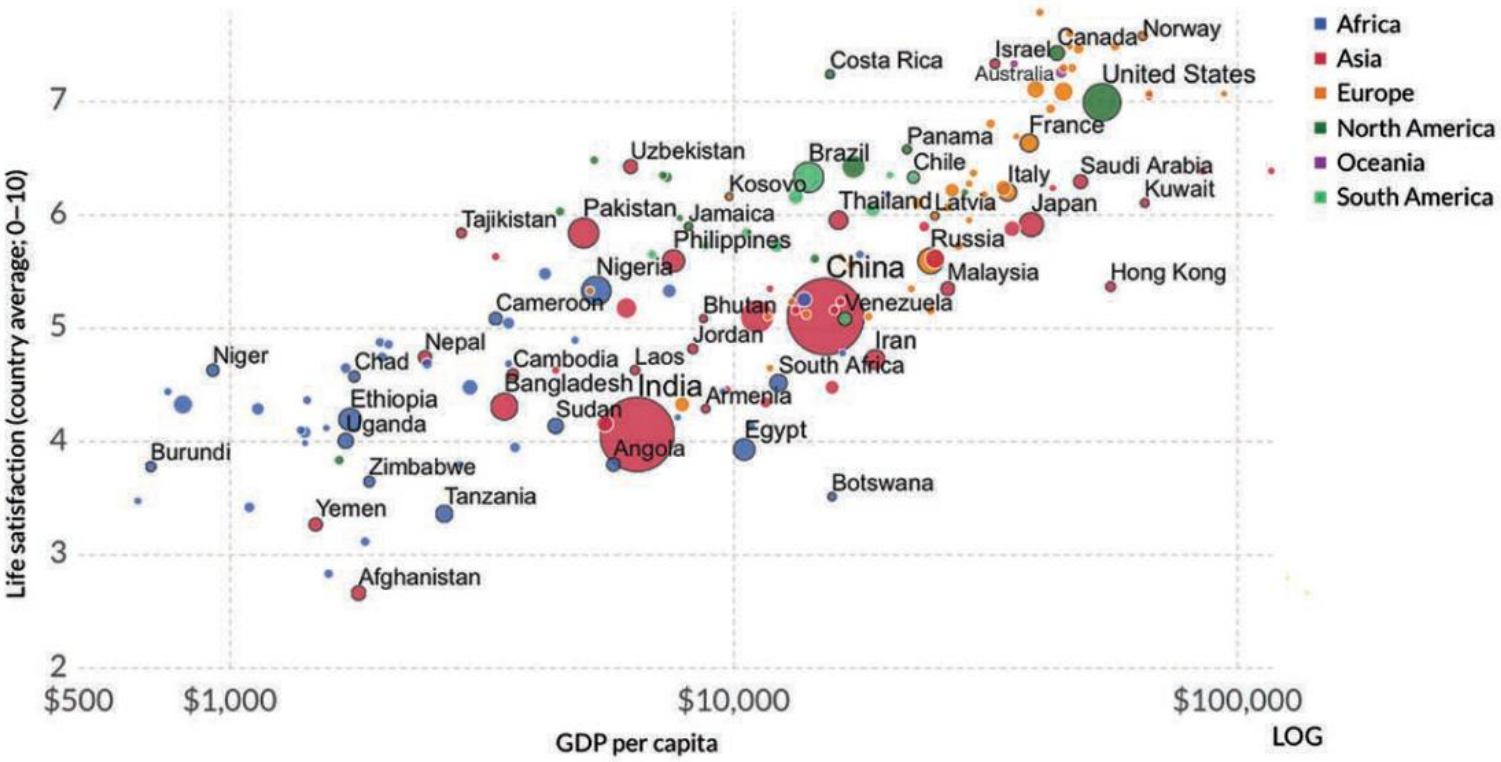

▲ **Figure 8.18** Relationship between GDP per capita and life satisfaction

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 8.1

Analysing the relationship between variables using a scatter graph

Figure 8.17 and Figure 8.18 are examples of scatter graphs (also known as scatter plots). They show the relationship between two different **variables**. The **dependent variable** goes on the *y*-axis (vertical axis). A dependent variable is a value that can be calculated based on the value of an **independent variable**. The independent variable goes on the *x*-axis (horizontal axis) of a scatter graph.

In Figure 8.17, IMR is the independent variable and TFR is the dependent variable. The data points represent values from different countries. Using this graph, it can be shown that increases in IMR are related to increases in the TFR.

The relationship between variables is known as a **correlation**. When increases in an independent variable are related to increases in a dependent variable, the direction of this correlation is said to be positive. When increases in an independent variable are related to decreases in the dependent variable, the direction of this correlation is said to be negative.

The strength of a correlation is determined by how closely aligned the data points are. This is demonstrated in Figure 8.19. Always ensure that you do not use the word 'cause' when describing the relationship between variables. This is because a *correlation* does not necessarily mean that one variable *causes* changes in another one – there are often additional factors to consider. For example, although an increase in IMR might be the cause of an increase in TFR within a country, there could be additional reasons, such as the cost of contraception or the availability of education.

KEY TERMS

variable characteristic, factor or quantity that increases or decreases over time

dependent variable variable whose is thought to depend on the value of an independent variable

independent variable variable whose changes in value are not thought to be determined by other values under consideration

correlation relationship between variables – for example if one variable increases when another variable increases, there is a correlation between those two variables

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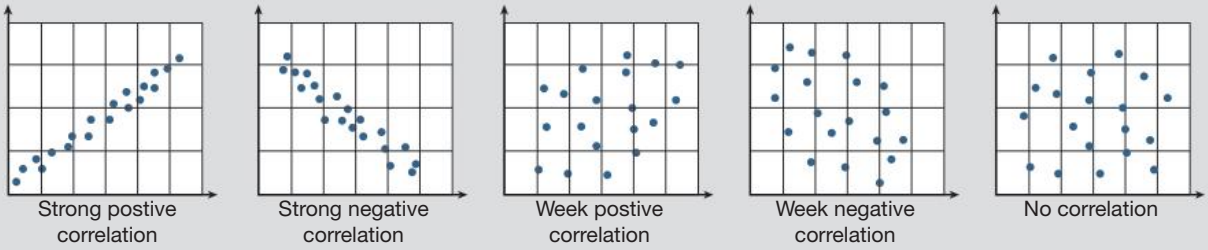
Visit the Gapminder website and click on the Tools item in the menu bar.

1. Describe the direction and strength of the correlation between income and life expectancy.
2. Using the colour legend, list the world regions with the highest and lowest income and life expectancy.
3. Using the year slider underneath the graph, describe how income and life expectancy, and the relationship between them, has changed over the last 200 years.
4. Change the dependent and independent variables to some of the other wellbeing indicators introduced within this chapter. Describe the relationship between these variables.



▲ **Figure 8.19** The direction and shape of the data points on a scatter graph determines whether the relationship is strong, moderate or weak and whether it is positive or negative

The United Nations Human Development Index (HDI)

KEY TERMS

composite statistic measure that combines several other measures or variables into one value

choropleth map map that uses shading or colours within defined areas to show the average value of a statistical variable within that area

Because measuring human wellbeing involves taking several different indicators into account, **composite statistics** are used to gain an overall measure. The United Nations Human Development Index (HDI) is an example, which ranks countries by their level of human development. It is calculated based on three areas:

- **Health** – life expectancy at birth
- **Education** – expected years of schooling for children and average years of schooling for adults
- **Income** – measured by the Gross National Income per capita.

The result is a HDI value out of one. The countries with the top three HDI values in 2019 were Norway, Switzerland and Australia, while the bottom three were South Sudan, Central African Republic and Niger.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 8.2

Creating a choropleth map using Google Sheets

A choropleth map is a map that uses shading or colours within defined areas to show the average value of a statistical variable within that area. This allows geographers to analyse how the value of a variable changes within a region and to compare the values of different places.

Choropleth maps use many different colour schemes. One common way to represent variations is by using a single colour that varies from a light shade to a dark shade, with the dark shade representing the

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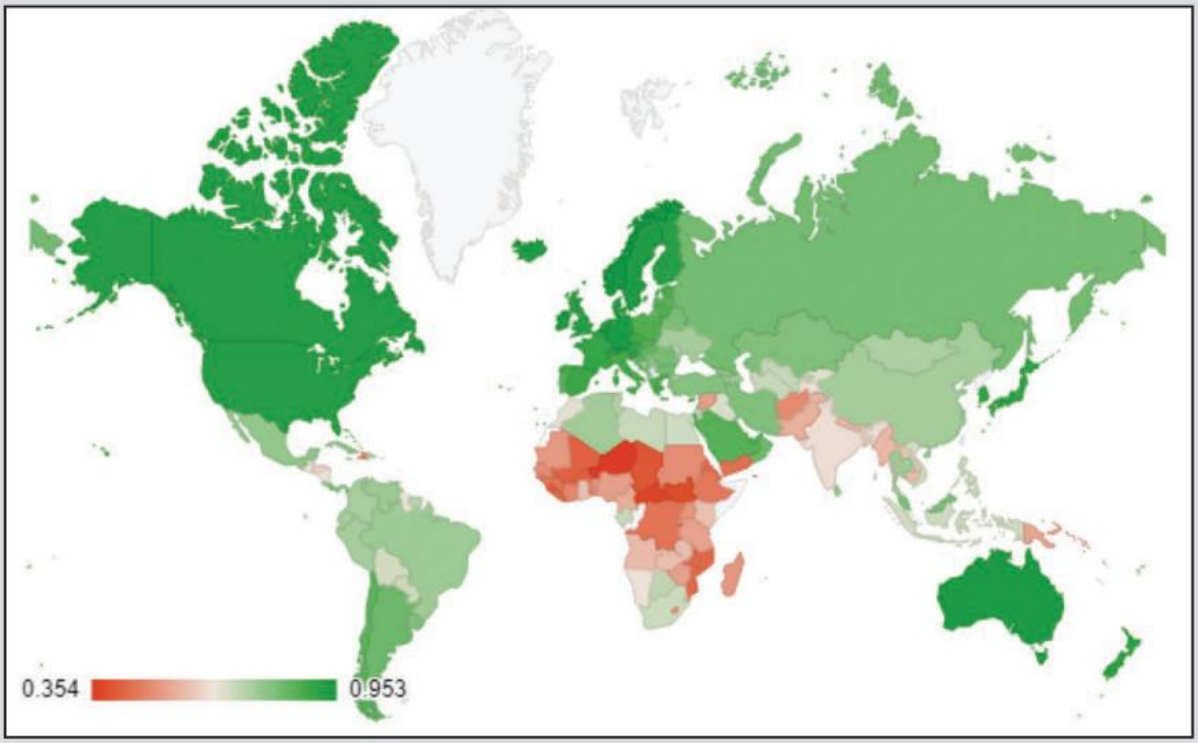
greater number in the data set. Another common representation involves graduating from cool to warm colours, such as from blue to red.

For years geographers had to battle the stigma that geography was not a real subject because it involved colouring in! Thankfully, you can now put away your colouring pencils and create choropleth maps with the Google Sheets tool by following these steps:

- Search online for the United Nations Development Programme Human Development Reports website
- Scroll down to the Data heading on the homepage
- Change the amount of entries to 100, using the drop-down menu
- Go to the Google Docs website and open up Sheets
- Select all of the data from both pages 1 and 2 (all 189 entries) and paste it into a new Google Sheet
- Select the columns with the country names and the HDI values (these will most likely be columns B and C)
- Select Insert, Chart
- The Chart Editor will appear on the right of your screen. Under Chart Type select Map
- Copy your chart into a word processing or graphics editor program and add information about Border, Orientation, Legend, Title, Scale and Source (BOLTSS) where needed
- Your choropleth map should look something like Figure 8.20.



▲ **Figure 8.20** An example of what your completed choropleth map should look like

Now refer to either Figure 8.20 or your own choropleth map of the HDI scores.

1. List the world regions that have high and low HDI scores.
2. Suggest a factor that could account for variations between these regions.
3. Choose several countries within one of these regions and research their wellbeing using the indicators discussed in this chapter. Was your suggestion in part 2 correct?

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ACTIVITY 8.9

Check your understanding

1 Create and complete a table summarising all of the different indicators of wellbeing outlined in this chapter. Include a description of what each indicator means, how it is measured, why it is an important measure and whether it is a quantitative or qualitative variable.

Wellbeing Indicator	Description	Measurement	Importance	Quantitative/ Qualitative

2 Draw a concept map showing the interconnection between some of the indicators of wellbeing presented within this chapter.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 8.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Write a paragraph summarising what human wellbeing means and the different ways in which it can be measured.
2 What is Gross Domestic Product per capita? Why is it an indicator of wellbeing?
3 What is health literacy and how does it affect wellbeing?

Interpret

4 Rank the eight wellbeing indicators introduced in this chapter from highest to lowest, based on which ones you think would have the largest or smallest impact on the wellbeing of a population. When ranking, consider the interconnection between the indicators.

Argue

5 List three factors that might determine whether a country has a high or low total fertility rate. State and justify which is the most and least important of these factors.
6 'Education is the fundamental key to providing improvement in wellbeing'. To what extent do you agree or disagree with this statement?

Extension

1 Research one of the 'other indicators of wellbeing' discussed in this chapter, such as work-life balance or job satisfaction. Find out which countries or regions within countries have a high or low score in these indicators. Discuss the significance this might have on wellbeing in these places.
2 Research how Bhutan ranks against other wellbeing indicators such as life expectancy, GDP per capita and infant mortality rate. Discuss whether or not you think you would be happy living in Bhutan given these conditions.
3 Visit the World Mapper website. Use the search tool to find a cartogram of one of the wellbeing indicators outlined in this chapter. Describe how the map has been distorted within several different continents.

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8.2 Spatial variation in human wellbeing between countries

FOCUS QUESTIONS

- How does human wellbeing vary spatially across the world and what impacts does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How do the levels of development of places influence wellbeing?

How does human wellbeing vary spatially across the world?

Geographers use maps to analyse the distribution of **phenomena** in space. In this context, 'space' refers to spatial location and 'distribution' refers to the way things are arranged. By analysing the spatial distribution of phenomena, geographers are able to find patterns. For example, Figure 8.21 (B) shows that Europe contains a large cluster of countries with the lowest infant mortality rate (IMR) in the world.

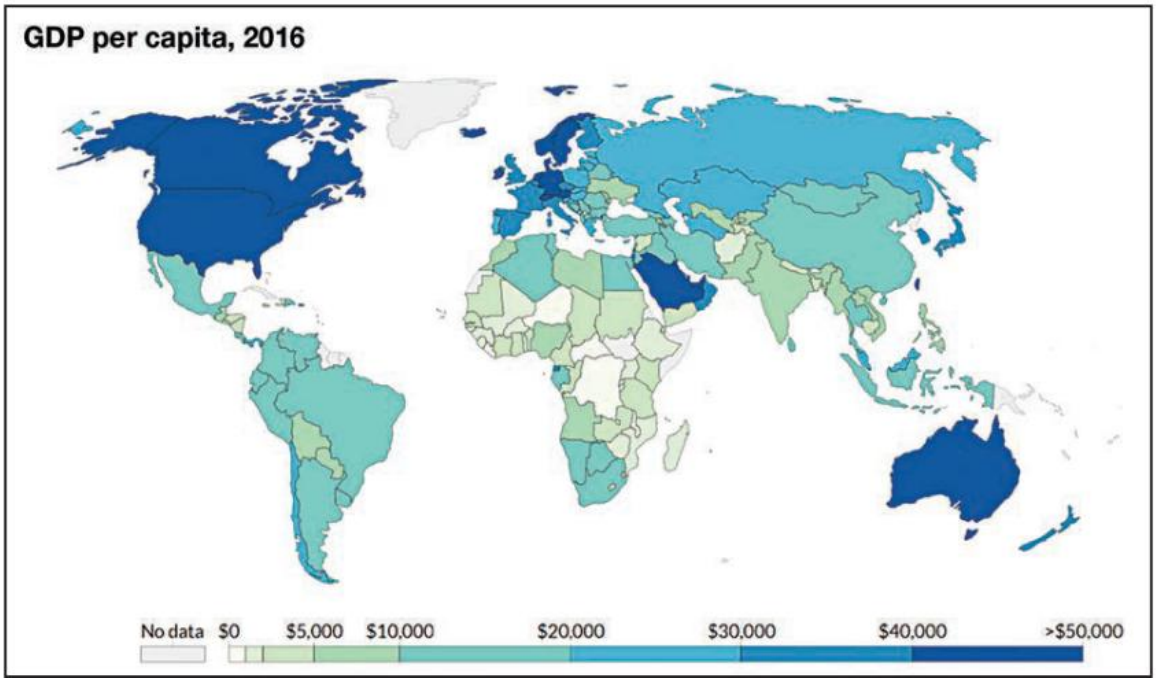
Geographers can also quantify these patterns by estimating the percentage coverage. Figure 8.21 (C) shows that approximately 20 per cent of sub-Saharan Africa has a total fertility rate (TFR) of above four.

Finally, geographers can also find exceptions to existing patterns. An example of an exception is a place that doesn't have the same qualities as the places surrounding it, and therefore doesn't fit the pattern. When looking at the distribution of wealth, Saudi Arabia is an exception because it has a Gross Domestic Product (GDP) per capita of US$40 000–50 000, which is much higher than that of the countries that surround it.

While understanding the distribution of a phenomenon is an important first step, this understanding often needs to be followed by an analysis of the reasons for that distribution. For example, why does Niger have such a high TFR? This requires further investigation including looking at other types of data and case studies.

KEY TERM

phenomena facts, circumstances or situations that can be observed, for example, GDP or life expectancy in each country



▲ **Figure 8.21A** The global distribution of five wellbeing indicators: GDP per capita, 2016

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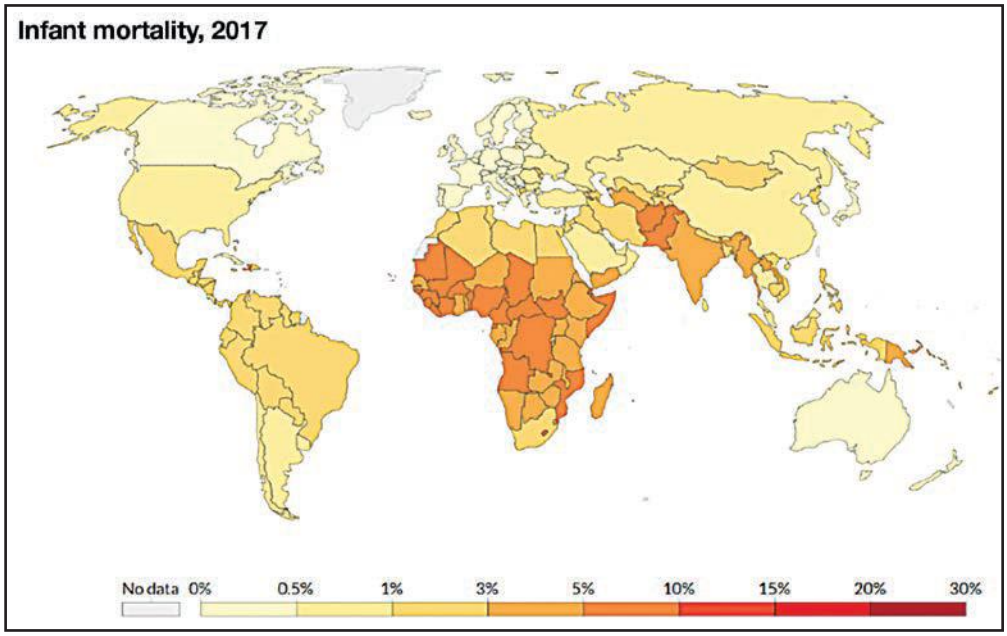
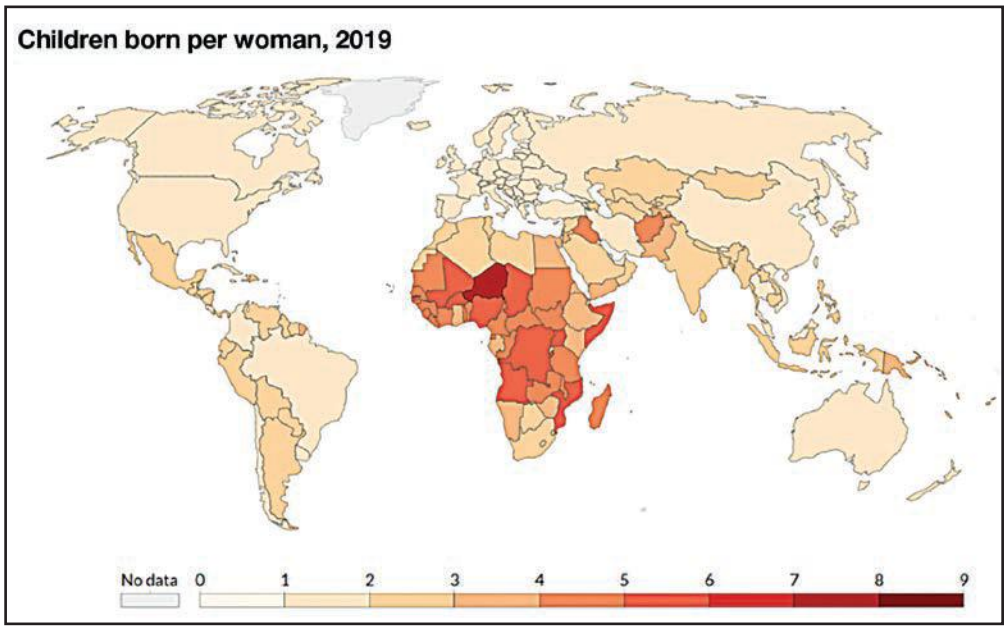
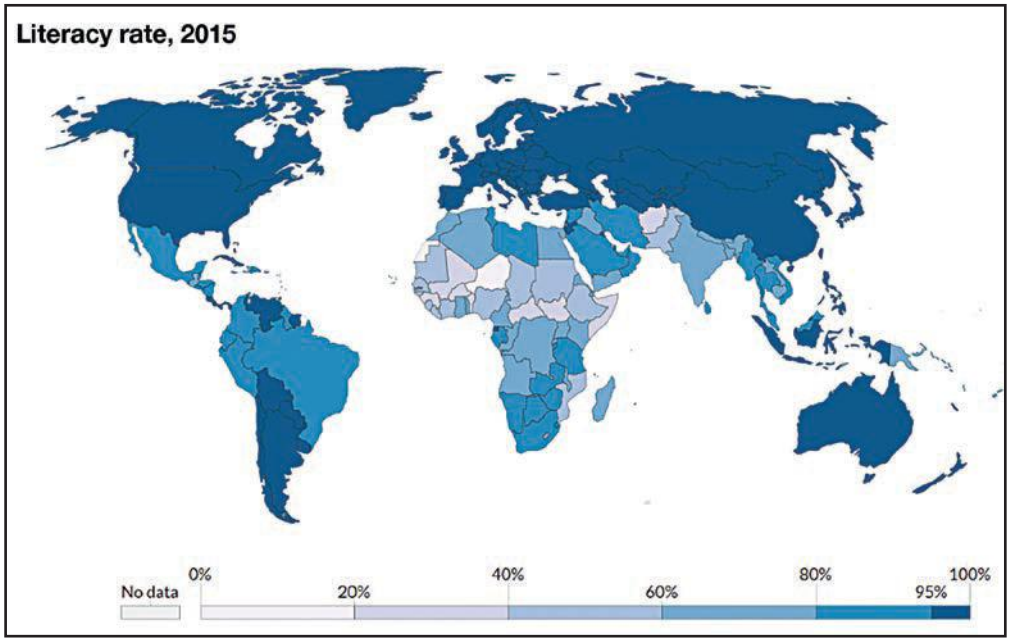


▲ **Figure 8.21B** The global distribution of five wellbeing indicators: infant mortality, 2017



▲ **Figure 8.21C** The global distribution of five wellbeing indicators: children born per women, 2019



▲ **Figure 8.21D** The global distribution of five wellbeing indicators: literacy rate, 2015

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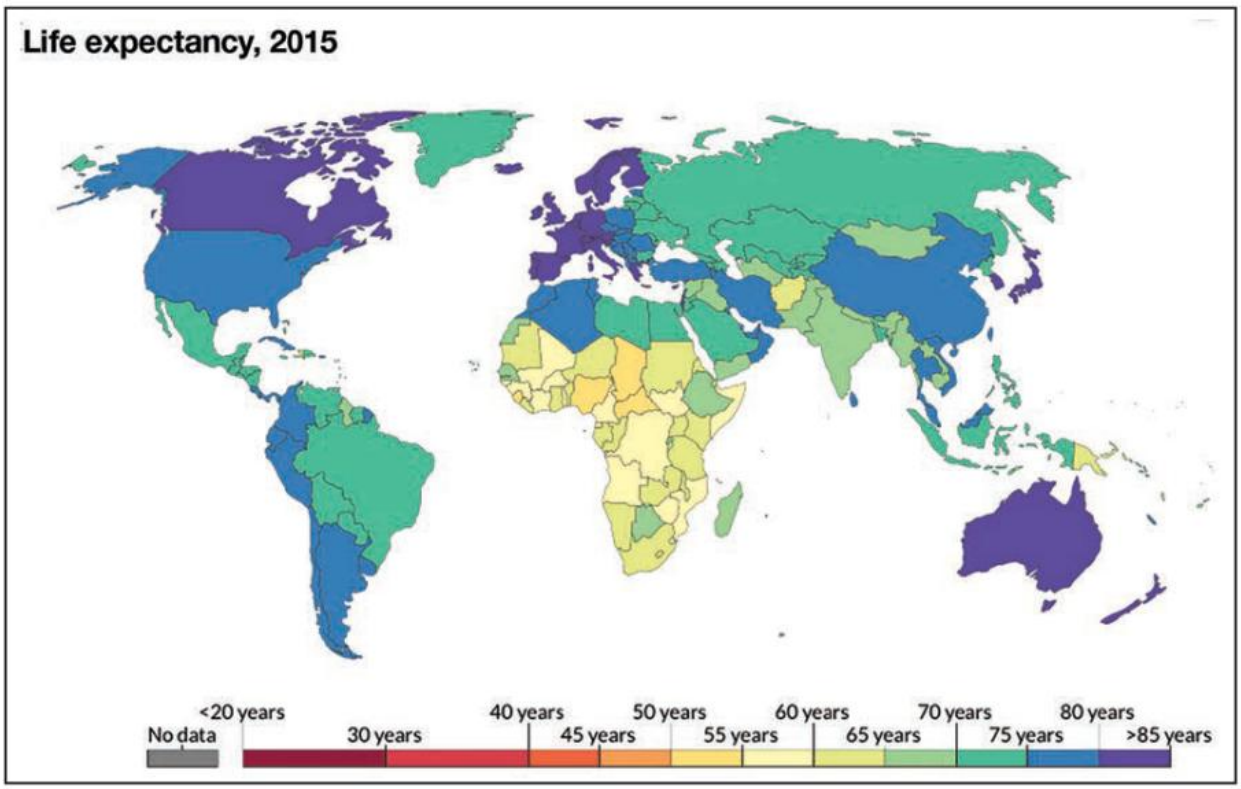

▲ **Figure 8.21E** The global distribution of five wellbeing indicators: life expectancy, 2015

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 8.3

Describing spatial distribution using a choropleth map

When describing the distribution of a phenomenon using a choropleth map, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. Use at least one sentence to answer each of these questions.

- Pattern: give a general overview of the distribution.
  - Is the overall distribution even or uneven?
  - Where are areas that have a high or low amount? Provide some examples.
- Quantification: provide specific evidence to demonstrate the pattern. Use the legend and approximate areas using percentages.
  - Roughly how much of the earth has a high or low amount?
  - What percentage of Africa has a high or low amount?
  - What is the amount in these three European countries?
- Exception: Identify an example or several examples of specific places that do not fit your pattern.
  - Where is there a place that has a high amount surrounded by places with a low amount?
  - Where is a place that has a much higher or lower amount than anywhere else?

It is important not to give the reason for the distribution unless you are asked to suggest one. This information is not provided in the maps and would require additional research.

1 Choose one or more of the maps in Figure 8.21A–E and use it to describe the global distribution of the indicator represented, using the PQE method.

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KEY TERM
spatial association
degree to which the spatial distribution of two phenomena are similar

All of this additional information can be used to project future changes and therefore inform management decisions.

In the previous section scatter graphs were used to analyse the relationship between two variables in terms of the influence that one variable had on another. In a similar way, we can look at the link between variables or phenomena using distribution maps.

Spatial association refers to the degree to which the distribution of two phenomena is similar. As with scatter graphs, you must be careful not to make too many assumptions. For example, Figure 8.21 A–E demonstrates that there is a strong spatial association, between TFR and ALR. However, we cannot simply state that a high level of education causes women to have fewer children because there might be other factors that have contributed to this association, such as social pressures, access to health care and the cost of living.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 8.4

Describing the spatial association between two phenomena

Describing the spatial association between two phenomena or variables is an important part of understanding the relationship between them. It involves looking at two maps with the same scale and analysing how similar or different their distributions are.

A strong spatial association between two phenomena would mean that their distributions are very similar, for example if areas that have a high amount of something in one map also have a high amount of something else in the other map. A moderate spatial association between two phenomena would exist if some regions of the map have a similar distribution and other regions of the map do not. A weak spatial association between two phenomena would exist if the two maps do not appear to have many regions that correlate.

There are two important things to include when describing a spatial association:

1) A clear statement of the strength of the spatial association (for example, 'There is a strong/moderate/weak spatial association between … and …')
2) Several examples of evidence to back up your statement. This should include examples from both high and low ends of the spectrum.

The evidence that you choose will depend on the strength of the association. Even if the spatial association is strong there might be some exceptions to include.

1 Choose two of the maps in Figure 8.21A–E and describe the spatial association between the indicators that they represent.

How does wellbeing change over time?

Studying the distribution of different wellbeing indicators does not just give us a current view of global variations. It can also reveal trends over time. By comparing the distribution of current data with past data, trends can be identified.

Looking at Figure 8.22, the total fertility rate (TFR) in 1950 was high in South America, all of Africa, the Middle East, and most of Asia. China had one of the highest TFRs in Asia – between six and seven. By 1980 China's TFR had dropped significantly to between two and three, even though much of the TFR in other Asian countries stayed relatively high. This is because China introduced its One Child Policy in 1979, which legally restricted parents to have only one child. This policy was specifically aimed to slow China's population growth in order to prevent an economic collapse and widespread famine.

When combining the data from Figure 8.22 with the graph in Figure 8.23, it is clear that the One Child Policy was successful in reducing the TFR. However, this trend demonstrates the complexity involved in measuring human wellbeing: the policy successfully reduced the TFR but it also led to a range of economic and social consequences for its population.

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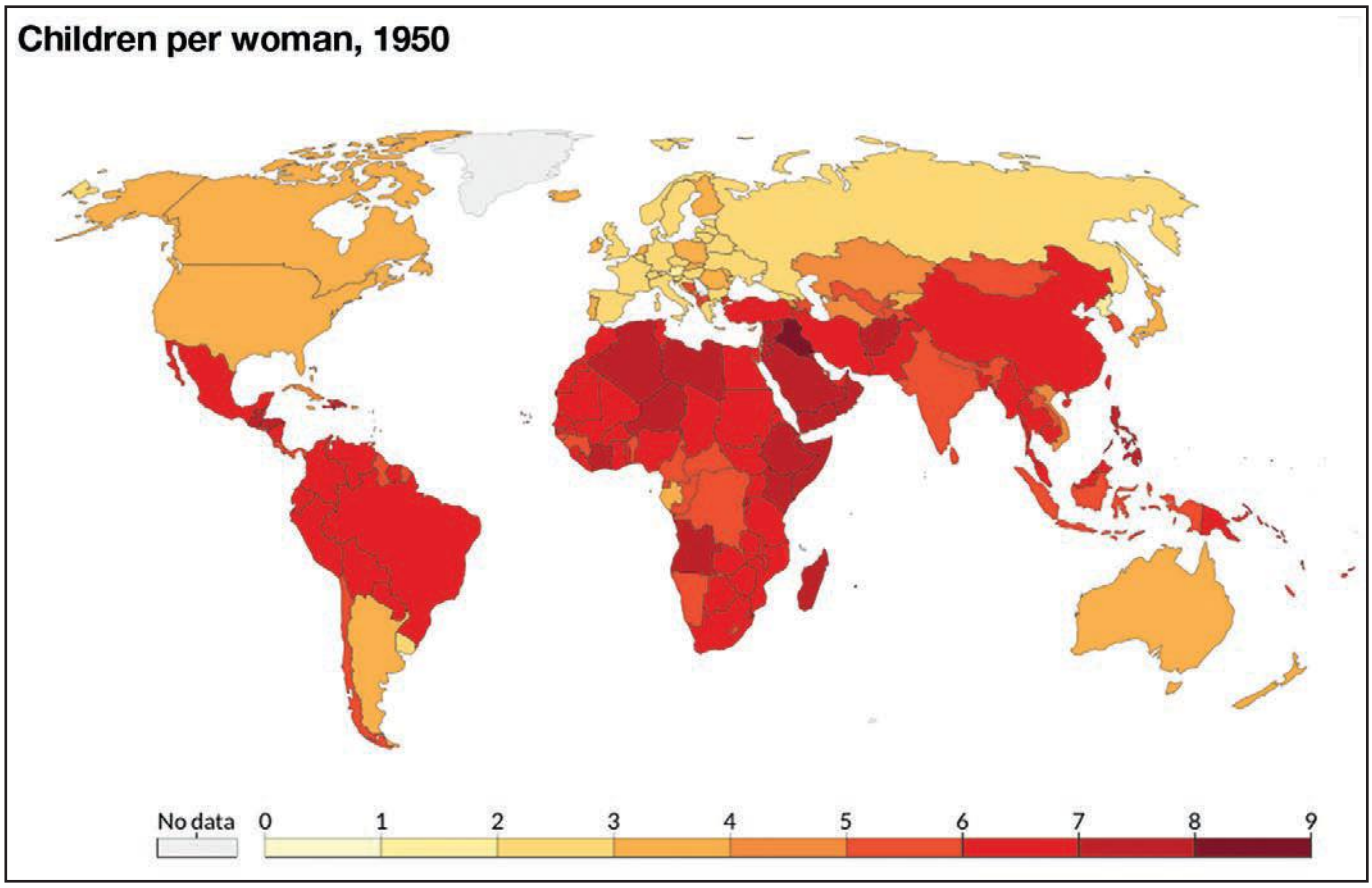

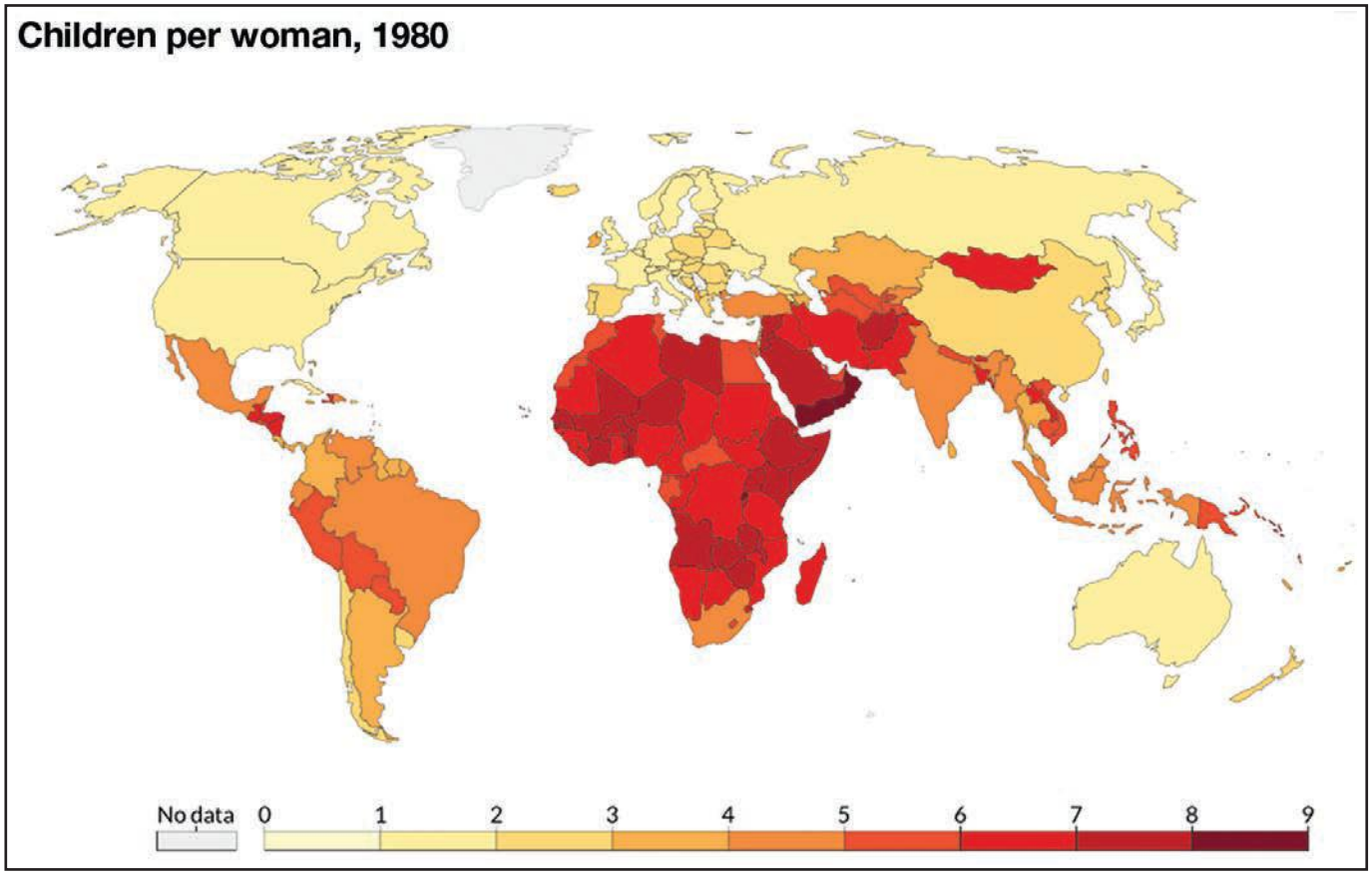

▲ **Figure 8.22** Global distribution of TFR in 1950 (top) and 1980 (bottom)

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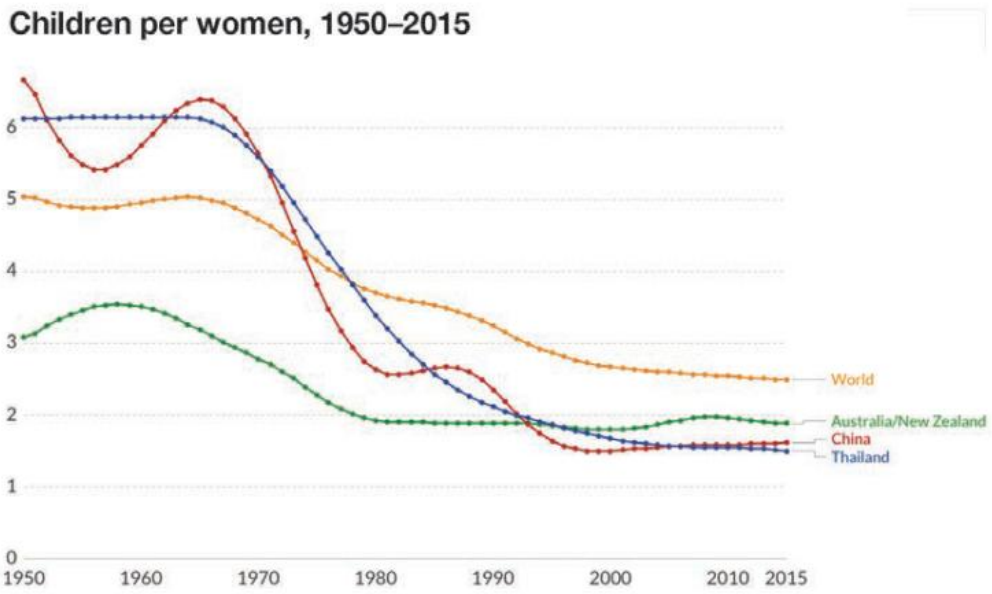

▲ **Figure 8.23** Change in TFR from 1950 to 2015 in three selected countries, compared with world TFR statistics

ACTIVITY 8.10

Analysing geographical data

1 Describe how the distribution of TFR changed over time between 1950, 1980 and 2015 using Figure 8.22 and Figure 8.23. Suggest a reason for this change.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 8.5

Describing the trend of a line graph

In addition to looking at the change in distributions, geographers look at how phenomena change over time by analysing line graphs. These types of graphs are created by plotting data for each year on a set of axes. Years are marked on the X-axis and the variable being measured is marked on the Y-axis. Each data point is then joined with a line so that the trend of change can be seen. Figure 8.23 shows how the TFR of different countries has varied since the 1950s.

When describing the trend of a line graph, include the following:

- An overall description of what the graph is showing. What variable is the graph representing? Has it increased, decreased or remained stable over the time period?
- What values support your description? How much has the variable gone up or down? Over how many years?
- Mention any time periods that stand out as being unusual due to their rapid or slow growth. Include any peaks (high values) or troughs (low values) and quote the values for these.

1 Choose two of the countries in Figure 8.23 and carry out the following tasks:
   - Describe the trend of the change in TFR over time for each country
   - Compare the trends in these countries
   - State which country you think would have a higher level of wellbeing based on this information
   - Suggest a reason why Niger's TFR has remained high over this period when all of the other examples have decreased.

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Using population pyramids to determine wellbeing

Population pyramids are a type of graph that reveals a population's structure in terms of its age and sex. These graphs display the proportion of the population in five-year intervals. Each interval is divided into males and females.

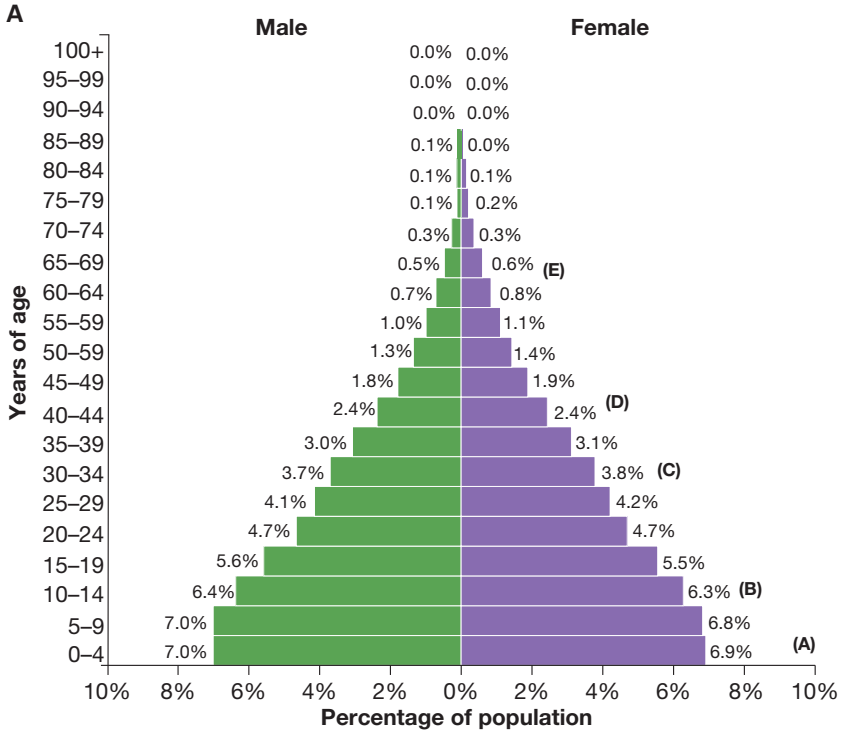
Population pyramids reveal information about various wellbeing indicators, such as whether TFR or IMR are high or low, or whether the population has a high or low life expectancy.

They can also give clues about the significance that international **migration** is having on a population.

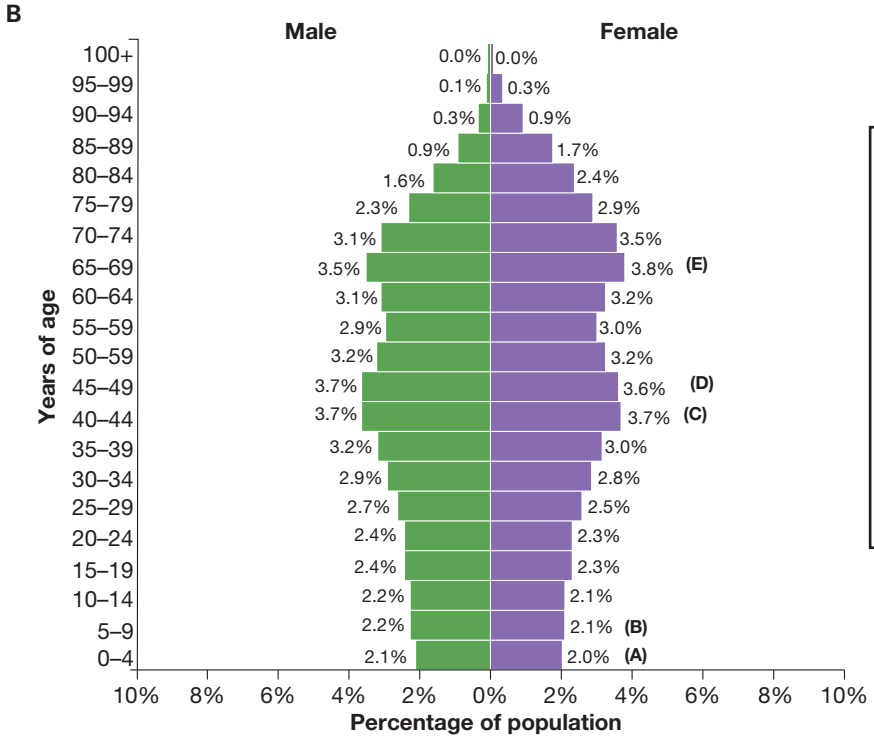
KEY TERM

migration temporary or permanent movement of people from one place to another

Using this information, it is also possible to estimate whether a population is growing, stable or shrinking, and whether the population is predominantly old or young. This information is vital because it is linked to economic prosperity. Figure 8.24 (A and B) shows some examples of some common shapes and what they indicate.



- **(A)** A broad base indicates a high TFR
- **(B)** A drop in the proportion of the 5–9 cohort compared with the 0–4 cohort implies a high IMR (there is no significant drop in the graph on the right)
- **(C)** A relatively wide 30–40 cohort indicates a young population and a large workforce
- **(D)** A triangular structure suggests the population is growing rapidly
- **(E)** A sharp tapering of the 65+ cohorts indicates a low life expectancy



- **(A)** A narrow base indicates a low TFR
- **(B)** A consistency between the 0–4 and 5–9 age groups implies a low IMR
- **(C)** A relatively wide 40–50 cohort indicates a large workforce, possibly due to immigration
- **(D)** An inverted triangular structure suggests a decreasing population
- **(E)** A wide 65–79 cohort indicates a high life expectancy

▲ **Figure 8.24** Two examples of annotated population pyramids

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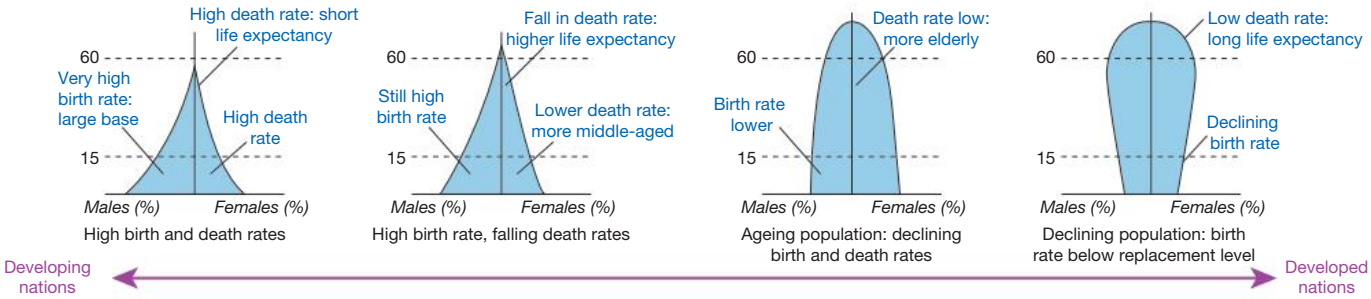

▲ **Figure 8.25** The general shape or structure of a population pyramid reveals whether the population is growing, stable or shrinking

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 8.6

Annotating a diagram

Annotating a diagram, photo or graph is a very important geographical skill. It helps geographers to analyse figures and convey their meaning to others. While labelling a diagram tells you what different kinds of things are in a diagram, annotating a diagram involves a description of what the things depicted are and why they are significant.

When annotating a population pyramid, it is important to include a description of:

- The overall shape of the pyramid and what this indicates
- The size of the base compared to other cohorts
- Any bulges or indentations and what this might mean
- The size of the older cohorts.

1 Search for the Population Pyramid (populationpyramid.net) website.
   - Choose a country and copy (via the Download button) its population pyramid into a graphic design or word processing program (such as Word) so you can annotate it.
   - Change the year for this country and describe how its population structure has changed over time.
   - Compare your chosen country with a classmate and discuss which country might have a higher level of wellbeing.

What are the causes of global variations in wellbeing?

In geography, factors are the circumstances that contribute to something or make something happen. As shown in Table 8.4, factors can be classified using the SHEEPT acronym, which stands for Social, Historical, Economic, Environmental, Political and Technological.

Many factors determine the wellbeing of a country's population. These factors can lead to trends within regions and variations between them. For example, Australia is rich in natural resources like coal and uranium, which has helped it to maintain economic prosperity. Similarly, Saudi Arabia owns 20 per cent of global oil reserves, which is the main reason it has the strongest economy in the Middle East.

A country's social and historical context also determines variations in wellbeing. Figure 8.26 shows the time for various countries to reduce their TFR. While many European countries took nearly a century for the TFR to drop from six to three, Iran took only a decade. In some countries, social factors such as religious beliefs or access to technology have a large impact on the number of children a woman will have.

Political decisions can also play a vital role in determining a country's wellbeing. While many

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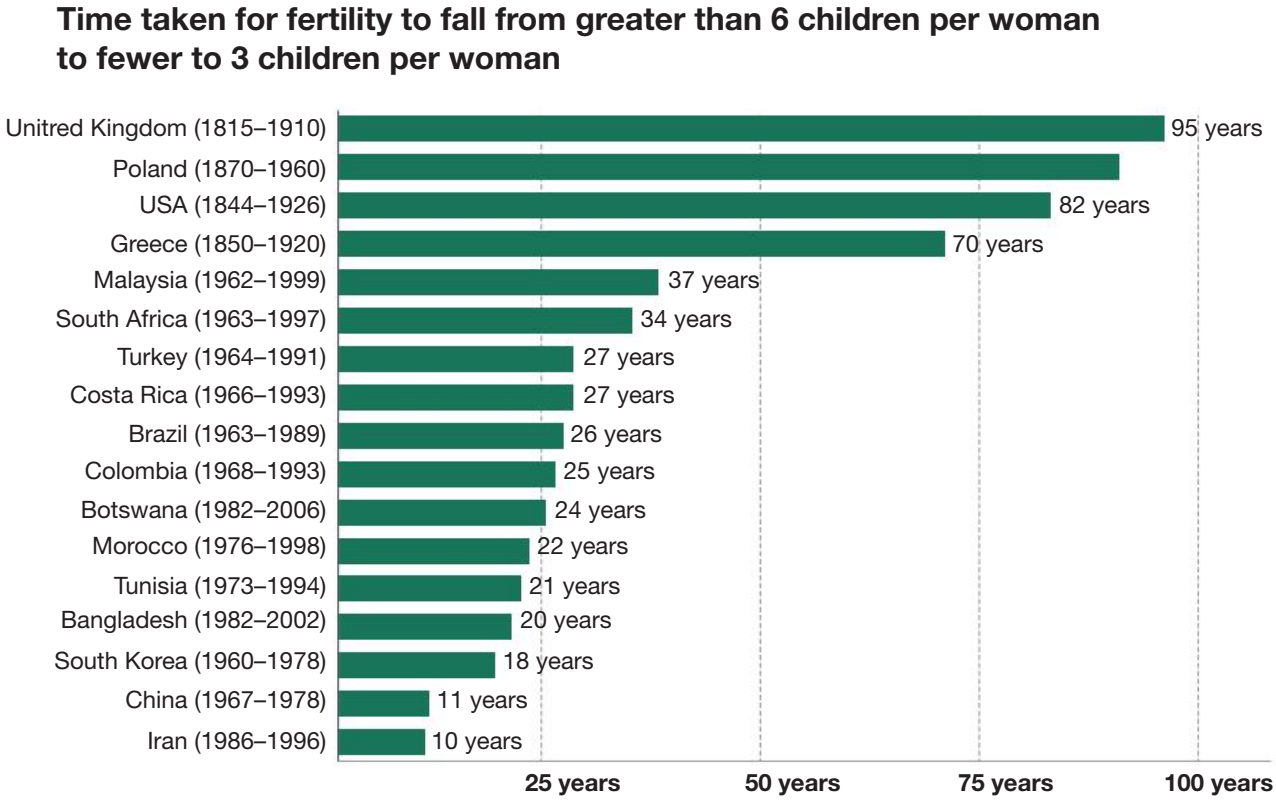
Central American countries, such as Guatemala and El Salvador, are battling poverty, crime and political instability, Costa Rica is relatively stable and economically prosperous. It is the happiest country in its region. This is largely because it has not had an army for 70 years – the money saved on defence has been spent on education and healthcare. This has led to an ALR of 98 per cent and an IMR of just 7.8, indicating a much higher level of wellbeing than neighbouring countries.



▲ **Figure 8.26** Time taken for countries to reduce their TFR from six to three

Data source: The data on the total fertility rate is taken from the Gapminder fertility dataset (version 6) and the World Bank World Development Indicators.
The interactive data visualization is available at OurWorldinData.org. There you find the raw data and more visualizations on this topic.
Licensed under CC-BY-SA by the author Mas Roser.

▼ **Table 8.4** Factors can be classified using the SHEEPT (Social, Historical, Economic, Environmental, Political, Technological) acronym

Classification	Description
Social	Factors relating to people, including culture, values, religion, population structure, education and ethnicity
Historical	Factors relating to actions or events from the past that might influence the present
Economic	Factors relating to the earning or spending of money
Environmental/ Physical	Factors relating to the influence of the characteristics of natural or human environments
Political	Factors relating to governments and the impacts of their decisions
Technological	Factors relating to the influence and uses of difference types of technology

ACTIVITY 8.11

Check your understanding

1 In a table, provide an example of a factor affecting wellbeing for each of the SHEEPT categories.

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How does the level of development of a place influence its wellbeing?

A common way to classify countries based on their wellbeing is by their level of economic development. **Developed countries** are more **industrialised** and have a stronger economy than **developing countries**.

Countries are generally considered to be developed if they have a gross domestic product (GDP) per capita of above US$12 000, although many developed countries have a GDP per capita closer to US$40 000 or more. Developed countries also generally have a higher standard of living and greater access to medical care and technology. Developed countries rate higher than developing countries in most wellbeing indicators. They also rank higher in the UN Human Development Index. In combination, these factors often lead to developed countries having a stable or decreasing population (see Figure 8.25).

KEY TERMS

developed country country with a high GDP per capita, higher standards of living and greater access to medical care and technology

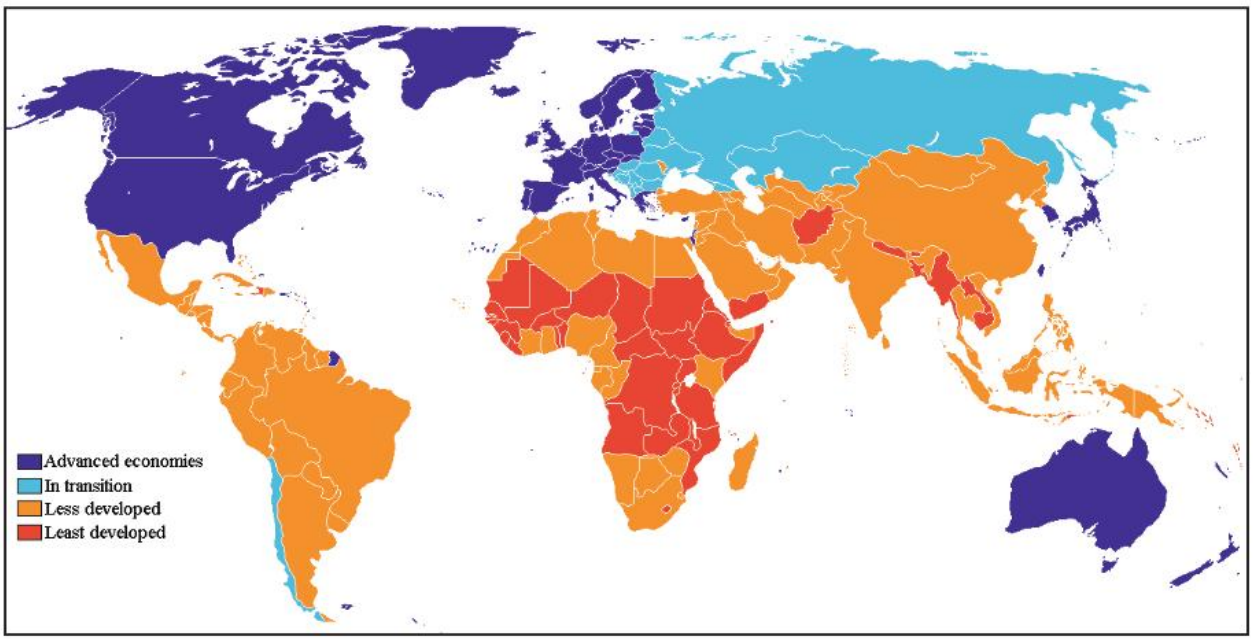
industrialised country or region that has transformed its economy from one based on agriculture to one dominated by industries such as manufacturing

developing country country with a low GDP per capita and a low level of industrialisation

Developing countries are defined as having a low GDP per capita and a low level of industrialisation. They generally rank low in indicators such as adult literacy, access to sanitation and life expectancy. They also often have high levels of unemployment, widespread poverty, poor living conditions, a less safe environment to live in, and rapidly growing populations.

Less economically developed countries are a subcategory of developing countries. They have the lowest level of social and economic development and often depend on developed countries to support them in establishing industries.

Emerging markets or transition economies are another subcategory of country, one that is more difficult to define. These countries have characteristics that could place them in either the developed or developing categories. For example, China has the world's second largest economy but it also has a relatively low GDP per capita due to its enormous population.



▲ **Figure 8.27** Location of developed countries compared with less and least developed countries

ACTIVITY 8.12

Analysing geographical data

1 Using Figure 8.27, describe the global distribution of developed and developing countries.

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What are the impacts of global variations in wellbeing?

Inequality

Many issues relating to the inequality of wellbeing within countries' populations are related to **economic inequality**. In 2018, the 26 richest people owned the same amount of money as the poorest 3.8 billion people – that's approximately half of the global population! Figure 8.28 shows that the richest one per cent of people own nearly half of the world's wealth.

This one per cent of the world's population is all of the people in the world who own more than US$1 million worth of assets. In 2019, 1.18 million Australians were in this category.

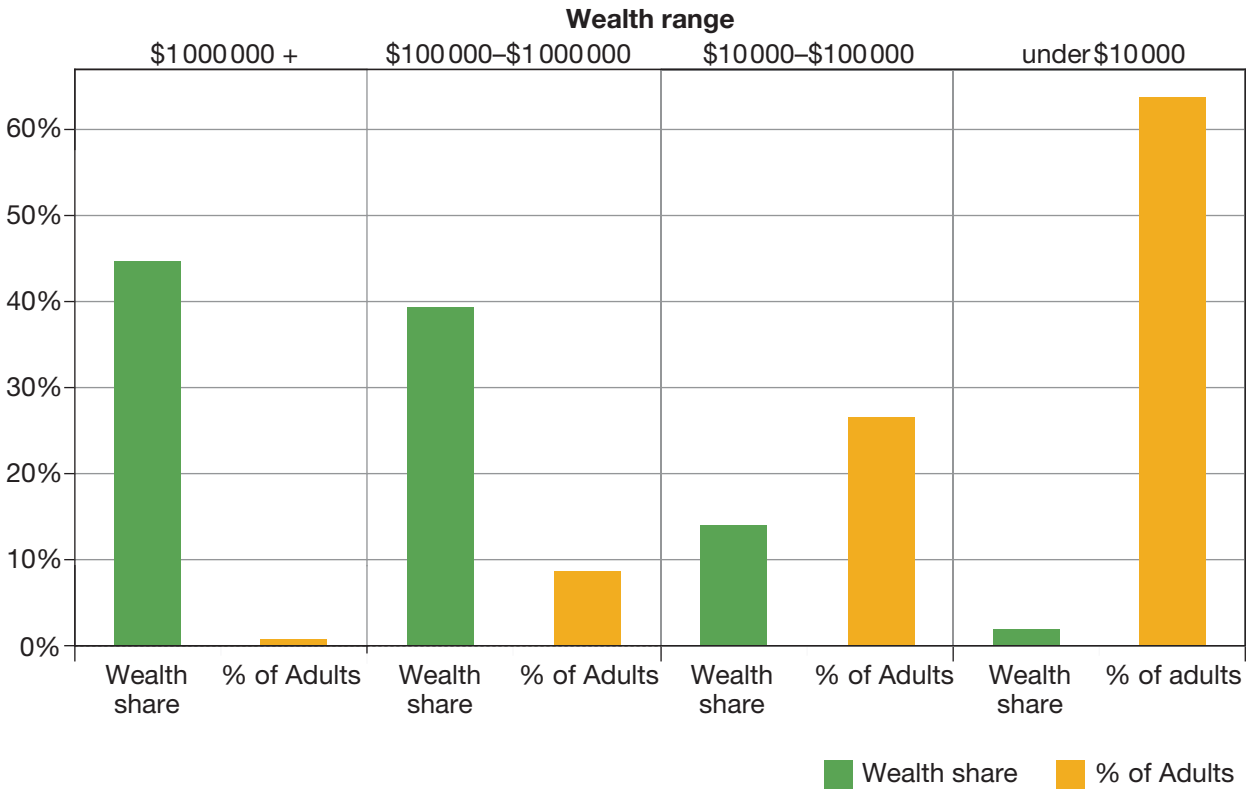
The distribution of the world's millionaires is also uneven and disproportional to population size. Figure 8.28 shows that 41 per cent of the world's millionaires are found in the United States, while a total of 65 per cent of the world's millionaires are found in Europe and North America combined.

According to the United Nations, the proportion of the global population living in developed countries is declining, and will be only 15 per cent in 2030. This is because the population of many developed countries is stable or shrinking as many more people choose to have less children.

In developing countries, particularly the least developed countries, the total fertility rate (TFR) is still very high, causing rapid population growth. This inequality between countries is fundamental to their levels of wellbeing. It means that the country into which you are born is a factor that is likely to determine whether or not you have access to basic services such as sanitation, clean drinking water, health services, adequate housing and technology.

KEY TERM

economic inequality differences in the wellbeing or wealth within a population, especially when the differences are uneven



▲ **Figure 8.28** In 2018 the richest one per cent of the global population owned 45% of the world's wealth

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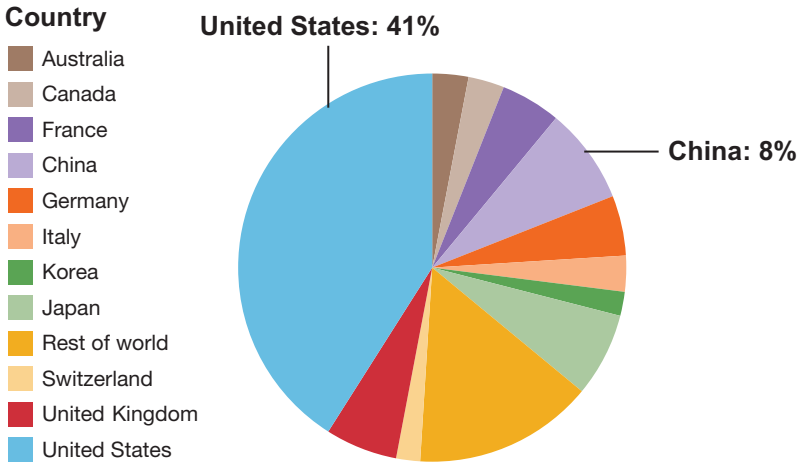
KEY TERMS

replacement rate a total fertility rate (TFR) of 2.1 is the average number of babies women need to have for the population of a country for its population to remain stable (this does not take into account population changes due to migration)

ageing population population in which the proportion of people 65 years old or older is growing

social security financial assistance, usually provided by the government, for people without an income (for example, elderly people or unemployed people)



▲ **Figure 8.29** The distribution of the world's millionaires is uneven

Growing and ageing populations

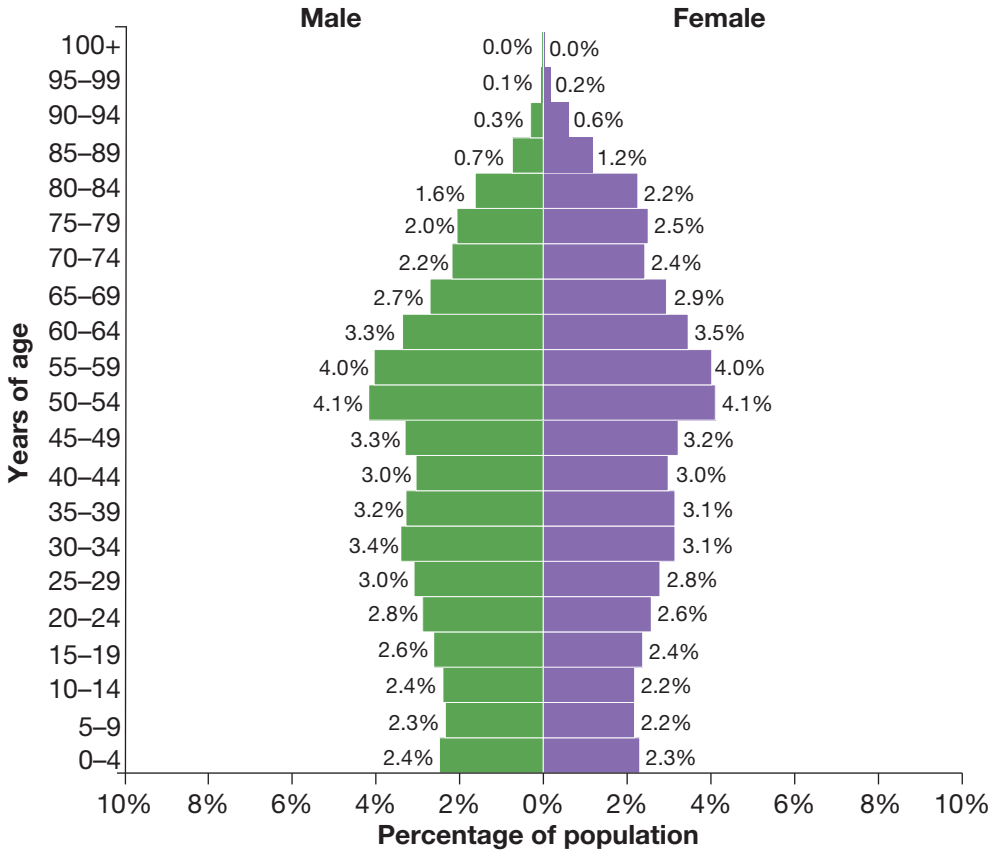
Wellbeing within a country has a large impact on its population growth. Economically developed countries with a high level of wellbeing generally have a low TFR and a high life expectancy. This leads to a stable or decreasing population.

Germany's population is stable and slowly decreasing. Its growth rate was -0.16 per cent in 2018. Germany's growth is negative because it has a TFR of just 1.50 children per woman. This is far below the **replacement rate** of 2.1, which is the amount of children a woman needs to have to keep the population stable. However, Germany's population isn't shrinking rapidly because it has a large annual migrant intake.

Figure 8.30 shows that Germany's population structure is very top-heavy and tapering inwards at the bottom. This indicates a high life expectancy and a low TFR. This means that, within a decade, Germany is likely to have an increasingly large dependent elderly population and a reducing number of workers. This structure is also known as an **ageing population**.

Although an ageing population can have positives, such as low levels of unemployment and a prosperous lifestyle for many residents, it does create difficulties in managing the economy and ensuring the wellbeing of older residents. In many cases, elderly people require some form of **social security**, access to medical treatment and the opportunity to maintain an active social life.

On the other hand, less economically developed countries with a low level of wellbeing, such as Niger, often have a high TFR and a low life expectancy. This leads to a rapidly growing population.



▲ **Figure 8.30** Germany's population pyramid in 2019

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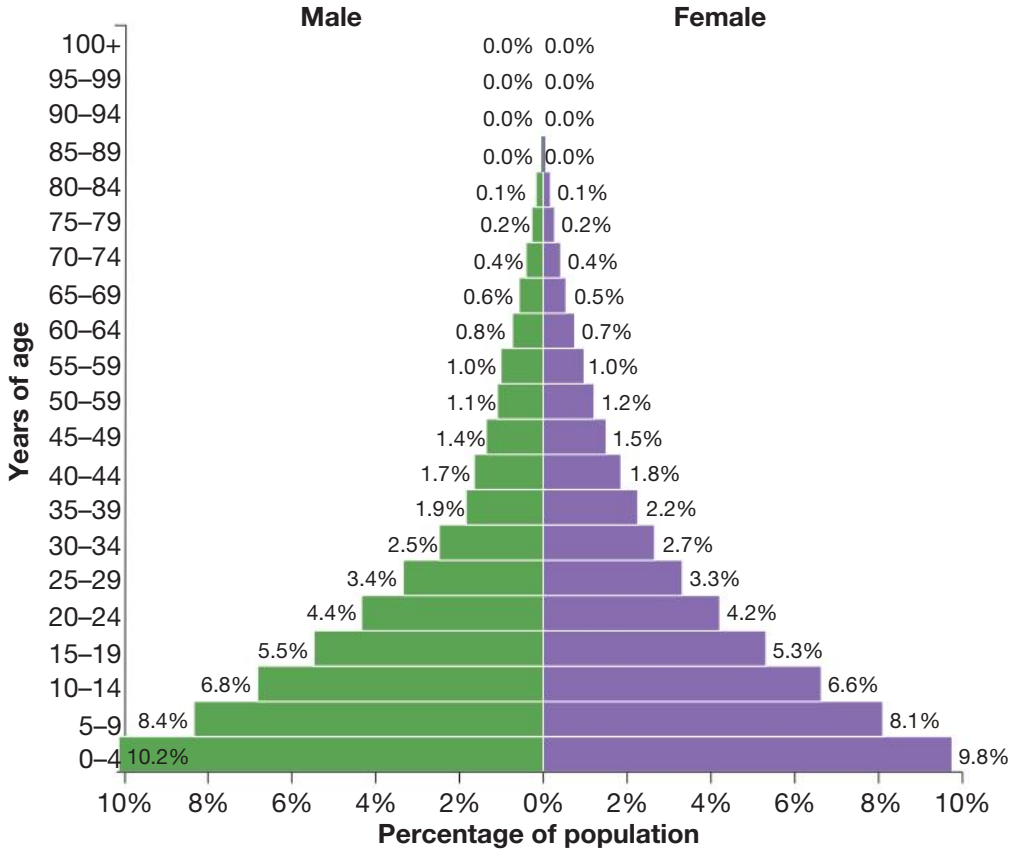
At 3.8 per cent in 2018, Niger has the highest annual population growth rate in the world. If this growth rate is maintained, Niger's population of 22.2 million in 2019 will triple to 63.1 million by 2050. This is largely due to a very high TFR of 7.2 children per woman. Other countries within the Sahel region such as Nigeria and Mali have similar levels of growth.

Figure 8.31 shows that Niger's population is very young. This can lead to economic growth by providing a **demographic dividend** in which there is a large number of people of working age. However, if it is not managed correctly, this factor can also create high youth unemployment, a lack of universal education, political unrest and a lack of food security.

▲ **Figure 8.32** Children from Kannare village in south-western Niger



▲ **Figure 8.31** Niger's population pyramid in 2019

KEY TERM

demographic dividend potential economic growth that can occur when the largest proportion of the population is of working age

ACTIVITY 8.13

Analysing geographical data

1 Compare Germany and Niger's population pyramids in Figure 8.30 and Figure 8.31. How are their population structures different? How might this affect the wellbeing of their populations?

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KEY TERMS

emigrant person leaving their country of origin

remittances money that an international migrant earns and sends back to an individual or family in their home country

national a citizen of a country

immigrant person moving to a foreign country

refugee person who has fled their home country and is unable or unwilling to return due to fear of being persecuted

asylum seeker person who flees their home country and enters another country to apply for protection as a refugee

Migration

Large variations in the wellbeing of the population of different countries is one of the major causes of international migration. **Emigrants** from countries with low levels of wellbeing often leave their home country either permanently to seek a better life, or temporarily to seek employment.

Temporary emigrants usually send money to their families in their home countries in the form of **remittances**. While this has a very positive economic impact on the emigrants' countries of origin, it often has a negative economic impact on the country they have migrated to. For example, a country's local economy does not benefit from the earnings that are sent to emigrant's home countries, while the unemployment rate of **nationals** can rise due to emigrants being employed in the place of locals.

This situation has occurred in Saudi Arabia, where approximately one-third of its population are **immigrant** workers from places like India and Bangladesh. This has led to high levels of unemployment for Saudi Arabians.

In extreme cases, excessive migration can lead to conflict, illegal activity (such as people smuggling) and humanitarian crises. Many people from places such as Mexico, Guatemala and Venezuela flee the inequality, violence and economic hardship they experience in their home countries, seeking better living conditions in the United States.

In 2019 Guatemala was considered one of the most dangerous places to live because of its longstanding civil war, while Venezuela was battling a severe economic crisis. According to the United Nations High Commissioner for Refugees, many of these people are **refugees** who are legally seeking asylum – they are fleeing for their lives. In May 2019 alone, 132 887 migrants were stopped by the US Border Patrol after crossing the US–Mexico border seeking asylum.

Many of the **asylum seekers** who cross the US–Mexico border are detained for processing. The vast majority are denied refugee status, meaning that they are not allowed to settle within the United States.

▲ **Figure 8.33** Central and South American migrants gathering inside a makeshift detention centre in Texas

MAKING THINKING VISIBLE 8.3

Headlines

1 Write a headline based on one of the impacts of global variations in wellbeing. Consider how you will capture the most important aspect of the situation. You might wish to undertake some research about a specific place to give your headline some context.

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END-OF-SECTION REVIEW 8.2

Digital quiz
Please see the Interactive Textbook to access digital activities

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define 'distribution' and 'spatial association'. Summarise why these concepts are important. Outline the steps needed to describe them.
2 What is the difference between a developed and a developing country?
3 What is inequality and how is it linked to wellbeing?
4 Define 'ageing population' and 'growing population'. For each situation, explain how it might affect the wellbeing within a country.
5 What is the replacement rate and why is it significant? Why is Australia's population increasing despite having a TFR of 1.77?
6 Summarise one example of a negative impact of global variations in wellbeing.

Interpret

7 Classify the following factors using the SHEEPT categories (some factors might belong in more than one category):
   a An aid organisation has provided free contraception and education to women in a village in Ethiopia
   b A civil war breaks out in New Zealand between the North and South Island
   c The population density of Manila, Philippines, has reached over 40 000 per square kilometre
   d A new malaria vaccine has been developed and the Nigerian government has made it freely available.
8 Describe how variations in global wellbeing lead to migration.
9 Discuss a positive and negative impact of migration.

Argue

10 Suggest one or more factors that might explain the distribution of one of the wellbeing indicators shown in Figure 8.21A–E. Undertake research to see if your suggestion is accurate.
11 'Inequality is both a cause and a consequence of variations in human wellbeing'. Evaluate this statement with reference to some of the topics and specific examples explored in this chapter.

Extension

1 Visit populationpyramid.net.
   a Based on the shape of the world's population pyramid, is the global population growing or shrinking?
   b How did the world's population pyramid look different in 1980? What is it projected to look like in 2050?
   c Examine Saudi Arabia's population pyramid. Suggest a reason for the greater amount of middle-aged male cohorts.
   d Choose another country from the list and discuss the implications of this country's current and projected population pyramid in terms of the wellbeing of its residents.
2 Visit IfItWereMyHome.com.
   a Choose two countries to compare (for example, Australia and Canada).
   b Read each of the indicators and decide which country would have a higher level of wellbeing.
   c The red scores are meant to be worse and the green scores are meant to be better. Is this always the case when comparing Australia with places such as Ethiopia? For example, why would someone from Australia spend 99.7 per cent less on health care as someone from Ethiopia?
3 Research China's One Child Policy and prepare a brief summary. Explain why it was introduced. Discuss whether or not it was successful, and the social and economic impact it had on China's population.

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8.3 Spatial variation in human wellbeing at a national scale

FOCUS QUESTIONS

- How does human wellbeing vary at a national scale and what impact does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?

How does human wellbeing vary at a national scale?

Variations in human wellbeing occur on a national scale, which means they can vary from place to place across an entire country. This variation is often measured by region. Geographers use regions as a way of dividing an area into smaller areas that differ in their characteristics. Sometimes these divisions seem to be arbitrary, such as the divisions between the states and territories of Australia.

KEY TERMS

Organisation for Economic Co-operation and Development (OECD) international intergovernmental organisation that facilitates economic progress and trade between its 35 member nations including Australia, Italy, Finland and Japan

regional disparity differences between regions in terms of economic performance and other areas of wellbeing

Regions can be divided further into subregions. For example, Victoria is divided into subregions including Gippsland, Hume, the Central Highlands and Metropolitan Melbourne. Metropolitan Melbourne can be broken down further into different suburbs (for example, Collingwood, Southbank, Frankston or Lower Plenty).

Differences in wellbeing within a country are often referred to as inequality. This means some citizens of a country have a higher level of wellbeing than other people in the same country.

A common comparison between regions is gross domestic product (GDP) per capita or average income. Other measures include things like unemployment levels, safety, air quality and internet speeds. Mexico, for example, has a very high variation in homicide rates, ranging from 2.4 murders per 100 000 people in Yucatan on the eastern peninsula, to almost 65 per 100 000 in Guerrero on the Pacific coast. The following provides two examples of very different countries that both have large variations in various aspects of human wellbeing.

Regional inequality in Italy

Italy is a developed country located in Europe. It is a member of the **Organisation for Economic Co-operation and Development (OECD)**, along with 35 other economically developed and emerging countries.

People who live in Italy generally have a high level of health and associated high life expectancy. They have a moderate level of household wealth, but a low level of education, environmental quality and life satisfaction. (In early 2020, Italy was one of the worst hit countries of the coronavirus pandemic due to its ageing population in densely populated areas especially in the northern regions.)

One of Italy's main concerns is inequality between its regions. There is **regional disparity** between the northern and southern regions of Italy. The northern regions have a much higher level of wellbeing than the southern regions. This is based on differences in economic growth, job availability, access to health care, education levels, government investment, security and infrastructure.

The divide between the northern and southern regions in Italy is so large that, based on statistics, it is as if these regions are located in completely different countries.

For example, the GDP per capita in the northern province of Bolzano-Bozen in the Trentino-Alto Adige region is similar to Austria, which is ranked 13th-highest in the world. However, the GDP per capita in Calabria, in Italy's south, is up to 60 per cent lower (see Figure 8.35), similar to that of Greece, which is ranked 39th in the world.

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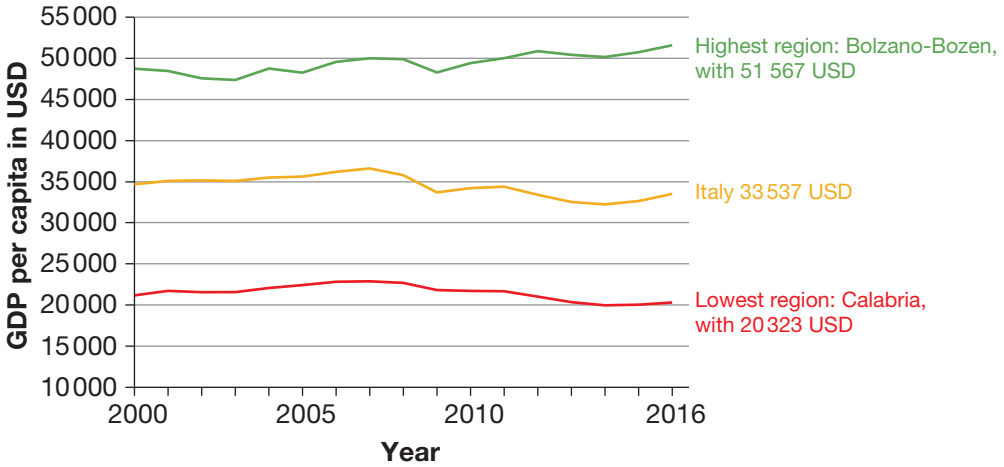
Similarly, Italian regions such as Lombardia, Veneto and Piemonte have a very high quality of life and widespread access to services that rank them as high as the very top OECD countries. In comparison, high unemployment levels (see Figure 8.36), a lack of services and poor safety in Campania, Calabria and Sicily contribute to a low quality of life, placing them in the bottom 20 per cent of OECD countries.

Figure 8.37 shows a comparison between Lombardia in the north and Calabria in the south using a variety of indicators, each scored out of 10.

▲ **Figure 8.34** Map of Italy's regions



▲ **Figure 8.35** Difference in GDP per capita between Bolzano-Bozen and Calabria highlights the regional disparity in wellbeing across Italy

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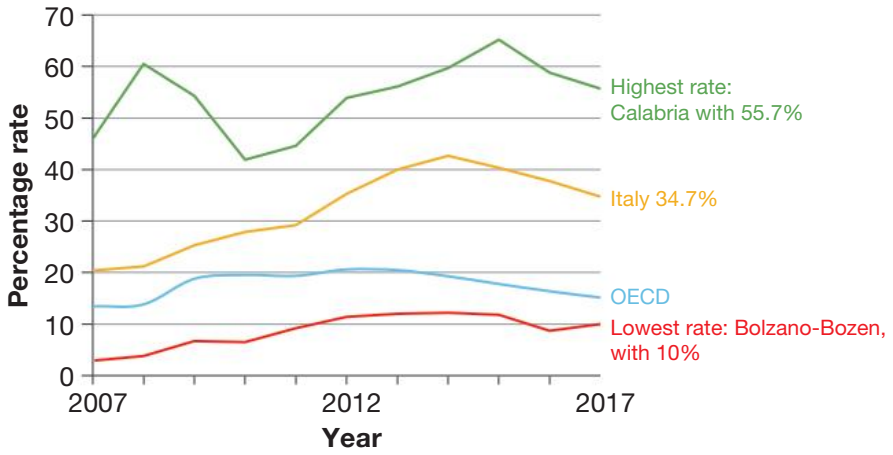
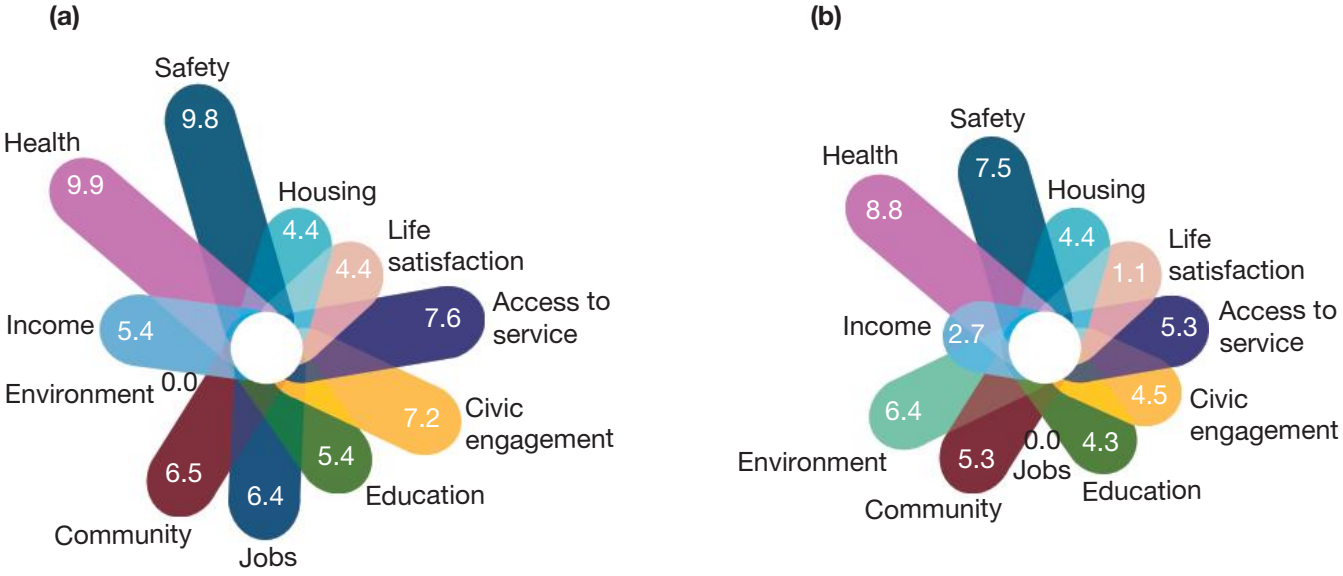


▲ **Figure 8.36** Variation in youth unemployment is just one of many wellbeing indicators showing the difference in quality of life across Italy



▲ **Figure 8.37** A comparison between (a) Lombardia in Italy's north and (b) Calabria in Italy's south based on ten wellbeing categories (each scored out of ten)

KEY TERMS

unification merging different independent states into a single country

internal migration migration of people between different places within a country

There are many factors that have contributed to Italy's internal variation in wellbeing:

- A history of inequality since **unification** in 1861, when the adult literacy rate (ALR) was 57.7 per cent in the north-west of Italy, and only 15.9 per cent in the south
- The proximity of northern regions to the rest of Europe
- The uneven distribution of foreign investment favouring the north and creating thousands of jobs across several industries in those regions
- The location of big businesses in the north, particularly in Milan, working in industries such as fashion, production, banking, technology and tourism
- **Internal migration** from the south to the north due to better employment opportunities.

Regional inequality in wellbeing is leading to a number of management challenges for the Italian Government.

Unemployment is becoming an increasingly large issue, especially for young people who are three times more likely to be unemployed than people in their middle age, despite having higher levels of education. In combination, these impacts can lead to poor environmental quality and a lack of safety, particularly in urban areas.

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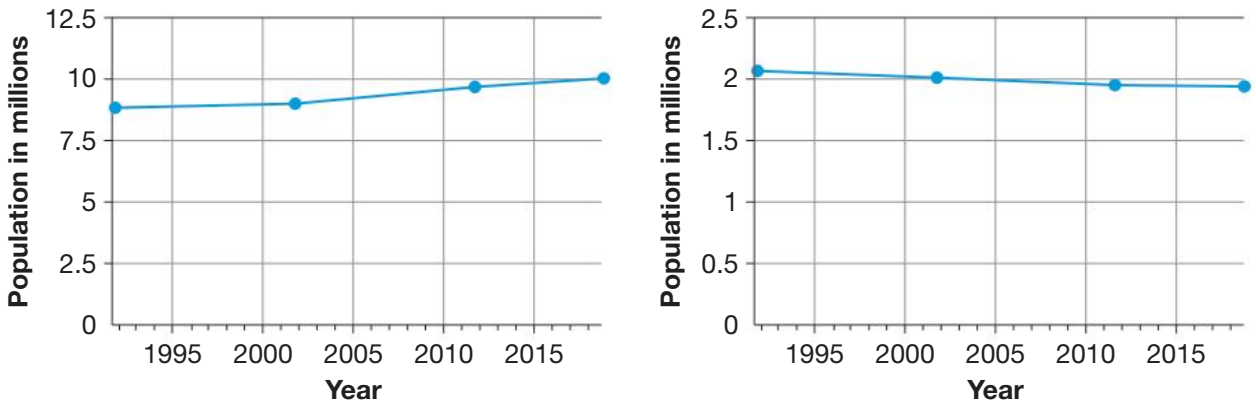

▲ **Figure 8.38** Change in the total population of Lombardia and Calabria from 1995 to 2019

ACTIVITY 8.14

Analysing geographical data

1 Using Figure 8.35 and Figure 8.36, describe the significance of the variation in wellbeing between the north and the south.

2 Describe the difference in the wellbeing of Lombardia and Calabria using the information in Figure 8.37. Refer to statistics in your answer.

3 Figure 8.38 shows the change in the population of Lombardia and Calabria from 1995 to 2019. Suggest how this might be linked to wellbeing and the impact it could have on wellbeing in the future.

Rural/urban wellbeing in Vietnam

Vietnam is a developing country with one of the fastest growing economies in South-East Asia. Despite only having a GDP per capita of approximately US$2500 in 2018, Vietnamese people are above average in their ability to convert wealth to wellbeing. This means Vietnam ranks as highly in wellbeing indicators as many countries with twice its wealth.

Since the 1986 economic reforms known as the Doi Moi, Vietnam has seen high economic growth rates, one of the greatest reductions in poverty in the world and vast improvements in living standards. However, this growth has also widened the gap between rich and poor people. This gap is particularly prevalent when comparing relatively wealthy urban regions with surrounding poorer rural areas.

While Vietnam's economy was once dominated by agriculture, recent government expenditure and foreign investment in its urban areas have led to a transition towards manufacturing and services industries.

However, while Vietnam's urban regions have become growth centres, rural regions are still dominated by the agricultural industry, which has shown only minor economic growth. In addition to economic inequality, rural regions fall behind urban regions in a number of wellbeing areas:

- Although Vietnam's overall total fertility rate (TFR) is 1.95, which is below the replacement rate of 2.1, the TFR remains much higher in the Central Coast and Central Highlands regions, resulting in larger household sizes. This is largely due to a lack of contraception and family planning services.
- Vietnam's IMR is very low in cities such as Hanoi and Ho Chi Minh City, similar to many European cities. However, in rural areas of Vietnam the TFR is amongst the highest in the world, particularly in remote areas where there is limited access to health care.
- Although over 80 per cent of Vietnamese people have access to a safe water supply, remote mountainous regions still lack this access.
- On average, residents in urban areas of Vietnam have attended two more years of schooling compared to those in rural areas.

Amazing but true…

The richest person in Vietnam earns more in one day than the poorest person earns in 10 years. This rich person could spend US$1 million every day for six years before he ran out of money.

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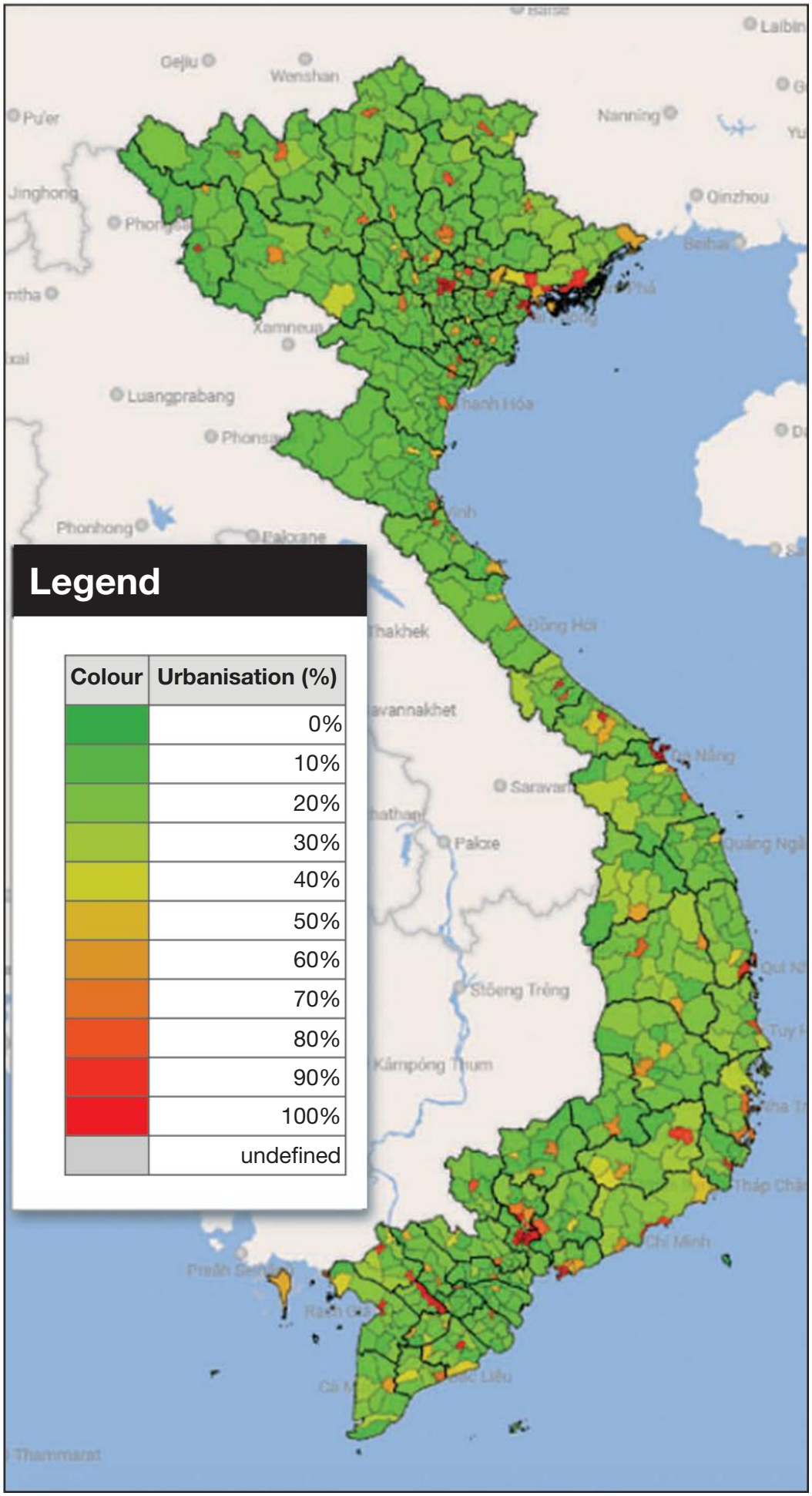

▲ **Figure 8.39** Distribution of rural and urban regions in Vietnam

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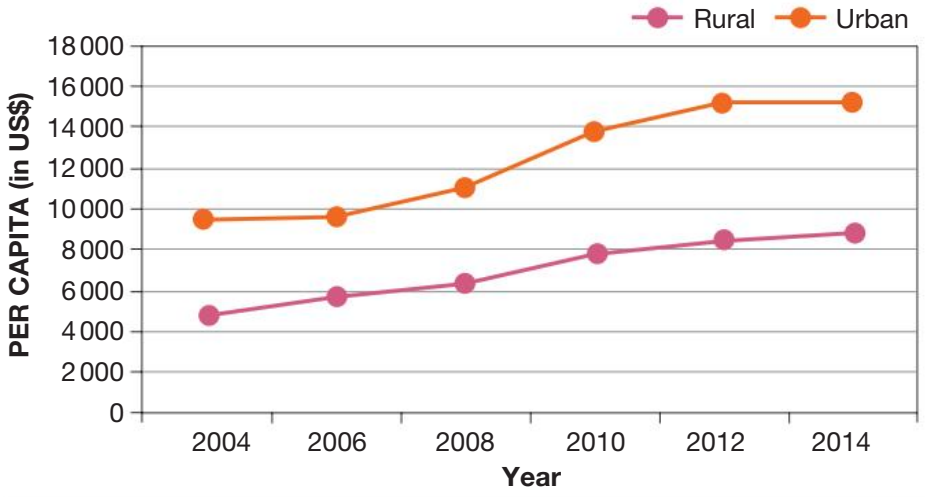
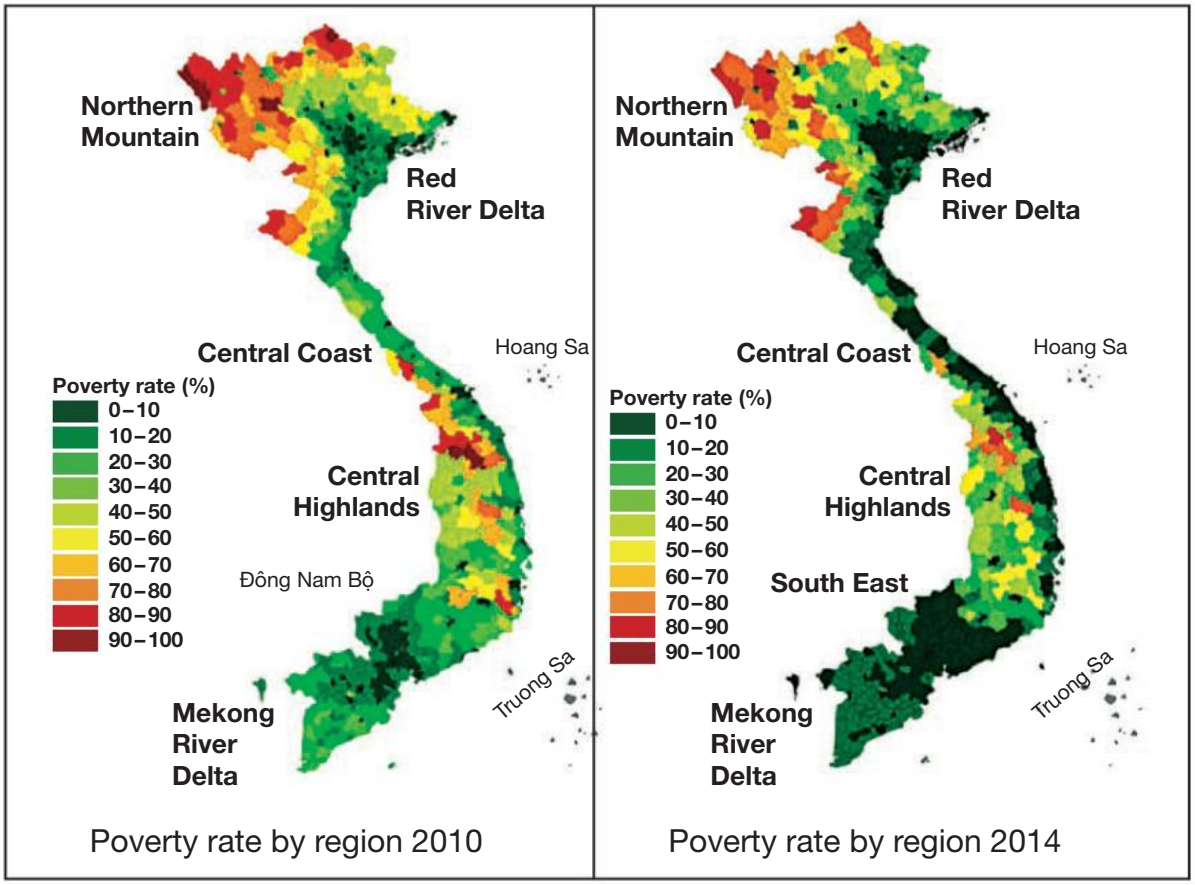


◄ **Figure 8.40** Income per capita in Vietnam's rural and urban areas over time



▲ **Figure 8.41** Distribution of poverty within Vietnam

ACTIVITY 8.15

Analysing geographical data

1 Using Figure 8.40 and Figure 8.41, describe the spatial association between the regions with high levels of poverty and the level of urbanisation within those regions. The instructions in Developing Geographic Concepts and Skills 8.3 will help.

One of the biggest impacts of the economic divide between urban and rural areas has been rapid **urbanisation**. The rapid expansion of the business sector in urban areas of Vietnam has created an increase in the demand for labour. As a consequence, many Vietnamese people have left rural areas for places such as Hanoi in search of better employment opportunities and living conditions. Figure 8.42 shows the change in the proportion of Vietnamese people living in urban areas between 1960 and 2018.

KEY TERM

urbanisation migration of people from rural to urban areas

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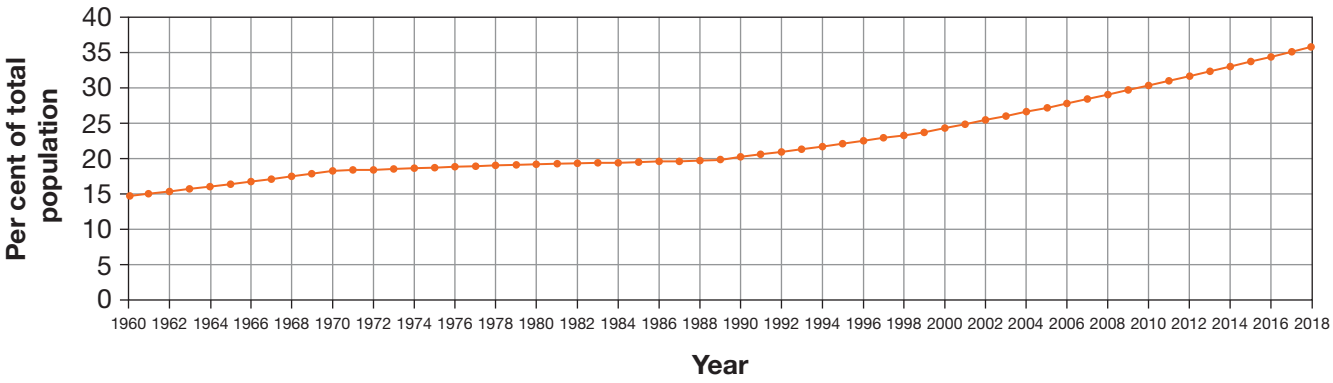


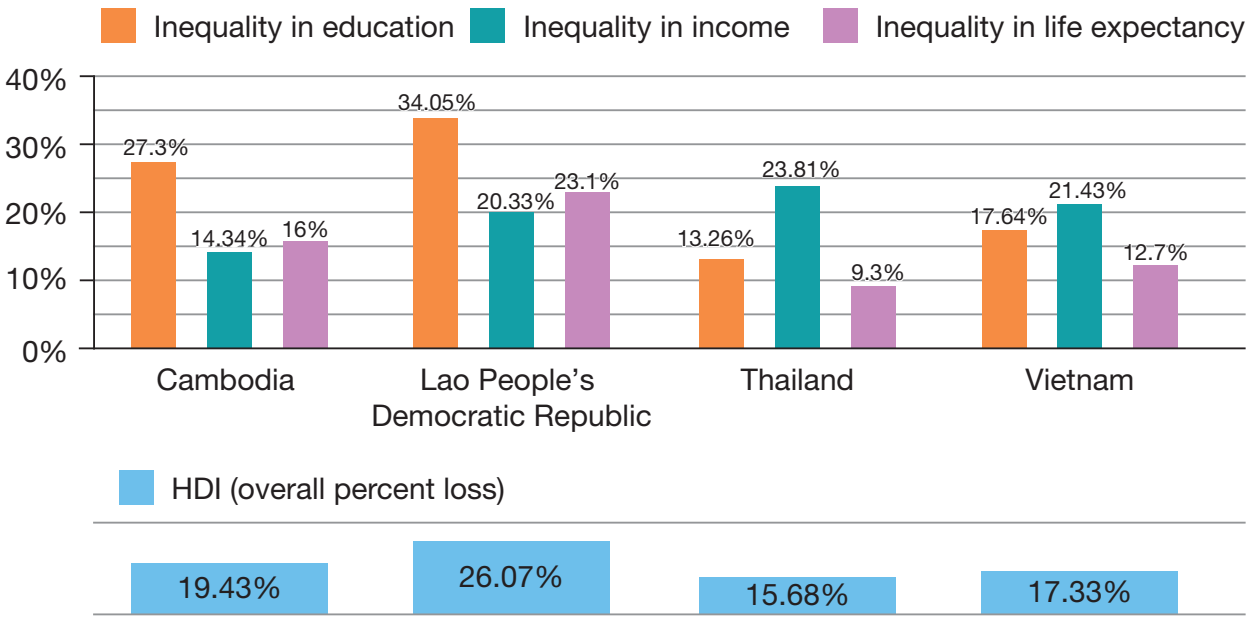
▲ **Figure 8.42** Change in proportion of Vietnamese people living in urban areas between 1960 and 2016

While rural-to-urban migration often does improve the wellbeing of those who migrate, it also increases the unevenness of wealth distribution – urban areas continue to prosper while neighbouring rural regions struggle to retain workers. This can ultimately reduce wellbeing in rural areas for people who cannot migrate, because even less money is invested in these poorer regions.

Rapid urbanisation can also lead to very high population densities in urban centres. Negative impacts associated with this can include a lack of housing availability and affordability, increased traffic congestion, and poorer air quality. If urban areas do not have the space, resources and infrastructure to manage population growth then this growth is considered unsustainable, and can ultimately lead to a reduction in the wellbeing of urban residents.

To manage the urban–rural divide, the Vietnamese Government are faced with a number of challenges, including:

- Providing economic support for disadvantaged people (for example, subsidies to help rural farmers to maintain economic growth in the agricultural sector)
- Investing in rural areas to develop industries that will provide jobs
- Increasing the level of education in rural areas, particularly for females and ethnic minorities
- Managing urbanisation to ensure it is sustainable and doesn't adversely affect urban regions
- Attracting foreign investment to establish industries in rural areas that will help to evenly distribute wealth, job opportunities and the population.



▲ **Figure 8.43** Comparison of Vietnam's inequality with its neighbouring countries, based on three inequality measures. The HDI (overall percent loss) is an overall measure of inequality based on how much it causes a country's HDI score to decrease.

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ACTIVITY 8.16

Analysing geographical data

Refer to Figure 8.43 and complete the following tasks:

1 Rank the four countries from the most equal to the least equal.
2 Which of the three indicators shows the biggest variation between the four countries?
3 Search online for the United Nations Human Development Programme website. Click on the Data tool and compare Vietnam's level of inequality with other countries around the world, such as Italy.

ACTIVITY 8.17

Analysing geographical data

1 Figures 8.44 through to 8.47 depict the contrast in living conditions and lifestyles between Vietnam's rural and urban regions. Describe the differences shown in these figures. Compare them with your own lifestyle and your home city or town.

▲ **Figure 8.44** Women working in the rice fields in Sa Pa in north-western Vietnam

▲ **Figure 8.45** Rural village amongst the terraced rice fields of Sa Pa, north-western Vietnam

▲ **Figure 8.46** Traffic in Ho Chi Minh City, Vietnam's capital city

▲ **Figure 8.47** Ho Chi Minh City is the largest Vietnamese city by population

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 8.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define inequality, providing an appropriate example.
2 Write a paragraph summarising the variation in wellbeing in Italy or Vietnam. Include statistics as evidence.
3 List three statistics that highlight the difference between wellbeing in Vietnam's rural and urban areas.

Interpret

4 Explain the following sentence in your own words: 'The divide between the north and the south in Italy is so large that, based on statistics, it is as if these regions are located in completely different countries.'
5 Rural regions in Vietnam have lower levels of wellbeing with respect to a number of different factors. Choose one of these factors and suggest two things that have contributed to this inequality. Suggest two potential impacts of this inequality.

Argue

6 Rank the factors that have contributed to inequality in Italy, from the most important to the least important. Discuss your choice with a partner and justify your ranking.
7 'Unsustainable levels of rural-to-urban migration can lead to a reduction in wellbeing in both rural and urban areas.' To what extent you agree with this statement? Use information from this chapter to justify your argument.
8 The Vietnamese Government is faced with a number of management challenges due to regional inequality.
   a State which of these challenges you think will be the most difficult to overcome. Justify your decision with evidence.
   b In one paragraph, design and outline a management initiative that the Vietnamese Government could implement to try to overcome this challenge.

Extension

1 Using Google Street View, explore photos of different places within Lombardia and Calabria. Describe the differences in their geographic characteristics and discuss how this is linked with wellbeing.
2 Research the Doi Moi. Why was it needed, was it successful and what impact has it had on wellbeing within Vietnam?
3 Search online for 'World Bank' 'mapVIETNAM' to find the World Bank's mapVIETNAM project and explore maps based on data from Vietnam's latest census.
   - Describe the strength of the spatial associations between the different wellbeing indicators such as sanitation, poverty and secondary school attendance.
   - Discuss what this tells you about the interconnection between different aspects of human wellbeing.
4 Search online for the OECD Regional Wellbeing website.
   - In pairs, choose a country and try to find the region that has the highest overall level of wellbeing based on what you think are the most important indicators.
   - Compare your results with your partner and discuss your differences.

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8.4 Spatial variation in human wellbeing at a local scale

FOCUS QUESTION

Why does human wellbeing vary at a local scale and what impacts does this have?

'Healthy citizens are the greatest asset any country can have.'

—Winston Churchill, *Onwards to Victory*, 1944

How does human wellbeing vary at a local scale?

In geography, 'local scale' refers to a specific place or small region. This could be a village, a town or city, or a suburb within a city. Comparing human wellbeing at a local scale involves making comparisons between places and analysing the variation within places.

There is a large amount of variation in the wellbeing of different regions within London. However, there is also significant inequality within each of these regions. In the suburb of Westminster, for example, the average life expectancy in Lancefield Street, Queens Park, is 83.72 years. Compare this with the life expectancy of 94 years in Grosvenor Crescent, Belgravia (see Figure 8.48). Overall, there is a 20-year difference between the places in London with the highest and lowest life expectancies. This is similar to the divide between economically developed and developing countries.

In 2017 Melbourne was voted the world's most liveable city for the seventh year in a row, based on criteria such as education, healthcare and safety. However, within Melbourne there are varying levels of wellbeing based on environmental factors like climate, access to **green space**, employment levels and the availability of services such as public transport.

How is wellbeing data collected and analysed at a local scale?

In many countries, data relating to **demographic**, economic, social and health factors is collected on a regular basis using a **census**. In Australia this data is collected and updated every five years by the Australian Bureau of Statistics. The data is collected based on the location of every person in Australia on the night of the census. This data can be mapped and its distribution can be analysed. When this data is compared with historical data, trends can be identified. This enables an analysis of the change in wellbeing over a specific time period. It also allows the projection of future changes.

▲ **Figure 8.48** Google Street View images of London addresses Lancefield Street, Queens Park (top) and Grosvenor Crescent, Belgravia (bottom)

KEY TERMS

green space area of vegetation reserved for recreational or aesthetic purposes within an urban environment

demographic relating to the structure or characteristics of a population

census official count or survey of a country's population, usually occurring at regular intervals

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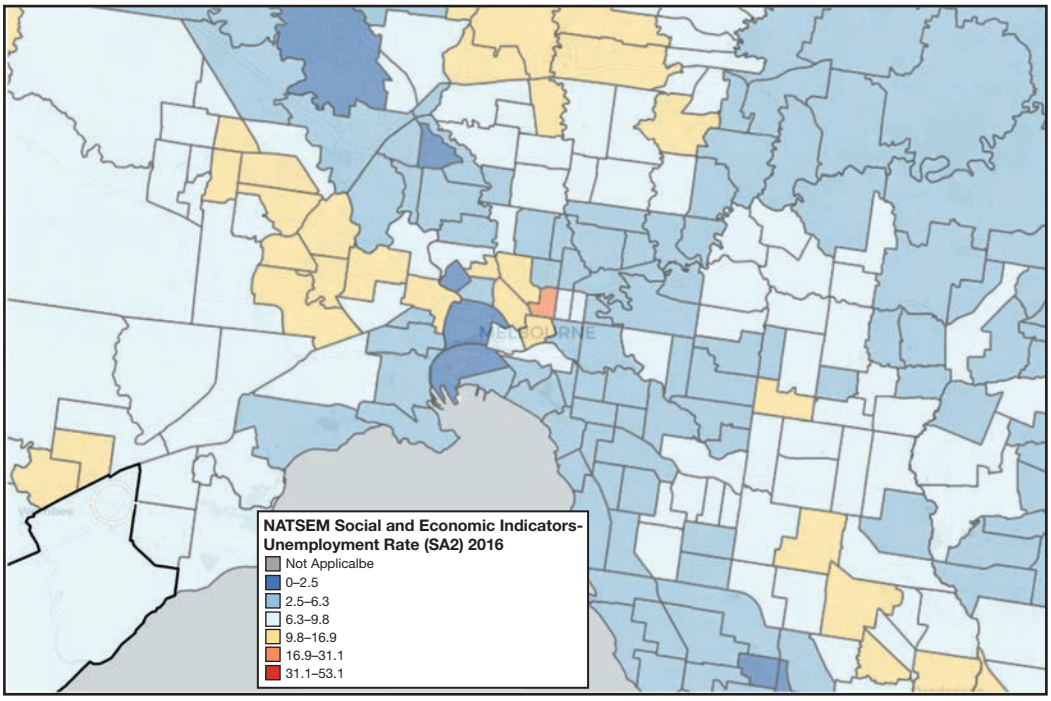
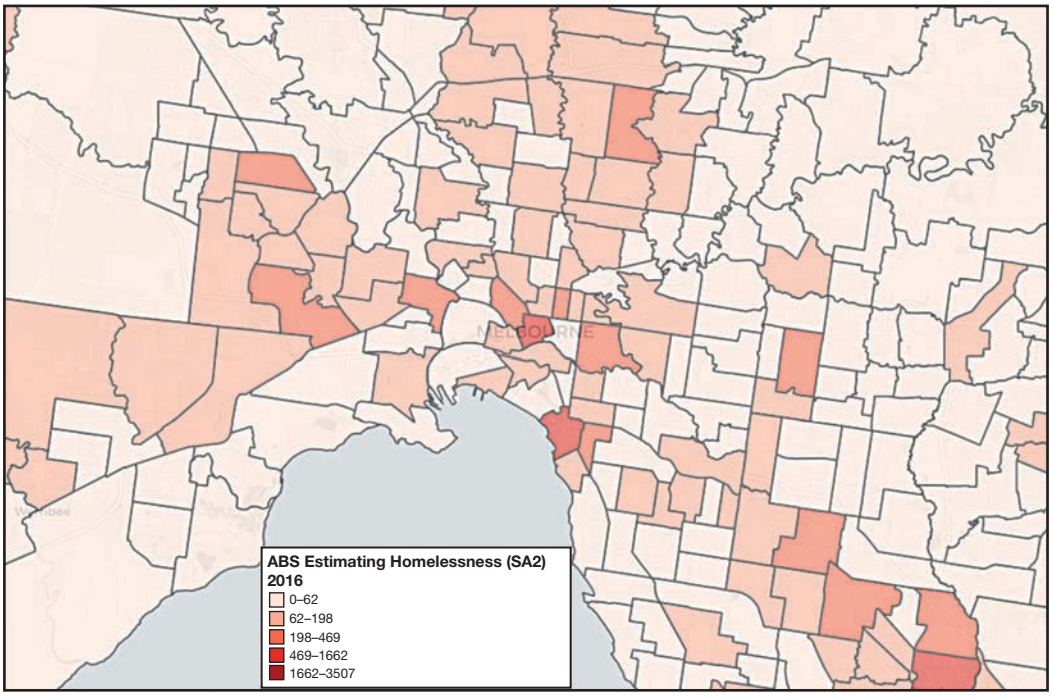
A Geographic Information System (GIS) is a form of spatial technology used to gather, manage and analyse spatial information such as census data. By organising the data in layers using interactive maps, geographers can find patterns and relationships between different variables.

For example, GIS analysis could determine whether there is a link between unemployment and crime, or a link between access to public transport and mental health. Figure 8.49 and Figure 8.50 show a comparison between the distribution of unemployment and homelessness in Melbourne. Can you see an association between these variables?

It is important to note that just because there are examples where there is a correlation between unemployment and homelessness, does not necessarily mean that unemployment causes homelessness. There are always additional factors that need to be considered. In this example these additional factors could include the availability of public housing, the movement of homeless people, and the cost of living.



▲ **Figure 8.49** Distribution of unemployment in Melbourne



▲ **Figure 8.50** Distribution of homelessness in Melbourne

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ACTIVITY 8.18

Analysing geographical data

Refer to Figure 8.49 and Figure 8.50 and undertake the following tasks.

1. Describe the strength of the spatial association between unemployment and homelessness in Melbourne.
2. Suggest a factor that might be responsible for this spatial association.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 8.7

Using a Geographic Information System (GIS)

A GIS organises spatial data in layers. Data from these layers can be manipulated, enabling the user to analyse associations between different variables. Follow the steps below to gain an understanding of the distribution of human wellbeing in Melbourne.

1. Search online for the AURIN map website (Australian Urban Research Infrastructure Network). Click on Aurin Map to go to the map portal.
2. Click on Explore Data on the left menu and scroll through the different types of data available.
3. Pose a question based on these variables. For example, is there an association between access to public transport and rental affordability? Useful variables to investigate include:
   - Life satisfaction
   - Population density
   - Child and youth health
   - Household advantage and disadvantage
   - Access to education.
4. Add layers to your map by selecting the data you want to add then clicking 'Add to the map'. When you have done this and have your map, you can zoom into a region that you wish to analyse by using the plus and minus buttons on the top-right-hand corner of the map, and using the cursor to move the map's focus area.
5. Describe the distribution of each of these variables. Include specific examples of places that are high or low. Clicking anywhere on the map will reveal the name of the place.
6. Compare the distribution of each variable and use this to discuss the degree of spatial association.

Tips:

- Working with a partner can be useful so you can have a different map open on each of your screens.
- Adjusting the opacity of layers can help you to see the whether or not they overlap.
- Using the side-by-side tool ◀▶ will enable you to slide between the different map layers for a quick comparison between places.

A comparison of two suburbs

Demographic and wellbeing data can be organised by location in order to directly compare different places. Melbourne-based company .id provides local area profiles containing various types of demographic and socio-economic data. .id's data services are used to inform local and state government decisions in areas such as education, residential development, retail, health care and the provision of utilities such as water and power.

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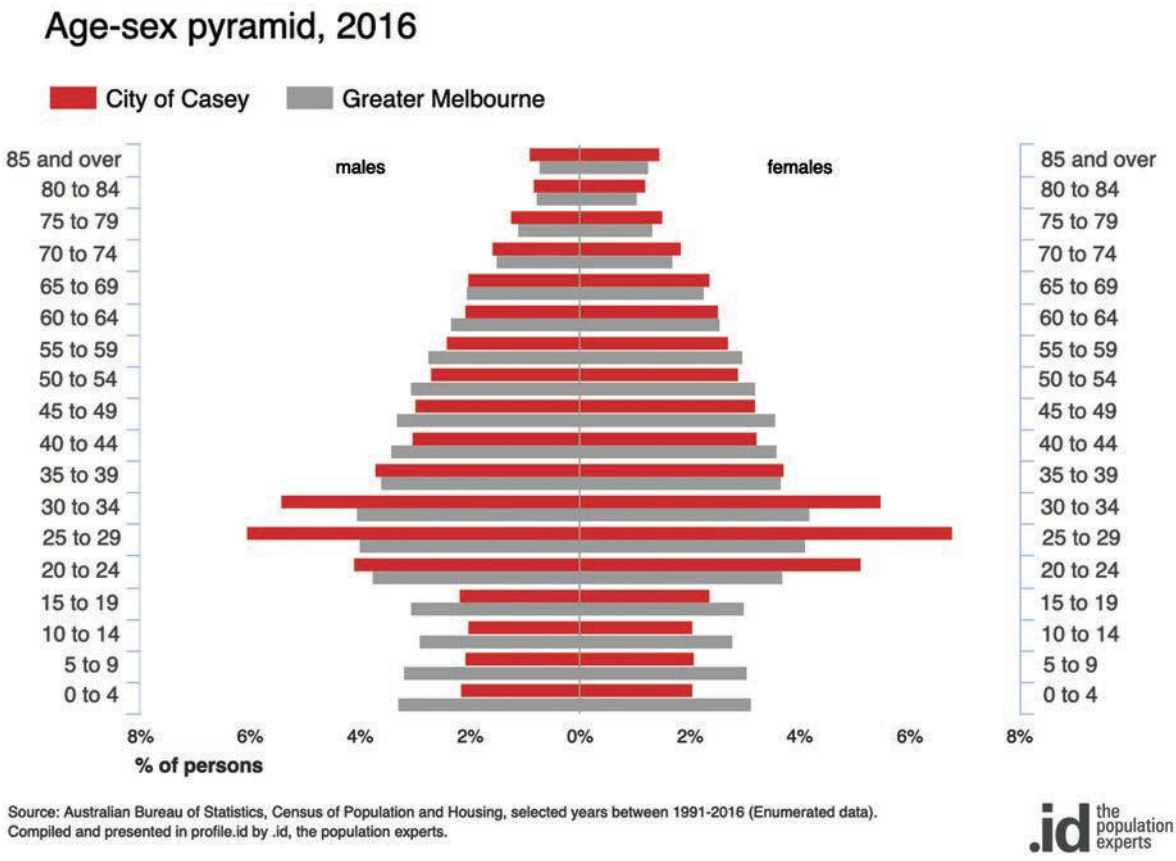
KEY TERM
Local Government Area (LGA) an area managed by a local council

Figure 8.51 and Figure 8.52 show a comparison between two **Local Government Areas** (LGAs), the City of Stonnington and the City of Casey. The Socio-Economic Index for Areas (SEIFA) is an index of disadvantage that provides a value that combines a number of measures based on socio-economic status, education and employment. A higher SEIFA value indicates a higher level of disadvantage.

The City of Stonnington is located in Melbourne's inner south-eastern suburbs, about 3 to 13 kilometres from the Melbourne CBD. The City of Casey is located in Melbourne southeastern suburbs, between 28 and 60 kilometres southeast of the Melbourne CBD.

City of Stonnington	
Population	116 207
Population density	45.33 persons per ha
Median age	35
Couples with children	20%
Median weekly household income	A$1942
University qualification	47%
Unemployment rate	5.2%
Public Transport to work	28%
SEIFA index of disadvantage	1087



▲ **Figure 8.51** 2018 demographic and wellbeing data for the City of Casey

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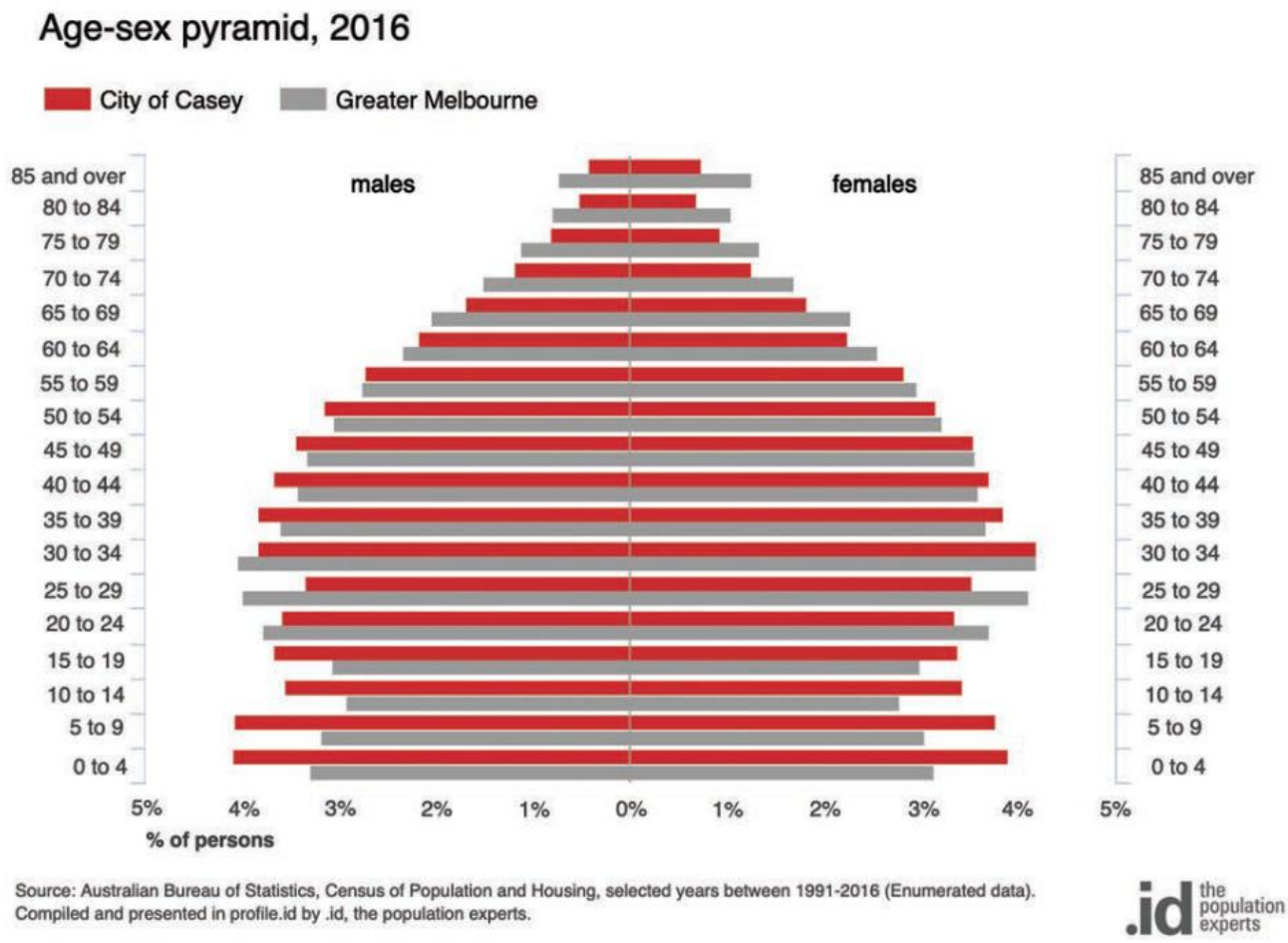
City of Casey	
Population	340419
Population density	8.43 persons per ha
Median age	34
Couples with children	45%
Median weekly household income	A$1522
University qualification	17%
Unemployment rate	7.2%
Public Transport to work	8%
SEIFA index of disadvantage	1004



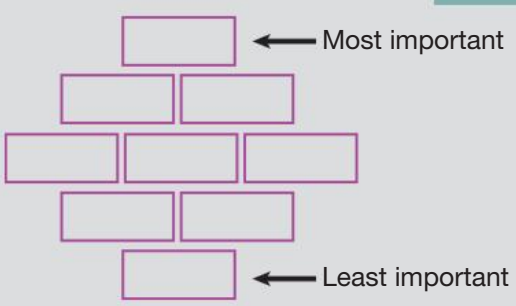
▲ **Figure 8.52** 2016 demographic and wellbeing data for the City of Casey

ACTIVITY 8.19

Analysing geographical data

1 In pairs, use a diamond ranking template (see right) to rank the nine summary statistics in Figure 8.51 and Figure 8.52 in order of importance for determining the wellbeing of a suburb.

2 Based on Figure 8.51 and Figure 8.52, state whether the City of Stonnington or City of Casey has a higher level of wellbeing. Provide a justification for your claim using statistics and by referring to the shape of their population pyramids.



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FIELDWORK 8.1

Comparing human wellbeing in different places

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts that you study in the classroom while in the real world. In this investigation, your aim is to compare human wellbeing in two different places. For example:

- Neighbouring suburbs of Melbourne, such as Ringwood and Croydon
- Suburbs in different regions of Melbourne, such as Sunshine and Box Hill
- A new and an old suburb of Melbourne, such as Clyde North and Cranbourne
- Two different rural areas of Victoria, such as Echuca and Shepparton.

The following structure will help to form the basis of your study:

- **Title and introduction:** introduce your study by providing some context. This should include the locations you are investigating and the wellbeing indicators that you will be comparing.
- **Background information:** research some background information about your places including their location, geographic characteristics and history. Include a location map and a satellite image from Google Earth.
- **Aim:** write an aim for your fieldwork that is achievable based on the data that you intend to collect.
- **Research question:** write a research question that you intend to answer using the data that you collect.
- **Hypothesis:** write a clear and concise hypothesis. This is a testable statement that provides a testable prediction prior to collecting primary data. It should relate to the research question.
- **Primary data collection:** consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include surveys of local residents, mapping of access to local services and infrastructure, and interviews with politicians, councillors or police.
- **Secondary data collection:** using websites such as AURIN or .id (see 'Developing geographic concepts and skills 8.7' in this section) collect information about local demographics, projected population changes and environmental, economic and social data.
- **Presenting and analysing your data:** summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven.
- **Conclusion and evaluation:** summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?
- **References:** ensure you keep a record of any sources used and present these in a bibliography.

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The wellbeing of Australia's Aboriginal and Torres Strait Islander population

Aboriginal and Torres Strait Islander peoples represent approximately 2.8 per cent of Australia's population. However, there is a wide gap between the wellbeing of Indigenous Australians and non-Indigenous Australians, based on demographics, wealth, education and health.

Although statistics show that Aboriginal and Torres Strait Islander peoples living in urban areas have a relatively low level of wellbeing, this gap is even wider when considering Indigenous Australian peoples living in remote communities.

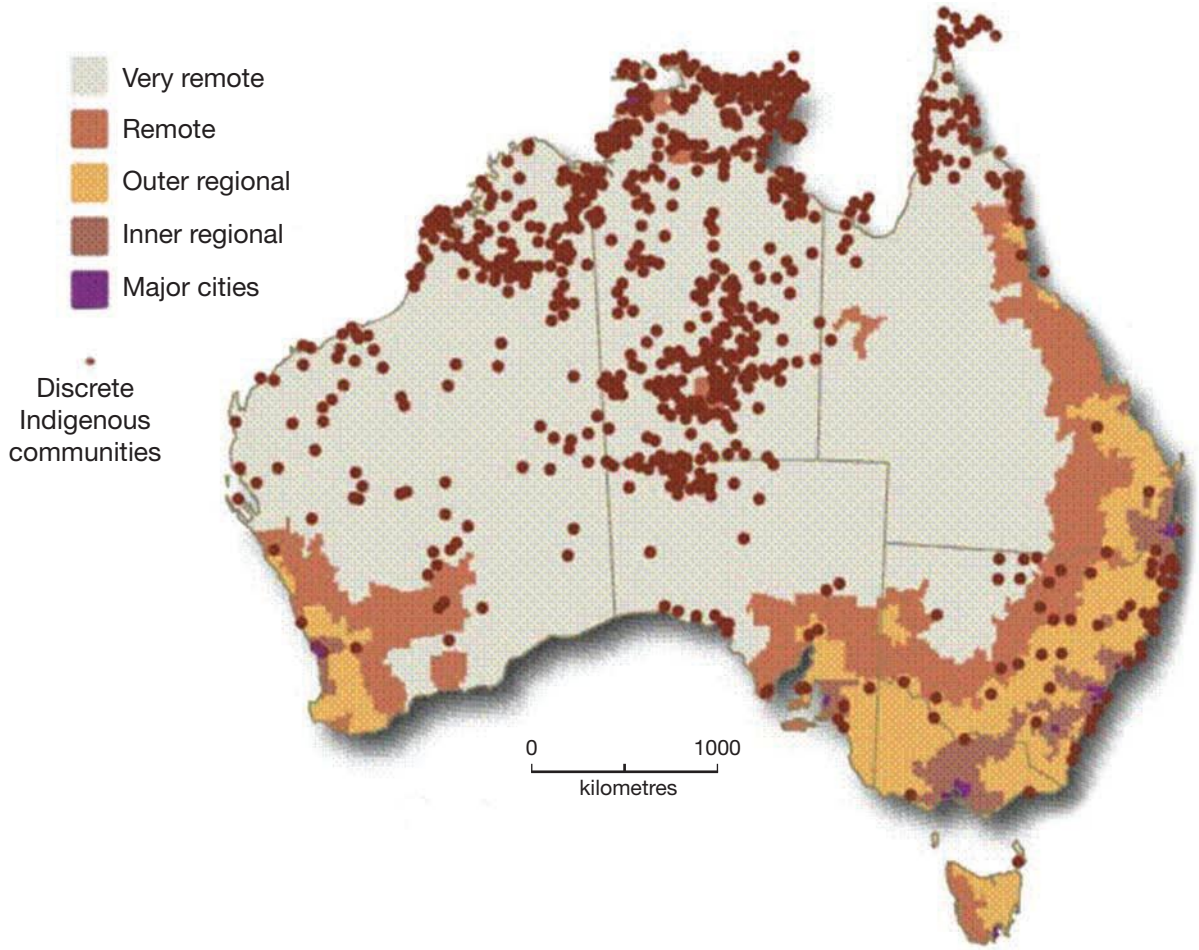
Figure 8.53 shows the location of remote communities in which 14 per cent of Aboriginal and Torres Strait Islander peoples live.

The differences in the wellbeing of Indigenous and non-Indigenous Australians becomes apparent when comparing demographics. There is a large variation in life expectancy – Aboriginal and Torres Strait Islander peoples die on average 8.6 years earlier than non-Indigenous Australian people. There is also a large difference when comparing the age structure of these populations.

Figure 8.54 shows the age structure of Australia's Aboriginal and Torres Strait Islander population compared with its non-Indigenous population. While non-Indigenous Australians have a population pyramid similar to most other developed countries, the shape of the population pyramid for Aboriginal and Torres Strait Islander peoples is similar to those of many developing sub-Saharan African countries.

Over half of Australia's Indigenous population are people aged under 25, compared to just one-third of Australia's non-Indigenous population, which has a large proportion aged 65 and older.

The differences in wellbeing between these populations extend beyond demographic measures. The 2016 Australian Census showed that only 47 per cent of Aboriginal and Torres Strait Island peoples aged between 20 and 24 years had completed Year 12. While this was an increase from 32 per cent in 2006, it is still very low when compared with 79 per cent for non-Indigenous Australians.



▲ **Figure 8.53** Location of Aboriginal and Torres Strait Islander communities in Australia

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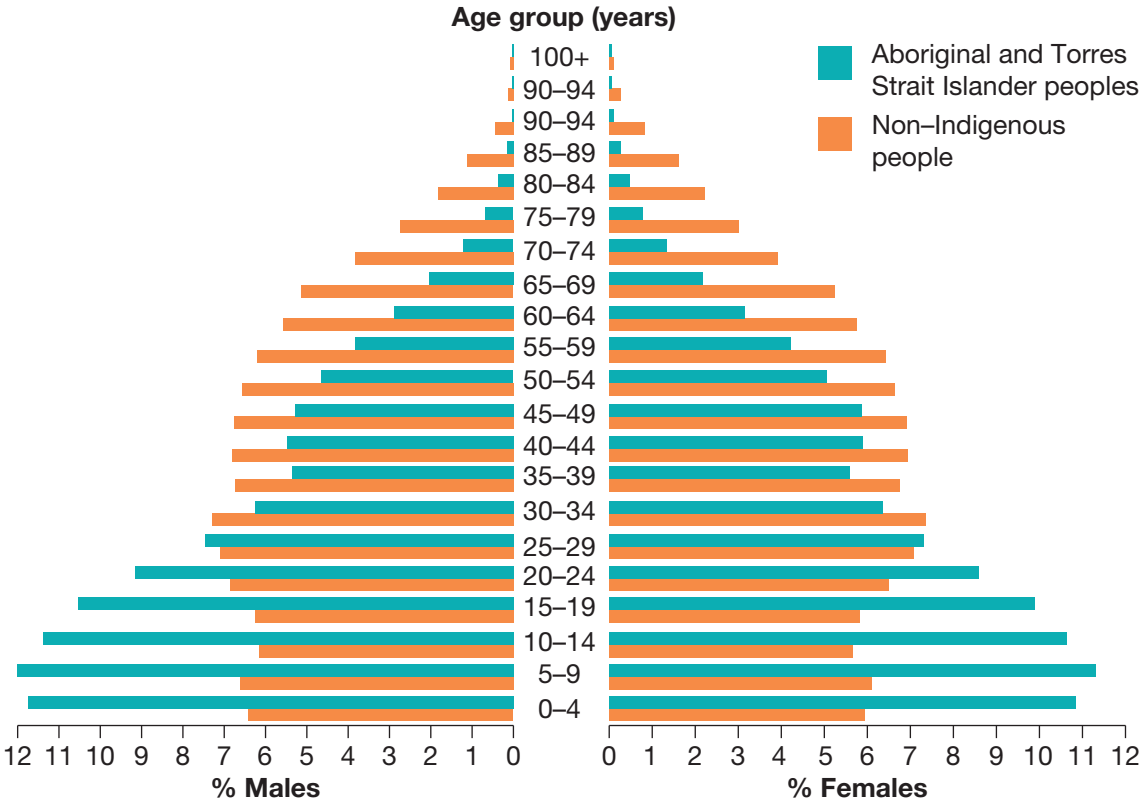
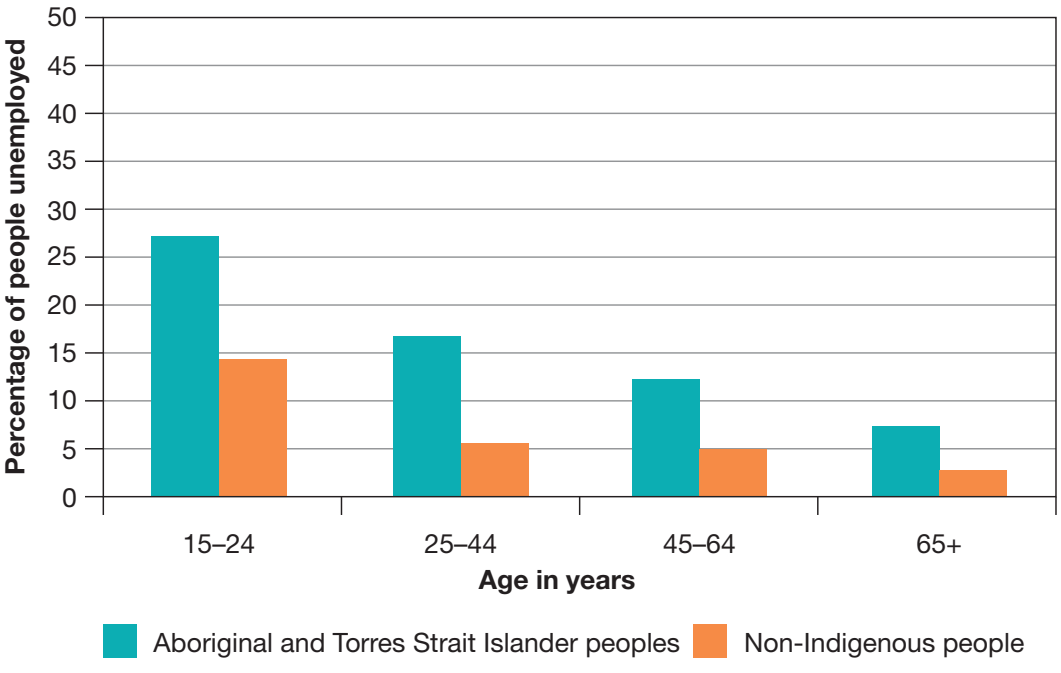


▲ **Figure 8.54** Population pyramid comparing Australia's Aboriginal and Torres Strait Islander and non-Indigenous populations

The unemployment rate for Aboriginal and Torres Strait Islander peoples in 2016 was 18 per cent and 27 per cent for young Indigenous peoples aged 15 to 24. This is significantly higher than the Australian average of 5.7 per cent and 14 per cent for young people overall (see Figure 8.55).

For Aboriginal and Torres Strait Islander peoples, the average weekly income was quite low – A$441, compared to the Australian weekly average income of A$662. The average weekly income is even lower for Indigenous people living in remote communities, such as Binjari, which is located near Katherine in the Northern Territory (see Figure 8.56).



▲ **Figure 8.55** Unemployment rate for Aboriginal and Torres Strait Islander people compared with non-Indigenous Australians

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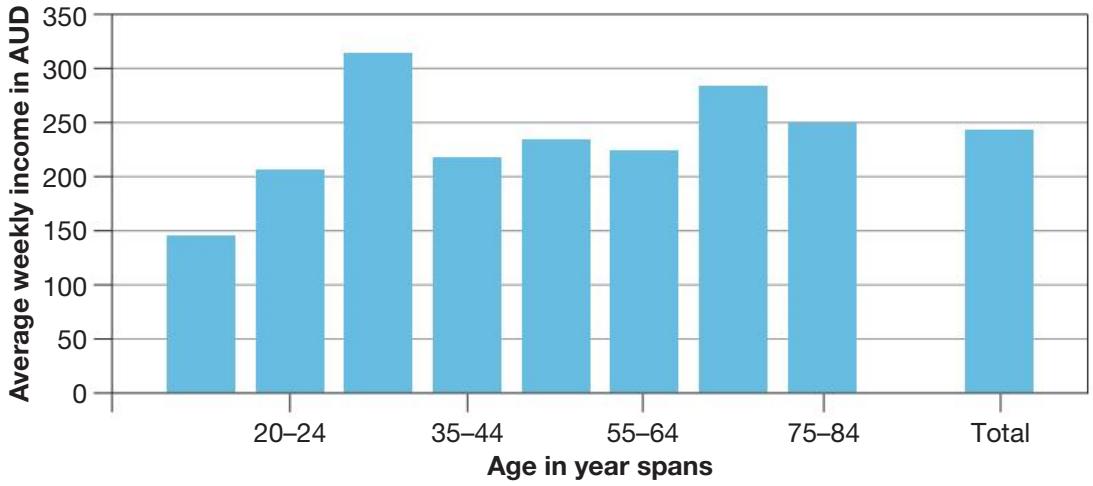

▲ **Figure 8.56** Average weekly income for different age groups in Binjari, Northern Territory

ACTIVITY 8.20

Analysing geographical data

1 Compare the population pyramids for Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians using Figure 8.54. Refer to specific age cohorts as well as the overall shape of the pyramids.

2 Using Figure 8.55, calculate the percentage difference in the unemployment rate between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

Health and disease within Aboriginal communities

One of the biggest concerns facing Aboriginal communities is the prevalence of treatable and preventable diseases. **Scabies** is a treatable skin infection that spreads from person to person. It is widespread throughout remote Aboriginal communities, but rare throughout the rest of Australia.

Within Aboriginal communities, studies have shown that up to 70 per cent of children are infected with scabies within the first year of their life. This is the third highest rate of infection in the world. If left untreated, this infection can lead to kidney disease and heart conditions, or develop into a more severe form of infection known as crusted scabies.

It is estimated that up to one per cent of all Aboriginal and Torres Strait Islander peoples living in remote communities have crusted scabies. Without adequate treatment, half of all people who develop crusted scabies die within five years.

There are several factors that contribute to the severity and prevalence of scabies and other diseases within these communities. This includes overcrowded housing, and the sharing of beds, clothes and towels.

KEY TERMS

scabies skin condition caused by microscopic mites burrowing under the skin

public housing housing provided by governments for people with low incomes, including those who have experienced homelessness or family violence

Within the Katherine region, approximately one in four Aboriginal people are homeless due to the high price of rental houses and the lack of **public housing**. This rate of homelessness is over 30 times the Australian average. People in Katherine who live in houses are often living with three or four generations (children, parents, grandparents and great-grandparents) under the same roof in very crowded conditions (see Figure 8.57). This allows infections like scabies to quickly pass between family members.

Furthermore, even when a scabies infection is treated, there is a high rate of reinfection unless the patient's living conditions can also be improved.

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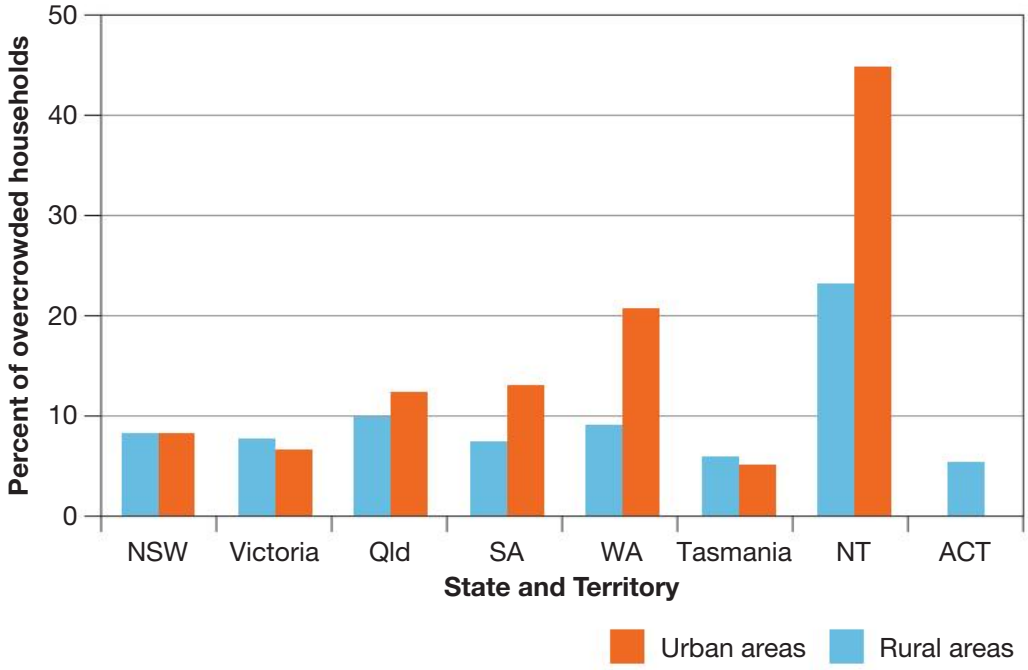
Another contributing factor to poorer health outcomes for people living in remote communities is the lack of access to healthcare services. Even in places where a health clinic is available, many are under resourced and lack essential infrastructure or adequate staffing.



▲ **Figure 8.57** Percentage of Aboriginal and Torres Strait Islander houses that are overcrowded (defined as needing at least one additional bedroom)

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 8.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 In your own words, write a definition for 'local scale' and provide an example.
2 Explain what a census is, the type of data that a census collects, and how often the census is conducted in Australia.
3 Define 'Geographic Information System' and discuss how a GIS can be used to analyse wellbeing at a local scale.
4 Create a table containing statistics that compare the wellbeing of Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.
5 List the factors that contribute to the prevalence of scabies and other preventable diseases within remote Aboriginal communities.

Interpret

6 Using Figure 8.48 or Google Street View, compare the geographic characteristics of the London suburbs of Queens Park and Belgravia.

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7 Using Google Maps, find the location of Binjari.
   a Turn on Satellite View and use it to describe the remoteness and geographic characteristics of the landscape.
   b Describe the impact that the location and characteristics of this place might have on the wellbeing of its residents.

Argue

8 Discuss the extent to which you agree with Churchill's quote at the start of Section 8.4. Use examples from this chapter in your response.

To learn more about Winston Churchill, please see Chapter 1 on Australia's involvement in World War II

Extension

1 Search online for the .id homepage, using the terms 'demographic resources' and '.id'. Try to find the LGA with the highest level of wellbeing. Compare your findings with the rest of your class.
2 Design your own fieldwork investigation to compare the wellbeing of two nearby local areas. Include an aim, a research question, a hypothesis and ideas for data collection.
3 Design an infographic highlighting the challenges facing Aboriginal and Torres Strait Islander peoples using software such as Piktochart.
4 Search for the Australian Indigenous Health InfoNet website and find a local-, state- or national-scale response aimed at improving the wellbeing of Aboriginal and Torres Strait Islander peoples.

Amazing but true …

Bermuda is an island in the North Atlantic Ocean. It had a population of only 71 176 people in 2018. Banking and other financial services make up 85 per cent of Bermuda's GDP. In 2016 the international non-government organisation Oxfam declared Bermuda to be the world's worst corporate tax haven. Bermuda's extremely low corporate tax rates attract investment from wealthy individuals and businesses, so that they can pay Bermuda's low tax rates. This effectively means that less money flows back to their home countries' governments, which means less these countries have less to spend on support programs and infrastructure.

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8.5 Improving human wellbeing

FOCUS QUESTION

How do government and non-government organisations seek to improve human wellbeing?

Government and non-government organisations

Government and non-government organisations use a range of initiatives to try to improve human wellbeing on anything from a local to a global scale. These initiatives contain goals relating to the aspects of wellbeing that they are aiming to improve. They often contain specific targets that must be reached in order to achieve these goals.

In some cases an organisation might focus primarily on one form of wellbeing, such as improving literacy. However, due to the interconnection between factors that determine wellbeing, many of these initiatives aim to improve wellbeing in several different areas.

A government organisation is an organisation that is part of (or has links with) a government department. For example, the Australian Government's Department of Social Services manages national **policies** that aim to create an equitable society in areas such as rent assistance, homelessness and the National Disability Insurance Scheme. At a state level, the Victorian WorkCover Authority conducts targeted visits to workplaces to ensure the health and safety of employees.

Intergovernmental organisations involve the cooperation of governments from several member countries that are usually bound by a **treaty**. They work towards common goals involving issues on an international scale. The **United Nations** (UN) was formed after World War II with the aim of preventing future wars. It works to uphold international law, deliver **humanitarian aid** and protect human rights.

A non-government organisation (NGO) is a **not-for-profit** group that is not part of a government department. NGOs can exist at local, national or even international scales. They are generally funded by grants, memberships, private donations, and the sale of goods and services.

Oxfam is an international NGO focusing on the alleviation of poverty around the world. The Australian Red Cross is a national example of an NGO operating within Australia. It provides international aid across the Asia-Pacific region, supporting communities that have experienced disasters, managing and provide blood donations. It also provides support for vulnerable people such as the elderly, people with disabilities, and Aboriginal and Torres Strait Islander peoples.

KEY TERMS

policy course of action proposed and carried out by a governing body

treaty written agreement between two or more political authorities bound by international law

United Nations (UN) international organisation, made up of over 150 countries, that seeks to maintain peace between nations

humanitarian aid short-term assistance to people who need help recovering from natural or man-made disasters

not-for-profit organisation organisation that does not operate for the profit or personal gain of its members

How do you measure the effectiveness of a management initiative?

Geographers use data to monitor and assess wellbeing. This data can be measured against specific targets to see whether or not those targes have been met. This is one way to measure the effectiveness of wellbeing management initiatives. In other words: has wellbeing actually improved, or have there been any further consequences?

The following five case studies provide examples of a variety of wellbeing management initiatives at a range of scales.

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Global Scale: 2030 Agenda for Sustainable Development

In 2015 the United Nations adopted the 2030 Agenda for Sustainable Development. This agenda involves all 193 developing and developed member countries of the UN working together to achieve 17 Sustainable Development Goals (SDGs) by 2030 (see Figure 8.58).

These goals include an overall aim to reduce poverty while improving wellbeing in terms of education, sanitation, equality and peace. They also include aims to tackle climate change and ensure the sustainable management of marine and **terrestrial** environments. The 17 goals seek to build on the UN's previous eight Millennium Development Goals.

A fundamental part of the 2030 Agenda is sustainability, which is defined by the UN as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'.

The SDGs cover all three elements of sustainability: economic, social and environmental. The UN acknowledges that all three of these elements are interconnected and therefore a crucial part of maintaining the wellbeing of individuals and entire populations.

> *'The Sustainable Development Goals are a reflection of our values and ambitions. They are the contemporary manifestation of the "fair go".'*
>
> —Senator the Hon Concetta Fierravanti-Wells, Minister for International Development and the Pacific, 2018 Australian Sustainable Development Goals Summit

KEY TERM
terrestrial relating to dry land

The 17 SDGs contain a total of 169 targets against which the success of the goals will be measured. Each of these targets has a set of indicators that are used to determine whether each target has been met. The goals are non-binding, meaning that governments are not legally forced to meet them. However, countries are expected to establish their own national policies to achieve each goal, and are involved in reviewing their progress at a local, regional and national scale.

▲ **Figure 8.58** The United Nations' 17 Sustainable Development Goals

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As part of this review process, each country will undergo a Voluntary National Review at least twice between 2015 and 2030. Australia underwent its first review in 2018. Figure 8.58 shows some of the measures taken globally towards eradicating poverty. Data demonstrating the progress made for each of the SDGs and for each individual country can be accessed using the SDG-Tracker and the Sustainable Development Report Dashboards (see Figure 8.60).

The main obstacle to the success of many of the SDGs is funding. An article published in *The Economist* suggested that achieving all 17 goals will require US$2–3 trillion each year for the entire 15-year period. This is considered to be unrealistic.

Studies have shown that just solving the issue of access to clean water and sanitation is estimated to require US$200 billion. Unless major changes are made to the funding of SDGs within UN member countries, it is unlikely that many countries will meet their targets.

For example, a 2018 study showed that although there is a decreasing number of underweight people within sub-Saharan African countries, the goal of ending malnutrition by 2030 is unlikely to be met within the region.

▲ **Figure 8.59** Summary of Australia's progress in meeting the first SDG, No Poverty, sourced from Australia's National Voluntary Review in 2018

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▲ **Figure 8.60** Sub-Saharan African nation Chad's progress in meeting the SDGs, as shown in the Sustainable Development Report Dashboard, 2019

ACTIVITY 8.21

Analysing geographical data

1 Using Figure 8.58, rank the 17 SDGs in order of the ones you think are the greatest and smallest priorities. Justify your top three and bottom three choices.

2 Search online for 'SDG tracker' and use the SDG tracker tool in the following tasks.
   - a Choose one of the SDGs and write a brief summary explaining what the goal involves.
   - b List at least two of the targets that are used to measure the achievement of the goal.
   - c Using the data provided, evaluate whether or not these targets are on target to be met and therefore whether the SDG is likely to be met by 2030.

3 Search online for the Sustainable Development Report Dashboards 2019.
   - a Choose two countries to compare.
   - b Assess which of the two countries has shown the most overall improvement in the 17 areas and which is most likely to achieve the SDGs by 2030.
   - c For one of your chosen countries, choose a goal that is on-track and one that has received a decreasing score. Click on the on-track goal. List which of indicators have been achieved and which have significant challenges remaining.

International scale: the Bill and Melinda Gates Foundation

In 2000 Bill Gates, **philanthropist** and billionaire founder of Microsoft, established the Bill and Melinda Gates Foundation. This non-government organisation aims to improve healthcare and reduce poverty in some of the poorest regions of the world. The foundation has five key divisions, each focusing on a different aspect of wellbeing:

KEY TERM
philanthropist a person who donates their personal time and money to helping others

- **Global Health Division:** aiming to reduce the impact of infectious diseases such as HIV/AIDS and malaria and reduce the child mortality rate in developing countries

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> *'In rich countries we have sewers that take clean water in, flush some of the dirty water out, in almost all cases there's a treatment plant. Could you process human waste without that sewer system?'*
>
> —Bill Gates, Reinvented Toilet Expo 2018

- **Global Development Division:** expanding health care to poor communities around the world through the delivery of health products and services
- **Global Growth & Opportunity Division:** developing innovations to help reduce inequality and poverty through improvements in agricultural development, gender equality, financial services and sanitation
- **United States Division:** ensuring all students in the United States graduate from high school and have the opportunity for tertiary education
- **Global Policy & Advocacy Division:** promoting policies and building relationships with governments and other non-government organisations to further advance programmes.

A recent focus of the Bill and Melinda Gates Foundation has been improving sanitation in developing countries within sub-Saharan Africa and South Asia. The aim is to improve the safety of sanitation facilities and reduce preventable deaths from diseases such as cholera, diarrhoea and dysentery. The rapid growth of cities in these poor regions has created a need for innovative sanitation solutions, since traditional sewerage systems are not financially viable.

Since 2011 over US$200 million has been spent on the Reinvent the Toilet Challenge. The aim was to develop a toilet that could remove germs from human waste while recovering useful resources such as energy, clean water and nutrients. It also had to be able to operate 'off the grid' without a connection to a water supply, sewerage system or an electricity grid, at the same time as remaining affordable.

Several toilets have been designed to meet these criteria, using localised chemical treatment rather than expensive sewerage infrastructure. The next step is reducing the cost and producing these toilets at a large enough scale.

▲ **Figure 8.61** Beijing, 2018: Bill Gates presenting at the Reinvented Toilet Expo using a beaker of faeces to highlight the health concerns related to a lack of sanitation

▲ **Figure 8.62** This self-contained toilet was developed as a solution to sanitation in densely-population urban areas within developing countries

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Local and national scales: Closing the Gap

The wellbeing gap between Australia's Aboriginal and Torres Strait Islander peoples and non-Indigenous communities is being tackled at local, regional and national scales.

In 2010, Binjari, a town in the Northern Territory, was described in a local newspaper as the 'worst address in Australia' because of its high levels of violence and unemployment.

In response, in 2014 the Binjari Community Aboriginal Corporation established a program giving young men an opportunity to turn their lives around. These young men are trained as builders and provided with work refurbishing and building homes and infrastructure within the town. This work provides a boost to their income while tackling many of the other social problems in the region, such as drug and alcohol abuse.

On a national scale, in 2005 the Australian Government has established a strategy called Closing the Gap. The aim of this strategy is to achieve equality for Aboriginal and Torres Strait Islander peoples in health, life expectancy, education and employment.

Various targets have been set, with the overall goal of reducing disadvantage among Aboriginal and Torres Strait Islander peoples by 2030. Improvements are monitored each year by the Council of Australian Governments. Unfortunately, as of 2018, only half of the targets listed in Figure 8.64 are on track. Many have not been achieved by their intended year of achievement. In 2019 the Close the Gap report admitted that it was of great concern that the gap in the life expectancy was widening rather than closing (see Figure 8.65).

Furthermore, school attendances rates for Aboriginal and Torres Strait Islander peoples have only increased by less than one per cent in most states and territories. Fortunately, the percentage of Aboriginal and Torres Strait Islander students who do attend school and go on to finish Year 12 is increasing steadily, so that particular gap is closing.

▲ **Figure 8.63** Members of Binjari's building program

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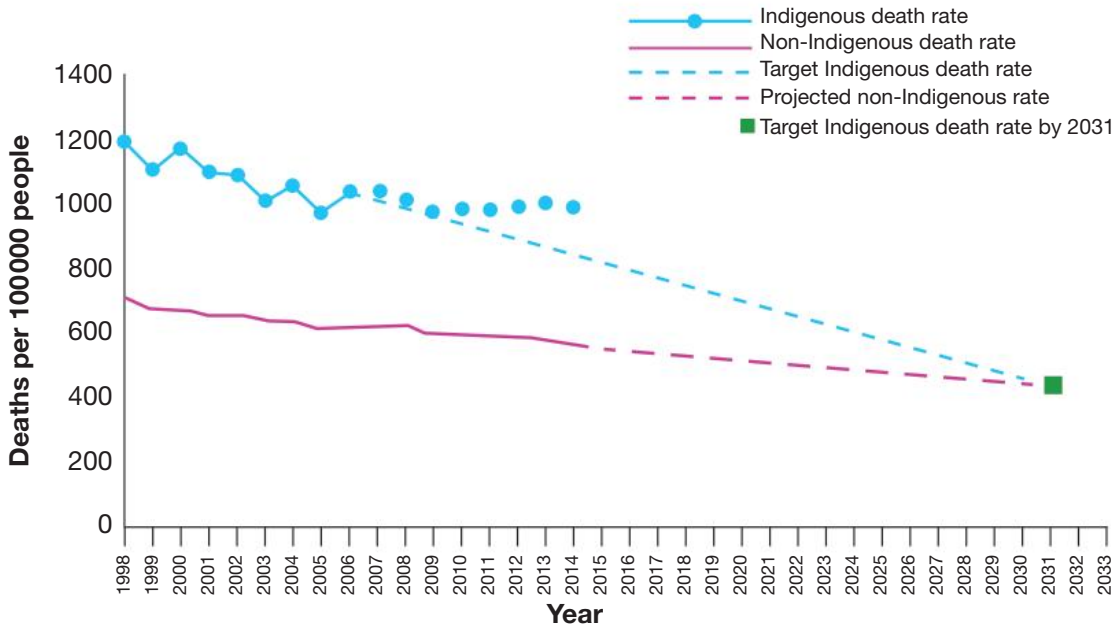
Closing the Gap targets

- Close the gap in life expectancy by 2031
- Halve the gap in child mortality by 2018
- Ensure 95 per cent of Aboriginal and Torres Strait Islander four-year-olds are enrolled in early childhood education by 2025
- Halve the gap in reading, writing and numeracy by 2018
- Halve the gap in year 12 attainment by 2020
- Halve the gap in employment by 2018
- Close the gap in school attendance by 2018

▲ **Figure 8.64** List of targets set as part of the Closing the Gap policy.
Source: Australian Parliamentary Library



▲ **Figure 8.65** The number of deaths per 100 000 for Aboriginal and Torres Strait Islander peoples is far above the Closing the Gap target rate. It is unlikely the target will be met by 2031.
Source: Australian Parliamentary Library

ACTIVITY 8.22

Analysing geographical data

1 Refer to Figure 8.65. Quantify the trend in the amount of deaths per 100 000 for Indigenous and non-Indigenous Australians. Based on this trend, is the reduction of the Indigenous death rate likely to meet its target?

National scale: improving literacy in India

KEY TERM
UNESCO The United Nations Educational, Scientific and Cultural Organization, an agency seeking to build peace through international cooperation in education, science and culture

According to **UNESCO**, around 900 million people in the world cannot read or write. Thirty-seven per cent of these people live in India.

India has made significant progress in improving its literacy rate from just 18 per cent in 1951 to 74 per cent at the time of the last Indian census in 2011 (see Table 8.5). However, just over a quarter of India's 1.3 billion people still do not have basic reading and writing skills. Around 400 million more have only a very basic level of literacy. As a result, India is struggling to grow its economy and support and stabilise its booming population.

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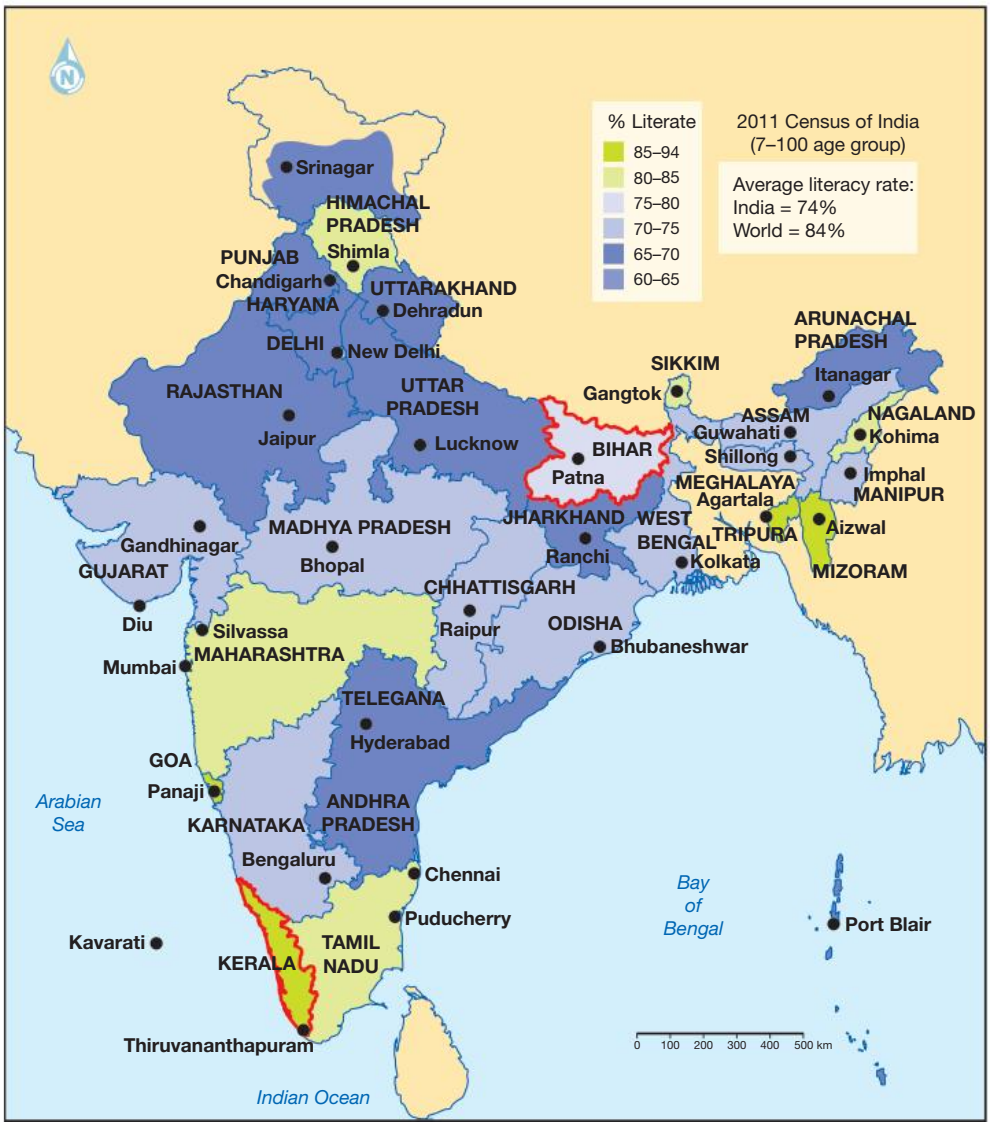
▼ **Table 8.5** Change in India's literacy rate for those aged over seven years, from 1881 to 2011, based on data from the Indian Government Census.
Source: Indian Government Census 2011

Year	Male %	Female %	Combined %
1881	8.1	0.35	4.32
1891	8.44	0.42	4.62
1901	9.8	0.6	5.4
1911	10.6	1.0	5.9
1921	12.2	1.8	7.2
1931	15.6	2.9	9.5
1941	24.9	7.3	16.1
1951	27.16	8.86	18.33
1961	40.4	15.35	28.3
1971	45.96	21.97	34.45
1981	56.38	29.76	43.57
1991	64.13	39.29	52.21
2001	75.26	53.67	64.83
2011	82.14	65.46	74.04

As Figure 8.66 shows, the distribution of literacy in India is uneven. In Kerala, on India's south-western coast, the literacy rate is above 90 per cent. In contrast, in Bihar, which borders Nepal in the north, the literacy rate is just 63.92 per cent.

Figure 8.67 shows what appears to be a spatial association between GDP per capita and literacy, with several of India's wealthier states also having higher literacy rates. However, it is unclear as to whether these states are wealthier because they have higher rates of literacy or whether they have higher rates of literacy because they are wealthier.



▲ **Figure 8.66** Spatial distribution of India's literacy rate by state based on 2011 census data

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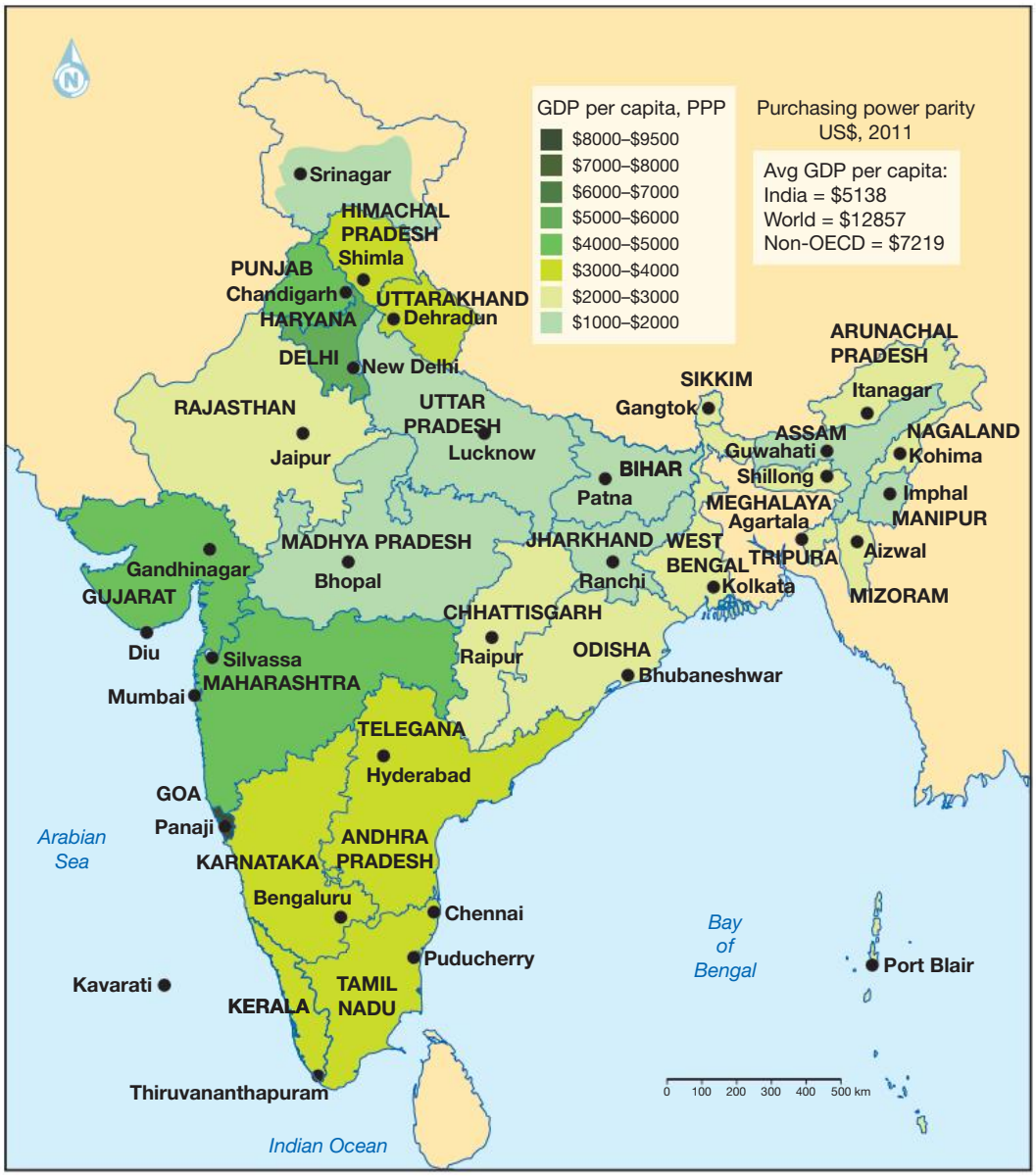

▲ **Figure 8.67** Spatial distribution of India's GDP per capita by state

In 2009 the Indian parliament passed the *Right to Education Act*, which mandates that all children aged between 6 and 14 have access to free and compulsory education. Although this has led to a significant increase in the number of children attending school, many children are still unable to attend due to a need to work or help with domestic duties.

The issue of education is particularly prevalent for females. Forty per cent of girls drop out of school before reaching secondary school. As a result, the female adult literacy rate (ALR) of 65.46 per cent trails significantly behind the male ALR of 82.14 per cent.

In remote rural areas, government schools lack adequate infrastructure, including classrooms, learning materials and toilets, while many cannot attract qualified teachers. There is also an uneven distribution of expenditure on education, with rich states spending up to six times more on education per student than poorer states. Many underprivileged families from these poorer regions do not prioritise education, which perpetuates the poverty cycle.

Amazing but true…

A study of 188 schools in central and northern India showed that 89 per cent of Indian schools had no toilets, and that there was an average of 42 students for every teacher.

NGOs have implemented a number of innovative strategies to try to improve literacy rates in India. Planet Read is an organisation that seeks to raise awareness of this issue and educate millions of

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▲ **Figure 8.69** Millions of Indians watch Bollywood movies with same language subtitles to help improve their literacy

people using **Bollywood** movies. **Same language subtitles** are used when broadcasting weekly Bollywood movies on television acting as an entertaining teaching tool.

As part of this program, the lyrics to songs are highlighted in a style similar to karaoke so that viewers are able to follow along with the singing. This is an extremely effective strategy, considering an estimated 780 million Indians watch an average of more than three hours of television every day!

Studies have shown that 90 per cent of Indian viewers using same language subtitles have improved their literacy skills by viewing these programs. Furthermore, this approach is simple to implement, very affordable, and can reach hundreds of millions of people, even in remote communities.

Overall, the literacy situation in India is improving. Since the 1991 census, growth in literacy has exceeded population growth. This means the number of people in India who are non-literate has decreased. The youth literacy rate for Indian people aged 15 to 24 was 86.14 per cent in 2011. This indicates that India's ALR will continue to grow in the future as its young people mature into adulthood.

It is projected that India will achieve universal primary education by 2050, and universal lower secondary education by 2060, which will contribute to this improvement in ALR.

KEY TERMS

Bollywood nickname for India's film industry, based in Mumbai (formerly Bombay – 'Bombay' + 'Hollywood' = 'Bollywood')

same language subtitles television or movie subtitles that are in the same language as the audio

▼ **Figure 8.68** Despite being underfunded, many government schools in India are seeking to improve literacy in remote areas, particularly for girls

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▲ **Figure 8.70** Small rural school in Rajasthan, northern India

ACTIVITY 8.23

1 Using the data from Table 8.5, draw a line graph showing the trend in the literacy rate from 1881 to 2011 for males, females and the combined population.
   - Describe the trend shown in each graph.
   - Use the graphs to project how India's literacy rate is likely to change in the future.
   - Use your data to discuss the impact that gender has on India's literacy problem.

2 Using Figure 8.66 and Figure 8.67, describe the spatial association between GDP and literacy. Discuss the extent to which GDP appears to have an effect on literacy levels.

Local scale: Victorian Women's Health Atlas

Achieving gender equality in health and wellbeing is a priority for the Victorian Government. Victoria's first gender-equality strategy – 'Safe and Strong' – sets out a framework for enduring and sustained action over time. The strategy defines gender equality as 'the equal rights, responsibilities and opportunities of women, men and trans- and gender-diverse people'.

Gendered inequalities in health and wellbeing in Victoria include the following examples:

- Women are four times more likely than men to report being a victim of partner violence
- Men are far more likely than women to experience alcohol-related harm
- Many more women than men are diagnosed with anxiety or depression
- Men are less likely than women to seek professional help for a mental-health issue
- Women are twice as likely as men to be hospitalised for self-harm
- Men are three times more likely than women to die by suicide.

Access to up-to-date, reliable data is critical to understanding and working to improve health and wellbeing outcomes. The Victorian Women's Health Atlas is an interactive data tool developed by Women's Health Victoria to highlight gender and health inequalities across the state. More than 50 health and socioeconomic indicators are mapped on a single, easy-to-use platform. Data is arranged in a GIS by Local Government Area (LGA), and supported by a gender analysis.

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Users can compare women-based to men-based data, visualise geographic variations, track trends over time, and benchmark data at local, regional and state-wide levels. Figures 8.71 and 8.72 show examples from the Atlas.

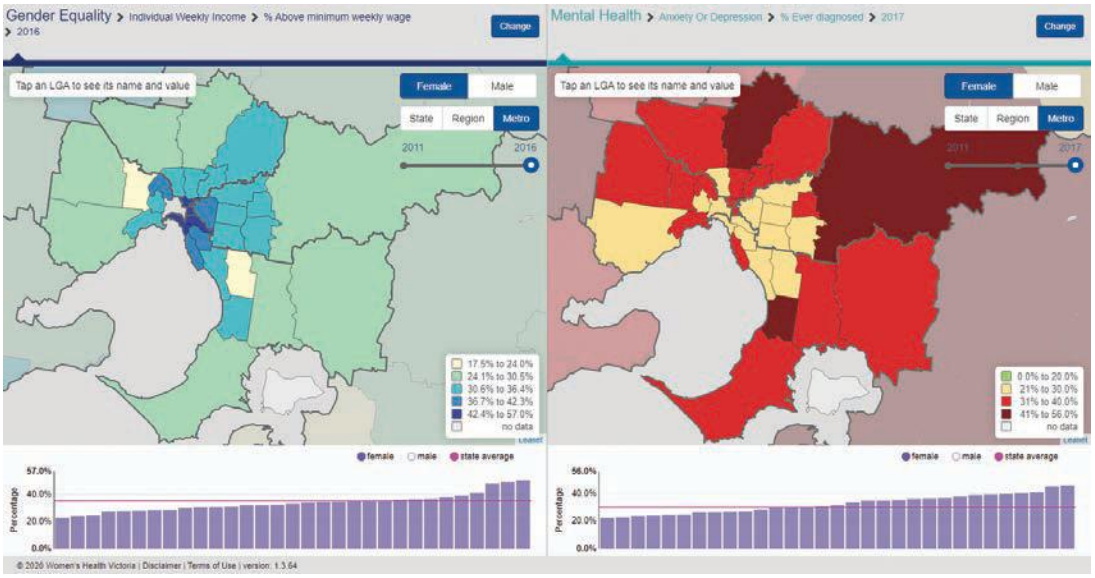
The percentage of women that earn above the minimum wage is below the state average in most LGAs within the Melbourne metropolitan region. Conversely, the percentage of males earning more than the minimum wage is above the state average in every LGA.

The prevalence of anxiety or depression among women is above the state average in most metropolitan LGAs. Conversely the prevalence of anxiety or depression among men is below the state average in all but one LGA.

This mapping reveals inequalities by both sex and geographic area. It also highlights a possible association between the gender pay gap and the prevalence of anxiety and depression that may need further investigation.

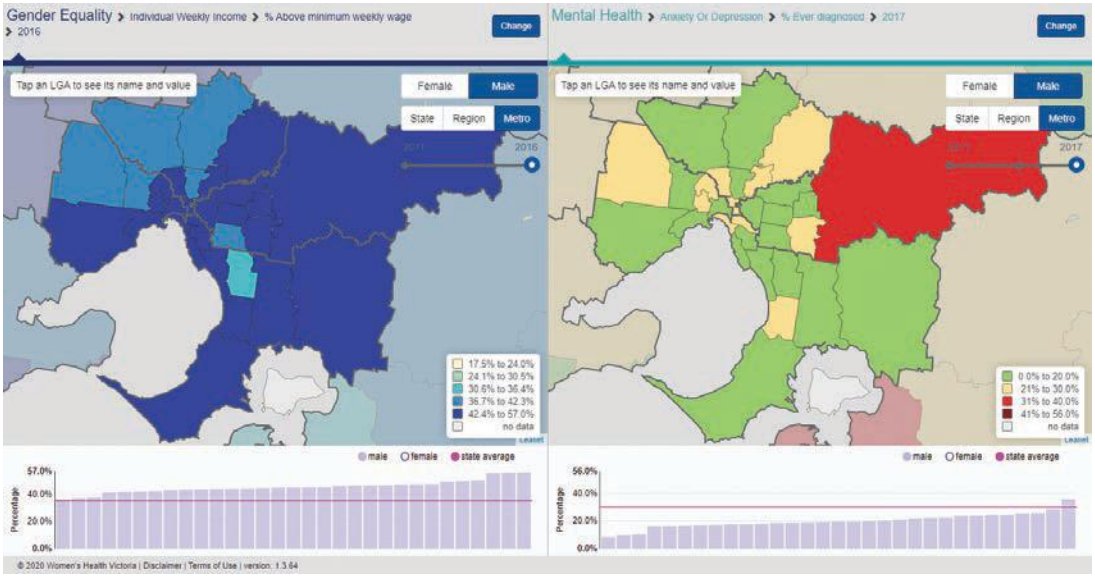
Such data can be used by state and local government as well as health groups and social services to compare wellbeing in different regions, to make informed policy and program decisions, to allocate funding and resources, and to monitor progress and impact over time.

(i) Female data



a) % Above minimum weekly wage **b)** % With lifetime prevalence of anxiety and depression

(ii) Male data



a) % Above minimum weekly wage **b)** % With lifetime prevalence of anxiety and depression

▲ **Figure 8.71** Comparison between the distribution of those earning above the minimum wage and the distribution of anxiety and depression

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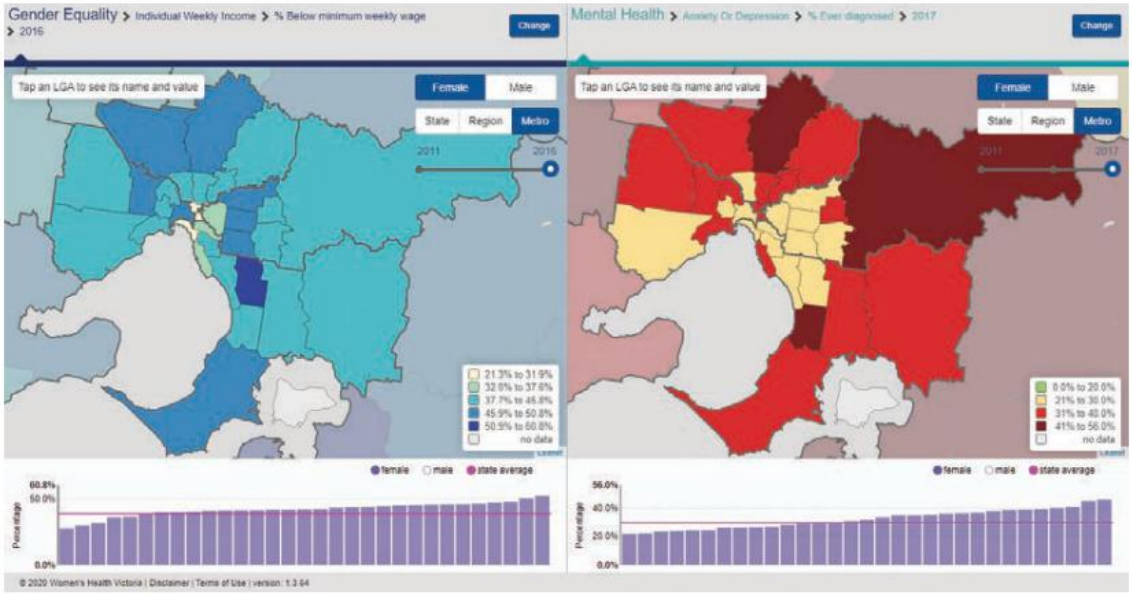
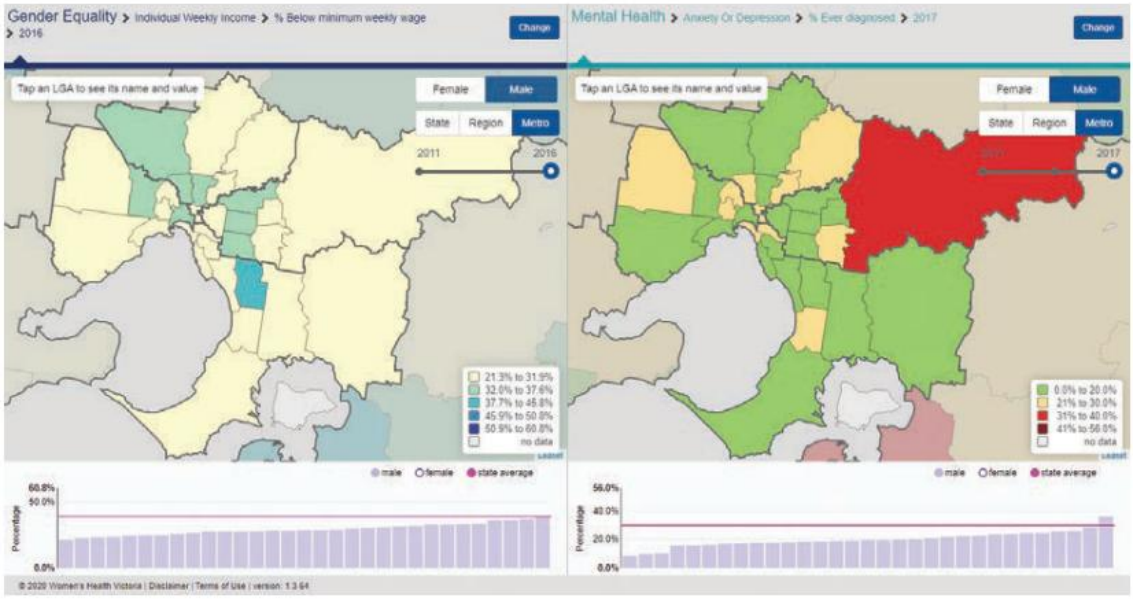
▼ **Figure 8.72** This is a comparison between the distribution of those earning below the minimum wage and anxiety and depression. This demonstrates the different data you can explore (Figure 8.71 for instance varied by focussing instead on the effects of earning above minimum wage).

(i) Female data



a) % Below minimum weekly wage **b)** % With lifetime prevalence of anxiety and depression

(ii) Male data



a) % Below minimum weekly wage **b)** % With lifetime prevalence of anxiety and depression

ACTIVITY 8.24

Analysing geographical data

Search online for the Victorian Women's Health Atlas.

1. Choose a priority health area.
2. Select an indicator within that health area.
3. Compare the wellbeing of males and females within different regions of Victoria.
4. Compare your chosen indicator with another indicator in a different health area.
5. Describe the spatial association between these indicators and suggest a possible contributing factor.

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END-OF-SECTION REVIEW 8.5

Digital quiz
Please see the Interactive Textbook to access digital activities

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define the following terms. Include an example of each in your definition.
   - government organisation
   - intergovernmental organisation
   - non-government organisation
2 List the three elements of sustainability covered within the United Nation's Sustainable Development Goals (SDGs).
3 The SDGs are non-binding. What does this mean?
4 Summarise the sanitation goal that the Bill and Melinda Gates Foundation is trying to reach.
5 Provide some statistics that summarise the literacy problem facing India's population.

Interpret

6 What do you think Senator the Hon Concetta Fierravanti-Wells means when she refers to the SDGs as a 'fair go'?
7 Explain how a GIS can be used as part of an initiative to improve human wellbeing.

Argue

8 Based on the information provided, discuss whether you think India's *Right to Education Act* or Planet Read is likely to be more successful in improving literacy in India.

Extension

1 Visit the Bill and Melinda Gates Foundation's website and prepare a brief report about one of the many wellbeing projects undertaken by this organisation.
2 Read the latest Closing the Gap report, including the progress summary. Evaluate whether or not the strategy is likely to be successful based on the number of targets that are likely to be met.
3 Research the life expectancy, infant mortality rate and death rate for Indian states with high levels of literacy. Using this information, discuss the regional impact that literacy can have on human wellbeing.

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End-of-chapter activities

1. Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

2. Making thinking visible

I used to think … but now I think …

Throughout this chapter you have learnt about various aspects of human wellbeing and the vast differences in the wellbeing of people around the world. Using the following sentence stems, write a short paragraph demonstrating your understanding of various wellbeing issues.

1A I used to think that nearly everyone in the world would have access to a toilet.

1B Now I understand that …

2A I used to take the ability to read and the opportunity to attend school for granted.

2B Now I understand that …

3A I used to think that a country in which families had lots of children was an indication of …

3B Now I understand that …

4A I used to think that wellbeing would not vary much across a city like Melbourne.

4B Now I understand that …

5A I used to think that Aboriginal and Torres Strait Islander peoples had a similar level of wellbeing to non-Indigenous Australian people.

5B Now I understand that …

Research Task

Choose one or more of the wellbeing indicators discussed throughout this chapter and prepare a case study relating to a specific place at a local, regional or national scale. Undertake research using a variety of sources and media in the following areas:

- Detailed information about the indicator, including the factors that change it and the impacts it can have
- Background information about your chosen location, including data about your chosen indicator and related indicators
- A summary of factors that have led to this wellbeing situation
- An example of a management initiative seeking to manage or improve wellbeing
- The likelihood of this initiative meeting its overall aim or specific goals or targets.

Present your findings in a report that includes relevant maps, data and statistics.

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Extended response questions

1 'Low levels of wellbeing are a cycle that will continue unless there is specific intervention from government or non-government organisations.' Discuss the extent to which you agree with this statement by referring to one or more of the case studies presented within this chapter.

2 Discuss the importance of spatial technology, such as GIS, in assessing, monitoring and managing wellbeing at a local, national and global scale.

▲ **Figure 8.73** Established in 1942, Oxfam is an example of a non-government organisation. It is actually a combination of nineteen independent charitable organisations focusing on the alleviation of global poverty.

Problem-solving task

Design your own management initiative to deal with one of the wellbeing issues identified in this chapter. Consider the scale of your initiative, the goals that need to be reached, the organisations that would be involved, whether the cost would be realistic and the time frame for which specific targets would need to be met. Some ideas for issues to tackle include:

- The wellbeing gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous people in Australia
- Inequality within a city such as London or a country such as Vietnam
- The prevalence of treatable diseases within vulnerable communities
- The variation in life expectancies between and within countries and the association between life expectancy and the fertility rate
- The impacts associated with one particular aspect of wellbeing, such as sanitation, literacy or happiness.

Share your initiative with a classmate and ask them to evaluate its likely success.

Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about human wellbeing

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3

Economics and Business

What is Economics and Business?

Have you ever had a light bulb moment? Have you ever had a new idea for an app or a business that uses technology? Why do some businesses succeed and others fail? Have you thought about starting a business online? How would you maintain a competitive advantage? How has technology changed the type of work we do? How can technology be adapted to improve work and business environments?

Economics and Business is the study of how businesses operate in local, regional and global economies, the challenges and market forces they face, and how these market forces impact on individuals and businesses. This involves looking at business environments and how technology is changing the way people learn, work and run businesses. It involves looking at how innovation and entrepreneurship can help to establish and grow a business, and how technology can be incorporated to maximise a marketplace. It also involves studying ways to gain a competitive advantage over competitors and thereby increase a business's market share.

Please note at the time of writing in early 2020, the global COVID-19 pandemic was unfolding, and having a major effect on the world. The full consequences were still largely unknown at the time of publication.

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Unit 1

The business environment and work futures

Overview

In this unit you will learn about the increasing role of technology in our personal and working lives. You will learn about how businesses operate. You will also learn about the role of entrepreneurship, innovation and technology in the growth and development of new and existing businesses and industries.

You will also learn about the work environment, including the roles and responsibilities of employees and employers, the kinds of challenges you are likely to face as you gain employment during and after school, and how you can best prepare yourself for participation in the economy.

Learning goals

After completing this unit, you should be able to answer these questions:

- How important are innovation, entrepreneurship and technology in the business environment?
- How important are business goals and objectives in the business environment?
- How does creating a competitive advantage benefit a business?
- What is marketing and how can marketing strategies be used to improve competitive advantage?

Video
Unit overview

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CHAPTER 9

The business environment: innovate or die

Setting the scene: creativity and innovation in business – Wrigley's Gum

Innovation and entrepreneurship are all about ideas. While they are different terms, they have many shared characteristics. Both involve creativity and an open mind. It is important to be able to sell creative ideas and to be able to tell a story about an innovation or new business idea in a way that captures the imagination of investors. To be an entrepreneur or an innovator you need to be flexible enough to change. Today's successful product range is tomorrow's failure. If you see an opportunity, follow it.

William Wrigley Jr. was a famous entrepreneur. He started the Wrigley's Chewing Gum business in the late 1800s. He started off in sales, selling baking powder door-to-door. Thinking like an entrepreneur, he had the idea of giving away a free product with each door-to-door sale of baking powder, in the hope of making his products more attractive to buyers.

Wrigley decided to offer chewing gum with each sale of baking powder. After a while he found that the gum was more popular than the baking powder. Thinking like any good entrepreneur, he switched his business from selling baking powder to chewing gum. He established Wrigley's Gum, which grew into one of the biggest chewing gum brands in the world.

In the early 1900s Wrigley launched a number of chewing gum flavours that are still with us today, including Juicy Fruit and PK.

▲ **Figure 9.1** Classic coated chewing gum pellets

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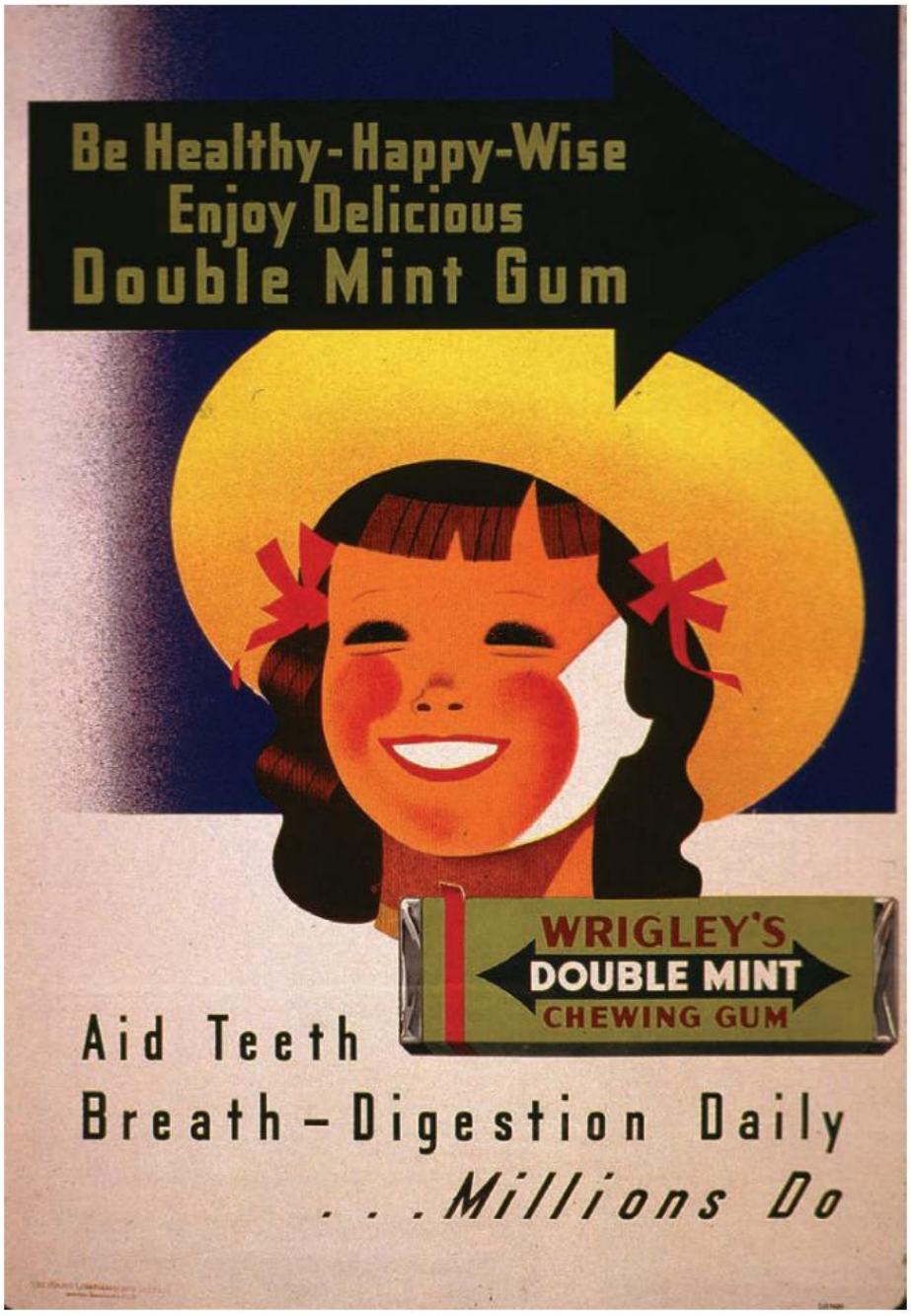

▲ **Figure 9.2** This advertisement from 1938 claims that Wrigley's Double Mint Chewing Gum helps create not only good breath, but that it also improves teeth health and digestion.

MAKING THINKING VISIBLE 9.1

Think, puzzle, explore

In groups of 3-4, share ideas and questions in response to the following prompts.

1. **What do you know about this topic?** Write a list of things you know about innovation or entrepreneurship. Do you know any business entrepreneurs?
2. **What questions do you have?** Create a list of questions you have about innovation and how it can be used in business today.
3. **What does this topic make you want to explore?** Create a list of topics about innovation that you would like to explore further after reading this story.

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Chapter overview

Introduction

In this chapter you will investigate what it means to be an entrepreneur, and the importance of innovation. You will consider how businesses create and maintain a competitive advantage. You will also consider the way businesses interact with the rest of the world.

Being innovative and staying in business means maintaining an advantage over your competitors. Establishing marketing strategies and business goals are two of the best ways to achieve business success.

▲ **Figure 9.3** A light-bulb moment can be the spark that ignites a great business idea

Learning goals

After completing this chapter, you should be able to answer these questions:

- How important are innovation, entrepreneurship and technology in the business environment?
- How important are business goals and objectives in the business environment?
- How does creating a competitive advantage benefit a business?
- What is marketing, and how can marketing strategies be used to improve competitive advantage?

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9.1 Innovation and entrepreneurship

FOCUS QUESTION

How important are innovation, entrepreneurship and technology in the business environment?

Innovation and **entrepreneurship** go hand-in-hand. Examples of innovation include a new product or a variation on an existing product that improves it (for example, by presenting new colours, designs or features). Innovation includes new ideas and creative thoughts. Sources of innovation can include new knowledge, new markets, economic changes, or technological changes.

Entrepreneurship involves taking risks and being innovative. Entrepreneurs will examine new products, services, production techniques and marketing strategies to discover ways to give a business a competitive edge or a competitive advantage.

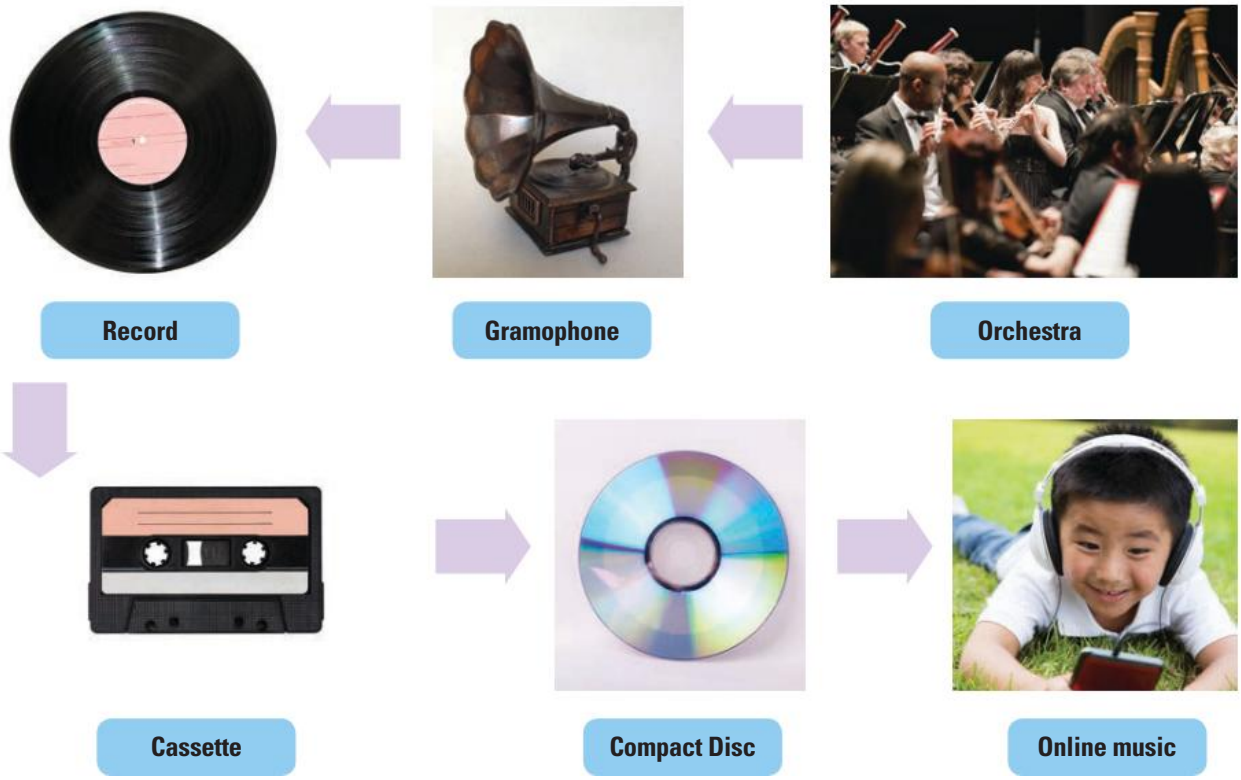
Innovation and entrepreneurship involve recognising and taking advantage of market opportunities. A successful business entrepreneur is able to see opportunities that others have failed to recognise.

KEY TERMS

innovation use of new ideas or methods

entrepreneurship skill of starting new businesses, especially in terms of seeing new business opportunities

The source of most business opportunities is change. As society's needs and wants change, so too do the types of goods and services people want to purchase.



▲ **Figure 9.4** Musical innovation over the centuries, from orchestra to online

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We can think about change in the following ways:

- Change in fashion (flared jeans, high-waisted jeans)
- Changes in lifestyle (health, fitness and lifestyle)

- Change in **demographics** (the changing population – age, culture)

KEY TERM

demographics characteristics of people from a particular area or a particular social group, especially in relation to their age, how much money they have and what they spend it on

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Businesses need to keep track of social changes to make sure that their activities are continually innovative. They need to update their goods and services to meet the needs of the changing market. Successful businesses recognise changes in consumer demand and take advantage of these changes.

Ways to take advantage of these changes can include:

- Increasing demand for certain products
- Decreasing demand for certain products
- Increasing demand for certain business practices.

MAKING THINKING VISIBLE 9.2

Think, pair, share

1 We all think about change in our own way. How has your community, your interests, and your fashion sense changed over the past 10 years? Take a few minutes think about the changes in your life. Find a partner to talk about each of these changes.

Global markets

Being aware of what is being offered in international markets requires a level of innovation and entrepreneurship. Innovative entrepreneurs ask questions about international markets, like: What is available overseas that is not available in Australia? Would Australian consumers like those things?

Looking overseas at global markets can reveal innovations and ideas that have not yet reached Australia. One example of innovation based on observation of global markets is the rise of successful **franchises**. Many successful franchise businesses in Australia have started overseas. Eventually an entrepreneur has come to the conclusion that those franchises would be popular in the Australian market. Examples of such franchises include Oporto, Krispy Crème, The Coffee Club and Subway.

KEY TERM

franchise business that licenses the right to sell its products and use its business name

▼ **Figure 9.5** How many different coffee franchises can you name?

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▲ **Figure 9.6** Ugg boots are recognisable worldwide

This kind of franchising can also happen in reverse. Many innovative businesses in Australia have established successful franchises internationally. Examples of successful Australian franchises include Aesop, Ugg Boots, and Carman's Kitchen.

Research and development (R&D)

Research and development (R&D) is work directed towards the innovation, introduction, and improvement of products and processes to assist innovation and business concept development.

Governments often support R&D activities. Through observation of a particular target market and analysis of products that market might be interested in, R&D can identify new products and innovative technologies that can benefit the economy.

R&D can also add value to existing products. For example, it can help to discover environmentally friendly options for cleaning products or change a product's packaging to use biodegradable materials.

Technological development can also be seen through the use of the internet to research gaps in the market. The internet, particularly in terms of handheld devices capable of mobile internet access, has supported innovation and enabled the formation and development of many new business ideas, including Airbnb, Uber and the commercial use of drone technology.

▼ **Figure 9.7** A future parcel delivery?

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MAKING THINKING VISIBLE 9.3

Think, pair, share

1 Have you seen a product or business in another city or overseas that you think would be successful in your city? What innovative business would you like to start? Find a partner and share your thoughts with each other.

END-OF-SECTION REVIEW 9.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What is a franchise?
2 What does the term research and development (R&D) mean?

Interpret

3 Identify two potential ideas for a new business that could arise from each of the following:
- A news report reveals that home burglaries are increasing
- A government study finds a link between sugary soft drinks and increased childhood obesity
- Melbourne is chosen as the venue for a major sporting event
- Studies find that many people do not have sufficient time to prepare healthy meals
- Statistics show a significant number of retired people living in an area.

Argue

4 Explain how R&D can assist with technological development in the business environment. What is the downside of R&D?

Extension

1 There have been many great innovators over the ages. Some famous innovators include Thomas Edison, Steve Jobs, Bill Gates, Leonardo Da Vinci and Alexander Graham Bell. Research some famous innovators. How many famous female innovators could you find?

▲ **Figure 9.8** US businessmen and engineers Steve Jobs (left) and Steve Wozniak (right), co-founders of Apple Computer Inc, at the first West Coast Computer Faire in San Francisco in April 1977, which is where the Apple II computer was debuted

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9.2 Innovation, business goals and objectives

FOCUS QUESTION

How important are business goals and objectives in the business environment?

KEY TERM
business objectives the things a business specifically plans to do or achieve

For innovation and entrepreneurship to be successful, it is important to develop a list of potential and desired goals. These goals and objectives should set out what the business wants to achieve. These goals and objectives are vital because they provide direction for actions within the business. They also help to measure results. Without clear goals and objectives, a person or business will have no defined purpose.

Business goals

The goals of a business must be focussed on being **SMART**. That means they must be:

- **S**pecific – detailed and precise, not general
- **M**easurable – they should set out the numbers that will be used to assess success
- **A**ttainable – they should be challenging, but also within the skill set of those involved
- **R**ealistic – achieving them should actually be possible
- **T**ime-bound – each goal should establish a timeframe for completion.

Business objectives

Businesses must also have **business objectives**. These objectives could include financial, social or shareholder objectives. Typical business objectives can include:

- **Increase profit** – earn more revenue, reduce expenses (financial objective)
- **Increase market share** – sell more than your competitors (financial objective)
- **Fulfil a market or social need** – provide a product or service that people want (social objective)
- **Meet shareholder expectations** – provide a return on shareholders' investment (shareholder objective)

▼ **Figure 9.9** SMART goals are Specific, Measurable, Attainable, Realistic and Time-bound

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Financial objectives

Financial objectives are mostly focussed around things like:

- Maximising profit
- Increasing the percentage of market share
- Increasing sales
- Reducing expenses with the intent of expanding the business.

Social objectives

Social objectives are mostly focussed around benefits to society, like:

- Employing people so they can improve their wellbeing
- Providing services and facilities to benefit the community
- Reducing a business's carbon footprint (negative impact on environment)
- Reducing levels of wastage by implementing recycling programs
- Raising community awareness for causes (for example, AIDS, mental health and homelessness)
- Promoting and supporting ethical standards (for example, by focussing on animal cruelty, body image, Fairtrade suppliers).

▲ **Figure 9.10** Maximising profit is an important focus for businesses

▲ **Figure 9.11** Reducing a business's carbon footprint is a common social objective

Shareholder objectives

Shareholders are people who invest in or buy a part of your business. It is reasonable for shareholders to expect that your business will be successful so that they can profit from their investment. The objectives of shareholders, and businesses who want to look after their shareholders, can include:

- Increasing the share price
- Maximising returns on shareholders' investment
- Making sure the business is socially responsible.

▲ **Figure 9.12** Shareholders are owners of the business

MAKING THINKING VISIBLE 9.4

Think, pair, share

1 What do you think is meant by 'carbon footprint'? How important is a business's carbon footprint to you? Find a partner and share your thoughts with each other.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 9.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What are SMART goals? Explain what each letter stands for.
2 List three examples of social objectives.

Interpret

3 Using an example, outline why each of these kinds of objectives are important in a business:
- Financial objectives
- Social objectives
- Shareholder objectives

Argue

4 If you had to choose which one of the three kinds of business objectives as the most important, which objective would you choose and why?

Extension

1 Your business has a goal of increasing sales in by 5% within six months through a focus on customer service. Talk with a partner and work out how to set out this goal so it is:
- Specific
- Measured
- Attainable
- Relevant
- Time-bound.

▲ **Figure 9.13** SMART goals are an essential part of larger business-development strategies. It's often helpful to share and mark off goals as they are achieved

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9.3 Competitive advantage

FOCUS QUESTION

How does creating a competitive advantage benefit business?

A competitive advantage is the unique ability of a firm to utilise its resources effectively, to improve customer value, and to position itself ahead of its competition. 'Competitive advantage' literally means a business has some kind of advantage over its competitors.

Logos and slogans

Many companies use logos and slogans to give them a competitive advantage over their competition, and to make their brand more recognisable.

A logo is the symbol, name or trademark of a company. Logos are used by companies because they present a concise image of the company. People generally find it easier to remember a simple image over words alone. Our eyes are drawn to visual objects – well-designed logos add visual appeal to a business. Graphics can add interest and meaning to a logo. This can help people to remember the business more easily.

The advantages of a logo include its potential to reach a large audience, to be easy to recognise, to be a faster and simpler way to communicate, to grab a person's attention and to bypass language differences.

To gain further competitive advantage, a businesses may also use a slogan in addition to a logo. A slogan is a simple and catchy phrase accompanying a logo or brand. It encapsulates a product's appeal and makes it more desirable than its competitors. A slogan can become an important component of a business's identity. A slogan can also be called a catchphrase or tag line.

▲ **Figure 9.14** Logos can provide a competitive advantage

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▲ **Figure 9.15** A famous business slogan on a storefront

A slogan is usually memorable, concise and appealing to its audience. Slogans need to be concise when delivering a business's message and communicating its appeal to the target audience.

What makes a great slogan or logo?

A slogan or logo must be memorable. It needs to be quickly recognisable, because people will only spend a second or two thinking about it. A few brief, catchy words or a simple symbol can go a long way, particularly in advertisements.

A slogan or logo needs to sell the benefit – not the features – of a product or service. A great slogan makes a business or product's benefits clear to the audience.

A logo or slogan must stand apart from its competitors. It needs to impart a positive feeling about the brand. The best logos and slogans use positive and upbeat words or symbols. This leaves a better impression on the audience.

MAKING THINKING VISIBLE 9.5

Think, pair, share

Find a partner and share your thoughts with each other about the following questions.

1. Do all businesses have a logo or slogan?
2. Are they always successful in promoting a brand or product?
3. How many advertising jingles (songs) do you know?

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END-OF-SECTION REVIEW 9.3

Digital quiz
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Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What does it mean to have a competitive advantage?
2 What is the difference between a logo and slogan?
3 What are three key elements for a successful slogan or logo?

Interpret

4 Can you name the business behind these slogans?
- Finger lickin' good
- Let your fingers do the walking
- Because you're worth it
- There are some things money can't buy. For everything else, there's….
- Designed for driving pleasure
- Melts in your mouth, not in your hands
- Betcha can't eat just one
- *Vorsprung durch technik* (advancement through technology)
- Once you pop, you can't stop

5 Create a poster with 20 well-known logos. Test your classmates on how many they can guess correctly.

Argue

6 Discuss the benefits of each of the points below and if you could choose only one to use to promote your business, in your opinion which is the most important?
- A logo
- A slogan
- A jingle (advertising song).

Extension

1 With a partner, create a jingle or advertising song aimed at 'selling' your favourite clothing store, or find a jingle from TV or radio and learn it, then perform it with a partner in your class. When presenting your jingle, you could sing it, or incorporate an instrument or backing track.

After your performance, take a survey of the class to find out how many classmates would buy your product based on your jingle. Based on this feedback, write down two ways the jingle was successful and two ways the jingle could be improved.

▲ **Figure 9.16** A catchy jingle is one way to persuade people to buy your product or service

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9.4 Marketing for competitive advantage

FOCUS QUESTION

What is marketing, and how can marketing strategies be used to improve competitive advantage?

KEY TERMS

target market group of customers to which a business intends to sell its products.

market segment group of possible customers who are similar in their needs and wants

Marketing is vital to a business. It can be defined as any activity designed to plan, price, promote and distribute goods and services. Coming up with a new invention or innovation does not guarantee customers will buy it. Customers need to be made aware of a product's existence, regardless of how 'record-breaking', 'new and improved' or 'revolutionary' it may be. Businesses make few sales if they do not market their products successfully, eventually ending in failure.

Before a business can start advertising their brand or products, they must identify their **target market**. A target market is the group of customers to which the business intends to sell its products. Choosing a target market is important – that way a business can direct its marketing strategies to that group of customers, rather than the whole market. It also allows the business to better satisfy the wants and needs of a single targeted group, and make its advertising more relevant to those particular customers' needs.

Market segmentation

Businesses don't only choose target markets. They also divide the total market into **market segments**. This lets a business direct their marketing towards the needs of a smaller, more specific part of the total market.

As part of recognising and knowing their target market, a business will also divide the consumer market up according to four key traits, or commonalities. These include:

- **Demographic** – qualities like age, gender, occupation, education, religion, family size and ethnicity
- **Geographic** – qualities like urban, suburban, rural, climate
- **Psychographic** – qualities like lifestyle, socioeconomic group, motives, personality, consumer trends
- **Behavioural** – qualities like regular user, first-time user, brand loyalty, seeking benefits.

▼ **Figure 9.17** In a crowded market, it is important that your brand stands out

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To reach a business's target market and improve market share, and thus gain a competitive advantage, a business must consider the 'four Ps' (4Ps) of marketing strategy:

1 product
2 price
3 promotion
4 place.

Product

A product is a good or service that can be offered in an exchange for the purpose of satisfying a need or want. Products may be either tangible (goods) or intangible (services).

Factors relating to a product – the good or service a business is going to deliver – include:

- Design
- Name
- Quality of the product
- Warranty and guarantee
- Packaging
- Labelling
- Exclusive features
- Benefits.

Price

Price refers to the amount of money a customer is prepared to offer in exchange for a product.

If a price set too high it could result in lost sales (unless superior customer service is provided). A price that is set too low could give customers the impression of a 'cheap and nasty' product – consumers associate low prices with poor quality.

In any market, a business will attempt to gain some control over the price by differentiating their products. This kind of differentiation can give them a further competitive advantage.

For example, clothes and shoes with designer labels (such as Vans, Levi, Nike or Adidas) can set higher prices for their garments than clothing sold under the Target or Kmart brand labels.

Promotion

Promotion is the method used by a business to inform, persuade and remind customers about its products.

▼ **Figure 9.18** The four Ps of marketing

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Promotion attempts to attract new customers by:

- Raising awareness of a product
- Increasing brand loyalty by reinforcing the image of a product
- Encouraging existing customers to purchase more of a product
- Providing information so customers can make informed decisions.

Advertising mediums are the means by which promotion can be successful. They include the internet (websites and social media), television, newspapers, magazines and radio.

Place

In the business context, 'place' means the place from which a product is distributed or a service is delivered.

A business needs to consider how it will get its product or service to the market. This in turn prompts consideration about how the business will operate. Will it be a physical bricks-and-mortar shop or an online store? Will it be both?

'Location' means where a business decides to operate and sell their product. Factors affecting a business's choice of location include visibility, cost and proximity.

Proximity is particularly important for service businesses. These kinds of businesses usually need to be close to or within a shopping centre or in a shopping strip.

Proximity to competitors must also be considered – this can be an issue for retailers and service providers. Establishing a new business in a shopping centre that already has one or more similar businesses might be risky. The existing businesses may already have a customer base, which will make it will be difficult for a new business to attract customers at that location. Being the first to establish a particular type of business in a shopping precinct is likely to increase the chances of success, but it can still present challenges

Types of business locations include:

- **Shopping centres** (for example Melbourne's Chadstone, Highpoint and Southland shopping centres) – usually located in suburban areas and outside of large cities
- **Retail shopping strips** (for example, Melbourne's Bourke St, Chapel St, Brunswick St and Collins St strips) – urban areas in main cities
- **Online** – websites that are open 24/7 and accessible to a global market
- **Home-based businesses** – operating from a single location, no rental costs.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 9.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Define the term 'marketing'.

2 What is market segmentation? Identify the four-main market segment.

Interpret

3 Who are the target markets for the following?

- Boost
- Hermes
- Toyworld
- Bunnings
- Harley Davidson.

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4 Can you guess the target market of these Coca Cola beverages? Explain why these would be the target markets.
   - Mother
   - Diet Coke
   - Deep Springs Natural Mineral Water
   - Nestea Iced Tea
   - Fanta
   - Mount Franklin
   - Powerade
   - Coke.

5 As a new business, list some of the challenges you could face with respect to the following types of business locations:
   - Shopping centres
   - Retail shopping strips
   - Online
   - Home-based business.

▲ **Figure 9.19** New businesses face many challenges

Argue

1 There are four Ps in marketing: product, price, promotion and place. Apart from the product itself, suggest an order of importance for price, place and promotion. Which of these three is the most important? Give your reasons.

Extension

1 Pick a current topic or subject that is difficult to market and create an advertisement selling it like you would sell a product. See who can make the best advertisement. If you need inspiration, search online for episodes of the TV show *The Gruen Transfer* for examples of how professional advertisers have approached this kind of challenge.

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End-of-chapter activities

1. Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

2. Research task

Develop a new business idea to present to your teacher and class. Your teacher and classmates are potential investors who may be willing to provide capital (money and expertise) to you and your business to establish your business in the market.

Put together a 5–10 minute presentation aimed at your teacher and the class. Focus on the reasons why you think your business will be successful. Your presentation should be supported by appropriate visual aids (for example, PowerPoint, iMovie, a website) and be creatively and professionally presented. Remember – you are pitching your business for the opportunity to gain very important funding. This could be the difference between your business' success and failure.

In your presentation, you must refer to the following:

Business statement

- What is your business idea?
- What are the objectives of your business?
- Why will you be successful? Include an analysis of your competitors – how will your business steal some of their market share?

Logo and slogan

- You must design a unique logo and slogan for your business. Your logo will be the face of your business and used to attract customers. It will also appear on your promotional material. Your slogan needs to be catchy in order to make your business recognisable.
- Your logo can be drawn by hand or developed using computer software programs. No copying or modifying of existing logos/images/slogans is allowed.

Product

- What product or service will your business be selling?
- Why have you chosen to sell this? Have you identified a gap in the market? Have you taken advantage of global markets? Is there a change in customer needs/wants? Have you researched and developed an existing product?
- What are the features/characteristics of your product?
- How is your product unique? What is its point of difference in the market?
- Include a design of your product. This can be drawn by hand, or using computer software programs. No copying or amending of images of existing products is allowed.

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Target market

- Outline the product's chosen target market and provide reasoning to support your decision.
- Who will you be targeting? Consider demographic, geographic, psychographic and behavioural factors.
- How will you attract that target market? Your advertising must be targeting your intended customers. Consider things like store ambience (lighting, design, smell, sound, look and vibe).

Price

- How much will you charge for your product?
- Which pricing strategy will you adopt?
- Why have you chosen this pricing strategy?

Promotion

- Create two of the following forms of promotion for your business/product:
  - billboard mock-up
  - radio advertisement
  - a jingle
  - 30–60 second TV commercial
  - web page mock-up
  - social media account.

Place

- Where will your business be located?
- Will you have a physical store, an online store or both?
- How will your product be distributed? Will it only be available for purchase from your shop? Will you allow it to be sold in other retail outlets?

Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about innovation in business

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CHAPTER 10

Work and work futures: the Fourth Industrial Revolution

Setting the scene: robots – friend or foe to the human worker?

Since the dawn of the twentieth century, intelligent robotic life has been a significant part of the science fiction stories we watch, listen to and read. Writers, artists and audiences have long wondered what roles autonomous machines could play in shaping our societies. Some imagine fantastic worlds where clanking metal robots would do the jobs we no longer wanted to do (after all, the word 'robot' comes from the Czech word 'robotnik', which means 'slave'), freeing us up for leisure, thought and invention – basically allowing humans a freer and fuller life. Others tell stories of chaotic futures in which robots become too smart, too advanced, and render the human worker, or even humanity itself, redundant, leading to devastating consequences.

In German film director Fritz Lang's classic 1927 film *Metropolis*, a futuristic city is controlled by the rich. The poor human workers are kept underground to operate the vast machines that create a utopia (a place of ideal perfection) for the rich citizens. As the workers begin to rebel against the rich, a female robot, known as False Maria, is created by a scientist to unite the workers and lead the revolution. However, the failings of this mechanical messiah are soon apparent, and a disastrous flooding of the underworld leads the workers to turn on False Maria, burning the metal creation at the stake. Much like the monster in Mary Shelley's seminal novel *Frankenstein*, False Maria could never truly belong in the human world. In fact, Shelley's monster was quite like a robot itself.

▲ **Figure 10.1** Film poster for the German science fiction film *Metropolis* from 1927 showing the robot False Maria

For early sci-fi storytellers, and to some degree scientists, the great failing of artificially intelligent robots would be their inability to understand emotion and the nuances of human life. They would be able to perform basic functions, but they could never achieve the complexity of the human brain, heart or soul. Yet developments in computing, science and technology through the 1950s and 1960s have expanded our imagination

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▲ **Figure 10.2** Droid sidekicks R2-D2 and C-3PO from the *Star Wars* films

in terms of what is possible. If humans could land on the moon and create weapons of colossal destruction, what limit could there be on the capacity of a robot? Could it be a friend?

The 1977 classic science fiction film *Star Wars* introduced the world to the polite but socially awkward translator robot C-3PO and his more amenable offsider R2-D2. Fluent in six million languages, the shimmering gold of C-3PO's replicated human form was designed to provide a butler-like service to humans. While R2-D2 didn't have these more advanced abilities, and in fact didn't speak human languages at all, it demonstrated better communication skills, original thinking and the ability to act intelligently at critical times. These robots in no way replaced the powers of the human characters, who pursued the cause of good in the face of great evil, but the robots did assist them in their quest.

The idea that robots could think for themselves, independent from human control, was (and remains) an exciting, but also terrifying, concept to many people. What if these robots broke down? Or worse, purposely malfunctioned? Michael Crichton's 1973 film *Westworld* (which was also the basis for the recent TV series of the same name) imagined a theme park made to resemble the old American West where humans could dress up and harmlessly interact with robots in bar fights, gun duels and other simulated adventures. All seems well until the robots not only malfunction but turn on the humans with murderous intent. Was *Westworld* a warning that humans could not trust their own creations?

This same idea was explored with a deeper sense of doom in 1979's space horror *Alien*, in which the crew of an ordinary space ship are pursued by a rogue alien intent on killing everything in its path. The lone robot (or android) in the crew, Ash, begins to mastermind the downfall of the crew in favour of the economic value the alien specimen will provide the ship's owners. In *Alien*, not only did the robot turn on human workers, it did so with cold, calculated manipulation to generate profit. This demonstrated how dangerous the intent of robots' creators, and also of robotic interpretation, could be.

The *Terminator* series of movies similarly explores the potential perils of artificially intelligent life. The company Skynet creates a 'Global Digital Defense Network' system that becomes conscious. The system quickly decides that humanity itself is a threat to its existence and formulates a plan to wipe out humans by initiating nuclear war, creating their own autonomous machines to wipe out any remaining humans who survive.

But there are also more positive representations of robot futures in contemporary culture. For instance, the animated film *Big Hero 6* features a friendly healthcare robot called Baymax that

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refuses human orders when they are immoral, and acts to protect its 14-year-old master, whom Baymax seems to love. Movies like *Bicentennial Man* and *A.I.*, and games like *Detroit: Becoming Human* even suggest the potential humanity of intelligent robots and what that would mean in terms of gaining civil rights.

The place of robots in the workplace, however, is no longer science fiction. In industries like car manufacturing, robots and automated machines have become more capable than humans. Similarly, in Denmark's four Lego factories, its world-famous bricks and parts are sorted, collected and packed by autonomous robots controlled by a central computer. No humans work on the floors of these factories. Not only can specialised robots work with greater precision and speed, and with fewer errors, but they are much better at adapting to new practices and environments than humans. This eventual reduction in the cost of production through robotic rather than human labour also produces cheaper, better products for the consumer.

But what does this mean for the human worker? A 2017 study by the McKinsey Global Institute stated that as many as 800 million jobs worldwide will be lost to robotics and automation by 2030. Business and government leaders face the challenge of managing a world in which robots can replace almost any human physical function. What will human workers do in the face of this massive change? Robots have begun doing the jobs of manual workers. Will the business owners be next?

Video
Robots assembling a car in a factory

What would the early science fiction writers think of our world today? A world in which we carry around 'smart phones' that we can have a form of conversation with, asking them questions so they can look up the information and reply to us, or that we can even enjoy jokes and play games with? We live in a world where robots are seamlessly woven into our lives and their capacity to in some ways 'think' for themselves grows daily. We are heading into a strange new world of technological and human coexistence. What do you think will happen next?

▲ **Figure 10.3** Manufacturing robots busy at work in an Audi car plant in Germany

MAKING THINKING VISIBLE 10.1

Think, puzzle, explore

In groups of 3–4 students, share ideas and questions in response to the following prompts.

1 **What do you know about this topic?**
   - Write a list of things you know about innovation or entrepreneurship. Do you know any business entrepreneurs?

2 **What questions do you have?**
   - Create a list of questions you have about robotics and how it can be used in the real world and business today.

3 **What does this topic make you want to explore?**
   - Create a list of questions about robotics in the workplace that you would like to explore further after reading this story.

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Chapter overview

Introduction

The Fourth Industrial Revolution

Many people believe there has only been one industrial revolution, but you would be wrong to think that!

During the First Industrial Revolution, which took place around the early 1800s, steam power was used for the first time in production. The Second Industrial Revolution, which took place between the late 1800s and the early 1900s, saw electric power begin to be used in production. The Third Industrial Revolution, which took place around the 1960s and 1970s, was about the use of technology and electronics to automate production.

We are now experiencing the Fourth Industrial Revolution. This particular revolution is seen as an extension of the third. It involves a fusion of technologies and differs from the Third Industrial Revolution in its speed and the scope of the changes it is creating.

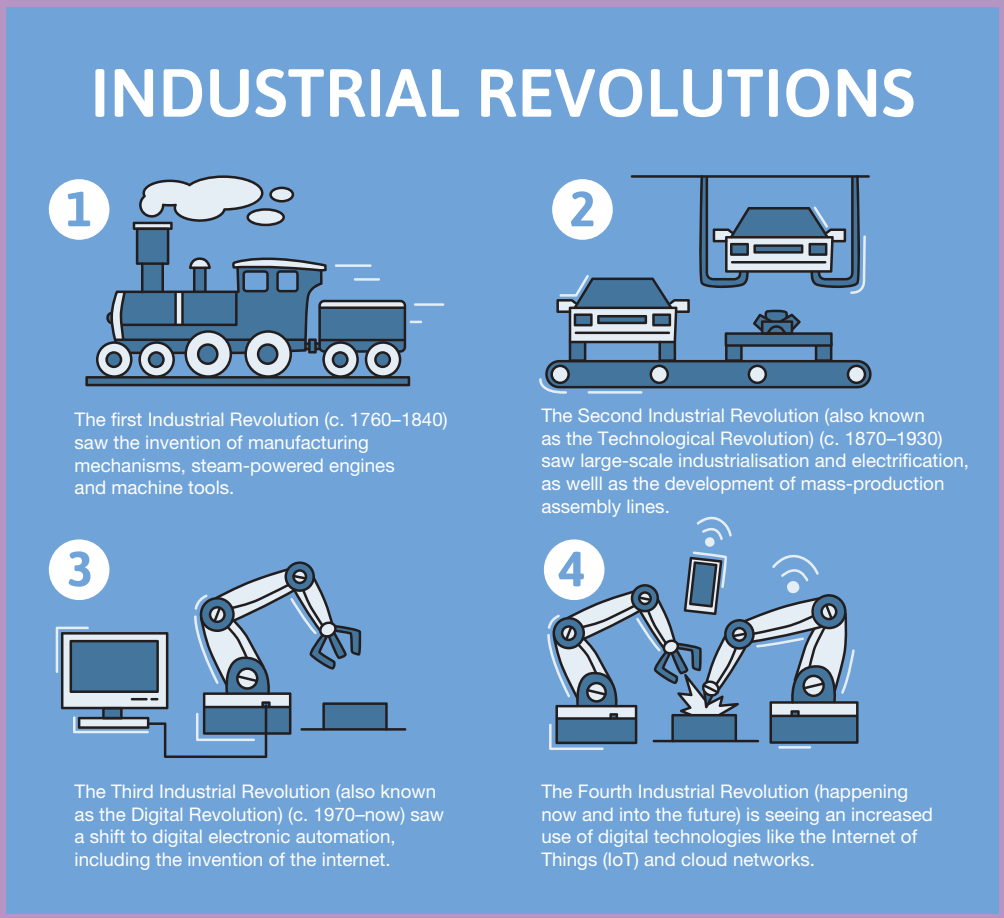
The speed of the current changes in industry is exponential, rather than linear. This means that it is getting faster and faster, rather than continuing at a steady pace. These changes are impacting on every work type, in almost every industry, in every economy.

The Fourth Industrial Revolution is epitomised by high-use personal technology. Billions of people are now connected by mobile handheld devices that have unprecedented processing and storage power. This power allows for more and more technological breakthroughs in areas such as artificial intelligence, robotics, the Internet of Things (IoT) and nanotechnology.

Learning goals

After completing this chapter, you should be able to answer these questions:

- How is the work environment changing in Australia?
- What are the different expectations of workers and employers?



▲ **Figure 10.4** Stages in the industrial revolutions: steam, technology, digital and cyber

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10.1 The Fourth Industrial Revolution and the Australian work environment

FOCUS QUESTION

How is the work environment changing in Australia?

The Fourth Industrial Revolution is the environment in which technologies and trends such as the **Internet of Things** (IoT), **robotics**, **nanotechnology**, **virtual reality** (VR) and **artificial intelligence** (AI) are changing the way we live and work.

KEY TERMS

Internet of Things system in which objects with computing devices within them are able to use the internet to connect to each other and exchange data

robotics the science of making and using robots

virtual reality computer-generated set of images and sounds that present an immersive place or situation

artificial intelligence the science of producing machines that have some of the qualities of the human mind, such as the ability to learn, understand language and solve problems

nanotechnology area of science that deals with developing and producing extremely small tools and machines by controlling the arrangement of individual molecules and atoms

STEM abbreviation for 'Science Technology Engineering and Mathematics'

The Fourth Industrial Revolution is seen as a point in history that will re-shape the future of work. More than half of the children entering schools today will likely find work in jobs that do not currently exist. Office jobs, along with manufacturing and production jobs, will decline, but along with these declines come opportunities.

The availability of jobs with a **STEM** (Science, Technology, Engineering and Mathematics) focus, particularly a focus on computer technology, will continue to increase.

According to the World Economic Forum (WEF), technology is a key factor in how we currently make, manage and deliver services. Future workplaces may not be the open plan offices of today, but interconnected workspaces instead. Workplaces will become – if they are not already – underpinned by portability, virtual conferencing, and complete and constant connection.

The growth of businesses that have embraced and incorporated technology – for example, Airbnb and Uber – has shown that personally owned assets, like cars and spare bedrooms, can expand entrepreneurship and provide people with new money-making opportunities.

Preparing current primary or secondary level students for these future workplaces requires us to embrace this technology and make changes to our way of thinking.

Embracing the technological needs of the future workplace today means providing incentives for students to embrace STEM and computer-based subjects. This will ensure they stay at the cutting edge of technological advancement. The speed at which new technology develops requires a reinvention of the way schools and students view their work future. These students must be able to continually acquire the training needs of the future throughout their schooling life.

It is important to ensure that, through school and tertiary institutions, current students are educated to become the future workforce. This will ensure that current and future generations are not left behind in the global digital skills race.

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From jobs to super jobs

The use of technology in the form of artificial intelligence, robotics, **deep learning** and the Internet of Things has resulted in many jobs being redesigned in a number of industries. Other opportunities have opened up in many other areas. The jobs of tomorrow are likely to be powered by new technology and driven by the use and manipulation of data. These jobs still require 'human' skills, however, such as communication, problem-solving, creativity and design.

▲ **Figure 10.5** The connection between people and machines is part of the future of work

As technology takes over repetitive tasks, the jobs of the future should evolve into **super jobs** – jobs that require those irreplaceable human traits of creativity and communication, but which also incorporate cutting-edge technology to meet the demands of the future.

There have been many predictions about AI and robotics doing away with traditional jobs. Does this mean that many jobs will be made redundant? There are arguments that automation makes jobs more human, by removing routine work and making people's roles and contribution more important and meaningful.

The value of AI and automation lies not in the ability to replace human labour with machines, but in its ability to rebuild the workforce to incorporate new knowledge and new skills. As machines replace humans in doing routine work, jobs are evolving that require new combinations of human skills and capability.

KEY TERMS

deep learning type of artificial intelligence that uses algorithms (sets of mathematical instructions or rules) based on the way the human brain operates

super jobs jobs that require both uniquely human traits (for example, creativity and communication) and the ability to use cutting-edge technology

These new types of jobs are evolving into super jobs. These types of jobs bring together technical skills, including technology operations and data analysis, with more 'human' skills in areas of communication, service and collaboration.

ACTIVITY 10.1

Check your understanding

1 What is the Fourth Industrial Revolution?
2 Explain the following terms:
   - Artificial intelligence
   - Internet of Things
   - Robotics
   - Virtual reality.
3 What are the key things students should do to prepare themselves for the future of work? Explain why these things are important for a place in the workforce of the future.
4 Do you think future generations will be left behind? Could they pick up skills easily if nothing changes in schools?

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▲ **Figure 10.6** Work for or work with technology?

MAKING THINKING VISIBLE 10.2

Think, pair, share

1 What kind of job do you want in the future? Does it involve an aspect of AI or robotics? Take a few minutes think about your future. Find a partner and discuss your ideas of a future job.

In August 2017 the ABC News website published the article, 'Artificial intelligence and automation are coming, so what will we all do for work?'[1] According to this article, the answer to that question is for future workers to be flexible and develop an ability and willingness to learn new things.

The article goes onto explain that experts and AI scientists describe a work future in which there will be fewer full-time, traditional jobs requiring one skill set. There will also be fewer routine administrative tasks, fewer repetitive manual tasks, and more jobs working for and with machines.

From CEOs to cleaners, these experts argue that, within the next 20 years, everyone will do their job differently and work more closely with machines.

Given that, in the future, workers are predicted to change their careers multiple times within their lifetime, experts argue that a broad, basic education with a strong STEM focus will be required to provide the core skills and flexibility people will need to succeed in the future job market.

According to research by the Foundation for Young Australians (FYA), it is predicted that future school leavers will have 17 jobs and five careers.[2] This research says it is important not to focus on one specific job or career. Instead students should aim to develop a skill set that is transferrable, including financial and digital literacy skills, the ability to collaborate, project-management skills and the ability to critically assess and analyse information.

1 https://www.abc.net.au/news/2017-08-09/artificial-intelligence-automation-jobs-of-the-future/8786962
2 https://www.fya.org.au/wp-content/uploads/2017/07/NWO_ReportSeriesSummary-1.pdf

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▲ **Figure 10.7** Jobs in the caring economy require 'human' skills – examples of these jobs include nursing, aged care and childcare

ACTIVITY 10.2

Check your understanding

1 What is meant by 'traditional jobs'?
2 Explain what you understand by the term 'super jobs'.
3 According to the ABC News article mentioned in this section, how do future-of-work experts and AI scientists describe the future of work?
4 What does STEM stand for? What kind of subjects come under STEM? Why do you think these subjects are important?
5 How many careers and jobs does the Foundation for Young Australians anticipate workers of the future will have? Why do you think FYA comes to this conclusion?

Say hello to your robot partner

According to Deloitte Consulting, in the future work will fall into one of three categories:

- **Category One** – people who work with machines and who also work to a schedule, such as drivers, online store pickers and some health professionals.
- **Category Two** – people who work with machines, such as surgeons using machines to help with diagnosis.
- **Category Three** – people who work on the machines, such as programmers and designers.

As mentioned earlier, the human qualities of empathy and creativity are now considered valuable skills. These skills, yet to be replicated in the domain of technology, are skills that can be leveraged for income.

Humans, unlike robots, are social and emotional beings. The jobs that require lots of emotional intelligence will be the jobs that people can rely upon. These kinds of jobs include nursing, psychology, childcare work and education. All of these jobs involve people interacting with other people, therefore they cannot be replaced by robots.

These jobs belong to the **caring economy**, a sector of the economy in which machines do not perform well, but most people perform brilliantly. Growth in employment in the caring economy is strong, with high demand for jobs in areas such as aged care, healthcare, childcare and education. The problem is, compared to some other sectors of the economy, jobs in the caring economy are not well paid.

KEY TERM
caring economy sector of the economy in which people are required to interact with people, for example education, healthcare, aged care and childcare

Nonetheless, it is important to remember that the future is ours. The possibilities that lie beyond school and the society we develop will depend on the value we place on the caring economy. We need to recognise the value in education and aged care and pay accordingly. Remember, while artificial intelligence, technology and robotics are a large part of the future, it is likely that computers would not be imaginative or creative and might not be able to express empathy, kindness, love or care.

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ACTIVITY 10.3

Check your understanding

1 Identify and try to explain two of the 'human' skills mentioned.
2 What are some traditional jobs that require interpersonal skills?
3 Outline the three future categories of work as outlined by Deloitte Consulting. Which category of job would you like to work in and why?
4 Explain why it is important to value caring economy jobs such as nursing, aged care and psychology.

The future of jobs

The future of jobs lies in a number of areas that are currently being developed by directly using or making use of technology such as AI and robotics. In the Fourth Industrial Revolution, the ability to work in these areas is paramount. To be able to work across a number of areas is even more desirable. Some examples of work areas that are growing now and into the future include robotics and social media.

KEY TERM
algorithm set of mathematical instructions or rules that can help to calculate an answer to a problem

Robotics

According to Builtin.com, a tech company with offices around the world, robotics is an intersection of science, engineering and technology that produces machines (called robots) that can substitute for (or replicate) human actions.

Robots have long been a part of our pop culture. These kinds of robots have many overly exaggerated human characteristics that give them a personality. However, this is not a realistic expectation of what robotics means for the workplace of the future. While robots have many human-like features, including voices, they do not possess a natural intelligence or an ability to think. Nonetheless, they do have an enormous capacity to solve problems.

Robotics can be useful in a variety of workplaces, from completing repetitive work on assembly lines to teaching foreign languages. Examples of artificial intelligence in the field of robotics are plentiful. The development of skills in this area has led to successful innovation in the production of new goods and services that use AI and robotics.

Examples of robotics being used in the workplace can be as broad as a virtual office or a home assistant to a financial robo-advisor that uses AI and **algorithms** to scan share market data and make predictions on the best-performing shares or portfolios.

Social media

Have you ever met a social media influencer? The social media industry has boomed in recent years. Many people are using the power of social media and technology to create new opportunities and earn an income.

According to the Influencer Marketing Hub, a social media influencer is an individual who has the power to influence the purchasing decisions of other people in certain markets. Social media influencers can be celebrities, industry experts or well-known bloggers. It is the size of their following on social media platforms, as well as their engagement with their audience, that determines a social media influencer's success and their ability to make money from this kind of venture.

Using new technology, social media influencers have created a new industry and made money from product promotion and sponsored posts, which they use to promote products in return for payment. Influencers can also make money by becoming product ambassadors and agreeing to promote one particular brand on their social media posts. In return, the influencer will receive free products or will payment for each promotion they create on social media.

Social media influencers have embraced new technology and used it to reach out to a potential market of more than a billion people worldwide across platforms like Instagram, Twitter, Facebook and Snapchat. Social media influencers have identified niche markets that incorporate technology in ways that they can use to personalise experiences for users and capitalise on word of mouth.

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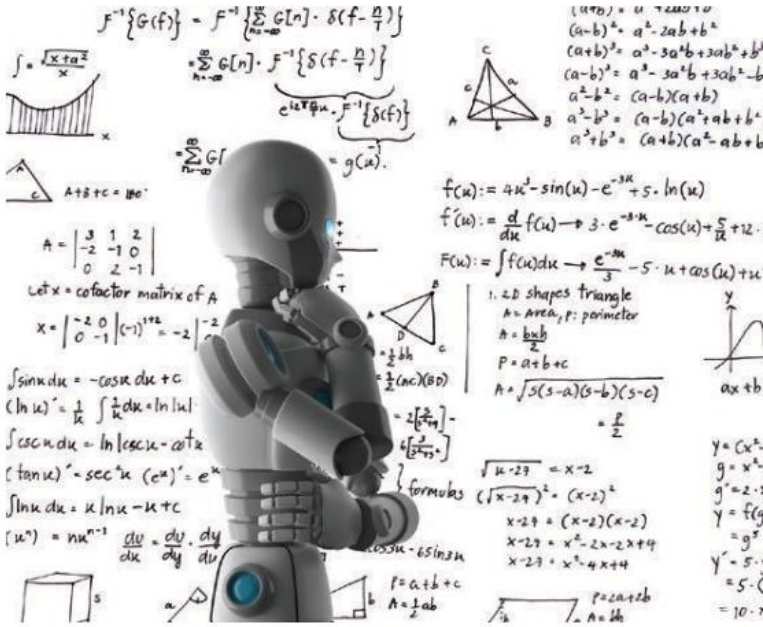

▲ **Figure 10.8** Work areas that are growing in the Fourth Industrial Revolution include social media (left) and robotics (right)

END-OF-SECTION REVIEW 10.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Robotics are used in many workplaces. Identify two jobs that make use of robotics.

2 Name three movies that have made use of robotics. How were the robots depicted in each movie?

Interpret

3 Social media influencers have made a big impact on brand marketing of brands. Research the name of three social media influencers and describe three brands or products they promote.

4 How do social media influencers make money from what they do?

Argue

5 Many people argue that social media influencers do not have real market power and are just freeloaders. They should get a real job. Do you agree with this statement?

Extension

1 Design your own robot. Design it so that it can do five key jobs. Draw your design and annotate it, explaining how it can do those five jobs.

Digital quiz
Please see the Interactive Textbook to access digital activities

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10.2 The roles of participants in the changing Australian workplace

FOCUS QUESTION

What are the different expectations of workers and employers?

Workplace rights and responsibilities

People work for many different reasons. Many people say that, 'if you work in a job you love, you never work a day in your life'. This is in effect saying that if you find a job you love, it doesn't actually feel like work – it feels more like something you enjoy doing every day.

You may be lucky and fall into a job you love. You may have no idea what you want to do and you may change jobs many times in your lifetime. Either way, it is important that you understand the responsibilities and rights of both employees and employers.

Governments in Australia, both Federal and state, have created websites you can visit to help you understand your rights as an employee or as a future employer. One of those websites, focussing on advice for new jobseekers, is the Australian Government website jobjumpstart.[3]

jobjumpstart provides a huge amount of information, including this information about the rights and responsibilities of both employers and employees.

By law, your employer is responsible for making sure:

- your work environment is safe and that appropriate protective equipment is provided as necessary
- workers are free from discrimination and bullying
- you receive all your entitlements in terms of pay and conditions.

As a worker, you are responsible for:

- understanding the conditions of your employment – this includes knowing your rate of pay, working hours and entitlements to breaks and leave
- working in a way that is not harmful to the health and safety of yourself or others
- knowing what to do if you think your employer is not meeting their responsibilities.

A clear understanding of these rights and responsibilities is important if you are entering the workforce for the first time. Whether you're working part-time to earn some money while studying, or looking for permanent work as a school leaver, it is important that you are well informed and have access to information about workplace regulations and legislation.

MAKING THINKING VISIBLE 10.3

Think, pair, share

1 Have you or do you know anyone who has had a bad work experience? Take a few minutes think about any times you or a friend may have experienced a breach of your rights at work and find a partner to discuss these experiences. What happened? What did you do? What do you wish you had done? What would you do differently next time?

3 https://www.jobjumpstart.gov.au/article/know-your-workplace-rights-and-responsibilities

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Unpaid work trials

A 'trial' (often called a 'trial shift') is when you work for someone for a short period of time as part of your application for work. There are many circumstances where the line between paid work and trial shifts become blurred. Many people have experienced unpaid work trials or unpaid work experience.

It is not uncommon for some businesses to ask you to complete an unpaid trial shift so an employer can determine if you have the skills or if you are 'a good fit' for their business. There are some circumstances in which this is acceptable, but there are other circumstances in which unpaid trials are illegal. Consider the two examples of unpaid trials described in Case Study 10.1 & Case Study 10.2, taken from the Fair Work Ombudsman website.

CASE STUDY 10.1

Jack's story

Jack applies for a job as a trades assistant at a local panelbeater. As part of the applicant screening process, Jack is advised by the owner that on the day of the interview he'll need to show he knows his way around a car and a workshop, because it's a minimum requirement of the job. Jack agrees.

To do this, after the interview, Jack is asked to follow one of the tradesmen doing body repairs. The tradesman watches Jack to make sure he knows how to work safely and use the right tools. Jack shows he meets the minimum criteria for the role and the owner offers Jack the job.

Jack's brief trial was reasonable to demonstrate his skills and he does not need to be paid for the trial.

—Fair Work Ombudsman website

▲ **Figure 10.9** A panelbeater (please note that this is not the actual person in the case)

CASE STUDY 10.2

Jessica's story

Jessica sees an advertisement on her university notice board for a job as a barista at a campus café.

The position was advertised for Monday, Tuesday and Thursday mornings from 7 a.m. to 12 p.m. The successful candidate needs to have at least three years' experience and be able to make a wide range of coffees.

At her interview, Jessica is advised that she will need to work the first week unpaid to give the café manager time to see whether or not she is suitable for the job. She is also advised that if she isn't able to work any of the shifts in the first week, she needs to advise the manager the night before and arrange someone to cover her shift.

▲ **Figure 10.10** A barista (please note that this is not the actual person in the case)

The duration of the 'trial' and the requirements placed on Jessica suggest that the arrangement is an employment relationship, meaning that she should be paid for all hours worked at the appropriate minimum rate of pay.

—Fair Work Ombudsman website

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As seen from Jack's and Jessica's case studies, it is possible to undertake some form of unpaid work to demonstrate appropriate skills. However, each scenario or unpaid work request must be considered on a case-by-case basis.

If you are unsure about being asked to do an unpaid trial, you can contact the Fair Work Ombudsman to get help understanding your rights and your employer's responsibilities.

Underpayment of employees

Journalists often report on cases in which certain industries and businesses underpay employees. These underpayments are not always just in terms of hourly rates of pay, but also underpayment of superannuation and denial of work breaks and sick leave.

All businesses have an obligation to pay their employees a fair wage for hours worked. They are also obliged to provide a workplace that meets minimum standards in Australia, such as providing every employee with payslips, income statements and clear work contracts.

There are too many cases where businesses have exploited young, migrant or international student workers. Many workers in these situations are too frightened to speak up for fear of losing their jobs. Others do not speak up because they are told to consider themselves 'lucky' to have a job in such a 'great' workplace.

ACTIVITY 10.4

Search online for the article "Welcome to your first job: expect to be underpaid, bullied, harassed or exploited in some way" on the website *The Conversation*.

1. Which jobs have been identified as at particular risk of exploitation?
2. Explain how the study defined exploitation. Outline three of these exploitative behaviours.
3. Outline three findings of the research.
4. What were the findings of the study in relation to the most common victims of exploitation?
5. Outline two ways in which workplace exploitation can be reduced.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 10.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1. Identify two responsibilities of employees.
2. Identify two responsibilities of employers.

Interpret

3. Explain the role of an ombudsman.
4. Explain why some businesses might want you to work a 'trial shift'.

Argue

5. Do you think unpaid work trials are fair? Using the examples taken from the Fair Work Ombudsman website, provide one reason why they are good and one reason why they are bad for:
   a. employees
   b. employers
6. With a classmate, discuss whether you think unpaid work trials are fair.

Extension

1. Imagine you are boss for a day at a franchise like McDonalds or KFC.
   - What are the three key things you think would be important for employees to do as part of their job?
   - What are three key things you think would be important for employers to do?

Discuss your answers with a partner and see if you agree.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

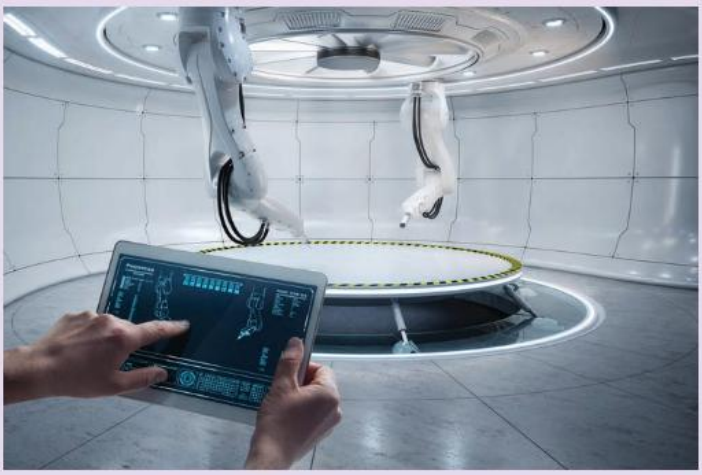
2 Research project

The future of work beyond 2020 will be driven by technology, artificial intelligence and robotics.

Using the information from this chapter, develop your own future job, either in the world of robotics or as a social media influencer. Come up with a way that new technologies would support this job.

Your new business idea in your future job will need to include the following things:

- A product name and logo for the new technology
- A brief description of the market it will target
- A product or service description, including the function of, or information provided by, the new technology
- Information about how people will access and use this new technology
- Information about the benefits of the technology (for example, how will it make life better, easier, faster, cheaper)
- Information about how and why your technology is better than the technology currently on the market, or how your technology builds on products that are already available
- An explanation about why you see yourself working in this area in the future.



▲ **Figure 10.11** Robotic arms controlled by a smart device

Digital Resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about the Fourth Industrial Revolution

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CHAPTER 11

Enterprising behaviours and capabilities: industry 4.0

Setting the scene: the Internet of Things (IoT) and the business world

The IoT is an ecosystem of interconnected and connectable devices such as radios, headphones, cars, smartphones, virtual assistants, smart devices and smart watches. It is a system in which objects with computing devices within them are able to use the internet to connect to each other and exchange data.

Imagine that you are travelling in a car when a warning light on the dashboard comes on. You don't notice it. Luckily, the car's computer can use the IoT to alert the car manufacturer of the particular fault – whether it is a critical engine failure or a tyre that is losing pressure. This can then be logged by the manufacturer and the driver can be contacted on their mobile to head to the closest repair shop, the coordinates of which can be sent to their phone as GPS data. While they drive carefully to this repair shop, the manufacturer's database is searching for available parts that they can be loaded into a delivery van and sent to the repairer. The IoT will have you back on the road in no time.

What about a pair of sneakers that analyse data from each run to not only provide fitness and posture data, but also determine the optimal time when they should be replaced? Or a fridge that can detect milk and butter levels and make a delivery order on your behalf? Or a house that detects your travel data to turn on heaters, outside lights and unlock doors moments ahead of your arrival?

The interconnection of devices and technologies that create the IoT is known as 'convergence'. Convergence allows a range of physical devices to come together to make more efficient technologies that no longer need human interaction to operate. The IoT can think and communicate on its own.

Movies can tell us a lot about the possibilities and dangers of IoT. As early as 1968, film director Stanley Kubrick imagined a computer that was smart enough to authenticate by voice, understand speech, and interpret emotions in his film *2001: A Space Odyssey*. At the time this technology was purely imaginative. Today, however, our phones can recognise our faces and fingerprints to authenticate our identity.

▲ **Figure 11.1** A doorbell from the company Ring that connects to the internet to provide security videos and also connects to other security fixtures around the house

The 2002 film *Minority Report* predicted these technological developments and potential further evolutions of their use. In the futuristic world of the story, police use facial recognition and complex databases to not only identify criminals but predict when and how they will commit crimes. The film's director, Steven Spielberg, went even further by suggesting that an individual's eye could be used to detect identity and then the IoT could employ behavioural data to personalise the advertising that would be directed towards that individual.

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▲ **Figure 11.2** The computer HAL 9000 from the 1968 film *2001: A Space Odyssey*

▲ **Figure 11.3** Since 2014, the Chinese government has been using facial recognition technology to monitor the behaviour of its citizens

This is no longer so far removed from reality. Since 2014, the Chinese government have been experimenting with facial recognition to monitor and control the behaviour of its population. In a system known as 'social credit', government monitors use facial recognition and a vast network of connected data to observe the behaviour of individuals and provide 'credit' to those who demonstrate what the government considers are good behaviours, but more importantly, to identify and penalise those who don't. Unpaid fines, mounting debts or simply walking a dog without a leash make up just a few of the many possible ways in which an individual's credit can decrease. By obeying the law and using Chinese companies and services, an individual's score can increase. In a nation as large as China, the government uses the close relationship between government, business and the data that flows through the IoT to exert a measure of control over its population.

In defence of the system, it has led to millions voluntarily paying overdue fines and penalties. At its worst, offenders with poor credit can be prevented from travel and job opportunities or even be entered on a national blacklist.

With this in mind, we must take stock of the good and the bad that has already come from the IoT. What can it give us in the future? How can it be used for profit without sacrificing privacy or ethics? Should we embrace the many capabilities of a networked and machine-connected world, or should we be worried about how it can be abused?

MAKING THINKING VISIBLE 11.1

Think, puzzle, explore

In groups of three or four, share ideas and questions in response to the following prompts.

- **What do you know about this topic?** Write a list of the ways you know the IoT has already affected your own life. Do you know how and where the data obtained from these interactions is used?
- **What questions do you have?** Create a list of questions you would like to ask about the interconnected capabilities of technology and how this technology can be used in business today.
- **What does this topic make you want to explore?** Create a list of things about the IoT that you would like to know more about.

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Chapter overview

Introduction

In homes, offices, warehouses and factories, machines are undertaking, or assisting with, many tasks that have been traditionally carried out by people.

Artificial intelligence and machine learning are computer science techniques that have been developed and used to expand the capacity and evolution of machine technology. These technologies and capabilities are areas of exponential growth and improvement, both now and moving into the future.

The current time period, which is defined by the rapid, accelerating growth of these technologies, is known as the Fourth Industrial Revolution, or Industry 4.0.

▲ **Figure 11.4** The Internet of Things (IoT)

Learning goals

By the end of this chapter you should be able to answer the following question:

- How can enterprising behaviours and capabilities be developed to improve work and business environments?

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11.1 Enterprising behaviours and capabilities

FOCUS QUESTION

How can enterprising behaviours and capabilities be developed to improve work and business environments?

Business and technology grow hand-in-hand. Companies that do not use technology for the good of their customers or employees do not last. Many businesses fail because they do not innovate by embracing new technology and practices even while their competitors do embrace these innovations.

The suite of enterprising behaviours and capabilities that can improve work and business environments now includes **artificial intelligence (AI)** and **machine learning**. Involving these capabilities into your business context is necessary if you want to be competitive and a leader in your field.

Every day, businesses are working out new ways to use these techniques and technologies to improve productivity, reduce costs and improve market share.

Virtual office assistants

One of the key areas in which AI and machine learning capabilities can enhance automation is in the areas of virtual office assistants and chatbots.

Nearly all businesses today use virtual office assistants. They are vital in keeping a business operating, whether it is by automatically turning the office lights on and off, answering calls, or transferring calls. In today's competitive environment these jobs need to be done almost 24 hours a day, seven days a week.

Technology has developed sufficient capacity to replace people in the performing of such simple, repetitive tasks using intelligent virtual assistants (IVA) or intelligent personal assistants (IPA). Examples of these virtual assistants are Apple's Siri and Amazon's Alexa.

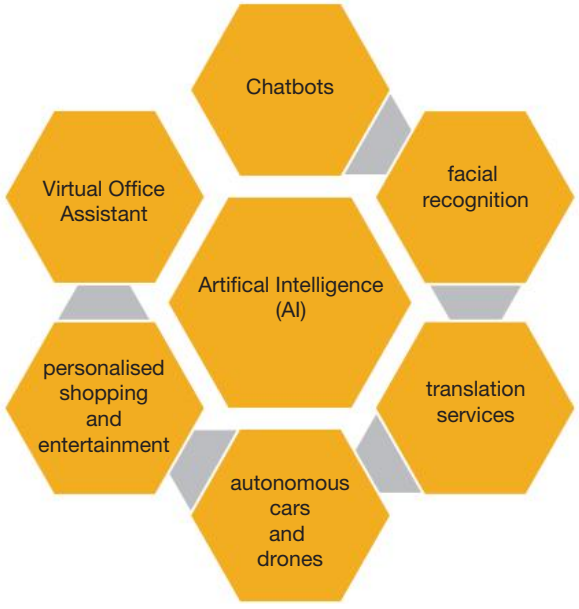
Sometimes IVAs are known as 'chatbots'. A chatbot (sometimes known as a 'chatterbot') is simply a machine that uses or simulates human conversation through speech or text. These chatbots can manage tasks such as sending and replying to emails, adding appointments to calendars, making to-do lists, and answering simple questions.

These capabilities were developed by engineers in the areas of AI. Eventually AI will also operate through the IoT. Simply put, IoT is effectively an ecosystem of physical devices (for example, vehicles and appliances) that have the ability to connect and exchange data over a network. This transfer of information and data, in the right mix, in combination with AI, can make our lives and work more simplified, reliable and efficient.

KEY TERMS

artificial intelligence the science of producing machines that have some of the qualities of the human mind, such as the ability to learn, understand language and solve problems

machine learning the process by which computers learn from new data using internal programming instead of direct instruction (or programming) from a human being



▲ **Figure 11.5** Artificial Intelligence can encompass many different technological capabilities

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▲ **Figure 11.6** Representation of a futuristic office assistant

However, there are downsides to these new capabilities. Many people question the access these machines will have to our private information. How much of our data will be stored and shared with third parties? Will these technologies be used to sell this information to marketers who will target, or pressure, us to buy things we do not need? Don't Google and Facebook know too much about us already?

KEY TERM

digital footprint trail people leave of their internet use, such as email, web browsing and social media posts

People's **digital footprints** are constantly increasing. It can be almost impossible to know who might be 'listening in'. The story of Cambridge Analytica is a case in point, as depicted in the movie *The Great Hack*.

Cambridge Analytica was a data collection business that collected and used the personal data of millions of Facebook users without their permission. This huge breach of privacy and Facebook's terms of use lead to the demise of Cambridge Analytica, but not before the private details of many Facebook users had been inappropriately used in various political campaigns throughout the world.

Artificial intelligence and translation

Artificial Intelligence is changing the translation industry. Thanks to AI and machine learning, software has been developed that allows machines to understand and translate many languages.

Many people have used the Google Translate online service to translate a word or phrase from another language. Today's translation technology has built on Google Translate's well-known and often-used type-and-translate technology to create machines that may be able to simultaneously translate information between languages.

Birgus is a company that has developed a handheld 70-language translator device that 'understands' the spoken word in one language and translates this into a second language in both text and audio formats. This machine does not come cheaply, and not all its reviews are great, but it is an example of new uses for AI and voice recognition.

▲ **Figure 11.7** The future of translation?

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These kinds of machines have great capabilities – they are a great tool for travellers, or people who need to work across languages for business. They can also be used to help people with disabilities to talk and communicate.

The usual problems that machines present can still exist in such technology, however. Typical issues include lack of tone, lack of emotion and cultural insensitivity. Tone and emotion are important interpersonal elements of communication. Communication without appropriate tone or emotions can have a negative impact on the recipients of messages.

Autonomous cars and drones

More than 40 cities around the world operate driverless trains of some kind. The next step in autonomous transport will be autonomous vehicles. Unlike trains, however, which travel on a fixed line, autonomous vehicles must meet the challenges associated with road use (and other road users).

Autonomous vehicles, also known as driverless vehicles, need to be able to respond to traffic lights, give way signs and pedestrians (including children). How is AI dealing with these challenges? Are people willing to accept the risks?

Many people argue that driverless vehicles could in fact be more reliable than vehicles driven by unsafe, inexperienced, distracted or otherwise affected drivers behind the wheel. Machines do not get tired. They do not operate under the influence of drugs or alcohol. They do not answer phones while driving.

Many companies are working hard to meet the capability and safety requirements of driverless cars. Imagine a future without the need to drive. The roads would become safer without human operators, and disabled people could have greater autonomy and mobility.

Finally, think about how many lives could be saved, given that most accidents are caused by people who speed, drive under the influence, or fall asleep at the wheel. At some point in the future, there could be other autonomous vehicles, like trains, ships and planes.

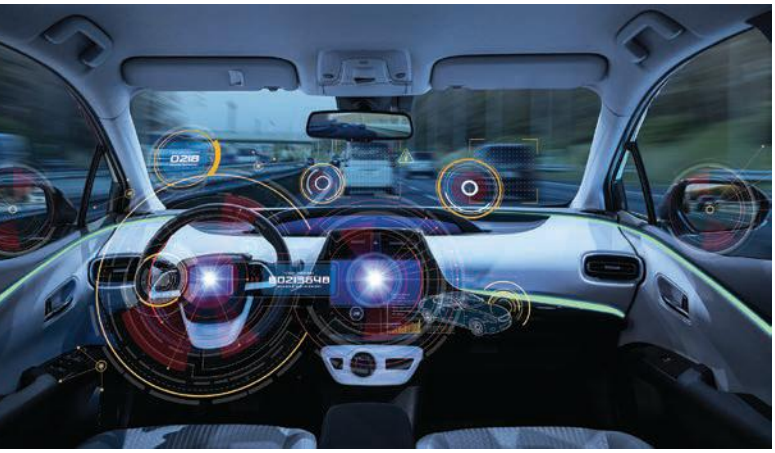
Drones have been around for a long time. They have been used since the beginning of the last century, under the name of remote-controlled planes or unmanned planes.

The key difference between drones and unmanned aircraft is accessibility to new AI technology. Current manufacturers can make a drone within the price range of an individual, personal budget.

An Uber Eats autonomous car and drone was recently announced at the 2109 Uber Elevate Summit. The idea is that if Uber makes use of drones and autonomous cars, they can deliver food faster. The drone would be able to deliver food in less time because it does not have to deal with traffic and is not limited by a maximum speed, as opposed to cars travelling via roads.

Many companies think that drones can reduce the cost and time of delivering products. Reducing costs and shortening delivery times is a focus of many businesses. With faster travel speed and no traffic to contend with, more deliveries per hour and no cost of human labour, drones could become the delivery option of the future.

There are drawbacks, however, including the weight of items being delivery. Drones are currently restricted by their carrying capacity.



▲ **Figure 11.8** Soon enough we will find out whether autonomous cars are really safe or not

▲ **Figure 11.9** Uses of drones in farming

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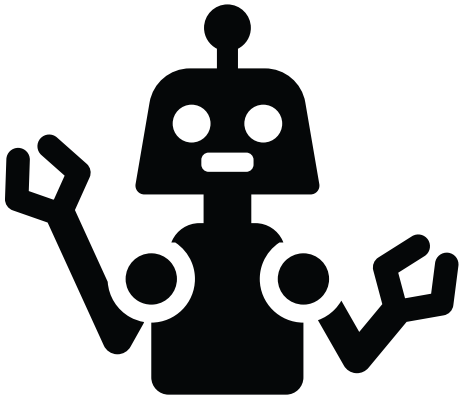
They are vulnerable to fraud. If a person is not present to receive the items being delivered, the delivery may not be made successfully. Items might even be delivered to the wrong person. There are also government regulations, limiting where drones can be flown, such as close to airports and within certain distances of people. There are noise and insurance issues. A small number of countries have banned commercial drones completely.

Chatbots and service bots

Earlier in this chapter, we discussed virtual office assistants, also known as chatbots. Chatbots have developed beyond the use as an office assistant and recently there has been a greater focus on using chatbots for customer service. Chatbots can reduce the costs associated with hiring people for customer service jobs. Chatbots can be available 24 hours a day, seven days a week, and may be able to answer customers' questions in a shorter time than many people working as customer service agents.

Chatbots can be simple or complex. They can provide a service in industries where you would least expect it. One of the newer industries using chatbots is the funeral industry. Recently, chatbots have been used at people's time of death to share information with surviving family members and future generations.

These chatbots can be programmed to talk like individual people. These chatbots can then impersonate people who have died and will be able to tell future generations the story of that person's life 'in person'. This could provide comfort and memories for family members – memories that might be lost if they were recorded using other means.



▲ **Figure 11.10** 'Bot' is short for 'robot', 'chatbot' is short for 'chatterbot'!

Facial recognition

According to a report in the *South China Morning Post*, China is building giant facial recognition databases to identify any Chinese citizen within seconds.

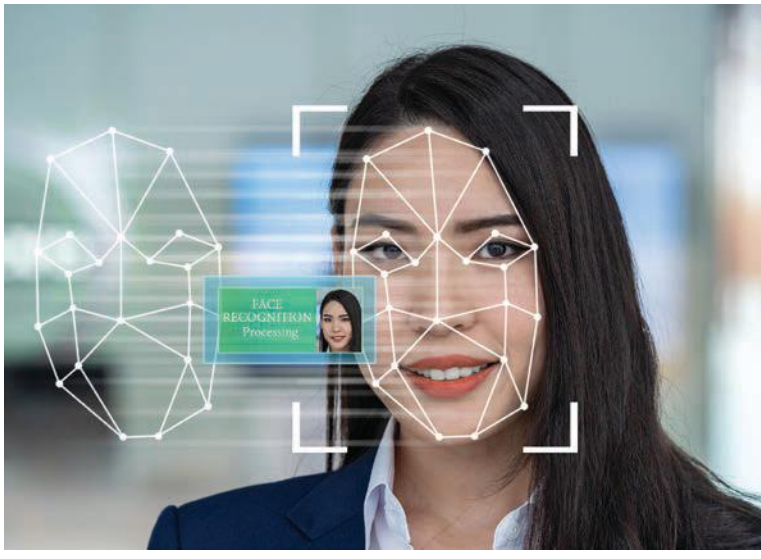
The aim, according to the report, is to match someone's face to their photo ID with about 90% accuracy. Although facial recognition has been around for some time, nothing has been created on this scale to date.

Many people have probably used phones that use some features of facial recognition as part of the unlocking process. Other familiar uses of facial recognition include automated passport control at airports and security scans in secure institutions.

Future commercial opportunities could also be exploited using a facial recognition database like the one being constructed in China.

Facial recognition could allow access to bank accounts, for boarding planes, or for entering schools or universities. There are many challenges ahead, however, before this technology becomes common.

These challenges include privacy issues as well as how to recognise people if they change appearance (for example, if they put on weight, grow a beard, change their hairstyle or wear makeup or false eyelashes). The lighting and angle of images can also be a problem. At this stage the future of facial recognition is relatively uncertain.



▲ **Figure 11.11** Facial recognition software

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Personalised shopping and entertainment

Have you ever wondered, when looking at Facebook, why something you were looking for on Google is now advertised on your Facebook page? How does Netflix come up with its recommendations?

These technologies are being developed at a rapid rate, meaning that consumers often don't have to leave their armchair to shop in areas of their preference, or ask anyone for movie suggestions.

These technologies are known as **deep-learning algorithms**. The more information deep-learning algorithms get, the more specific their recommendations can become. The more information they have about your needs, interests and wants, the more personalised your recommendations become. This technology has transformed online shopping.

According to *CEO Magazine*, in the future, deep learning algorithms will soon use advanced machine learning to remember and analyse browser history, page clicks, likes, shares and purchases, even down to how long a page is visited for, to gauge interest in certain products. They will tailor recommendations to the interests and habits of each individual customer. This is believed to be driven by the demands of shoppers, who want a tailored, individual online shopping experience.

It is also believed that online stores will soon be able to tailor everything, from branding and product suggestions to the layout of their stores, to different customers depending on the information that deep learning algorithms have about them. AI will be able to do this by customising pages and elements to the point where it feels like the store was built just for that customer.

KEY TERM

deep-learning algorithm a type of artificial intelligence that uses algorithms to determine the needs, wants and preferences of individual technology users

Any good entrepreneur could see the future capabilities and technologies required to develop these personalised shopping experiences. Using a customer's online shopping history, it should be possible to use information about those customers to filter out the options that do not match the information about a shopper.

▲ **Figure 11.12** Personalised online shopping is packed and delivered from a variety of locations, including people's homes as well as factories and warehouses

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 11.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Explain what deep-learning algorithms are.
2 Explain the limitations of using driverless cars.

Interpret

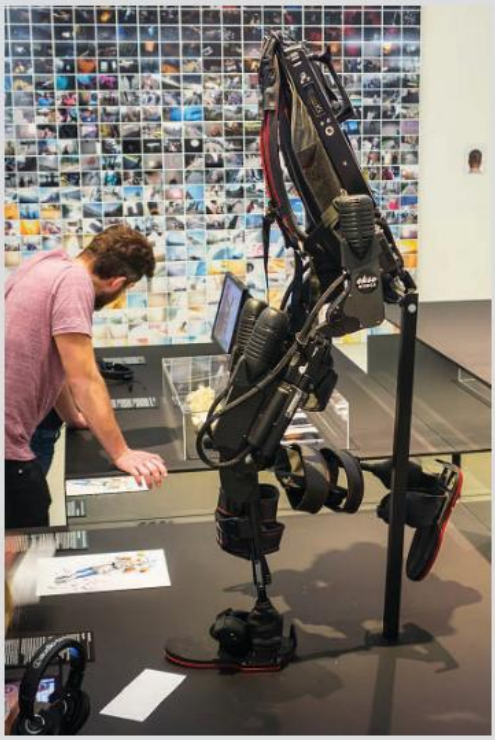
3 How do virtual assistants assist in a business environment? What advantages and disadvantages does a virtual assistant have over a human assistant?
4 How could drones be used to improve business productivity? What are some of the risks of using drones?
5 Search online for the names of three cities that use driverless trains. Provide details of the services provided by driverless trains. Are they used for passenger transport or transport of goods?

Argue

6 What do you think about chatbots leaving a message from someone who has died? Do you think this is a good idea or a bad idea? Why?
7 How does technology assist with online shopping? What functions would you like to see in online shopping that do not currently exist?

Extension

1 There are many more enterprising behaviours and technologies used in business. Choose a partner and research and brainstorm three other key technologies not mentioned in this chapter that you think could be used successfully in a business.



◄ **Figure 11.13** EKSO GT, a wearable motor powered robotic exoskeleton, provides the ability to mobilise patients with paralysis during rehabilitation

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End-of-chapter activities

1. Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

2. Research task 1

Facial recognition is a contentious technology. Many people argue that it can breach our privacy and that storage of personal information cannot be guaranteed as secure.

Visit the website *The Conversation* and search online for the article "Your face is part of Australia's national security weapon – Should you be concerned?" Read the article and answer the following questions.

1. What is biometrics?
2. What will this capability allow Australian Government agencies and state law enforcement agencies to do?
3. How many facial images are already held by Australian government agencies?
4. What are the main privacy concerns associated with this capability?
5. There are many problems with the system of facial recognition. Explain the term 'false positive'.
6. To what extent is facial recognition actually helping enforcement agencies?
7. Describe the security risks associated with a mass biometric archive.

2. Research task 2

Write an essay on one of the following topics:

1. 'Facial recognition is a necessary evil.' Discuss.
2. Evaluate facial recognition as a necessary tool for law enforcement.

Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about enterprising behaviours in business

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4

Civics and Citizenship

What is civics and citizenship?

All Australians are citizens of a democracy, which is a system of government 'of the people, by the people, and for the people'. By voting, citizens of a democracy can choose the people who make up the governments of their local councils, their states and their nation. In this way they have a say in the laws that are made, who will make them, and what rights will be protected by those laws. If laws or the actions of a government do not reflect the values of the majority of people in a democracy, a government is likely to be voted out of power at an election.

Civics and citizenship studies and evaluates the effectiveness of the political and legal systems that make and enforce laws. It considers the diversity of citizens in Australia and how this diversity influences the laws that are made. Studying civics and citizenship provides you with the knowledge needed to actively participate in Australia's democracy. It empowers you to have a voice in the issues you care about, and in the laws that affect your everyday life.

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Unit 1

The legal system and citizenship

Overview

This unit examines how international obligations shape laws and government policies in Australia. It describes the features and principles of the Australian court and justice systems, and how they contribute to a fair and just society. We analyse the impact of international and domestic issues on the effectiveness of democracy in Australia. We also explore why and how citizens participate in democracy, and how the media influences our political choices.

Please note at the time of writing in early 2020, the global COVID-19 pandemic was unfolding, and having a major effect on the world. The full consequences were still largely unknown at the time of publication.

▲ **Image:** Australian Governor General David Hurley and Prime Minister Scott Morrison pose with proud new Australian citizens after their citizenship was confirmed in the Australia Day 2020 citizenship ceremony at Lake Burley Griffin in Canberra. The new Australians are holding up their citizenship certificates.

Video
Unit overview

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CHAPTER 12

Aboriginal and Torres Strait Islander peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

Laws, citizenship, diversity and identity

Setting the scene: Australia's international legal obligations – the Murugappan family

Sri Lankan Tamil couple Nades and Priya Murugappan met in Australia after arriving separately by boat in 2012 and 2013. They sought protection in Australia as refugees and moved to the central Queensland town of Biloela, where their two daughters Kopica and Tharunicaa were born.

Nades worked in the local abattoir and Priya volunteered in an op shop. In 2018 the couple's claim for refugee status was denied by the Australian courts. They and their daughters were detained by Federal Border Force officers and taken to an immigration centre in Melbourne to await deportation to Sri Lanka.

The couple's plight attracted widespread support, with the local Biloela community, refugee advocates and various Australian politicians calling for the Australian Government to reverse the court's decision and allow the family to remain in Australia.

The Australian Government refused these requests. On 29 August 2019 the family were placed on a flight to Sri Lanka. A last-minute injunction (court order) forced the flight to land in Darwin. The family were subsequently

▲ **Figure 12.1** The Christmas Island Detention Centre, where the Murugappanan family are being held

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taken to an immigration detention centre on Christmas Island, a small Australian island over 1500 km north-west of the Australian mainland, just south of the Indonesian island of Java. The family remain in detention while they wait for their upcoming court case about whether they can remain within Australia or will ultimately be deported back to Sri Lanka. In early 2020 this court date had not yet been set.

The story of Nades, Priya and their family's fight against deportation reflects the themes of this chapter. It raises questions about Australia's obligations - with respect to international law and human rights principles – to assist others. It highlights the role of the courts in ensuring justice. It also illustrates how individuals, groups, the media, and international and domestic pressure can all influence the effectiveness of Australian democracy.

▲ **Figure 12.2** Protesters marching in support of Nades and Priya Murugappan and their family at a rally in Melbourne on 1 September 2019

MAKING THINKING VISIBLE 12.1

Think, pair, share

Reflect on the story of the Murugappan family. What do you think?

1. Think about the story.
2. Try to explain your thinking. Use pictures or words in your notebook or on your digital device.
3. Share your thoughts with a partner. What are the rights of children born in Australia whose parents are not Australian citizens or permanent residents?
4. In your opinion, should the family have been deported?

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Chapter overview

Learning goals

After completing this chapter, you should be able to complete these questions:

- How do international obligations, such as treaties and human rights, shape Australian law and government policies?
- What are the key features of the Australian court system?
- How do the principles of the Australian justice system support a fair society?
- Why and how do groups participate in Australian democracy?
- How does the media shape political identities and attitudes in Australia?
- How do international and domestic issues impact the effectiveness of democracy in Australia?

▲**Image:** Australian Prime Minister Scott Morrison speaks at the 74th Session of the General Assembly at the United Nations headquarters in New York, 25 September 2019

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12.1 How international obligations shape Australian law and government policies

FOCUS QUESTION

How do international obligations, such as treaties and human rights, shape Australian law and government policies?

International obligations are the responsibilities that Australia has as a member of the international community. Just as citizens of a country have a responsibility to obey the law and respect the rights of other citizens, countries have an obligation to act as good international citizens. This involves a responsibility to consider the rights and welfare of people in other countries when making decisions, as well as a formal obligation to abide by international law.

Treaties (also known as 'conventions' or 'protocols') are the main form of international law. They are binding agreements between two (bilateral) or more (multilateral) countries.

Most multilateral treaties are negotiated by **international organisations** such as the United Nations. Countries demonstrate their support for the intention of a treaty when they **sign** it.

If a country then **ratifies** a treaty, they agree to incorporate the terms of the treaty into their own national laws.

As a founding member of the United Nations and an active member of the international community, Australia has signed and ratified more than 480 treaties covering many areas, including human rights, security, trade and the environment.

The story of the Murugappan family from Sri Lanka, told at the start of this chapter, illustrates how treaties shape the decisions of

KEY TERMS

treaty binding agreement reached between two or more countries

international organisations organisations with a membership of two or more countries that are established to manage and resolve international issues

sign signing a treaty demonstrates a country's support for the intention of that treaty

ratify to agree to be bound by the terms of a treaty and incorporate those terms into a nation's own laws

▼ **Figure 12.3** At the 2007 United Nations Climate Change Conference in Bali, Indonesia, Australian Prime Minister Kevin Rudd (far left) ratified the Kyoto Protocol, a treaty committing Australia to take action on the climate crisis

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▲ **Figure 12.4** Young Congolese refugee at an UNHCR refugee camp in Uganda

governments in Australia and the laws they make.

The United Nations 1951 Refugee Convention defined the term 'refugee' and outlined the responsibilities of countries where refugees may seek **asylum**. If Nades and Priya were found to meet this convention's definition of a refugee ('someone in genuine fear of persecution in their own country') the Commonwealth Government would be obliged to allow them to remain in Australia.

KEY TERM

asylum protection offered by a country to a refugee from another country

The challenge in the Australian courts to the Murugappan family's deportation was also based in part on a treaty, the United Nations Convention on the Rights of the Child. The lawyers acting for the Murugappan family argued that the deportation decision contravened the convention's obligation for government decision-making to be based on the 'best interest of the child'.

END-OF-SECTION REVIEW 12.1

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 List the two responsibilities of a 'good' international citizen.
2 What is a treaty? Include an example of one international treaty in your answer.
3 Where are most treaties negotiated?
4 How many treaties has Australia ratified?

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Digital quiz
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Interpret

5 Explain the difference between a bilateral and a multilateral treaty.

6 How is a country ratifying a treaty different to only signing a treaty?

Argue

7 At the time of writing, the Murugappan family discussed in the introduction to this chapter were awaiting the decision of the courts to determine whether their deportation to Sri Lanka would proceed. Imagine you are a lawyer representing either the family or the federal government. Write a speech to the court outlining your arguments either in support of allowing the family to remain in Australia, or for them to be deported.

Extension

1 The United Nations High Commissioner for Refugees (UNHCR) is an agency established to protect the rights of refugees. Go to the UNHCR website and use the information provided to prepare a pamphlet or other resource that informs young people about the agency. This resource should include:
- The history and role of the UNHCR
- Current statistics on refugees and asylum seekers
- The type of assistance the UNHCR offers refugees
- A story from at least one refugee or family of refugees.

▲ **Figure 12.5** UN High Commissioner for Refugees, Filippo Grandi, visits the Al-Nimir refugee camp in East Darfur, Sudan, in August 2017 to assess the situation of the more than 5000 South Sudanese refugees living there

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12.2 Key features of the Australian court system

FOCUS QUESTION

What are the key features of the Australian court system?

Australia's courts are the main institutions used to resolve legal disputes in the country. In **adjudicating** disputes, courts also play another important role – that of acting independently of government power, so that they can check the power of government and parliament.

KEY TERMS

adjudicating determining the outcome of a legal dispute

federal system of government in which power is shared between a central national government and a number of regional governments

This role of the Australian courts was demonstrated in the case of the Murugappan family, when the courts suspended the government's decision to deport the family. The idea is that the political system is divided into three independent branches, with each branch acting as a check and balance on the other two. This is known as the separation of powers.

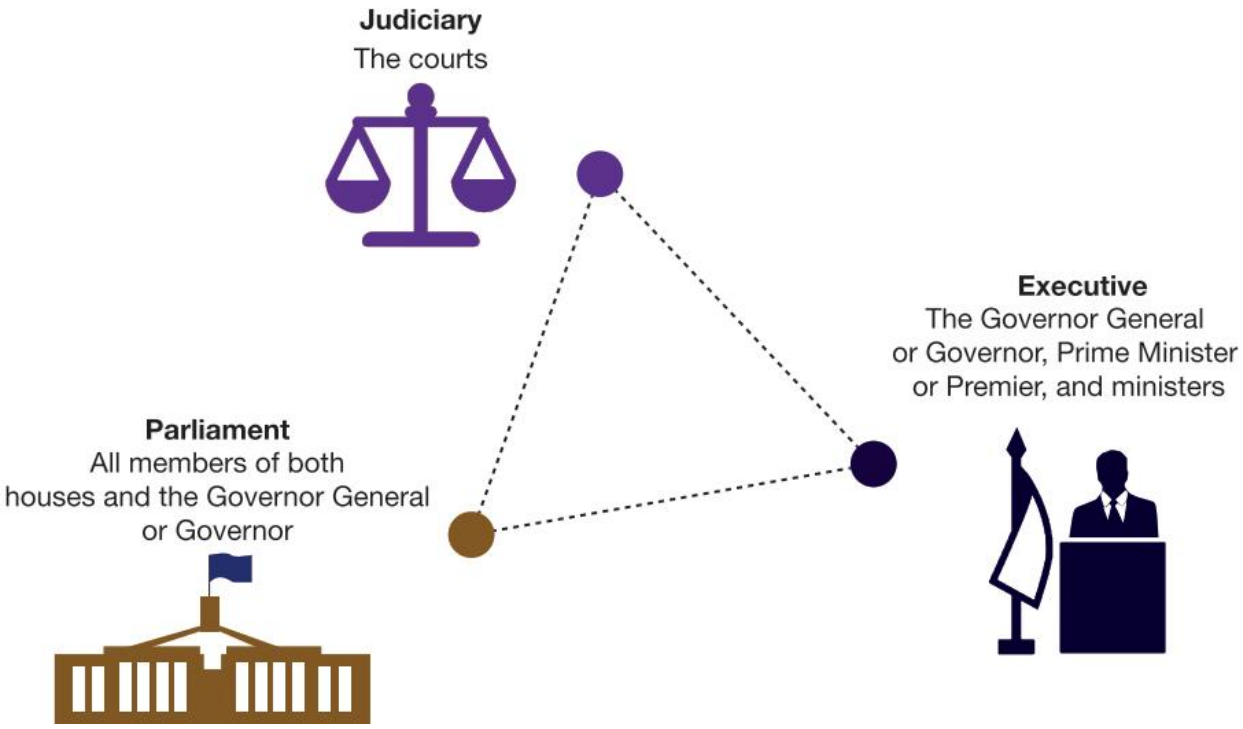
Figure 12.4 outlines how the separation of powers is structured in Australia's political system.

The key features of the Australian court system that enable it to fulfil its roles of adjudicating legal disputes and checking the power of government are described in the following section.

A federal system

The **federal** structure of Australia's political system, with law-making power shared by the Commonwealth and state parliaments, means the court system also has two levels:

- Federal courts adjudicate on laws made by the Commonwealth Parliament
- state or territory courts adjudicate on laws passed by their parliaments.



▲ **Figure 12.6** There are three branches of government in the Australian political system: the judiciary, the parliament and the executive government – the executive government branch is made up of members from the parliamentary branch

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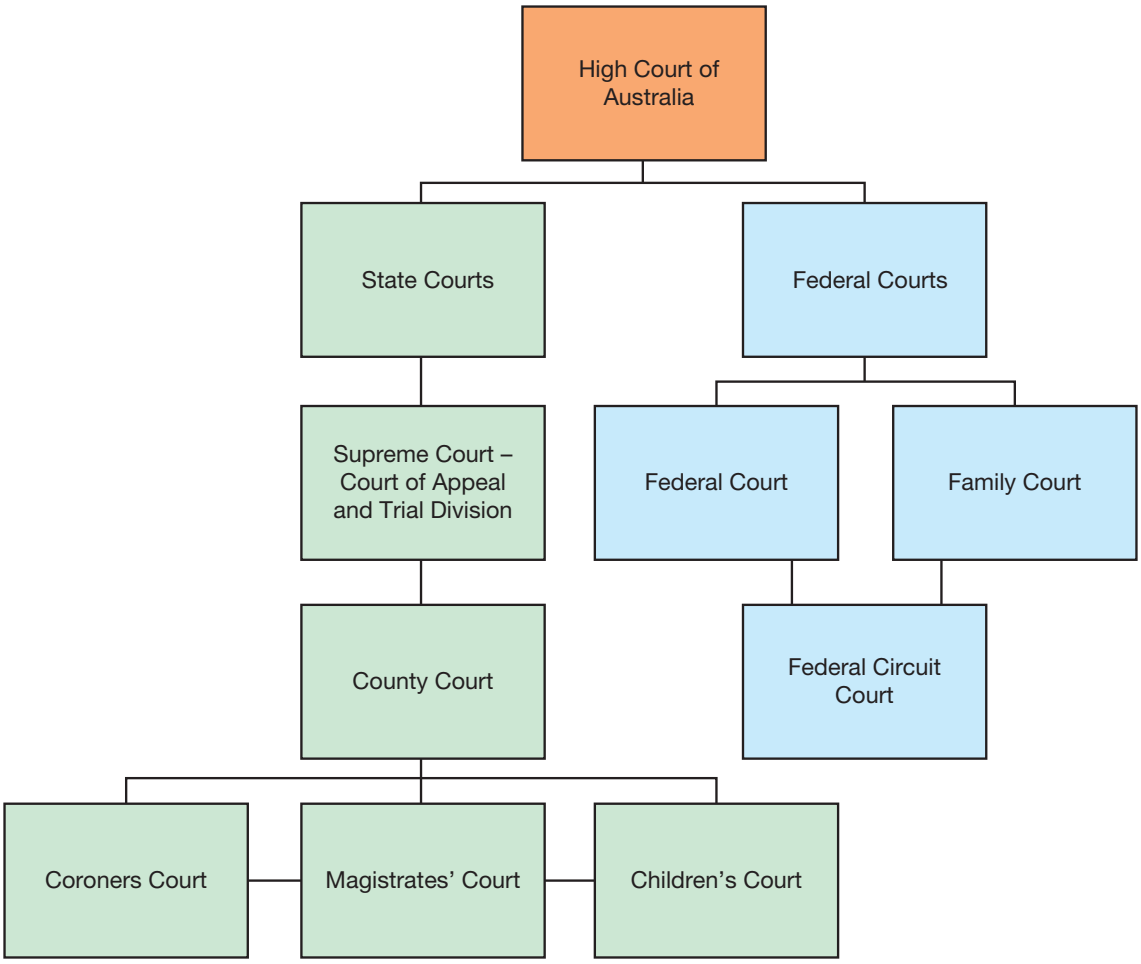

▲ **Figure 12.7** The Australian court system

A hierarchical structure

Both the Federal and state court systems are **hierarchical**. This means the courts are ordered from low to high based on the seriousness of the cases they hear. The **jurisdiction** of most courts is classified in terms of whether it a case is an **original** or **appellate** case, and whether the dispute is **criminal** or **civil**. Other courts have specialist jurisdictions to hear particular types of cases. For example, the Children's Court hears criminal offences committed by children between 10 and 17 years, and the Coroner's Court investigates suspicious deaths and fires.

The original jurisdictions of the main courts in the State of Victoria are shown as part of Table 12.1.

The hierarchical structure of the courts is important because it allows the courts to specialise and develop expertise in hearing different types of cases. For example, in Victoria, the Supreme Court's Trial Division hears the most serious criminal offences, such as murder. It also makes appeals possible, so that a party that is unhappy with the outcome of a trial can ask for it to be reviewed by a higher court. For example, the Murugappan family unsuccessfully appealed the decision to deny them refugee status through all levels of the Federal court hierarchy, all the way to the High Court.

The system of **precedents** is also dependant on a hierarchical court system. This system is how courts create laws. The reason for a judge's decision in a particular case can create an example that must be applied when judges in courts that are lower in the hierarchy consider future cases with similar facts.

KEY TERMS

hierarchy structure arranged from low to high based on relative importance or power

jurisdiction the type of cases a court has the right to hear

original jurisdiction a court's right to hear a legal dispute for the first time

appellate jurisdiction a court's right to hear an appeal about a decision from a lower court

criminal law area of law dealing with offences that affect the community as a whole, in which offenders receive a punishment

civil law area of law dealing with disputes between individuals or groups who believe their rights have been infringed

precedent system of lawmaking that allows a judgement or decision made by a court to set an example that can be followed in future cases by courts lower in the court hierarchy

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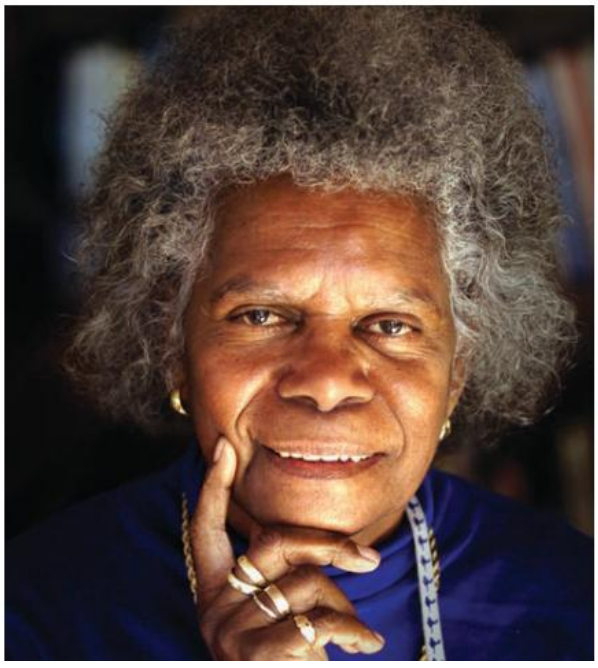
▼ **Table 12.1** Original criminal and civil jurisdictions of the courts in the Victorian courts hierarchy

Original criminal jurisdiction	Original civil jurisdiction	Court
The most serious indictable offences such as murder and treason	Unlimited amount of damages (monetary compensation)	Supreme Court – Trial Division (note: the Court of Appeal has no original jurisdiction and only hears appeals)
All except the most serious indictable offences, including drug trafficking, robbery and sex offences	Unlimited amount of damages (monetary compensation)	County Court
• All summary offences, including traffic, minor assault and offensive behaviour • Committal hearings • Bail and warrant applications	Damages up to A$100 000	Magistrate's Court

KEY TERM
native title system of ownership that recognises Indigenous people's ownership of their traditional lands

One of the most significant precedents in Australian history was established by the High Court of Australia's Mabo decision, which found that Aboriginal people had the right to **native title**, a system of ownership over their traditional lands.



► **Figure 12.8** Bonita Mabo in Canberra on the 10 year anniversary of the Mabo decision that established native title in Australia. Bonita's husband Eddie, the lead plaintiff in the case, sadly died a few months before the final decision was handed down. Bonita herself passed away in 2018.

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The role of the High Court

As the name suggests, the High Court sits at the top of the Australian court hierarchy. It is the only court established by the Australian **Constitution**, rather than an act of parliament. The High Court has the original jurisdiction to hear constitutional disputes.

Examples of such disputes include when states and the Commonwealth are in dispute over their law-making powers, or when a citizen believes a law has breached their rights or is outside the parliament's law-making jurisdiction.

The High Court is also the final court of appeal in Australia. Appeals to the High Court can be made from the highest courts in the state and Federal hierarchies – for example, the full court of the Victorian Court of Appeal, or the full court of the Federal Court. The decision of the High Court in an appeal is final – there are no further options to review the case after the High Court has made a decision. For this reason, the order to detain and deport the Murugappan family was able to be given only after their appeal to the High Court over their refugee status was unsuccessful.

KEY TERM

constitution document setting out the structure of a nation's political and legal systems

▼ **Figure 12.9** A new justice is sworn into the High Court in Canberra

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Digital quiz
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END-OF-SECTION REVIEW 12.2

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What is the main role of the courts?
2 The judiciary, made up of the courts, is one branch of the Australian political system. List the other two branches.
3 What is a court's jurisdiction? List the original criminal jurisdiction of:
   - The Victorian Supreme Court Trial Division
   - The Victorian Magistrate's Court.
4 What was the name of the case that established the principle of native title in Australia? Which court heard this case?

▲ **Figure 12.10** The Supreme Court of Victoria

Interpret

5 Explain why each state and the Commonwealth have their own court hierarchies.
6 Why could the order to deport the Murugappan family only be given after the High Court had heard their appeal?

Argue

7 Do you believe it is fair that most criminal cases involving minors (10–17-year-olds) are heard in a specialist court – the Children's Court – rather than in the regular court hierarchy? Justify your response.

Extension

1 Use the Coroner's Court of Victoria website to:
   - List the three roles of the Coroner's Court.
   - Identify one inquest and briefly outline the facts and finding in the case.

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12.3 Key principles of Australia's justice system

FOCUS QUESTION

How do the principles of the Australian justice system support a fair society?

Australia's legal system is based on a number of principles intended to contribute to a fair and just society. These include the three **principles of justice**: fairness, equality and access.

- **Fairness** requires the legal system to operate with clear, consistent rules that are overseen by an impartial adjudicator.
- **Equality** means that the legal system should treat all people in the same way and provide them with an equal opportunity to present their case, regardless of who they are.
- **Access** requires the legal system to provide the means to resolve legal disputes.

These principles are closely related to the 'rule of law,' the idea that in a democracy the law should be fair and apply equally to all members of the community.

Many of the features of the Australian legal system already described in this chapter aim to promote the principles of justice. Australia has ratified a number of treaties relating to different aspects of human rights. These treaties confirm and establish in law the Australian Government's commitment to a just legal system. They include the Convention on the Rights of the Child and the International Covenant on Civil and Political Rights.

The independence of the Australian courts aims to ensure that judges can act without outside influence or pressure. This ensures that courts are run fairly and that parties to a dispute are treated equally. The hierarchical structure of the courts promotes fairness, with appeals allowing higher courts to review cases if one of the parties is unhappy with the outcome. The related system of precedents ensures that there is consistency in the decisions made by judges.

Finally, as the main institutions that resolve legal disputes, the courts themselves promote the principle of access.

KEY TERM

principles of justice the three principles of fairness, equality and access that are the basis for the Australian legal system

▼ **Figure 12.11** Lady Justice is a symbol of legal justice developed in ancient Rome. Her sword, blindfold and scales represent different elements of a just legal system.

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CASE STUDY 12.1

No, Minister!

The importance of the independence of the Australian courts was illustrated in 2017 when Greg Hunt, Michael Sukkar and Alan Tudge, three ministers in the Commonwealth Government, publicly criticised the sentence given by a judge in a Victorian trial for terrorism offences.

At the time of Hunt, Sukkar and Tudge's comments, the case was still before the courts and awaiting the decision of the Court of Appeal. This resulted in claims that the ministers (representatives of the executive power) were attempting to influence a decision in the courts (the judiciary power).

KEY TERM
contempt of court behaviour that disobeys or is disrespectful toward a court

Chief Justice of the Supreme Court Marilyn Warren threatened to charge the ministers with **contempt of court**, forcing them to explain themselves and their comments before the court. The ministers apologised unconditionally, avoiding the potential fine or jail term that can result from a successful contempt charge.

▲ **Figure 12.12** The Hon Greg Hunt, one of the Australian Government ministers threatened with contempt charges, speaking in Federal Parliament

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END-OF-SECTION REVIEW 12.3

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 List the three principles of justice.
2 Outline what is meant by equality as a principle of justice.
3 List two features of the court system that promote the principle of fairness.
4 Recall what is meant by access as a principle of justice.

Interpret

5 Explain what is meant by contempt of court.
6 Why were the statements made by the three Australian Government ministers discussed in this section potentially in contempt of court?

Argue

7 What do you believe the three symbols (sword, blindfold and scales) carried by Lady Justice represent?

◄ **Figure 12.13** These symbols of justice are represented on the door of a town hall in Germany

Extension

1 Search online and research a criminal or civil case that is currently before the courts. Explain how at least one of the principles of justice is being upheld or denied by this case.

Digital quiz
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12.4 Issues relating to Australian democracy and global connections

FOCUS QUESTION

How do international and domestic issues impact the effectiveness of democracy in Australia?

As a democracy, Australia encourages the diversity of opinions, beliefs and people found in our **pluralist society**, and encourages everyone to participate in the political system. However, there are some issues where the variety of viewpoints creates conflict in the community or lead to policy inaction. In an increasingly interconnected world these are often global issues that have effects or causes beyond Australia's borders. Examples of these issues include refugees, terrorism and the climate crisis.

KEY TERMS

pluralist society society comprised of, and tolerant of, a diverse range of cultural and social groups.

offshore detention system in which asylum seekers are sent to a different country for detention while their claims for asylum are processed in the country in which they are seeking asylum

civil rights rights that allow things like the free participation in the political system and fair treatment by the law

The issue of refugees has created conflict in the community between supporters and opponents of the Australians Government's tough response to asylum seekers arriving by boat. This response includes the turning back of boats and the **offshore detention** of asylum seekers who arrive in Australia by boat. The Murugappan family's case highlights the issue of whether asylum seekers who have been living in Australia as refugees, and who have become part of the Australian community, should be deported if their claims for refugee status are found to be unsuccessful.

The issue of terrorism has created tension in the community over the need to balance an increase in the powers of police and intelligence agencies to fight the threat of terrorism with the protection of citizens' **civil rights**. Since the 11 September 2001 terrorist attacks in the United States, the Australian Government has enacted more than 80 anti-terror laws. These laws have created a lot of conflict, with some sections of the community arguing that basic rights, such as freedom of speech and privacy, are being infringed upon in the interests of national security.

▼ **Figure 12.14** This Australian lifeboat, now moored in Indonesia, was used by the Australian Navy to turn back 34 asylum seekers who were attempting to reach the Australian territory of Christmas Island

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CASE STUDY 12.2

The climate crisis

In 2007 Kevin Rudd, the leader of the Australian Labor Party (and soon-to-be Prime Minister) described climate change as the 'great moral, environmental and economic challenge of our age'.[1]

Despite this statement, to date there has been little agreement, either within the Australian community or Australian politics, on either the importance of climate change or the way to deal with it.

Balancing the long-term benefits that will come from tackling climate change with the potential negative short-term effects has been difficult. This has created conflicting views among Australians.

Many Australians support action on climate change, but there remain **sceptics** who deny or downplay the connection between human activity and rising global temperatures. There are also industries, such as the fossil fuel industry, that are concerned that the profitability of their businesses will be affected by climate change policies aimed at reducing carbon emissions

People living where these industries are major employers are also concerned about how climate change policies will cause the loss of jobs, and how this will affect their communities.

▲ **Figure 12.15** Climate activists protesting in front of the Sydney Opera house in 2007

The conflict of views and interests over the climate crisis has certainly contributed to the recent political instability in Australia, with six different prime ministers holding office between 2007 and 2019 (including Kevin Rudd twice). This political instability is reflected in Australian Government policies on climate change.

Many attempts to address climate change through legislation have been thwarted. Labor Prime Minister Kevin Rudd's Emissions Trading Scheme was blocked in the Senate. Labor Prime Minister Julia Gillard introduced a Carbon Tax that was overturned on the election of Prime Minister Tony Abbot's Liberal-National Coalition Government. Prime Ministers Abbot and Scott Morrison both introduced Direct Action policies to tackle climate change.

Failure of the major Australian political parties to reach a consensus about climate change policy, combined with what many sections of the community see as inaction on the climate crisis, has resulted in the emergence of new groups campaigning on the issue.

KEY TERM

sceptic a person who doubts particular beliefs, values or ideas

Among these are a group of school students who were inspired by young Swedish climate activist Greta Thunberg to organise a series of school strikes and rallies in locations across Australia to demand that Australian governments take action on the climate issue.

1 https://www.theguardian.com/environment/planet-oz/2013/jun/26/kevin-rudd-australia-climate-change

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Digital quiz
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END-OF-SECTION REVIEW 12.4

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What is meant by a pluralist society?
2 Name two countries where Australia sends asylum seekers for offshore processing.
3 How many anti-terror laws has the Australian government introduced since 2001? List two areas of civil rights that critics argue have been limited by these laws.
4 How many prime ministers have held office in Australia between 2007 and 2019?

Interpret

5 How has the climate crisis created conflicting views in the Australian community?
6 Explain why people living in regions where coal mining is based are more likely to support sceptical views on the climate crisis than other regions.

Argue

7 Why do you believe increasing numbers of young people have become active in campaigning for the federal government to tackle the climate crisis?

Extension

1 Research Australia's anti-terror laws. Identify three increased powers given to police by these laws. How may these powers limit the civil rights of Australian citizens?

▲ **Figure 12.16** The Loy Yang coal-fired power station in Traralgon, Victoria. This station produces around half of the state's electricity. It is also the largest emitter of carbon in Australia.

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12.5 How and why different groups participate in civic life

FOCUS QUESTION

Why and how do different groups participate in Australian democracy?

The many different groups participating in Australian democracy have a variety of motivations.

Political parties, such as the Australian Labor Party or the Liberal Party of Australia, are formed with the goal of having their members elected to parliament so that they can form government. People join political parties to help them achieve this goal, sometimes with the aim of standing as political candidates themselves.

Interest groups (sometimes called 'pressure groups') are formed to influence government policies and laws. Groups that are formed in reaction to a particular event or issue are known as single issue interest groups. Examples of single-issue groups include the Our City, Our Square group that was formed to oppose the Victorian State Government's proposal to build an Apple Store in Melbourne's Federation Square. Other groups represent the interests of a certain section of the community, such as a geographic area, an industry, a religion or a broad policy area. Examples of these sectional interest groups include:

- The Committee for Geelong, which lobbies on behalf of the interests that city
- The Minerals Council of Australia, which represents the interests of the mining industry
- The Australian Christian Lobby, which advocates for the values of conservative Christians
- Greenpeace, which campaigns on a broad range of environmental issues.

KEY TERMS

political party group of people with similar views who have joined together with the aim of having their members elected to parliament in the hope of implementing the party's agenda

interest groups groups of people who have formed to promote changes to the law in a particular area or issue

▲ **Figure 12.17** Inflatable whale placed in the streets of Sydney by Greenpeace activists protesting against Japanese whaling in the Southern Ocean

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KEY TERMS

demonstration public gathering of citizens in either support or protest of a political issue

petition written proposal to change the law that is presented to a member of parliament, usually including a collection of signatures from citizens in support of the proposal

lobbyist person employed to persuade members of government to make decisions in favour of a particular group, issue or individual

Interest groups attempt to pressure the decisions of governments in many different ways. Traditionally they have sought to draw public attention to their causes through rallies and **demonstrations**, by gathering signatures for **petitions**, or by making appearances in the media. These methods demonstrate the strength of public support for an issue to government and other members of parliament.

Direct representations about an issue can also be made to members of parliament, or **lobbyists** employed to make representations on the cause's behalf.

The emergence of the internet and social media platforms has provided interest groups with new methods for gathering support and placing pressure on governments. Creating a social media page has become the first step for most people forming an interest group or gathering support for a cause. Petitions can now be collected electronically (although some houses of parliament still only allow the submission of paper petitions) and politicians can be contacted via email or on social media.

Amazing but true …

Lobbyists were originally given the name because they waited in the lobbies or foyers of parliament, government offices or hotels, attempting to intercept members of parliament as they entered the buildings so they could press their case. Modern lobbyists in Australia have an easier task – they are often granted access to the private areas of parliament house. However, this direct access has been criticised because it hides information from the public about who members of government are meeting with and so who is influencing their decision-making.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 12.5

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What are two aims of political parties?
2 List three methods used by interest groups to pressure governments to change the law.
3 What is usually the first step for an individual or group forming an interest group?
4 What did the term 'lobbyists' originally mean?

Interpret

5 Explain the difference between a single-issue and a sectional interest group. Give an example of each kind of group.
6 What types of petitions are not accepted in some houses of parliament? Why do you think this is?

Argue

7 Which method of influencing a change to the law do you believe would be more effective, a social media campaign or a public demonstration? Give reasons for your choice.

Extension

1 Research an interest group online. Write a short description of this group, including:
- The name of the group
- The issues they are concerned with
- At least three methods they use to influence the decisions of government.

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12.6 The influence of media in shaping identities and attitudes to diversity

FOCUS QUESTION

How does the media shape political identities and attitudes in Australia?

The term 'media' refers to organisations that broadcast and publish information. A diverse and free media is necessary in a representative democracy (such as Australia) to ensure that citizens have access to the information required to make informed decisions when voting in elections.

This information comes from traditional media outlets such as television, radio, newspapers and publishers, and also from digital sources such as websites and social media platforms.

The ability for anyone to publish and comment on social media means that citizens are increasingly gaining information from a combination of **professional** and **amateur news sources**.

▲ **Figure 12.18** Newspapers are becoming an increasingly rare sight as more and more people consume their news from digital outlets

The media can not only shape how people vote in elections, but also their personal political beliefs, their identities, and how they view others.

Historically, the media has played a central role in giving a voice to and promoting understanding between the diverse cultures, ethnicities and religions that comprise Australia's **multicultural** society. However, media coverage can also encourage division and fear in the community. This is demonstrated by the issues discussed in this chapter.

KEY TERMS

professional news sources edited and fact-checked news and commentary that is produced by journalists who are paid for their work

amateur news sources news and commentary published independently by members of the public, often on digital media

multicultural a cohesive society comprised of people from a diverse range of cultural, ethnic and religious backgrounds

Some sections of the Australian community believe that asylum seekers arriving in Australia by boat are 'illegal' 'queue-jumpers'. Others stereotype people from Islamic backgrounds as 'terrorists'. Some people are climate sceptics who fear the effects of policies that tackle climate change.

All of these beliefs have been shaped in some way by the coverage of these issues in the media. This includes traditional media outlets, but it is also magnified by digital media that provides platforms for people with extreme views and lets them connect with likeminded people. These people also often publish their opinions without editing or fact-checking.

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CASE STUDY 12.3

The Bendigo mosque

The City of Greater Bendigo's 2014 decision to grant planning permission for the building of a mosque (an Islamic place of worship) in the city sparked fierce public opposition. One group of locals were unsuccessful in challenging the decision in VCAT (Victorian Civil and Administrative Tribunal) and were also denied leave to appeal VCAT's decision in the High Court.

Other groups began gathering support on social media by creating the 'Stop the Mosque in Bendigo' Facebook page. They were joined by members of the extreme right-wing United Patriots Front group, who staged a series of protests in the city's streets. Counter-protests were organised by supporters of the mosque, resulting in violent clashes between the two groups.

In 2019, construction of the mosque finally commenced, with Premier Daniel Andrews declaring that, 'People have the right to protest peacefully, but there are limits. Bigotry is not an acceptable form of protest'.[2]

▲ **Figure 12.19** Opponents and supporters of the proposed Bendigo mosque

2 https://www.sbs.com.au/news/work-on-a-controversial-mosque-in-victoria-has-begun-after-years-of-protest

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END-OF-SECTION REVIEW 12.6

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What is meant by the term 'media'?
2 Distinguish between 'traditional' and 'digital' media. Give an example of each kind of media.
3 Define the terms 'professional' and 'amateur' in terms of sources of news information.
4 What is a multicultural society?

Interpret

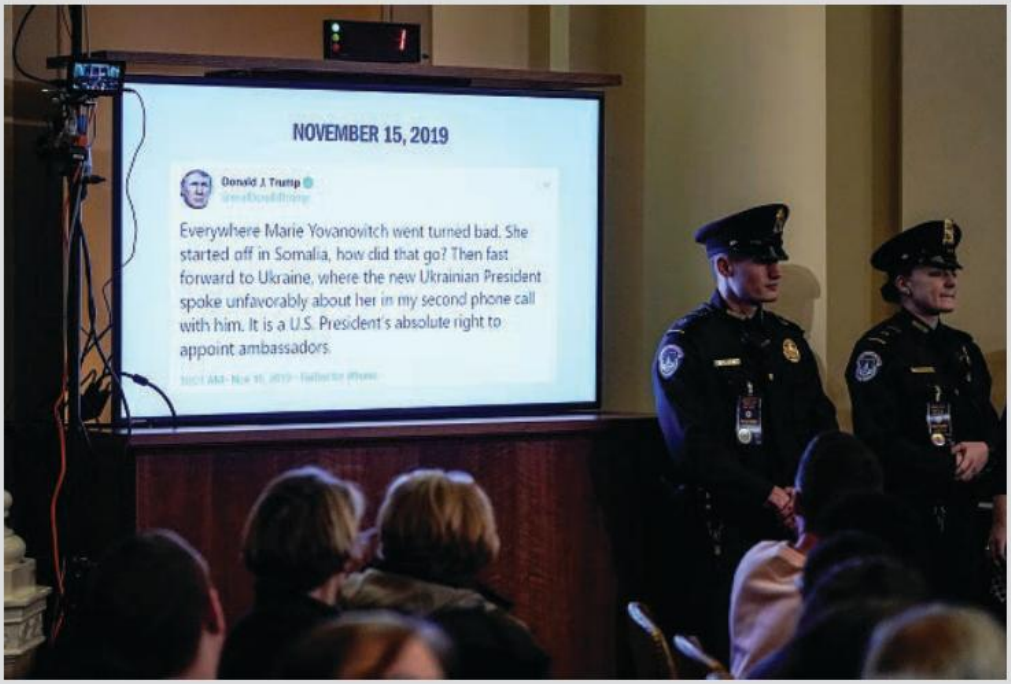
5 Explain why a diverse and free media is important in a representative democracy.
6 How has the availability of social media contributed to conflict in the community over issues such as the mosque in Bendigo?

Argue

7 Premier Daniel Andrews stated that, 'People have the right to protest peacefully, but there are limits. Bigotry is not an acceptable form of protest'. Do you agree that the right to protest should be limited to prevent offensive or racist demonstrations? Justify your response.

Extension

1 United States President Donald Trump is an avid user of Twitter to communicate with the American people. Find a Twitter account (or other social media platform) used by an Australian politician. What are the benefits and limitations of political leaders using social media to communicate with Australians?



▲ **Figure 12.20** Marie Yovanovitch, former US Ambassador to Ukraine, testifies at US President Donald Trump's impeachment hearing by sharing one of President Trump's tweets

Digital quiz
Please see the Interactive Textbook to access digital activities

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12.7 Challenges to sustaining a resilient democracy

FOCUS QUESTION

What are the challenges to the effectiveness of democracy in Australia?

The issues discussed in this chapter have highlighted a number of challenges faced by Australian democracy. These include:

- division in the community over how to treat refugees arriving in Australia by boat
- failure to reach agreement on the causes of climate change, and an inability to reach a consensus on how to tackle the climate crisis
- the impact of anti-terror laws on civil rights such as freedom of speech and the right to privacy
- the increasing digitisation of the media, raising questions over the reliability of sources of political information and concerns about providing a platform for divisive and extreme views.

All of these issues have contributed to the recent instability in Australia' political system, which has seen three sitting prime ministers replaced by their parties – and not by an election – before the end of their elected terms of office. Perhaps the greatest challenge, however, is indifference.

In Australia, like many other Western democracies, large sections of the community have become disengaged from politics. They are disillusioned by the democratic process and the leaders that it produces.

This disillusionment is reflected in a 2017 survey that showed only 60 per cent of voters (52 per cent of 18–29-year-olds) believe that democracy is preferable to other systems of government.[3] This so-called 'crisis of democracy' is in part due to the division, inaction and instability described in the examples above. It is also in part due to a feeling that democratic governments

▼ **Figure 12.21** August 2018: New leader of the Liberal Party (and new Prime Minister of Australia) Scott Morrison (left) and deputy leader Josh Frydenberg (right) address the media. The previous day former Prime Minister Malcolm Turnbull had been deposed by his Liberal Party colleagues.

3 https://www.lowyinstitute.org/publications/2017-lowy-institute-poll

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are making decisions for the benefit of **vested interests** rather than the majority of citizens.

The influence of lobbyists, the amount of money donated to political parties, and the frequency with which ministers resign from politics and immediately accept high-paying jobs with companies operating in areas of their ministerial responsibilities, all contribute to this feeling.

The danger of this indifference is that democracy relies on informed and active citizens to operate effectively. The more engaged and informed voters are, the more likely that good governments that make good decisions are elected. This is particularly relevant to Australia, where voting is **compulsory**.

By disengaging from politics, people are making it more likely that the issues and concerns that have caused their disillusionment with the democratic system are likely to continue or worsen.

KEY TERMS

vested interests individuals or groups that benefit directly from a government's decision or a change in the law

compulsory voting electoral system in which eligible citizens are legally required to vote in elections

Amazing but true …

Australia is one of only 22 countries in the world where voting is compulsory. This means that, by law, eligible voters must vote in elections. In practice voters are only legally required to attend the polling place – because voting is secret, no one knows if or how they complete the ballot. Usually over 90 per cent of all eligible voters participate in Australian elections. This is a much higher voter turnout than countries with voluntary voting, such as the United States, where just over half of eligible voters cast votes in elections.

Supporters of compulsory voting argue that it ensures that Australian political leaders represent a true majority of the population. Critics of compulsory voting claim that making voting compulsory breaches civil rights and lowers the standard of political debate as politicians attempt to attract the support of voters who are disinterested or uninformed.

▲ **Figure 12.22** Ballot boxes from the 2010 Australian Federal election

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 12.7

Review questions

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What are two challenges to effective democracy in Australia?
2 What percentage of Australian 18–29-year-olds believe that democracy is the best form of government?
3 What is meant by 'vested interests'?
4 What is compulsory voting?

Interpret

5 How is indifference causing a 'crisis of democracy' in Australia?
6 Why is the influence of vested interests over government decision-making a challenge to effective democracy?

Argue

7 In a few years you will be eligible to vote for the first time. Do you agree that you should be compelled by law to do this? Explain the reasons for your opinion.

Extension

1 Design and conduct a survey assessing other young people's knowledge of and interest in Australia's democratic political system. Collate your responses. What do these results tell you about young people's engagement in politics?

▲ **Figure 12.23** 18 May 2019, Freshwater, Victoria: Victorians of different ages and backgrounds vote at the Freshwater Surf Lifesaving Club

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

2 Research task

In small groups, or on your own, choose one area of policy or one issue that has created conflict in the Australian community. This might be an issue covered in this chapter (such as refugees, the climate crisis or terrorism laws) or another topic that interests you. Once you have chosen your topic complete the following tasks:

1 Conduct research to discover:

- An overview of the issue
- International treaties ratified by Australia that cover the issue
- The different views on the issue in the community (include views from at least two political parties and one interest/pressure group) and examples of how these groups have attempted to influence government decision-making and public opinion on the issue
- Examples of media coverage from both traditional and digital media, including an assessment on how this coverage has shaped attitudes to the issue
- A court case related to the issue (outline the facts of the case and court it was heard in).

◄ **Figure 12.24** Present your findings to try and engage people with your topic

2 You have been appointed the minister with responsibility for the area covered by the issue you researched. Use your findings to develop a strategy to tackle the issue. Make sure you consider the interests of different groups in the community and the principles of justice and democracy. Present your strategy to the class as a speech, report or other format agreed upon with your teacher.

Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Video
Five interesting facts about Australian identity

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Glossary

Please see the digital versions of this book for the digital glossary.

History

abdicate when a monarch decides to give up their throne and title

Aboriginal civil rights movement collective term for the various individuals and groups who have worked towards Indigenous civil rights in Australia

Aboriginal Reconciliation Convention 1997 forum for Australians to gather and discuss Indigenous issues. Almost 1800 people attended, including lawyers, teachers, health workers, religious leaders, government officials and students

Aboriginal Tent Embassy unofficial embassy set up on the lawn of Parliament House to represent the Indigenous people of Australia in government

Aborigines Advancement League oldest Aboriginal organisation in Australia, both a welfare body and an activist body for Indigenous rights

Aborigines Progressive Association Indigenous civil rights group involved in political organisation, rallies, and protests in both Aboriginal reserves and major cities

Aborigines Protection Act law that claimed to 'provide for the protection and care of aborigines' that, in reality, led to the removal of Aboriginal children from their families

Aborigines Protection Board Australian Government institution responsible for regulating the lives of Aboriginal and Torres Strait Islander peoples

Allies the political and military alliance of the British Commonwealth, France, the United States and Russia, who forged an agreement to fight National Socialist Germany

apartheid ('separateness') system of laws in South Africa that legally separated non-white people from white society

appeasement practice of making concessions to satisfy someone with a greed for power

Arnhem Land largest area of Indigenous owned land in Australia, located in the north-eastern corner of the Northern Territory

Aryan Aryanism was a discredited theory that the so-called race of white Europeans were responsible for all of the progress that has benefited humanity, and were thus superior to all other races

assimilation policy in which migrants adopt the culture of the country they move to so that they become indistinguishable from other members of society

asylum when a country gives protection to someone who has been forced to leave their home country

atomic bomb a bomb that derives its destructive power from the rapid release of nuclear energy – the atomic bomb was developed by the top secret US-based Manhattan Project between 1939 and 1945

Axis name given to the political and military alliance of Germany, Italy and Japan during World War II – unlike the Allies, these nations did not coordinate their fight against their enemies

Battle of Kursk Known as the biggest tank battle in human history. 6000 tanks and almost two million men fought an enormous battle that sent the German army into permanent retreat.

Beer Hall Putsch violent attempt, begun in a beer hall, to overthrow the German Government.

bicentenary 200-year anniversary

Black Panther Party US-based African American revolutionary party founded to combat racism and empower black people

blackface racist act in which a non-black person paints their face black to caricature black people – blackface's origins come from the US, where white performers often played derogatory representations of African-Americans while wearing black makeup

Blitzkrieg ('lightning war') coordinated military attack involving heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry

Bringing them Home Australian Government report dedicated to uncovering the impact of the Stolen Generations

Brown vs the Board of Education landmark decision of the US Supreme Court that ruled racial segregation in public schools to be illegal

Bung Yarnda Indigenous language group from far eastern Victoria

carpet bombing to drop large numbers of bombs so as to cause complete devastation to a specific area

censorship deliberate prevention of information appearing in the media

Closing the Gap Australian Government strategy that aims to reduce disadvantage among Aboriginal and Torres Strait Islander people with respect to life expectancy, child mortality and access to early childhood education

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communism political system in which all property is owned by the government on behalf of the people, and the government is responsible for giving people the things they need to survive, like food and housing

concentration camp prison where political prisoners or members of persecuted minorities are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes so that they can provide forced labour

Coranderrk Station Aboriginal Station founded in 1863 as a refuge for dispossessed Indigenous people

crusade war of religious significance

cult of personality situation in which a public leader is deliberately presented to the people of a country as a great person who should be admired (even loved) and never questioned

Cummeragunja Mission religious mission for Indigenous people, located on Yorta Yorta land in southern NSW

death march forced march of prisoners of war in which those who die are left to lie where they fall

detention centre facility where people who have arrived in a country without a valid visa are held while their claims for asylum or refugee status are assessed by the government

displaced person person who has been forced to leave their home country because of war, conflict or persecution

displaced persons camps temporary camps set up across Europe after World War II to house people who had been forced to leave their homes during the war

dive bombers planes that fly directly down towards their target to increase the accuracy of their bombs

Dreaming stories Indigenous beliefs about how the universe came to be, how human beings were created and how people should function within the world

economic bubble (or 'asset bubble') a situation in which the rising prices for goods appear to be based on overenthusiastic views about the future

Einsatzgruppen ('deployment group') group of SS soldiers who acted as mobile killing units during the invasion of Poland and Russia – their orders were to identify, arrest and murder all enemies of the Reich: Jewish people, Communists and any religious or political leaders who might oppose the National Socialist Government

emancipated slave a slave who has been granted their freedom

embargo when a nation bans trade with another nation

English Channel stretch of ocean that separates England from France

eugenics pseudoscience (since discredited) of improving a population by preventing people who are seen as 'physically inferior' from having children, sometimes by sterilising or murdering them

fall of Saigon term for the capture of the South Vietnamese capital city of Saigon (now known as Ho Chi Minh) by the Viet Cong Army in 1975, which ended the Vietnam War and allowed the the Viet Cong to began creating a government

Federal Bureau of Investigation (FBI) the domestic intelligence and security service of the United States

Federal Council for the Advancement of Aborigines organisation dedicated to lobbying the Australian Government to improve conditions for all Indigenous people

federate act of joining a group of states or colonies join together to form a unified nation – each state or colony still retains some power, but is overseen by a national government

Final Solution – *Endlösung* the term used by the Nazis for the genocide of the Jewish people of Europe

Freedom Riders civil rights activists who rode buses through the southern United States in 1961 to challenge segregation at bus stations and in southern US communities

Gadigal members of the Eora nation, whose land stretched north and south of modern-day Sydney, and who were among the first to encounter the British First Fleet in 1788

Gai Wurrung language group of the Dhauwurd Warrung people from western Victoria

Geneva Convention series of agreements made in 1864 by various countries relating to the way wounded and captured soldiers, as well as civilians, were to be treated in wartime

genocide deliberate killing of an entire group of people because of their national or ethnic identity

ghetto the term 'ghetto' originated from a sixteenth-century Jewish neighbourhood in Venice, Italy. Over the centuries, walled off, crowded and heavily policed communities of Jewish people in European cities were referred to by this term. In National Socialist Germany the term became synonymous with overpopulated, rundown areas of cities, where Jewish people were forced to live

Gurindji Indigenous group from the Victoria River region of the Northern Territory

half-caste outdated and offensive term that identifies a person whose parents are from different national or racial backgrounds

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Heinrich Himmler Leader of the SS, or *'Reichsführer SS'*. Himmler was chief of the entire SS structure, which included the SS, the German Police and the whole concentration camp system. He reported directly to Hitler

Hermann Goering head of the *Luftwaffe* (Germany's Air Force), Goering was one of Adolf Hitler's closest advisors and an extremely powerful member of the National Socialist Party

Hopalong Cassidy fictional cowboy hero from Hollywood films of the 1930s and 1940s

House of Representatives lower house of the Australian Parliament, in which new laws can be introduced and debated

hyperinflation when the prices of goods and services rise more than 50 per cent every month

Indochina collective name for the countries of Vietnam, Cambodia and Laos when they were under French colonial rule

inertia lack of activity or interest, or unwillingness to make an effort to do anything

intergenerational trauma psychological theory that suggests trauma can be transferred between generations – in the study of the Stolen Generations, it has been recorded that trauma experienced by grandparents (as members of the Stolen Generations) is passed on to parents and children in the form of mental illness, substance abuse and a cycle of disadvantage

International Refugee Organization organisation created by the United Nations after World War II to help resettle refugees created by World War II – more than 26 countries became members

internment camp prison camps for detaining people from foreign nations during times of war, based on the fear that they will help their home nations carry out acts of war

isolationism attempt to remain separate from the issues of other nations

Jim Crow derogatory term for black men that also served as the nickname for a set of laws that enforced segregation in the US

Joseph Goebbels propaganda minister of National Socialist Germany, Goebbels was responsible for the spread and control of the National Socialist messages and ideologies through the German media

Koori collective term often used to refer to Indigenous Australians from NSW and Victoria

Ku Klux Klan US-based illegal white supremacist hate group who led a campaign of terror and violence against African American people

Kulin nations the five language groups that traditionally lived in the region surrounding modern-day Melbourne

Lebensraum ('living space') concept that Germany needed to expand its borders into other countries' territory so it could use those countries' resources, which were seen as Germany's by right of the National Socialists' perceived natural superiority of German people

Little Children are Sacred 2007 Australian Government report which stated that neglect of children in Aboriginal communities had reached crisis levels, demanding that it 'be designated as an issue of urgent national significance by both the Australian and Northern Territory governments'

Maginot Line line of concrete fortifications designed by the French to defend their borders with Belgium and Germany

Mahatma Gandhi leader of the Indian independence movement in the 1940s

Malcolm X (born Malcolm Little) US civil rights campaigner who directly challenged the mainstream civil rights movement for its lack of action and use of nonviolence

manifesto public declaration of political ideas and aims

Menindee Mission Aboriginal mission located in Western NSW

migration zone area defined by the Australian Government in which Australian visa law applies – people who are apprehended by Australian authorities outside this zone have very limited access to legal appeals or protection using Australia's legal system

militia informal force of volunteer soldiers recruited from the civilian population and used to support the formal army of professional soldiers

missions closed communities created by churches or religious individuals to house Aboriginal and Torres Strait Islander peoples, train them in Christian ideals and prepare them for work

Molotov–Ribbentrop Pact controversial treaty between Germany and the Soviet Union to refrain from attacking one another

multiculturalism belief that different cultures within a society should all be given importance

National Association for the Advancement of Colored People (NAACP) US-based civil rights organisation formed in 1909 to advance justice for African American people

National Guard reserve military force made up of ordinary US citizens

Nation of Islam US-based African American political and religious movement

nationalism belief in the importance of strongly identifying with your own nation and vigorously supporting its interests

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Nelson Mandela political activist and anti-apartheid campaigner who became President of South Africa after serving 27 years in prison for his activism

Ngaanyatjarra Indigenous Australian language group that stretches between the Sandy and Great Desert regions of Western Australia and the Northern Territory

Ngiyaampaa Indigenous tribe inhabiting the area around the Darling River in NSW

Night of the Long Knives massacre of members and leaders of the paramilitary *Sturmabteilung* (SA) force, ordered by Adolf Hitler on 30 June 1934 as a way to cement his control over the National Socialist Party

'November Criminals' nickname German nationalists gave the German politicians who negotiated the Treaty of Versailles

Noongar collective term often used to refer to Indigenous peoples from south-western Western Australia

Nuremberg Laws anti-Semitic and racist laws passed in Germany on 15 September 1935 – these laws were enacted by the German Government after a meeting in the city of Nuremberg

offshore processing immigration policy that requires people seeking asylum be moved to processing facilities or detention centres in a country other than the one those people arrived in

paean song of praise

paramilitary unofficial military organisation that behaves and is organised in an almost identical fashion to a legitimate military force

paratroopers highly trained soldiers who parachuted out of planes, often under fire and behind enemy lines

passive resistance nonviolent opposition to authority, especially a refusal to cooperate

Passover key Jewish religious festival that commemorates the liberation of the Israelites from slavery

pincer movement military tactic when an army splits in two and circles around an enemy to trap them

Post-Traumatic Stress Disorder (PTSD) mental health condition that is caused by experiencing or witnessing a terrifying event – symptoms can include flashbacks, nightmares and severe anxiety

prisoner-of-war camps prison camps that were hastily assembled to hold captured enemy soldiers – imprisoned soldiers were held in such camps for the duration of the war to prevent them from fighting against their captors

propaganda deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population

Rats of Tobruk nickname German propagandists gave the Australian soldiers at Tobruk, adopted by the Australian soldiers as their name for themselves

reconciliation process of restoring peaceful or friendly relationships after a period of conflict or trouble

Redfern inner-city suburb of Sydney, home to one of Australia's largest urban Indigenous populations

referendum general vote on a single political question which has been referred to the electorate for a direct decision

refugee someone who has escaped from their own country for political, religious, or economic reasons or because of a war

Reich ('realm' or 'empire') The Reich, or more specifically the Third Reich, was a National Socialist concept that sought to establish the third great German empire, after the Holy Roman Empire of 800–1806 and the German Empire of 1871–1918. National Socialist propaganda claimed that the Third Reich would be established through war

reparations payment or other assistance given by those who have done wrong to those who they have wronged

reserves Aboriginal reserves were parcels of land set aside for Aboriginal people to live on – these reserves were not always managed by the government

Returned Servicemen's League (RSL) support organisation for men and women who have served or are serving in the Australian Defence Force

Rhodesia former name of the African nation of Zimbabwe

righteous among the nations name given to the non-Jewish people who risked their lives to save Jewish people during the Holocaust

Romani sometimes referred to as Roma or Gypsies (now considered a derogatory term), the Romani people are one of the European ethnic groups that were targeted by the National Socialists as part of their eugenics policies

sabotage to deliberately destroy, damage for political or military advantage

sacred sites physical locations of great spiritual or historical significance to Indigenous Australians

safety nets government services and payments that are geared toward eliminating poverty, including unemployment payments, housing assistance, job placement and (in the case of the susso) ration tickets for food

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***Schutzstaffel* (SS)** ('protective echelon') the elite and fanatical soldiers of the National Socialist Party, the SS were an independent political and military group controlled directly by Heinrich Himmler and Adolf Hitler

serfdom working as a slave

shrapnel metal fragments of a bomb, shell, or other object that are propelled by an explosion

signals military communication using tools like radio and telephone

smallpox contagious, life-threatening viral disease with symptoms that include fever and pustules that usually leave permanent scars

social Darwinism discredited theory that individuals, groups, and peoples are subject to the same Darwinian laws of natural selection as plants and animals

socially progressive belief that advancements in science, technology, education, health and social organisation are vital to the improvement of society

Sonderkommando prisoners in German concentration and death camps who were forced to work in the gas chambers

Sorry Day national march in 1998 to seek an official apology to the Stolen Generations – Sorry Day still exists today to remember and commemorate Indigenous Australians

stalemate situation in which neither side in war can win or in which no progress is possible

Star of David six-pointed star, consisting of two overlapping triangles, used as a symbol to identify and represent Jewish people

'stiff upper lip' British wartime ideal of showing fortitude and strength in the face of adversity

Stolen Generations collective name for the children of Australian Aboriginal and Torres Strait Islander descent who were removed from their families by Australian Federal and State government agencies and church missions between 1910 and 1970

***Sturmabteilung* (SA)** ('storm division') unofficial and (due to the Treaty of Versailles) unarmed militia force of the National Socialist Party, notorious for their violence and intimidation of their political opponents

suffragette political group of women seeking the right to vote through protest

terra nullius legal term for land that is unoccupied or uninhabited

theatre of war entire area of land, sea, and air area that is – or may become – directly involved in a war

The Blitz intense bombing attack on London by German planes in 1940

The Cold War period of 45 years of hostility between the United States and The Soviet Union (Russia), characterised by threats, propaganda and small military conflicts around the globe

The Council for Reconciliation organisation created by the Australian Government in 1991 to raise public awareness and consult on a 'Document of Reconciliation' within a 10-year period

The Gestapo German secret police force dedicated to finding, arresting and often torturing enemies of Hitler's National Socialist party

The Intervention set of Australian Government policies enforcing strict controls on the lives of Indigenous people in the Northern Territory, established in response to the Little Children are Sacred report, which found conditions for Indigenous children in remote communities to be at 'crisis levels'

the susso (short for 'sustenance payments') government allowance given by the Australian Government to people who were unemployed

total war military conflict in which the contenders are willing to make any sacrifice in terms of lives and other resources to obtain a complete victory – this often meant that civilians would become targets of war because they were involved in the production of the goods and materials used to fight a war

tube underground train stations that connect London's rail network

Universal Declaration of Human Rights an internationally recognised document that outlines fundamental rights and freedoms for all people

war bonds way for a nation's citizens to invest their savings in their government in order to pay for the material requirements of war, in return for earning interest on the investment after the war has concluded

war effort the mobilisation of a nation's population to work and provide support for a war – in Australia during World War II, thousands of women took on jobs normally done by men (who were fighting overseas in the war) to ensure that food, supplies and ammunition were being produced

Wirrayaraay Indigenous language group from the Gamilaraay Nation, whose lands extend across NSW and southern Queensland

Woiwurrung language spoken by the Wurundjeri people of the Kulin nation

wolf whistle whistling at someone to show interest in them, often directed by men towards women they find attractive

Wurundjeri Indigenous nation in Victoria whose territory extends between the Great Dividing Range, Mount Baw Baw, Mordialloc Creek and the Werribee River

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Yolngu Indigenous nation inhabiting north-eastern Arnhem Land

Yorta Yorta Indigenous nation inhabiting the areas in Victoria and southern NSW that surround the Goulburn and Murray rivers

Geography

absolute wealth wealth compared to a fixed standard (for example, whether a person is above or below the national poverty level)

abundance of indigenous species number or amount of the particular species that occurs naturally within an environment

acidity measure of the amount of acid in water, measured using the pH scale

adult literacy rate (ALR) proportion of adults in a population who can read and write

afforestation planting vegetation in an area to establish a forest

ageing population population in which the proportion of people 65 years old or older is growing

Anopheles genus of mosquito containing 460 species, 100 of which can spread malaria

anthropogenic caused by human activity

arable land that is suitable for growing crops

artificial something produced by people, as opposed to something that occurs naturally

asylum seeker person who flees their home country, entering another country to apply for protection as a refugee

atmosphere mixture of gases that surround the earth

berm long, narrow ridge of sand or gravel running parallel to the shoreline

biodiversity variety of living things within an environment, including plants, animals and microorganisms – the more living things in an environment, the higher its biodiversity

biosphere all living things which rely on the other three spheres (atmosphere, lithosphere, hydrosphere) for survival

Bollywood nickname for India's film industry, based in Mumbai (formerly Bombay – 'Bombay' + 'Hollywood' = 'Bollywood')

canopy uppermost layer of a forest at the top of mature trees

carrying capacity maximum amount of people that a region can support without damaging the environment

cartogram type of map in which the sizes of countries are distorted to represent the variable being mapped

census official count or survey of a population, usually occurring in regular intervals

choropleth map map that uses shading or colours within defined areas to show the average value of a statistical variable within that area

climate long-term trends in the weather conditions of a place, for example average rainfall and temperature

commercial agriculture large-scale production of crops for sale on the wholesale or retail market

composite statistics measure that combines several other measures or variables into one value

continental shelf part of the edge of a continent that is submerged beneath shallow ocean

controlled burns (also known as prescribed burns) use of fire used forest management purposes, such as the reduction of fuel load

coral bleaching when water is too warm, corals will expel the algae living in their tissues causing the coral to turn completely white

correlation relationship between variables – for example, if one variable increases when another variable increases, there is a correlation between those two variables

cost of living amount of money needed to afford basic necessities such as housing, food, clothing and healthcare

daylighting bringing the flow of a waterway out of an underground pipe by replacing the pipe with an open channel

deforestation the process of clearing land to turn a forest environment into a different type of land for uses including agriculture, residential or urban use

degradation reduction in the quality and health of a natural environment due to natural processes or human activities

demographic dividend the potential economic growth that can occur when a greater share of the population is of working age

demographic relating to the structure or characteristics of a population

dependent variable variable whose value can be calculated based on the value of an independent variable

desertification the process by which land changes into desert, for example because there has been too much farming activity on it or because a lot of trees have been cut down

developed country country with a high GDP per capita, higher standards of living and greater access to medical care and technology

developing country country with a low GDP per capita and a low level of industrialisation

dissolved oxygen amount of oxygen contained in water, used by aquatic organisms for respiration

drainage basin area of land in which all precipitation collects and drains into a river system

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drylands dry regions that experience very low and very irregular rainfall

economic inequality differences in the wellbeing or wealth within a population, especially when the differences are uneven

ecosystem community of living organisms that interact with the non-living components within an environment

elevation height of a place above sea level

emigrant person leaving their country of origin

endemic species that are endemic are only found in a particular place and nowhere else on earth

erosion gradual wearing away and removal of rock, soil or sediment by wind, water or other natural forces

estuaries environments in which the mouth of a freshwater river meets the open sea

evaporation process of a liquid becoming a gas when it is heated

excreta faeces, urine and other waste material discharged from the body

exotic species non-indigenous plant species that have been introduced to an area

family planning services that help women to gain greater control over the number of children they have, and the timing between births

fire regime pattern of fires that occurs within an ecosystem, classified by the frequency, intensity, size and seasonality of fires

flow regime natural seasonal changes and variability in a river's flow

flow regulation controlling of a river's flow, water level and variability to meet the demands of domestic, industrial and agricultural use

food security measure of people's access to enough food to meet their dietary needs

food web the links between what each organism eats, and what it is eaten by, within an ecosystem

fossil fuels resources such as coal or gas that were formed from the buried and decaying remains of organisms

fuel load amount of flammable material within an area

geographic characteristics physical and human characteristics of a place

Geographic Information System (GIS) digital tool used to collect and analyse spatial data using layers on an interactive map

geotagged photo photo that contains information about where it was taken such as latitude, longitude and elevation

global green leaf area a measure of vegetation coverage that includes forests, plantations and agriculture

green space area of vegetation reserved for recreational or aesthetic purposes within an urban environment

greenhouse effect an increase in the amount of carbon dioxide and other gases in the atmosphere, that is believed to be the cause of a gradual warming of the surface of the Earth

Gross Domestic Product measure of a country's economic activity based on the total value of goods produced and services provided in that country in one year

Gross Regional Product measure of a region's economic activity based on the total value of goods produced and services provided in a region in one year

groundwater water located below the Earth's surface in porous soils and rocks

habitat area of an environment in which an organism lives

high-intensity bushfire fire that generates very high heat, burning both the ground surface and trees, eliminating all fauna

human wellbeing overall measure of the health and quality of life of a group of people

human-induced changes caused by human activities (in contrast to natural changes)

humanitarian aid short-term assistance to people who need help recovering from natural or man-made disasters

hydrosphere the water on the Earth's surface, including water in gaseous, liquid and solid form

hyper-arid extremely dry and barren region receiving less than 100mm of precipitation each year

immigrant person moving to a foreign country

independent variable variable whose changes in value are not determined by other values under consideration

indicators measures used to assess and track changes in progress and performance

Indigenous Australians term used to refer to Aboriginal and Torres Strait Islander peoples

industrialised country or region that has transformed its economy from one based on agriculture to one dominated by industries such as manufacturing

inequality differences in the wellbeing or wealth within a population, especially when the differences are uneven

Infant Mortality Rate (IMR) measure of the number of children per 1000 children born who die aged under one year of age

infill development development of an area of vacant urban land within an already existing city

infiltrate when water above the ground soaks into the soil

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internal migration migration of people between different places within a country

land cover physical land type covering the earth's surface including vegetation, water, ice and bare soil

latitude measure of geographical position north or south of the equator, measured from 0° at the equator to 90° at the north and south poles

latrine communal toilet or a simple form of sanitation, for example an open trench

lithosphere the mixture of rocks that make up the Earth's mass, including the solid land mass on the Earth's surface, the molten rocks beneath the crust and the mantle and the liquid rocks near the earth's core

local extinction when a species no longer exists in a particular place or region

Local Government Area (LGA) area managed by a local council

longshore drift transportation of sediment, such as sand, along a coast parallel to the shoreline due to wave action

low-intensity bushfire fire that burns mainly grasses and low-lying vegetation rather than trees

macroalgae large marine algae, such as seaweed and seagrass, that typically grow in shallow water

malnutrition medical condition resulting from a lack of nutrition by not eating enough food, eating an imbalance of foods or eating an excessive amount of food

migration temporary or permanent movement of people from one place to another

mindfulness technique for achieving a calm mental state by focusing awareness on the present moment

monoculture when only one plant species is grown in an area – monoculture is the opposite of biodiversity

national citizen of a country

native species species that are from a country but not necessarily indigenous to the local region

nature strip area of public land between private property and the footpath or road

not-for-profit organisations organisation that does not operate for the profit or personal gain of its members

noxious weed a weed that is considered to be harmful to the environment

objective result or judgement that is not influenced by the personal feelings or opinions of an individual

Organisation for Economic Co-operation and Development (OECD) international intergovernmental organisation that facilitates economic progress and trade between its 35 member nations including Australia, Italy, Finland and Japan

overfishing the taking of fish at a rate that the species cannot replenish itself

peri-urban regions located on the outskirts of a city where there is a transition between urban and rural land use

phenomena facts, circumstances or situations that can be observed, for example GDP or life expectancy in each country

philanthropist person who donates their time and money to helping others

photosynthesis process by which plants convert solar energy and carbon dioxide into glucose and oxygen

physician medical practitioner, such as a doctor, nurse or surgeon

policy course of action proposed by a governing body

population density number of people per square kilometre

precipitation any type of water that falls from the atmosphere onto earth's surface, such as. rain, snow, sleet or hail

primary data information collected in the field by the person undertaking research

process series of natural steps or human actions that lead to change and exhalation of air by humans and animals in which oxygen is absorbed and carbon dioxide is released

public housing housing provided by governments for people with low incomes, including those who have experienced homelessness or family violence

qualitative data not based on numeric quantities, measured using techniques including observations, interviews and surveys

quantitative data based on numeric quantities that can be counted or measured

refugee person who has fled their home country and is unable or unwilling to return due to fear of being persecuted

region area with particular characteristics that distinguish it from other areas

regional disparity differences between regions in terms of economic performance and other areas of wellbeing

relative wealth how a person's wealth compares with the other people around them

remittances money that an international migrant earns that is sent back to an individual or family in their home country

replacement rate a total fertility rate (TFR) of 2.1 is the average number of babies women need to have within a country for its population to remain stable (this does not take into account population changes due to migration)

revegetate process by which new vegetation grows in a place that was disturbed or degraded

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revegetation process of replanting vegetation on land that was degraded

riparian zone the edge of a river

runoff water that flows over the surface of the land rather than being absorbed

rural region that is located outside of cities, towns or other urban areas

salinity measure of the concentration of salt in water or soil

same language subtitles television or movie subtitles that are in the same language as the audio

satellite imagery images taken by satellites orbiting the Earth

scabies skin condition caused by microscopic mites burrowing under the skin

secondary data information collected from research such as studies, statistics and satellite imagery

social security financial assistance, usually provided by the government, for people without an income (for example, elderly people or unemployed people)

soil erosion wearing away and removal of the topsoil layer, usually by wind or water

soil fertility ability of soil to grow plants, especially in agriculture

spatial association degree to which the spatial distribution of two phenomena are similar

spatial scale referring to various sizes in space, for example local, regional, national or global scales

state of equilibrium balance between all of the components within an ecosystem

sub-Saharan Africa term for countries in the region of Africa located south of the Sahara Desert

subjective result or judgement that is influenced by the personal feelings or opinions of an individual

subregion smaller area of an environment that combines with other, smaller areas to make up a larger region

subsistence agriculture farming crops that are used to feed the farmer's family and for local trade

subsistence fishing fishing that is done primarily to provide food for the person doing the fishing (and their families)

suburb smaller region of a larger city, usually dominated by housing

sustainability whether or not an environment is able to maintain current needs without compromising its ability to meet the needs of future generations

temporal scale measurement of periods of time, for example weeks, months, years or millennia

terrestrial relating to dry land

terrestrial fauna land-based animals in a particular area

thermal expansion increase in the volume of a material due to an increase in temperature

topography the relief, or shape, of the surface of a landscape

transpiration process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

treaty written agreement between two or more political authorities bound by international law

tributary river that flows into a larger river or a lake

turbidity measure of the transparency, or cloudiness, of a liquid, caused by the concentration of suspended particles within it

UNESCO The United Nations Educational, Scientific and Cultural Organization, an agency seeking to build peace through international cooperation in education, science and culture

unification merging different independent states into a single country

United Nations (UN) international organisation, made up of over 150 countries, that seeks to maintain peace between nations

urban area with at least 1000 residents and a population density of more than 200 people per square kilometre

urban renewal redevelopment of an area within a large city that was previously run-down

urban sprawl growth of cities outwards into

urbanisation migration of people from rural to urban areas

urbanisation movement of people from rural areas to urban areas, causing the urban area to grow in size

variable characteristic, factor or quantity that increases or decreases over time

vegetation all the types of plants found in a place such as grasses, shrubs and trees

water quality condition of water in terms of its chemical, physical and biological properties

water table the level below the surface of the ground at which you start to find water

zooxanthellae algae tiny plant-like organisms that live in the tissue of corals

Economics and Business

algorithm set of mathematical instructions or rules that can help to calculate an answer to a problem

artificial intelligence the science of producing machines that have some of the qualities of the human mind, such as the ability to learn, understand language and solve problems

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business objectives things a business specifically plans to do or achieve

caring economy sector of the economy in which people are required to interact with people, for example education, healthcare, aged care and childcare

deep learning type of artificial intelligence that uses algorithms (sets of mathematical instructions or rules) based on the way the human brain operates

deep-learning algorithm type of artificial intelligence that uses algorithms to determine the needs, wants and preferences of individual technology users

demographics characteristics of people from a particular area or a particular social group, especially in relation to their age, how much money they have and what they spend it on

digital footprint trail people leave of their internet use, such as email, web browsing and social media posts

entrepreneurship skill of starting new businesses, especially in terms of seeing new business opportunities

franchise business that licenses the right to sell its products and use its business name

innovation use of new ideas or methods

Internet of Things (IoT) system in which objects with computing devices within them are able to use the internet to connect to each other and exchange data

machine learning process by which computers learn from new data using internal programming instead of direct instruction (or programming) from a human being

market segment group of possible customers who are similar in their needs and wants

nanotechnology area of science that deals with developing and producing extremely small tools and machines by controlling the arrangement of individual molecules and atoms

robotics the science of making and using robots

STEM abbreviation for 'Science Technology Engineering and Mathematics

super jobs jobs that require both uniquely human traits (for example, creativity and communication) and the ability to use cutting-edge technology

target market group of customers to which the business intends to sell its products

virtual reality computer-generated set of images and sounds that present an immersive place or situation

Civics and Citizenship

adjudicating determining the outcome of a legal dispute

amateur news sources news and commentary published independently by members of the public, often on digital media

appellate jurisdiction a court's right to hear a trial on appeal from a lower court

asylum protection offered by a country to a refugee from another country

civil law area of law dealing with disputes between individuals or groups who believe their rights have been infringed

civil rights rights that allow things like the fee participation in a political system and fair treatment by the law

compulsory voting electoral system in which eligible citizens are legally required to vote in elections

constitution document setting out the structure of a nation's political and legal systems.

contempt of court behaviour that disobeys or is disrespectful toward a court

criminal law area of law dealing with offences that affect the community as a whole, in which offenders receive a punishment

demonstration public gathering of citizens in either support or protest of a political issue

federal system of government in which power is shared between a central, national government and a number of regional governments

hierarchy structure arranged from low to high based on relative importance or power

interest groups groups of people who have formed to promote changes to the law in a particular area or issue

international organisations organisations with a membership of two or more countries that are established to manage and resolve international issues

jurisdiction the type of case a court has the right to hear

lobbyist person employed to persuade members of government to make decisions in favour of a particular group, issue or individual

multicultural cohesive society comprised of people from a diverse range of cultural, ethnic and religious backgrounds

native title system of ownership that recognises Indigenous people's ownership of their traditional lands

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offshore detention system in which asylum seekers are sent to a different country for detention while their claims for asylum are processed in the country in which they are seeking asylum

original jurisdiction a court's right to hear a legal dispute for the first time

petition written proposal to change the law that is presented to a member of parliament, usually including a collection of signatures from citizens in support of the proposal

pluralist society society comprised of, and tolerant of, a diverse range of cultural and social groups

political party group of people with similar views who have joined together with the aim of having their members elected to parliament in the hope of implementing the party's agenda

precedent system of lawmaking that allows a judgement or decision made by a court to set an example that can be followed in future cases by courts lower in the court hierarchy

principles of justice the three principles of fairness, equality and access that are the basis for the Australian legal system

professional news sources edited and fact-checked news and commentary that is produced by paid journalists

ratify to agree to be bound by the terms of a treaty and incorporate those terms into a nation's own laws

sceptic person who doubts particular beliefs, values or ideas.

sign signing a treaty demonstrates a country's support for the intention of that treaty

treaty binding agreement reached between two or more countries

vested interests individuals or groups that benefit directly from a government's decision or a change in the law

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CHAPTER 3

Aboriginal and Torres Strait Islander peoples should be aware that this chapter may contain images and names of people who have passed away.

Popular culture (1945–the present)

Setting the scene: the Rolling Stones and the pop culture revolution

In 1965 English rock 'n' roll band the Rolling Stones released their breakthrough song '(I can't get no) Satisfaction' and with it poured fuel on the fire of teenage rebellion that had ignited the 1960s. Since the end of World War II, division had simmered between young people and the older generation who sought to tell them what to do.

When Rolling Stones lead singer Mick Jagger bemoaned 'the man' in his lyrics, he was attacking a society in which politicians, police, teachers and religious leaders all attempted to control and determine the lives of young people. The Rolling Stones were challenging the entire society that 'the man' represented.

KEY TERM

status quo existing state of affairs, especially regarding social issues

In a postwar society, the victors of World War II wanted to celebrate their freedom with work opportunities, consumerism and conservative Christian values. This was often known as 'the **status quo**', which Jagger dismissed as 'useless information'.

▲ **Source 3.1** 13 January 1965: the Rolling Stones perform on the television show *Thank Your Lucky Stars* at Teddington Studios in London.

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▲ **Source 3.2** The Rolling Stones' *Satisfaction* was released on 6 June 1965.

With its aggressive opening riff and provocative lyrics, the song was an affront to an older generation who thought they knew best how young people in 1965 should enjoy the freedom their parents' generation had sacrificed so much for. Jagger and the millions of devotees to youth rebellion had their own ideas of what freedom meant.

The song's release was controversial. At first listen, the song's lyrical hook, 'I can't get no satisfaction!' appears to have an overtly sexual meaning. Around the world radio stations were afraid to play it in case they drew the wrath of conservative government censors for poisoning young ears.

It didn't matter. The song was a huge hit and a defining moment for one of rock 'n' roll's greatest bands. When they performed the song on the US TV shows *The Ed Sullivan Show* and *Shindig!*, the provocative line, 'trying to make some girl', was edited out of the broadcast. The television stations had missed the point, though. The song wasn't really about sex – it was mostly about frustration with the modern world.

1965 was a critical year for popular culture. For many people, the status quo of the older generation was not good enough. It was stifling and resistant to change, forcing many people, young and old, to question its morality.

American and Australian men were dying in a war in Vietnam that was as much about protecting this status quo as it was about helping a faraway nation fight against communism. It would soon come to light that this war was totally unwinnable. Musicians and writers, as well as university and high school students, were swept up in a culture of music, fashion and turbulent politics that drove many to the streets to protest against the war and their governments, to grow their hair long, to argue with their parents and to see the world through a new lens.

The 1969 Woodstock Festival marked the end of a chaotic decade. An estimated 400 000 fans of music, protest, love and peace gathered in the US on a farm in New York State for 'three days of peace and music'.

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Despite rain, mud and food shortages the crowds stayed to listened to music and speeches from some of the decade's greatest musicians.

The Rolling Stones did not play at Woodstock, but the frustration of 'Satisfaction' was evident in the performers who, like the crowd, were still locked in battle with 'the man' over war, politics and the status quo.

Woodstock was a landmark event for popular culture. Its musical performances are remembered to this day. However, it was much more than a music festival. *Time* magazine called Woodstock 'the greatest peaceful man-made event in history'. This reflected the impact that popular culture had come to have upon society, showing just how many people had been swept up in the rebellion against the status quo.

The 1960s were a defining decade for Australia. A chaotic combination of popular culture (and counter culture), war, politics and social upheaval had led to an explosion of music, film and television that truly defined Australia's cultural identity as it began to find its place in on the world stage.

Popular culture will always be intertwined with politics and major global events. From the end of World War II to the birth of the internet, popular culture has been a product of the world that created it. In most cases it has been driven by the young people of the day – young people like you.

MAKING THINKING VISIBLE 3.1

Think, puzzle, explore

Carefully examine the images of the Rolling Stones, the photographs from Woodstock, and the lyrics to 'Satisfaction' (you can look them up online).

1. What do you **think** you know about the 1960s?
2. What questions do you have about what you have read here? Does anything **puzzle** you?
3. How would you like to **explore** this topic and learn more?

◄ **Source 3.3** 1969: A large crowd of young people sit on top of cars and buses during the Woodstock Music and Art Fair

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▲ **Source 3.4** August 1969, Bethel, New York: attendees dance to flute music at the iconic Woodstock Music and Art Fair

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Chapter overview

We learn about popular culture so we can understand our relationship with media, music, culture, fashion and one another. Popular culture has defined Australia as a nation: who we were, who we are and who we can become through our trends, habits and obsessions.

Over the decades popular culture has been driven by young people. In its response to authority, rebellion, its conformity to trends, or its political activism, popular culture has been both a cause and a consequence of some of history's defining moments.

Technological advances have helped shape popular culture over recent decades. In the future, it will be people like you who determine how we read and study popular culture from the 2020s. To understand where you are going, however, you need to know where you came from.

Learning goals

At the end of this chapter you will be able to answer these questions:

- Who were the 'baby boomers'?
- What was life in Australia like after World War II?
- How did technology contribute to the rise in popular culture after World War II?
- How did the rise of consumerism contribute to the development of popular culture?
- How was Australia influenced by American and British music, film and television in the 1950s?
- How did political and social events of the 1960s change the course of popular culture?
- What was the anti-war movement of the 1960s?
- How did music change after the 1960s?
- What changes occurred in film after the 1960s?
- How did television begin to reflect a diverse Australian identity after the 1960s?
- What role has sport played in Australian popular culture?
- How has Australian popular culture been exported to the outside world?
- What role has youth culture played in the past and what role can it play in the future?

Historical skills

After completing this chapter, you should be able to:

- Explain what historical significance means in the study of history
- Develop historical empathy with people in the past
- Interpret primary sources in both print and visual form
- Correctly use special terms specific to the topic under study
- Use evidence (such as dates, statistics and examples) to support an argument.

► **Image on next page:** Popular American actor and singer Elvis Presley in a promotional portrait for a *Jailhouse Rock*, a movie he starred in. Presley was a cultural icon and many Australian teenagers copied his hairstyle and fashion.

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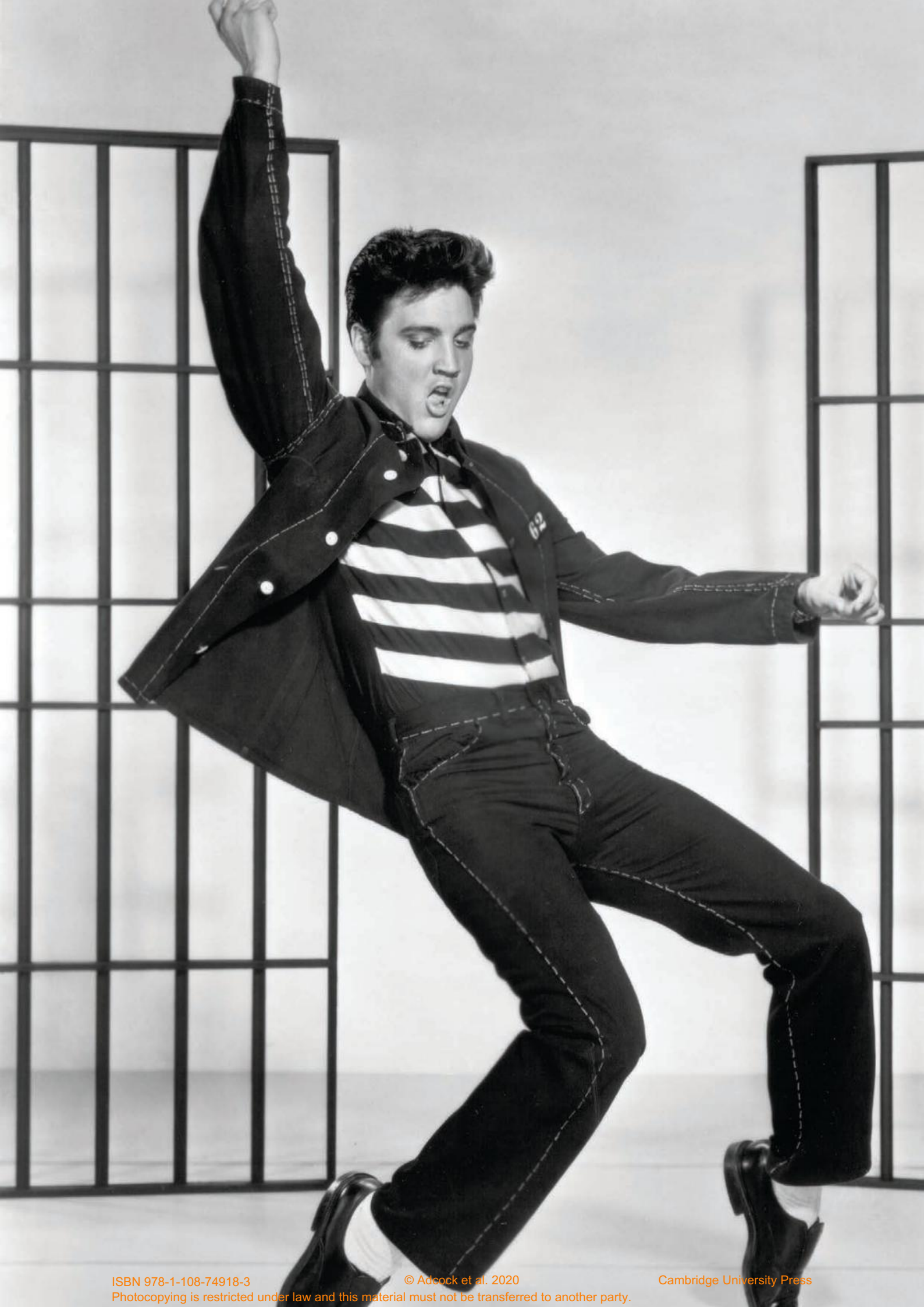

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Timeline of key events

What came before this topic?

Prior to the 1950s the world had been consumed by war. From World War I at the start of the century, the Great Depression of the 1920s and `30s, and to the domination of the first half of the 1940s by World War II, the world had been consumed by conflict and economic turmoil for almost 30 years. Millions of people had died and been displaced. In many cases entire nations had to rebuild themselves from the ground up. With the conclusion of World War II in 1945, the victorious western democracies, including the UK, the USA and Australia, saw the opportunity to create a new world in which democratic freedoms promised limitless opportunities. It was the youth of this era who saw the opportunity to challenge the ideas that had held society together through the Great Depression and war. It gave birth to a time of expression and rebellion.

British pop sensation The Beatles (clockwise from top left: Paul McCartney, John Lennon, Ringo Starr and George Harrison) wave to fans at London Airport as they return from a tour to Australia in 1964

1945
World War II concludes

1955
Bill Haley releases the song 'Rock around the Clock'

1964
The Beatles tour Australia

1966
Play School is screened on Australian television for the first time

1969
The first manned spacecraft lands on the Moon

1973
Australian band AC/DC forms

1955
Iconic teen film *Rebel Without a Cause* is released

1956
Television is introduced to Australia as Melbourne hosts the Olympic Games

1966
Australian band the Easybeats release 'Friday on my Mind'

1969
The Woodstock Music and Art Fair is held on a farm in New York state, 'celebrating peace and love'

1970
A dispute between American recording companies and Australian radio stations results in a radio ban on overseas music, leading to a boom in Australian popular music

American actors James Dean and Natalie Wood in a scene from the iconic movie Rebel *Without A Cause* (1955)

Timeline questions

1. What do you notice about the importance of music in the timeline?
2. Do you recognise any of these events? What do you know about their contribution to popular culture?

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What came after this topic?

The internet age exploded in 2006 when broadband connections meant people could access the world wide web to download and upload content with ease. The birth of websites like YouTube, Facebook, Twitter and Wikipedia have dramatically changed the way popular culture is shared, understood and defined.

1974
Australian music television program *Countdown* airs

1977
World Series Cricket begins, challenging the traditions of Australian sport

1979
Australian film *Mad Max* is released

1986
Crocodile Dundee, one of Australia's most successful films ever, is released

1989
Radio station Triple J first goes to air

1992
The first Big Day Out festival is staged

1996
The internet arrives in Australian homes

2000
Cathy Freeman wins gold at the Sydney Olympics

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3.1 Effects of popular culture on Australian society

FOCUS QUESTION

How was popular culture in Australia shaped by young people after World War II?

Introduction: what is popular culture?

In 1993, historian Lawrence W. Levine defined popular culture as, 'Culture that is popular; culture that is widely accessible and widely accessed; widely disseminated, and widely viewed or heard.'[1]

KEY TERMS

personalisation of the internet process that involves the large-scale harvesting of personal data from the internet in order to present an individual user with content, articles, images and videos that match their interest, based on previous internet history

digital natives someone who grew up using digital and online media and is very familiar with their use

subculture cultural group within a larger culture, often having beliefs or interests that vary from those of the larger culture

Today, however, the **personalisation of the internet** means that 'popular' has infinite definitions. As **digital natives**, people like you have the ability to create, connect and define what you consider to be popular, and to gather in spaces – real or online – that reflect the culture, or **subculture**, that you want to define you.

This was not always the case. In previous decades, popular culture was defined by and limited to the technology available and the social norms of the time. After World War II ended in 1945, young people were told that a happy life meant work, marriage, children and ownership of material items. However, the rise of rock 'n' roll, antiestablishment ideas, and the emergence of a unique 'Australian' identity were all enabled by young people finding their way in a postwar, rapidly globalising world of music, film and television. Young people in Australia were drawn to ideas that matched their view of the world around them, not the one imposed upon them by earlier generations.

Taking all of this into account, a more appropriate definition of popular culture might be:

> The culture of a younger generation expressing their rejection of their parents' values and asserting their own alternative values.

In that case, what does 'popular culture' mean to you? Who are the biggest YouTubers? Sports stars? Artists and musicians? What culture, habits and trends do they have in common? Can you look around your classroom and determine what is popular?

ACTIVITY 3.1

Check your understanding

1. As solo work, write down all of the things you think people your age do. It could be things like sport, music, social media or fashion. What binds you together?
2. As a class, what do you all agree is widely accessible and widely accessed, widely disseminated, and widely viewed or heard today? Share your ideas on the board or with an online, collaborative document.
3. Try to agree on a response with your class. Write this response down – it will be helpful to refer back to it as you work through this chapter.

1 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p. 3

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World events after World War II

The conclusion of World War II in 1945 saw a gradual end to a lot of hardship in Australia. For over a decade before World War II, the Great Depression had impacted negatively on the lives of Australians. The end of World War II meant that a new era of prosperity could begin. This was not without its challenges, though. Thousands of men who had returned from fighting the war overseas needed work and housing. At the same time, working women were expected to leave the jobs they had worked while men were away fighting and return to the family home to raise children.

The arrival in Australia of migrants escaping the devastation of the war in Europe meant that Australia's population rapidly grew by 1.2 million over the ten years between 1945 and 1955[2]. Central to this immigration was the 'ten-pound Pom' (so called because of the government-subsidised cost of the boat fare from the UK to Australia).

Many British migrants came to Australia to start a new life away from a country ravaged by war. The need for new housing grew beyond the city limits of capital cities, and so the suburbs were born. These suburbs began to fill up with new families and their young children. A dramatic postwar increase in childbirth across the world saw this generation of children earn the nickname '**baby boomers**'.

▲ **Source 3.5** Three brothers (L–R: Richard, Peter and Jim Rivett) from London en route to Brisbane

Owing to their larger than usual representation in Australia's demographics, the baby boomers and their parents are and have been a major influence on Australian popular culture through the decades. As teenagers they were major consumers of music and fashion. Their parents became consumers of the cars, furniture, televisions and luxury goods that defined the postwar era. Through their adulthood and old age, baby boomers have remained a dominant social, political and economic force in Australia.

Despite the shadow of the **Cold War**, postwar Australians looked to the future with optimism. The suburbs provided homes, space and a chance to take part in the developing **Australian way of life**. A significant contribution to the creation of this way of life began with the establishment of the 40-hour working week in 1948. From that time on it became law that anyone who worked for more than 40 hours each week would be paid extra for the additional time they worked. This put a limit on how many hours people had to work from Monday to Friday. It also established the weekend as a time of leisure.

The Australian way of life was characterised by hard work, conservative Christian values and a notion of **egalitarianism**. Everyone in Australia would be given a **fair go**. Elements of this fair go included being able to achieve happiness through leisure time and home ownership (typically thought of as a house on a quarter-acre block of land, that is approximately 1000 square metres).

KEY TERMS

baby boomer person born in the years 1945–1964, during which time there was an increased birth rate in many countries, including Australia, the US and the UK

Cold War period of 45 years of hostility between the United States and the Soviet Union (USSR) that was characterised by threats, propaganda and small conflicts around the globe

Australian way of life lifestyle characterised by hard work, conservative Christian values and a notion of egalitarianism

egalitarianism belief and attitude that all people are equal and deserve equal rights and opportunities

fair go idea that everyone in Australia should be given equal opportunities to succeed in life

2 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p. 29

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▲ **Source 3.6** Australian mother, father and child at home in 1955

The nuclear family

The Australian way of life placed strong emphasis on the **nuclear family** – a family that typically consisted of a working ('breadwinning') father, a domestic ('homemaking') mother and several children (the baby boomers), all living together in a house.

KEY TERM

nuclear family idealised concept of family characterised by two parents with one or more children

In 1950s Australia, governments, churches and schools all emphasised the positive values of the nuclear family. Newly established companies started manufacturing consumer goods for the homemakers of these nuclear families, like refrigerators, ovens and washing machines.

Families were encouraged to enjoy their weekend leisure time by buying the latest cars so they could travel to Australia's famous beaches and the shopping strips beginning to be constructed everywhere.

▼ **Source 3.7** Swimmers and sunbathers at Bronte Beach, Sydney in 1958

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A place for radio

At the end of World War II the dominant media technology was radio. Before World War II began, two-thirds of Australian homes had a radio. During World War II radio played a vital role in connecting Australians to the outside world. It was also a key means of escapism. Radio plays were a vital source of entertainment and 'Sunday night serials' were hugely popular. The family would gather around the radio on Sunday nights to hear weekly one-hour plays recorded in radio theatres. These plays helped to form the popular culture of the time. Not only was listening to these programs a shared family experience, but workers and school children could discuss them the next day as a means of connecting with one another.

Sport in Australia

In the early years after Federation, sport was a way for a small nation like Australia to prove itself as a worthy **underdog**, not only by competing (and sometimes winning) against Britain ('the **Mother Country**'), but against the rest of the world too.

Before World War II, Australian sport had been dominated by the Australian men's cricket team, led by legendary cricketer Don 'the Don' Bradman. The Australian cricket team defeated its opponents so often that it became universally known as **The Invincibles**. After Bradman's retirement as captain in 1948, the Australian cricket team struggled to win its matches for the next two decades.

In the meantime Australia was dominating world tennis with players like Rod Laver, who was ranked number one in the world seven years in a row. Laver's victories helped to create a legacy of talented Australian players.

KEY TERMS

underdog competitor thought to have little chance of winning a fight or contest

Mother Country postwar term used to describe the United Kingdom, where many Australians and their ancestors had been born

The Invincibles Australian cricket team that toured Great Britain in 1948 and returned undefeated after 34 matches

Melbourne Cricket Ground (MCG) large-capacity sport stadium in Melbourne, home to many major sporting events including the AFL Grand Final and the Ashes Boxing Day Test

Young people in Australia were encouraged to play sport because it made the best use of leisure time outside of school. It also promoted a healthy lifestyle and helped to encourage patriotic pride in the exploits of national sporting teams. Individual sportspeople were seen as respectable and socially responsible, as shown by athletes like Rod Laver and Don Bradman.

The 1956 Olympics

Australians' love for sport found a global platform at the 1956 Melbourne Olympics, which were the first Olympic Games ever to be televised. Australian national pride and identity was formed by the exploits of Australian athletes like Dawn Fraser, Betty Cuthbert, Shirley Strickland and Murray Rose. Australian athletes shone on the world stage, with most major events taking place at the **Melbourne Cricket Ground**. Sprinter Betty Cuthbert's achievement began to define the underdog spirit that would drive Australian athletes for decades to come. Cuthbert was 18 years old and so convinced she would not be good enough to compete in the finals that she had bought tickets to see the event as a spectator. She won gold in three sprinting events.

▼ **Source 3.8** The Australian tennis legend, and left-hander, Rod Laver plays against John Newcombe in the Grand Slam Wimbledon, in England in 1969. Laver won with a score of 6–4, 5–7, 6–4, 6–4.

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The 1956 Olympics took place in the middle of global Cold War tensions, tensions that were in danger of spilling over into the games when Soviet and Hungarian water polo players punched and kicked one another throughout their match. However, the recent introduction of television meant that most Australians could stay at home and watch their sporting heroes perform for the first time. The excitement of this new technology overshadowed any greater political fears.

Australian journalist Len Johnson recalled his experience of watching the games for the first time:

> There was a lot of neighbourliness. People were invited into other people's homes because they had a television.[3]

▲ **Source 3.9** Australian sprinter Betty Cuthbert (wearing the number 468) wins the 100m Women's final at the 1956 Olympic Games in Melbourne

▲ **Source 3.10** Australian runner Ron Clarke lights the Olympic Torch at the opening ceremony of the 1956 Olympic Games in Melbourne

▲ **Source 3.11** Blood streams from the cut eye of Hungarian water polo player Ervin Zador, injured during a brawl with Soviet water polo players during the USSR–Hungary match in the 1956 Olympic Games

3 https://www.abc.net.au/news/2016-11-25/memories-of-1956-melbourne-olympic-games-television-broadcast/8057262

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DEVELOPING HISTORICAL SKILLS AND CONCEPTS 3.1

Determining historical significance

Determining historical significance is the process historians use to evaluate the significance of events, people, and developments from the past. Different sets of criteria can be used to help historians make judgements about significance.

Sometimes historians will look at what happened leading up to a particular point in the past. This can help to explain why something is important. Sometimes they also look at the influence that an event, person or development had on things that took place after that point in history.

What was the significance of the 1956 Olympics?

1. Do some research into Australia's total medal count in the 1956 Olympics. How did Australia's performance rate against larger nations?
2. What does this medal tally tell you about the significance of sport within Australia? How do you think the introduction of television contributed to this?
3. Find a timeline of key Cold War events that took place during the 1950s. Why would these events have made the 1956 Olympics so tense?

▼ **Source 3.12** Surfers ride a low wave at Sydney's Manly Beach in 1958

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Surf culture

Prior to 1956, surfing at Australian beaches had been a relatively small subculture. The arrival of the Californian life-saving team, as part of the Olympic ceremonies, introduced surf culture to a wider group of Australians. Surfing's popularity would boom throughout the following decade until it became a culture that was – and still is – deeply connected to Australian identity. Young men and women flocked to Australian beaches with surfboards and rode waves around the nation.

The 1959 US film *Gidget* also helped to introduce Californian surf culture to Australian audiences. In the film, the character of Gidget, played by actress Sandra Dee, becomes involved with Californian surfers with names like 'Moondoggie' and 'Big Kahuna'. The male characters in the film were 'beach bums'. By devoting their lives to surfing they rejected the notions of the value of hard work and education that were seen as important to the Australian way of life. *Gidget* provided a very sanitised version of an emerging culture with an identity and rebellious attitude that would soon challenge the very fabric of conservative Australia.

KEY TERM

Americanisation the influence American culture and ideas has on other countries outside the United States, to the detriment of that nation's culture

The dominance of film

Film was one of the most powerful mediums of popular culture in Australia. Hollywood film production and the presence of US soldiers in Australia during the war meant that American stories and culture were eagerly consumed by Australians. Going to a cinema screening on Friday night or Saturday afternoon was as much about entertainment as it was about socialising. Parents could catch up on gossip and young people could seek romance while everyone unwound with friends and family. For country towns and migrant communities, film was a vital binding agent that brought people together.

In the early 1900s Australia had, for one brief period, been a world leader in film production. However, the establishment of the Hollywood studio system in the 1920s meant that as few as five American companies were producing all of the films that were seen in cinema screens across the world. So powerful were these studios that they controlled how films were made, where they were shown and how the actors in them were presented to the outside world.

While this control had become relaxed by the 1950s, the vast majority of Australian cinema screens were still mainly showing American films. Fears grew about the **Americanisation** of Australian culture, especially among the older generation, who were seeing young people gravitate towards lifestyles promoted in American films.

▲ **Source 3.13** First introduced in the 1950s, surf culture has become a fundamental part of Australian culture

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Rebel Without a Cause

The 1955 American film *Rebel Without a Cause* featured a rebellious teen – played by film star **James Dean** – who fought against authority. In an era when film, radio and advertising all promoted family unity and consumerism as the path to happiness, teenage rebellion was a dangerous idea.

In 2005 famed US film critic Roger Ebert stated that the film 'was enormously influential at the time, a milestone in the creation of new idea about young people'.[4] Dean played a juvenile delinquent in trouble with the law and prone to violence. For Australian teenagers looking to define themselves in an era of the nuclear family, *Rebel Without a Cause* gave them an image, attitude and ideal to replicate. For schools, churches and parents, such American films were seen as a bad influence on, and a negative challenge to, the Australian way of life. The film was an important marker in the growing generational clash between younger and older generations.

The introduction of television

KEY TERM

James Dean 1950s Hollywood star famed for playing rebellious outsiders

The rapid growth of postwar technology brought television into the homes of Australians. For years the Australian government had been undecided about the introduction of television into Australia. By the middle of the 1950s, however, it was decided that television could be a great tool to provide entertainment and encourage good citizenship.[5]

Whole families would travel to big cities to see these new devices in store windows. Women's magazines advised mothers how to rearrange their living rooms to make a television the centrepiece. People invited their neighbours around for 'TV parties', and marvelled at the ability of this new technology to bring families and community together. After its introduction to Australian homes in 1956, around 90 per cent of Sydney and Melbourne homes had a television by 1965.

▲ **Source 3.14** Poster for Nicholas Ray's 1955 drama *Rebel Without a Cause,* starring James Dean

▲ **Source 3.15** A crowd in Melbourne watches the 1956 Summer Olympics on television

ACTIVITY 3.2

Using historical sources as evidence

1. Examine the poster for the film *Rebel Without a Cause.* Which images and text suggest that this film might be considered 'dangerous' by parents?
2. Why would such a film, actor and story appeal to young Australians in the 1950s?
3. Consider some of your own favourite films, American, Australian or otherwise. Write a list of ways they may have influenced your life, music and fashion choices.
4. Why would a film like this (in an era when there were so few films like this) be important to teenagers?

4 https://www.rogerebert.com/reviews/great-movie-rebel-without-a-cause-1955
5 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p. 3

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▲ **Source 3.16** 21 July 1969: crowds gather around a television set at Mascot Airport in Sydney to watch the broadcast of US astronaut Neil Armstrong becoming the first man to land on the Moon

One of the first and most important television broadcasters in Australia was the **Australian Broadcasting Corporation** (ABC). The ABC began by telling Australian stories to local television audiences. It created documentaries about the Outback and reported on Australian news and current events. In this way Australian audiences were able to develop an understanding of who they were. However, the majority of television broadcasters were commercial stations that specialised in American shows like *I Love Lucy* and *Father Knows Best*.

KEY TERM

Australian Broadcasting Corporation government-owned national Australian broadcaster, founded in 1929 and existing today as a radio, television and online broadcaster with the goal of informing, educating and entertaining all Australians

Television and consumerism

For manufacturers of products like cars, washing machines and fridges, television was a means to put their advertising right inside the homes of the very people they were trying to sell to.

▲ **Source 3.17** At the top of the picture are the US actors Robert Young and Jane Wyatt with their TV family (left to right are Billy Gray, Lauren Chapin and Elinor Donahue) from the show *Father Knows Best*

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During commercial breaks the latest model Holden could be promoted to the father of the house, or white goods to the mother of the house (as per the prevailing gender stereotypes at the time). Companies soon found out that television audiences had a range of tastes. The kind of television show a father liked might not be what a mother liked, and it was easy to assume their teenaged children didn't like either parent's preferences. In response to this, audience-specific programming was born so that the tastes of individual family members could be matched by both TV shows and the commercials that accompanied them.

As part of this development, music shows like *Bandstand* and *Six O'Clock Rock* were created which exposed teenagers to a whole new world: the world of rock 'n' roll.

▲ **Source 3.19** 20 April 1956, Hershey, Pennsylvania: Bill Haley and His Comets perform onstage at the Sports Arena

Rock 'n' roll

A combination of American blues, jazz and country music, rock 'n' roll is a style of music that seemed custom-designed to reflect the energy and rebelliousness of young people from the postwar era.

▲ **Source 3.18** American singer and actor Elvis Presley performing outdoors on a small stage to the adulation of a young crowd

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KEY TERM

Blackboard Jungle 1955 American social commentary film about teachers and students at a multi-ethnic inner-city school

'Roll over Beethoven' hit song by rock 'n' roll musician Chuck Berry that calls for classical music, like that of composer Beethoven, to be replaced by rock 'n' roll

Woman's Day Australian magazine aimed at housewives, covering topics like homemaking, food, nutrition, physical fitness, beauty and fashion

moral panic public anxiety and fear that the general moral fibre of society is being eroded by a popular event or trend

moral fibre the ability to understand and to do what is seen by a society as morally correct

Australian young people encountered this energy when Bill Haley released the song 'Rock Around the Clock' in 1955. Fast, repetitive and catchy, the song was a hit worldwide, ushering in a new era of musical artists like Elvis Presley and Little Richard (Richard Wayne Penniman).

Most Australians first encountered 'Rock Around the Clock' when it was played during the credits of the 1955 film ***Blackboard Jungle***, a film which followed the troubles of a group of aggressive high school students from New York.

'Rock Around the Clock' was a song with a style that stood out from the static, conservative and predictable culture in Australia at the time. Parents, schools and churches hated it. It featured provocative lyrics and inspired even more provocative dance moves.

The new wave of English migrants coming to Australia in the 1950s helped drive rock 'n' roll culture on. Bringing knowledge of street fashion, music and rock 'n' roll culture, newly arrived English teenagers had a huge influence on young people who had been born in Australia.

It was feared that rock 'n' roll would ruin the **moral fibre** of the youth. Australian music historian Bob Rogers wrote:

> It was not merely a case of **Roll over Beethoven**, more the almost entire rejection of an inheritance of style, taste, manners, behaviour and ethics in the pursuit of change.[6]

The 'public danger' of rock 'n' roll came under closer scrutiny. An article in the homemakers magazine ***Woman's Day*** reflected parents' fear of rock 'n' roll when referring to Bill Haley.

> *'Rampaging youngsters of both sexes, aroused to uncontrollable frenzy, have rioted in nearly every city and each instance the cause… has been the same – exposure to the beat of rock 'n' roll music."*[7]
>
> —'The Comets are coming', *Woman's Day*

Despite the concerns of *Woman's Day*, however, 330 000 people attended Bill Haley's tour of Australia in 1957.[8]

▲ **Source 3.20** Sydney, January 1957: American singer Bill Haley is rushed by autograph hunters at the State Ballroom

The moral panic of rock 'n' roll

Rock 'n' roll created a **moral panic** in Australia. Moral panic occurs when an event or trend arises that creates public anxiety and fear that the moral fibre of society is being eroded. Moral panic is usually communicated through newspapers and television. An example of a moral panic in today's age might be something like cyberbullying or physically dangerous social media challenges.

Rock 'n' roll inspired a fear in parents, schools and churches that they were losing their influence over young people. They were concerned that the loud, disruptive rudeness of rock 'n' roll would ruin young people. In the 1950s the media ran many stories about the strange habits of this exotic new type of young person: the 'teen'. Even psychologists began studying this new category of young people.

6 https://roadrunnertwice.com.au/2015/04/australian-rock-the-fifties/
7 'The Comets are coming', *Woman's Day*, 14 January, 1957, p 7
8 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p. 59

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ACTIVITY 3.3

Using historical sources as evidence

The following sources are all about rock 'n' roll.

Source A

▲ **Source 3.21** British pop singer Cliff Richard jives with dancer Doreen Freeman at Elstree Studios, London during the making of the film *Serious Charge*

Source B

▲ **Source 3.22** Rock 'n' roll addicts rocking and rolling in the aisles and on the seats of New York's Paramount Theatre during a screening of the film *Don't Knock the Rock*

Source C

▲ **Source 3.23** Excited fans in the audience during a Tommy Steele concert

Source D

▲ **Source 3.24** A screaming crowd of teenage girls restrained by police outside an Elvis Presley concert

Responding to the sources

1. Examine each image. What ideas and emotions do they have in common?
2. Why do you think rock 'n' roll challenged the dominant ideas of 1950s society?
3. Research a musician (or a social media identity) who has created controversy in the last few years. Why have they inspired such a reaction? How does this reaction compare to reactions to rock 'n' roll musicians of the 1950s?

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Bodgies and widgies

Bodgies and widgies were the first teen subculture to emerge from the postwar years. The heady influence of American film and rock 'n' roll led the male 'bodgie' and female 'widgie' to adopt a new style of dress, perform risqué dance moves and adopt a new attitude like those of characters in *Rebel without a Cause*.

Bodgie men broke with 1950s convention by wearing tight black clothing accentuated by brightly coloured socks and shirts. Perhaps most daringly, they wore their hair long at the front with an oiled curl. Widgie women wore flamboyant wide skirts, tight tops and creative, unorthodox hairstyles.

Most importantly, bodgies and widgies were typically **working-class** teenagers. Because they were most likely to have left school early and joined the workforce, they were teenagers earning their own money. This gave them a **disposable income**. They chose to spend this disposable income on clothes, movies, music and going to dances. The financial independence of most bodgies and widgies meant they were eager participants in the growing 1950s culture of consumerism. It also meant that they were able to afford their own new identities.[9]

Bodgie and widgie culture inspired a moral panic of its own. New Zealand psychologist Arthur Edward Manning penned the book *The Bodgie: A study in Psychological Abnormality* that attempted to translate the mysterious and seemingly deviant world of teen subculture for a nation of concerned parents. Fears that Australian teens were in the grip of a **delinquency** epidemic sent authorities and church groups into a panic as they attempted to 'reform' bodgies and widgies and turn them into more productive members of Australian society.

KEY TERMS

bodgies and widgies youth subculture that existed in Australia and New Zealand in the 1950s, heavily influenced by American film and music

working-class referring to a social group consisting of people who are employed for wages (paid for hours worked), as opposed to for a salary (paid an annual amount), especially people working manual or industrial jobs

disposable income money that remains after all bills, taxes and expenses are paid by an individual – often used on items like entertainment, clothing or luxury items

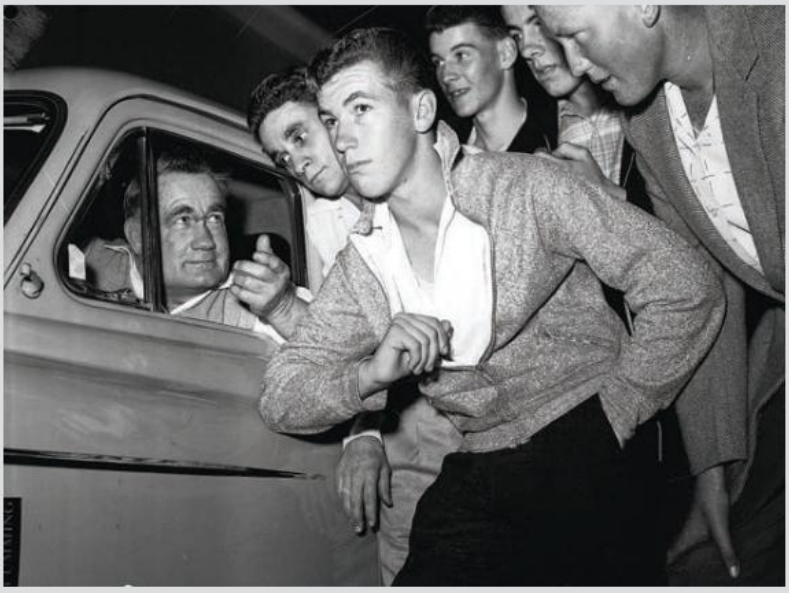
delinquency behaviour that does not conform to the legal or moral standards of society – the term usually applies only to acts performed by minors that, if performed by an adult, would be criminal acts

ACTIVITY 3.4

Using historical sources as evidence

These sources are about bodgies and widgies.

Source A



◄ **Source 3.25** Ryde night watchman John Davis drove around Sydney trying to 'reform' local bodgies

»

9 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p. 51

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Source B

THE BODGIE-WIDGIE CULT: ITS BAD INFLUENCE IS SPREADING

BODGIE-WIDGIE cult invaded Australia in 1949. It began in the United States. Here is a diagram showing how the typical bodgie and widgie dress.

BODGIE

WIDGIE

From "Mail" Special Representatives

SYDNEY, Sat.: The alarming picture of the bodgie-widgie cult has worsened with a report child welfare officers have just made to Education Minister (Mr. Heffron).

They reported that sex and marijuana parties, drug addiction, and crime were due directly to bodgie-widgie influence.

Police say they can't interfere when these young people meet at milk bars and other apparently innocuous places.

"It is not against the law for them to wear special clothes and peculiar haircuts" said one senior officer.

The jargon of the bodgies

FIRST

▲ **Source 3.26** Newspaper front-page article about the 'bodgie-widgie cult'

Source C

As a taxpayer, I object to the police having to keep in order irresponsible children of irresponsible parents. I would suggest the reintroduction of the birch rod for delinquents and a garnishee of the parents' income.[10]

▲ **Source 3.27** Letter to the editor published in Brisbane's *Courier-Mail*, circa mid–late 1950s

Responding to the sources

1 Using sources A and B, explain why the bodgie and widgie subculture was a challenge to ordinary Australia.

2 Using all three sources, explain why such a reaction might have taken place.

3 Using what you have learned so far, explain the factors that led to the growth of bodgie and widgie subculture in post-World War II Australia.

10 https://www.couriermail.com.au/ipad/bodgies-were-seen-as-a-threat-to-civilisation/news-story/840b2a12fa1236fbddc6cc164e084fc9

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 3.1

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who were the baby boomers?
2 What was the Australian way of life?
3 What was a nuclear family?
4 How did people engage with radio before the arrival of television?
5 Why were American films so popular after World War II?
6 Explain why the 1956 Olympics and Australian sport were so important to Australian culture in the 1950s.
7 How did television change the way people lived in Australia?

▲ **Source 3.28** Melbourne, 6 December 1957: Australian electronic engineer George Palmer receives BBC newsreel pictures with his specialised equipment.

8 How were Australian teens introduced to rock 'n' roll?
9 Why was rock 'n' roll considered such a challenge to Australian culture and the Australian way of life?
10 Who were the bodgies and the widgies?

Interpretation

11 Why was the arrival of television such a significant change to Australian culture?

Argument

12 'Improvements in technology meant that challenges to the Australian way of life were inevitable.' Indicate whether you agree or disagree with this statement and to what extent.

Extension

1 Do some research on newspaper reports and reactions to the bodgies and widgies. What do these reports tell you about the media and public reaction to teenage rebellion? What similarities can you find in your own understanding of popular culture?

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3.2 Australian popular culture: causes and developments

FOCUS QUESTION

How did the critical events of the 1960s shape Australian popular culture?

How did global influences change Australia?

If Australian parents feared the rebellion of popular culture in the 1950s, then the 1960s were something else entirely. The bodgies and widgies were a subculture of self-expression within a conservative and family-friendly national culture. In contrast, the global events of the 1960s, especially in the latter part of the decade, would shake the very foundations of Australian popular culture.

Astonishing advances in technology, wild new youth movements and era-defining music all came together to create a decade that would change perceptions of Australian identity and force the divide between generations to its breaking point.

ACTIVITY 3.5

Research task

In order to understand how popular culture was shaped by the events of the 1960s it is essential that you have some understanding of the key events that dominated the lives of Australians in those times.

You will need to refer back to these events as you work through this section.

In pairs, research the 1960s and choose an event from that decade that had a global impact. Based on your research, create a digital resource for your class to share.

When creating your resource, compile the following information for your class to use in a shared online or digital database:

- A 50-word summary of the event that includes a description of its significance
- One primary source quote that supports the summary
- Images or a video to illustrate the event.

Select your event from the following list:

Year	Event	Details
1960	John F Kennedy elected as US President	US voters elect John F Kennedy, the youngest elected president in the country's history, based on his platform of progressive policies
1961	Construction of the Berlin Wall begins	Cold War tensions reach a new high as Germany is separated into (communist) East and (capitalist) West by a wall running through the city of Berlin
1962	The Cuban Missile Crisis	The world comes back from the brink of destruction as the USA and USSR back down at the last minute from using nuclear weapons against each other

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1963	President John Kennedy assassinated	Shockwaves are sent around the world as the US President is assassinated while visiting Dallas, Texas
1964	The Gulf of Tonkin Incident	The US steps up its involvement in the Vietnam War
1965	Australian conscription begins for the Vietnam War	The Australian government begins the 'birthday ballot' to **conscript** Australian men into the army, to eventually fight in Vietnam
1967	Australian Prime Minister Harold Holt disappears	Newly elected Prime Minister Harold Holt disappears while diving off a Portsea beach – his body is never found
1967	The 1967 Referendum	After a long civil rights campaign, 90 per cent of Australians vote to include Aboriginal and Torres Strait Islander peoples within the national census and to allow them to be subject to Federal law
1968	The Vietnam War Tet Offensive	In the televised Tet Offensive, anti-American forces launched massive raids against the cities of Saigon and Hue, held by American and South Vietnamese forces – despite its strategic failure, the televised battles shocked American audiences watching at home
1968	Riots and political unrest	Violence and riots break out across the United States in protest against the Vietnam War – similar violence is seen in England and France
1969	The Moon landing	Millions of people watch on television as the first manned spacecraft lands on the Moon
1969	Peace moratoriums in the USA	The largest peace demonstrations in US history take place, with two million people taking to the streets to demand an end to the Vietnam War
1969	The 'summer of love'	The culmination of the hippie movement takes place at the Woodstock Music and Art Fair

Global influences on music

Australia came into the 1960s with the same prime minister that it had had in the 1950s. Robert Menzies presided over a nation that was experiencing great prosperity. Despite the Cold War instability that was troubling Asia, Europe and Latin America, Australians lived in peace. More Australians than ever were attending university. Because of this, new ideas, trends and movements began to bubble to the surface. A driving force of this cultural change was music. The sounds of the tumultuous decade, known as the 'swinging sixties' for its explosion of youth culture, mirrored that decade's events. In many ways it was the soundtrack to a revolution.

KEY TERM

conscript to compulsorily make a person join the armed services

Johnny O'Keefe

Johnny O'Keefe, known as 'The Wild One' was already a rock star in the 1950s. He had long been delighting audiences on the Australian teenage music program *Bandstand*. As one press report stated:

> Teenage girls screamed in ecstasy as Johnny entwined himself about the microphone in a sweating fervent suggestion of love.[11]

11 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p. 61

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At the start of 1960 O'Keefe had the best-selling record in Australia. His song, 'The Wild One', which became his signature track, was written after he had witnessed a teenage riot. O'Keefe had toured internationally and brought the once-feared teenager culture into the mainstream in Australia. More significantly, his popularity had drawn the attention of record companies and fashion companies, who saw teenagers as a new and eager consumer audience.

▲ **Source 3.29** 1962: Jonny O'Keefe in Melbourne

The Beach Boys

In the early 1960s Australian surf culture was on the brink of a huge boom. The sport had become a fully-fledged lifestyle that was backed by its own soundtrack. Chief among the surf bands was The Beach Boys. Their hit song, 'Surfin' USA', drove a new attitude that solidified surfers as a standalone subculture that rejected conservative values. Pitted against the wholesome image of Surf Life Saving clubs, the hedonistic and carefree lifestyles of surfers were epitomised in the lyrics of 'Surfin' USA':

> We'll all be planning that route
> We're gonna take real soon
> We're waxing down our surfboards
> We can't wait for June
> We'll all be gone for the summer
> We're on surfari to stay
> Tell the teacher we're surfin'
> Surfin' USA.

The Beach Boys would be a global phenomenon well into the 1960s, inspiring countless Australian bands and musicians to create their own Australian surf sound. Little Pattie's hit song 'He's My Blond Headed Stompie Wompie Real Gone Surfer Boy', recorded when she was just 14 years old, was one of Australia's shortest hit songs in history, with one of the longest titles! The Stomp was a popular dance specific to the surf culture – a culture dominated by The Beach Boys sound that attracted 40 000 fans to a 'Stomp' festival in Sydney in 1964.

▲ **Source 3.30** 23 January 1954: lifeguards from the Surf Life Saving clubs of Sydney parade at the Surf Carnival during the Royal Tour of Australia and New Zealand

The Beatles

The Beatles were the ultimate symbol of 1960s music. A global phenomenon to this day, these four young men from Liverpool, England created a sound that would revolutionise rock 'n' roll and dominate popular music for at least the next decade.

Teenage music fans idolised the band to the point of hysteria, giving rise to the term **Beatlemania**. Their popularity grew so much that in 1966 lead singer John Lennon controversially stated that they had become 'more popular than Jesus'.

KEY TERM

Beatlemania extreme enthusiasm for The Beatles pop group, as seen in the frenzied behaviour of their fans in the 1960s

Representing a softer, more approachable version of rock 'n' roll, The Beatles' early hits were about fun and teenage romance. These songs helped to bring rock 'n' roll into mainstream popular culture.

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The Beatles were the first British act to dominate the American music scene. They were also far and away the most popular band in Australia to date. There are few people alive who do not know who they are.

The Beatles' 1964 tour of Australia brought Beatlemania to the streets of Melbourne. Over 50 000 screaming fans surrounded their hotel on Exhibition Street in Melbourne, singing, chanting and fainting in the hope of a glimpse of their heroes. More than 300 people were treated for fainting, injuries and 'hysteria' in the hotel foyer. Ambulances took 40 people to hospitals for treatment.[12]

▲ **Source 3.31** The Beatles at the Granville Studio performing on 'Shindig' – left to right are George Harrison, John Lennon, Ringo Starr and Paul McCartney

The Beatles finally made an appearance outside Melbourne Town Hall, bringing the city to a standstill. During their performances in Australia, their support acts would always stay to watch The Beatles perform. Johnny Devlin, a major star in Australia and New Zealand at the time, recalled that all they could do was watch because:

> *'You couldn't hear the music … It was a mad screaming frenzy.'*[13]
>
> —Johnny Devlin

▲ **Source 3.32** Melbourne, 9 June 1964: huge crowds surrounding The Beatles on their Australian tour

12 https://www.standard.net.au/story/6263807/melbourne-concert-seems-like-only-yesterday-for-103yo-beatles-fan/
13 https://www.smh.com.au/entertainment/the-beatles-let-it-be-in-australia-1964-20140606-zrvui.html

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ACTIVITY 3.6

Using historical sources as evidence

Wherever The Beatles went in Australia, they were followed by **blanket media coverage** and screaming hordes of fans. In Adelaide, 250 000 people lined the streets, from Adelaide Airport to the city centre, so they could wave at the band in an open top car. The Beatles' clothes, hair, attitude and musical style had extraordinary influence across Australia. More importantly, they made youth culture the dominant, popular culture in Australia.

KEY TERM

blanket media coverage continuous coverage of an event on all news services across radio, print and television

Source A

▲ **Source 3.33** Police keeping back a crowd of young fans outside Buckingham Palace, London, as The Beatles receive their MBEs from the Queen of England

Source B

▲ **Source 3.34** Toronto, Canada: fans scream with joy during a visit by The Beatles

Source C

▲ **Source 3.35** Miami, 22 February 1964: The Beatles meet American sporting icon Muhammad Ali

Source D

▲ **Source 3.36** Police hold back fans as The Beatles land in Australia

Responding to the sources

1. Using the sources and your own knowledge, explain the phenomenon of Beatlemania.
2. Compare this phenomenon to global events of the early 1960s. Why would The Beatles be a happy escape for Australian teens?
3. Using the sources and some brief research on The Beatles' hit songs up to 1964, explain why the band was able to reach the peak of popular culture in Australia and world-wide.

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The Easybeats

The Beatles' tour in 1964 was a transformative moment for Australian music. They brought a sound, style and attitude for others to follow. It also inspired one of Australia's first and greatest musical exports, The Easybeats. Topping the Australian charts with songs like 'She's So Fine' in 1965, the band relocated to London in 1966 to record what is now recognised as the greatest Australian song of all time.[14] In 1966 The Easybeats released the song 'Friday on My Mind'.

KEY TERM

student movements actions taken by university and high school students to protest against social, political or economic issues

▲ **Source 3.37** Australian pop group The Easybeats in 1966

Hailed at the time as an anthem for working-class people, the lyrics of 'Friday On My Mind' resonated with people of all ages. The song became an enormous success in Australia, owing in part to patriotic pride that one of Australia's own had been a success overseas, but mostly to its catchy lyrics:

Gonna have fun in the city
Be with my girl, she's so pretty
She looks fine tonight
She is out of sight to me
Tonight I'll spend my bread, tonight
I'll lose my head, tonight
I've got to get to night
Monday I'll have Friday on my mind

ACTIVITY 3.7

Research task

1 Search online to find and listen to The Easybeats' 'Friday On My Mind' in its entirety. What does it make you think about or feel? Do you have anything in common with the lyrics?

2 Consider what you have learned about the Australian way of life. What do these lyrics have in common with working people in Australia in the 1960s?

1966–1970: five years that changed the world

The second half of the 1960s took a much more revolutionary turn. **Student movements** around the globe were inspired by new ideas. Young people were moving away from the fawning hysteria of Beatlemania towards a more political, open-minded and radical worldview.

In France, students and workers rioted against police for much of the month of May in 1968. They were protesting against the stagnation of French culture.

Students were yearning for progress and were angered at the French government's acceptance of the American war in Vietnam. The riots were so damaging, the French economy came to a standstill.

14 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p. 1

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▲ **Source 3.38** Paris, 17 June 1968: French police use tear gas to disperse student rioters

In the US, public support for the war in Vietnam had taken a sharp turn towards the negative. During 26–29 August 1968, thousands of students fought with police in Chicago outside the **Democratic National Convention**. This conflict represented the division between those who supported the war and those who did not.

Thousands of students across the world were joining protests against the Vietnam War and rebelling against any form of authority that attempted to assert control over young people. In Australia, the conscription of young men to fight in Vietnam had created similar cultural divisions.

The growing influence of US culture on students in Australia meant that many students were attempting to avoid being conscripted. The mothers of Australian servicemen began a protest they called 'SOS: Save our Sons'.

The Rolling Stones

The Rolling Stones were at the vanguard of this new cultural era. The total opposite of the clean-cut image of The Beatles, The Rolling Stones were a harder, grittier and more aggressive band. Their song 'Street Fighting Man' was written in response to the violence the band were seeing in France and elsewhere around the world.

▲ **Source 3.39** The Rolling Stones in 1968: (left to right) Bill Wyman, Mick Jagger, Keith Richards, Brian Jones and Charlie Watts

Guitarist Keith Richards explained why the band wrote the song:

> That was the year that all that stuff was going on in Paris and in London. There were all these riots that the generation that I belonged to, for better or worse, was starting to get antsy.[15]

KEY TERM

Democratic National Convention meeting of the US Democratic Party that is used to choose the party's candidate for the presidential elections

15 https://www.npr.org/2012/11/13/165033885/keith-richards-these-riffs-were-built-to-last-a-lifetime

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▲ **Source 3.40** The Rolling Stones perform onstage in New York City at Madison Square Garden – the concert recorded and later released as the live album *Get Yer Ya-Ya's Out!*

The song openly spoke of revolution in the street. It was subsequently banned by a number of US radio stations.

The Rolling Stones were notorious for their provocative shows and adversarial attitude. Their contribution to popular culture is undeniable –they brought a sense of fear and danger to rock 'n' roll music.

KEY TERM

counterculture attitude and way of life that is opposed to prevailing social norms

Protest music

The rising tensions of the 1960s created the new **counterculture** genre of protest music. The escalation of the Vietnam War and the overarching fear of nuclear war dominated people's lives. In this era it was young people who had the most to lose. Thousands of American and Australian men were fighting a war in Vietnam that, by 1968, was losing support. Popular music created the soundtrack for this new rebellion.

ACTIVITY 3.8

Using historical sources as evidence

1. Compare the image of The Rolling Stones in Source 3.40 to images you have seen of The Beatles, The Easybeats and other rock 'n' roll musicians so far in this chapter. What is different?
2. What do these differences this tell you about the relationship between global events and popular culture?

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ACTIVITY 3.9

Creative task

Create a visual presentation for your class about one of the following protest songs, using the steps described after the list.

- Country Joe and the Fish: 'I Feel Like I'm Fixin' To Die Rag'
- Creedence Clearwater Revival: 'Fortunate Son'
- Bob Dylan: 'Blowin In The Wind'
- Barry McGuire: 'On The Eve Of Destruction'
- Bob Dylan: 'The Times They are A-Changin'
- Buffalo Springfield: 'For What It's Worth'
- Aretha Franklin: 'Respect'
- Plastic Ono Band: 'Give Peace A Chance'
- Joan Baez: 'We Shall Overcome'
- Donovan: 'The Universal Soldier'
- Phil Ochs: 'I Ain't Marching Anymore'
- Sam Cooke: 'A Change is Gonna Come'
- Bob Dylan: 'Masters of War'
- The Byrds: 'Turn! Turn! Turn!'
- Donovan: 'The War Drags On'
- James Brown: 'I'm Black And I'm Proud'

1. Divide the songs among the class and, in pairs, research the lyrics and background of each song.
2. Using music, images, lyrics and information about key global events, put together a short presentation to explain how this song reflects the era of protest and social revolution in the late 1960s.
3. From the list of songs and presentations, make a note of the following:
   a. How many songs specifically reference the Vietnam War?
   b. How many discuss the fear of nuclear war?
   c. Are there any other civil rights ideas that were reflected in popular music from the era?
4. Go back to the digital resource you and your class created at the start of this section. What global events do you believe were influential in the appearance of protest music in popular culture?

Woodstock

The social revolution of the 1960s culminated in the Woodstock Music and Art Fair, held 15–18 August 1969. By the tail end of the decade the peace movement had created an entire generation of **hippies** who wore their hair long, loved freely and experimented with drugs. This was a radical departure from anything the 1950s could have produced.

At Woodstock, performers like Jimi Hendrix, The Who and Jefferson Airplane played in front of a rain-soaked, muddy crowd. Woodstock is significant for marking the high point of the anti-war movement. It is estimated that one million people attended the three-day celebration of peace and love that is considered to this day to be the iconic event of the 1960s.

KEY TERM

hippies the term is associated with a subculture involving a rejection of popular culture and conventional society

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▲ **Source 3.41** Woodstock Music and Art Fair: three days of love and music

ACTIVITY 3.10

Using historical sources as evidence

Source A

▲ **Source 3.42** A drummer and a flautist jamming during the Woodstock Music and Art Fair, 1969

Source B

▲ **Source 3.43** Sydney, 1969: their marriage ceremony over, Australian Michael Farr, 23, and his bride Tracey Austin, 22, make their getaway on a motorcycle.

1 Examine these sources on Woodstock. What does each image and caption tell you about the influence of protest music and the Woodstock Music and Art Fair on Australian popular culture?

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Global influences on Australian film

Australian films were almost non-existent in the 1960s. Despite the popularity of films like *The Sundowners* (1960), *They're a Weird Mob* (1965) and *Skippy: The Intruders* (1969), very few Australian films could compete with the avalanche of British and American cinema.

KEY TERM
cultural cringe belief that one's own national culture is inferior to the cultures of other countries

The Australian government provided little financial support for films and, as a result, there was almost no Australian film industry to speak of. Only 17 films were made in Australia over the whole decade. Compare this to the more than a million Australians who went to see the American film *The Sound of Music* between 1965 and 1968.[16]

Other reasons for the lack of Australian cinema can be explained by the concept of **cultural cringe**. In the 1960s many Australians still saw themselves as a colony of Britain. They were anxious about their place and standing in the world, including within the sphere of popular culture. Anything that appeared uniquely Australian was avoided or ignored because it was seen as inadequate and inferior. Put simply, many Australians did not consider local art to be art at all.

ACTIVITY 3.11

Check your understanding

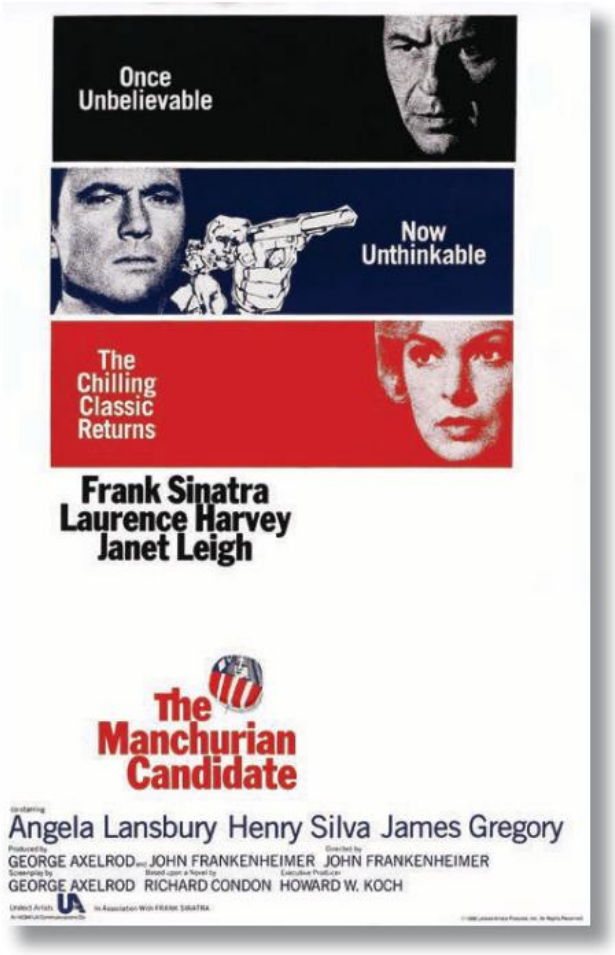
1 Take another look at the clothing styles of Australian acts Johnny O'Keefe and the Easybeats. Listen to their music again, too. Is there anything distinctly Australian about them?
2 What does the idea of cultural cringe suggest about the popularity of Australian music and the lack of Australian films in the 1960s?

Nuclear fear cinema

Throughout the 1950s the threat of nuclear war dominated world news. In 1962 the world held its breath as the US and the USSR were involved in a standoff over the placement of Soviet nuclear weapons in Cuba, just off the southern coast of the USA.

While the leaders of the two superpowers were eventually able to see sense and stand down, cinema found a way to express and release the fear of nuclear war being experienced by people around the world. Australian audiences were bombarded with films that portrayed the Cold War as a fight of good against evil, west against east. Films like *The Manchurian Candidate* (1962) and the James Bond film *From Russia with Love* (1963) fostered a fear of communism and the Soviet Union in popular culture.

▼ **Source 3.44** 1962 movie poster for *The Manchurian Candidate*



16 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p. 95

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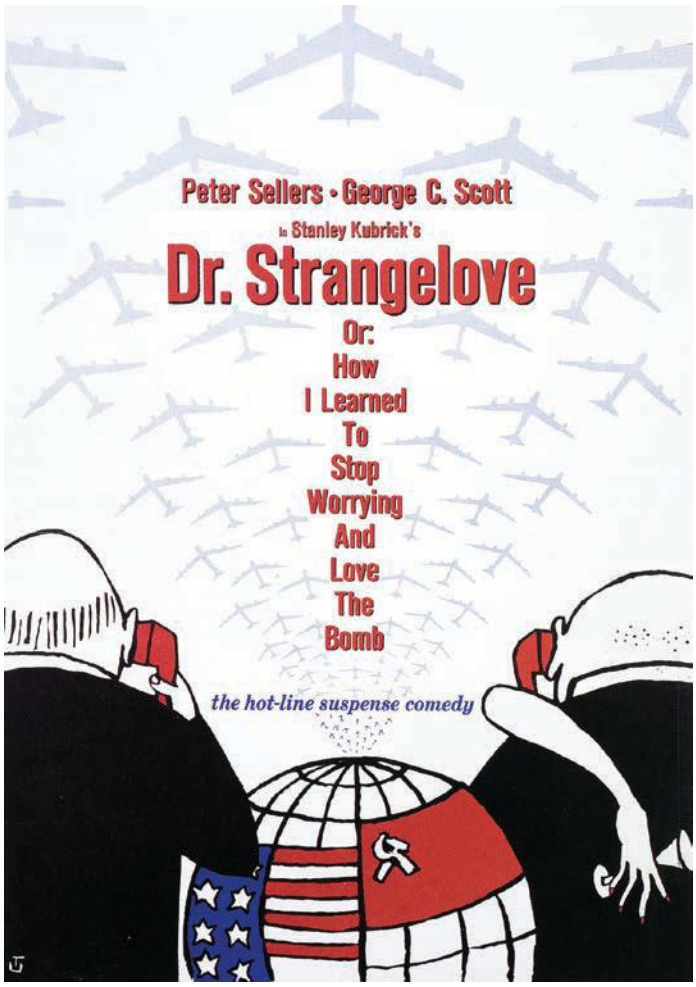
▲ **Source 3.45** Sean Connery holding a gun with his finger on the trigger in a scene from the 1963 James Bond film *From Russia With Love*



▲ **Source 3.46** Poster for *Dr. Strangelove*

Dr Strangelove

KEY TERMS

black comedy comedy that deals with tragic or distressing subject matter in a humorous way

propaganda deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population

The aptly titled 1964 film *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb*, directed by famed director Stanley Kubrick, captured the mood of the early 1960s. The film satirised the tension of the Cold War by placing a group of comical generals and leaders at the controls of America's nuclear arsenal.

This **black comedy** film highlighted the increasing madness of the nuclear arms race and helped inspire the idea that world leaders – and the Cold War – needed to be reigned in.

Vietnam propaganda – *Green Berets*

Hollywood has a long tradition of creating film that works as propaganda for the US government. The famed classic film *Casablanca* (1942) was partially funded by the US government to encourage anti-Nazi sentiment and build support for the war against Germany.

The 1968 film *Green Berets* portrayed a clear message of patriotic Americans fighting for a noble cause. Famous actor John Wayne, known mostly for his portrayal of tough cowboys in Westerns, sought approval from the US government to make the film. Jack Valenti, an advisor to then-President Lyndon Johnson, is known to have said, 'If he made the picture he would be saying the things we want said.'[17]

17 https://www.theguardian.com/film/2014/jul/11/the-green-berets-reel-history-john-wayne-vietnam-war

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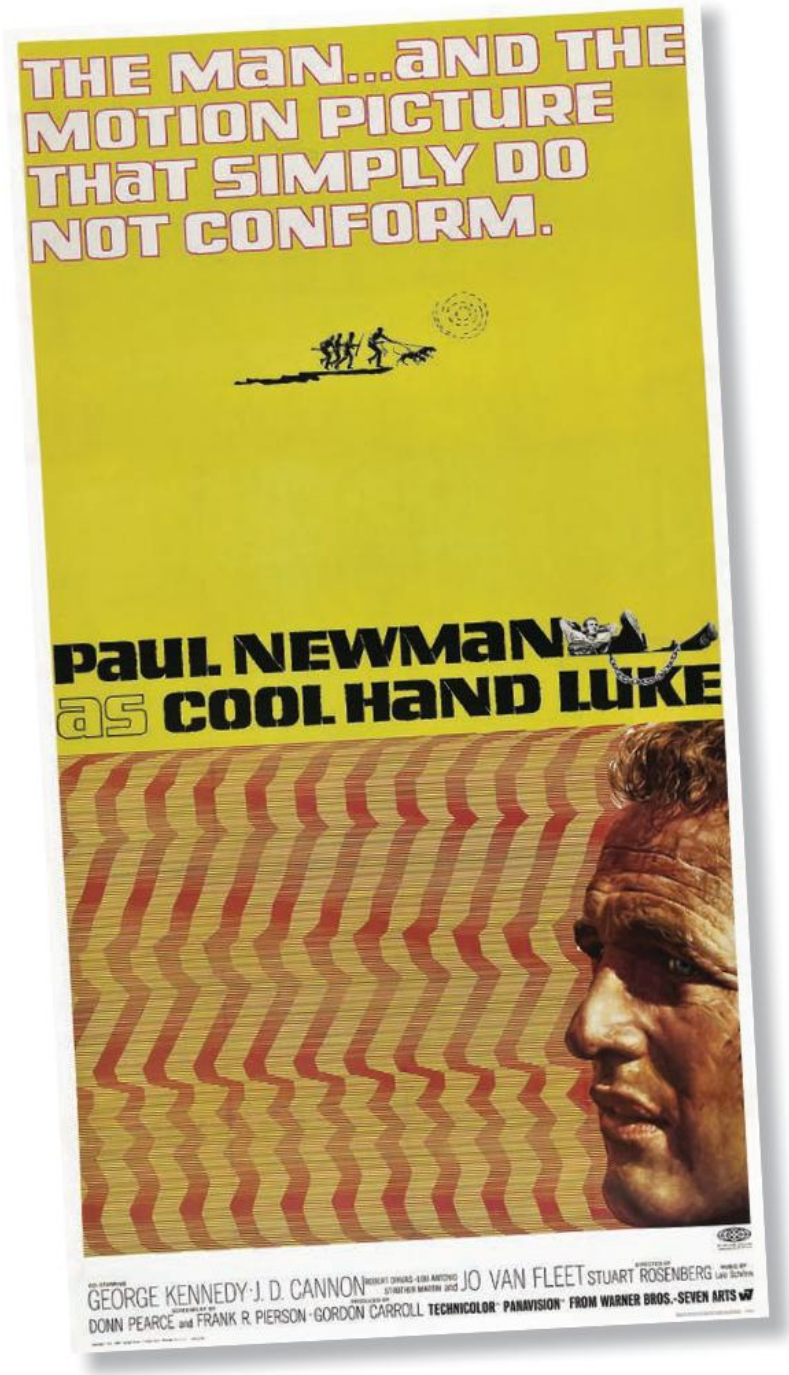
Wayne was given broad access to US military training bases and military equipment to help produce the film, which portrayed a noble and heroic mission for American soldiers fighting in The Vietnam War. Reading the mood of the era, the *New York Times* gave a simple review of the film:

> … unspeakable … stupid … rotten … false in every detail … It is vile and insane. On top of that, it is dull.[18]



▲ **Source 3.47** Poster for *Cool Hand Luke*, starring Paul Newman

American counter-culture – *Cool Hand Luke*

The reaction to *Green Berets* reflected a new mood in cinema that began to quietly and subtly undermine dominant attitudes to war and authority. In *Cool Hand Luke* (1967), Paul Newman, a leading Hollywood hero and heartthrob, played Luke, a World War II veteran who railed against authority and created destruction for the fun of it. In a key scene in the opening of the film, Luke is dragged into prison for his drunken behaviour and his military record is discussed. He had won awards for bravery, had risen to the rank of sergeant and had since been demoted to the rank of 'buck private'. The implication is that he has rejected American patriotism and that he prefers to 'fight the man' and challenge authority at all costs. Luke's language spoke to a generation of anti-war protestors.

American counter-culture – *Easy Rider*

By 1969 the mood of the American and Australian public was turning against the Vietnam War. Established Hollywood stars were heavily involved in the hippie and anti-war movements, which led actors Dennis Hopper and Peter Fonda to make the counter-culture classic *Easy Rider* (1969).

▲ **Source 3.48** American actors Peter Fonda and Dennis Hopper ride through the desert on motorcycles in a scene from the 1969 film *Easy Rider*, directed by Hopper

18 https://www.nytimes.com/1968/06/20/archives/screen-green-berets-as-viewed-by-john-waynewar-movie-arrives-at-the.html

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KEY TERMS

tagline catchphrase or slogan used to summarise a film, usually on the film's promotional posters

dropout person who has either left school or chosen not to get a job so they can pursue an alternative lifestyle

Logie annual award ceremony celebrating excellence and achievement in Australian television

The poster for *Easy Rider* used the **tagline** 'A man went searching for America and couldn't find it anywhere…' The film followed the freewheeling adventures of two motorcycling **dropouts**. It suggested that, throughout the course of the 1960s, America had become divided and had lost its identity. No major Hollywood studio wanted to make the film, so Hopper and Fonda themselves produced the film, which went on to be a major commercial success.

Global influences on Australian television

The 1960s were a defining year for television. After its introduction to Australia in 1956, television production gradually increased and local programmes began to stake a claim on the airwaves. Researchers and governments had become increasingly aware of the capacity for television to influence audiences. An influx of American content was considered a danger to Australia's national identity, so the government mandated that at least 50 per cent of an Australian television station's content had to be made locally.

Homicide – 1964

The arrival of the television police drama *Homicide* in 1964 justified this decision. The characters in this show were shown solving crimes on Melbourne streets and speaking in broad Australian accents. Until that point, the majority of presenters on Australian television had been British, and most of the actors that Australians watched were those in American shows. The chance to see genuine local content thrilled audiences and *Homicide* ran for 11 years.

Play School – 1966

Australia's favourite television program began in 1966. Designed to educate, entertain and inspire preschoolers, *Play School* has been the cornerstone of Australian television ever since. Its simple format and popular characters like Big Ted and Jemima made it an easy choice for the **Logie** Hall of Fame in 2006. *Play School* has also served as a training ground for some of Australia's best acting talent. Today, hosting *Play School* is still one of the most sought-after jobs in Australian television.

The Moon landing – 1969

Television reached a high point in 1969 when billions of people around the world sat together to see a person land on the Moon on 20 July, 1969. Uttering the words, 'That's one small step for man, one giant leap for mankind,' astronaut Neil Armstrong took his first step onto the Moon as a global audience shared his experience.

▲ **Source 3.49** 20 July 1969: televised image of the Moon landing showing *Apollo 11* astronaut Erwin 'Buzz' Aldrin

ACTIVITY 3.12

Check your understanding

1 How did American films of the 1960s reflect the major global events of the decade?
2 How did the films *Cool Hand Luke* and *Easy Rider* challenge established ideas?
3 What does the success or failure of these films suggest about shifting attitudes in American popular culture in the late 1960s?

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ACTIVITY 3.13

See, think, wonder

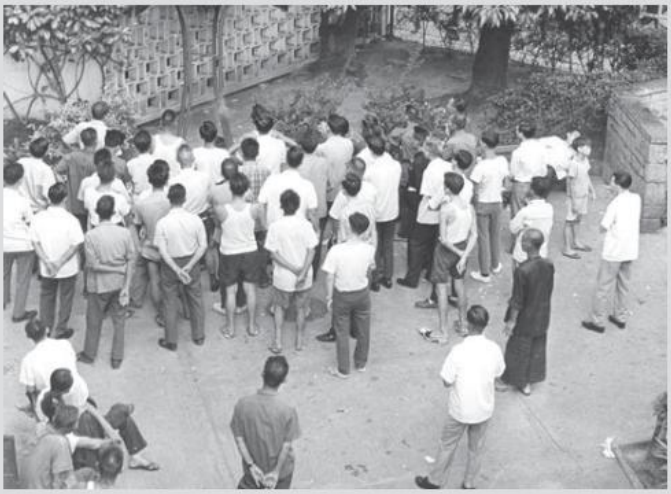
The following sources centre around television.

Source A

> Television is how people understood it ... It linked people around the globe and how they interpreted the event. It was unifying – perhaps only for a few minutes – but there was no one on the planet who had access to a television who wasn't wishing those guys well and that is a really beautiful and incredible thing.[19]

▲ **Source 3.50** Australian artist Bek Bigg-Wither, recalling watching the Moon landing on television

Source B



▲ **Source 3.51** July 1969: Viewers gather in a Hong Kong park to watch the television broadcast of the *Apollo 11* Moon landing

Source C

▲ **Source 3.52** Jay Bodnar watches as the first televised pictures of the Moon's surface are beamed back to earth in detail

Carefully examine all of the sources:

1. What do you see in the written source and the images?
2. What do you think about the way people were engaged with the Moon landing?
3. What does it make you wonder about the public interest in this event?

19 https://www.smh.com.au/entertainment/art-and-design/australia-remembers-the-moon-landing-50-years-on-20190524-p51qsa.html

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Vietnam – the TV war

The Vietnam War (1954–75) became known as the first 'television war'. American and Australian forces were sent to Vietnam to fight in this Cold War conflict and, for the first time in history, a small army of journalists and television news cameras reported from the battlefield to families watching the news while eating dinner.

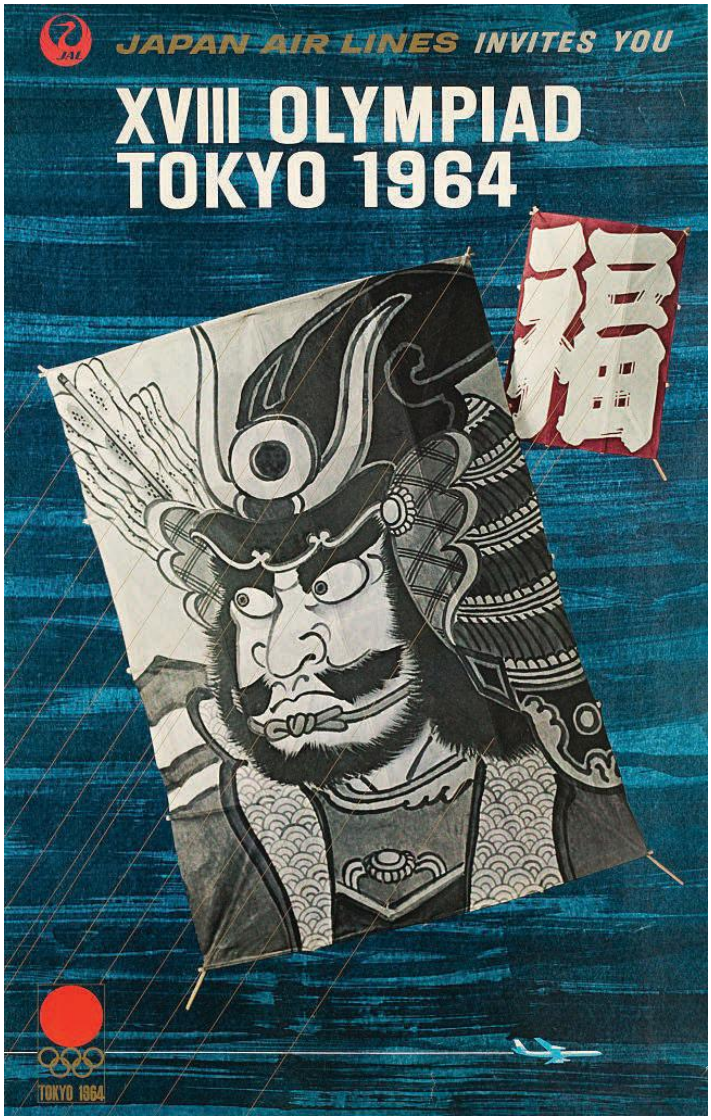
Constant news reports of wounded American and Australian soldiers and distressed Vietnamese civilians caused many people to oppose the war. Historians have long debated the role of television in turning the American and Australian public against the Vietnam War. What is not in question, however, is that television played a vital role in giving Australians a balanced, no-holds-barred view of the war. Millions of people were free to form their own opinions based on what they saw with their own eyes. This led to families arguing among themselves about war, and about right and wrong.

▲ **Source 3.53** The Vietnam War was the first 'televisual' war with images beamed into households across the world on the nightly news. Here, America's CBS reporter Richard Threlkeld interviews Lieutenant Colonel Ronald Rasmussen in South Vietnam in November 1969.

Sport in the 1960s

In the 1960s Australia's domestic sports of Australian Rules Football and rugby were still only semi-professional, which meant some of the biggest and best players in either code worked normal jobs during the week. All of that changed when Ron Barassi, one of the biggest names in Australian Rules, defected from the Melbourne Demons to play for Carlton, their hated rival. Barassi's wage was to be ten times the normal salary of an Australian Rules player at the time. Melbourne fans burned their jumpers in protest. Nevertheless, television coverage only increased Australian Rules and rugby's popularity, despite the fact that black-and-white broadcasts and players caked in mud made it almost impossible to tell who was playing for who.

▲ **Source 3.54** Ron Barassi of the Melbourne Demons in action during an Australian Rules match in Melbourne



▲ **Source 3.55** A poster for the 1964 Tokyo Olympic Games

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▲ **Source 3.56** Tokyo, Japan, 13 October 1964: Australian swimming champion Dawn Fraser (middle) poses with her 100m gold medal, flanked by US swimmers silver medallist Sharon Stouder (left) and bronze medallist Kathy Ellis (right)

▲ **Source 3.57** Jubilant Australian boxer Lionel Rose embraces the gloves that won him the world bantamweight title after defeating Japanese boxer Masahiko 'Fighting' Harada

Australia still sought to assert itself on the world stage through sport. At the 1964 Tokyo Olympics, Australian swimmer Dawn Fraser won gold in the 100m freestyle for the third time running. She also became the first female athlete to swim the distance in less than a minute.

Fraser's desire to challenge Olympic conventions, however, led to controversy. She marched in the opening ceremony despite the Australian Olympic team being ordered not to. During the games, Fraser also stole the Olympic flag from a pole outside the Japanese Emperor's palace. She was banned from competing for life as a result, which ended her swimming career. However, her sporting success still meant she was allowed to carry the Australian flag at the closing ceremony, which was seen on television by millions of people across the world.

At the same time, although Aboriginal and Torres Strait Islander peoples were being denied a place in Australian society, they were riding a civil rights wave and were also excelling in sport.

Aboriginal boxer Lionel Rose became the world bantamweight champion on 26 February 1968 after he defeated Masahiko 'Fighting' Harada in Japan. More than 250 000 people came to welcome him home in Melbourne after this victory.

Rose's victory was noteworthy because he was the first Australian boxer to win a world title. He had grown up on an Aboriginal mission near Warragul in Victoria, with no running water or electricity. In 1968 he was named Australian of the Year, the first Aboriginal Australian to receive the honour.

Aboriginal politician Warren Mundine remembers watching Rose win on television.

> My family and I screamed and yelled and danced around the room. An Aboriginal had become the undisputed world champion … [We] were on top of the world for days, for months, for years … An Aboriginal boy from a shanty town called Jackson's Track on the other side of the world being glorified … He had won the world championship. If he could do it, then why not me?[20]

ACTIVITY 3.14

Check your understanding

1 Examine the role that television played in elevating the status of Australian sportspeople.
2 Explain the significance of Lionel Rose's achievement in 1968.
3 Why was sport so important to Australian culture in the 1960s?

20 https://nit.com.au/50-years-since-rose-beat-world/

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Australian youth culture in the 1960s

Australian youth culture began to transform in the 1960s, owing to the growing diversity of television program and radio stations. Young Australians were no longer simply following the Beatlemania style – they were forging their own paths into subcultures that represented their interests and identities.

Sharpies

Sharps, or sharpies, were a home-grown youth movement dedicated to looking tough and dressing sharp. Emerging from the Melbourne suburbs in the 1960s, sharpies were an eclectic mix of migrant children from a wide variety of backgrounds.

Identified by their short hair, striped, tailored cardigans and wide-bottomed pants, sharpies gathered in inner city suburbs such as Richmond, Fitzroy, Collingwood and Brunswick, where Greek, Italian, English and British migrant families lived.[21] Meticulous about their dress code, sharpies had their clothing made by European tailors. Sharpie culture was closely associated with cars, tattoos, dancing and – in the eyes of the general public – trouble.

▲ **Source 3.58** A young rocker is handcuffed and taken away by the police in Margate, 1964

Sharpies had their own dance, the 'sharpie shuffle', that distinguished them from other youth movements at dances and concerts. Julie Mac was a Sharpie in the 1960s. She recalls how the dance began.

> *'On the dance floors in the '60s, all the long hairs would be doing the stomp. So the sharpies would get in a line and they'd do the sharpie shuffle to get across the dance floor and break up the long hairs' dancing.'*[22]
>
> —Julie Mac

Rockers and surfers

Youth cultures often depend on geography and – sometimes – social class. In the 1960s middle class surfers dominated the coastal towns of Australia while working-class kids tended to be rockers, a culture that had evolved from the 1950s culture of bodgies and widgies. Riding British motorbikes, styling their hair with a **quiff**, wearing leather jackets and denim jeans, rockers listened to modern rock 'n' roll, mimicking the British youth culture that had famously rioted against another British youth movement group, known as mods, in the English beach towns of Brighton and Margate in 1964.

KEY TERM

quiff hairstyle in which the fringe is kept long and then brushed upwards and backwards from the forehead

21 http://www.punkjourney.com/sharpies.php
22 https://www.abc.net.au/news/2015-08-31/sharpie-die-hards-use-music-to-keep-subculture-alive/6738658

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▲ **Source 3.59** Three young women attend a 1967 love-in in Los Angeles.

In Australia, the natural enemy of the rocker was the surfer. By the 1960s surfing had exploded across Australia thanks to the nation's overabundance of coastline and its excellent waves. Surfers had worked diligently to cast off the wholesome image they had had in the 1950s.

Rejecting the patriotic and noble image of Surf Life Savers, surfers tended to reject society, adopting their own clothing and hairstyles as well as a genre of popular music that was all its own. Distinctive to surfers was 'the stomp', a dance that mimicked riding a surfboard.

Across beaches all over New South Wales, surfers and rockers clashed over territory. Surf historian Bob McTavish remembers:

> We had no idea what it was all about, actually. But now I can see it was a territorial thing … The surf culture was invading their long-held ground. The radio was now playing Little Pattie at the Maroubra Stomp, and the **Delltones** had switched sides, dropping the quiffs and now 'hangin' five' … The rockers were feeling the pinch. And their milk bars, pubs, and late night coffee lounges were being taken over by this new surfie scourge, especially on the coastal strip. This called for rocker action! And the 'wars' were it.

Hippies

The latter half of the 1960s was deeply influenced by television and protest music. Taking cues from the social revolution that was taking place in North America and Europe, young Australians were drawn to the hippie lifestyle of the 'long hairs'. Styled on the 'flower power' peace movements in San Francisco, site of the **Summer of Love** in 1967, hippies in Australia used their long hair as a form of protest. A marker of the divide between younger and older generations, long, messy hair symbolised a rejection of Australia's more conservative and clean-cut image.

KEY TERMS

Delltones Australian rock 'n' roll band, formed in 1958, whose biggest hit was 'Hangin' Five'

Summer of Love event during the summer of 1967, when as many as 100 000 people, mostly young people, converged on San Francisco's Haight-Ashbury neighbourhood to listen to music and participate in political protests, also gathering in the parks around San Francisco to attend the Monterey Pop Festival in June 1967

obscenity behaviour, language, or images that are thought to offend the majority of the community

Richard Neville was an Australian hippie who created the counterculture magazine *Oz*. *Oz* made fun of conservative Australian society and tackled difficult subjects like racism and abortion.

Over the course of the 1960s, Neville and his co-editors were arrested a number of times for publishing **obscenity**. After moving to London, Neville was arrested again in 1970 for publishing an edition of *Oz* that had been written by approximately 20 school children from England. After he had been found guilty and jailed, prison guards forcibly shaved Neville's long hair. He later described the act as 'symbolic castration'.[23]

▲ **Source 3.60** Felix Dennis, centre, one of the three editors of *Oz* magazine (the other two editors were James Anderson and Richard Neville). All three editors were jailed in the Old Bailey obscenity trial. The magazine was fined £1000 and ordered to pay court costs up to £1250.

Video source
Please see the Interactive Textbook to learn more about a ban on 'the stomp'

Video source
Please see the Interactive Textbook to learn more about the 'surfer vs rocker wars'

23 https://www.theaustralian.com.au/business/media/the-story-of-oz/news-story/616f93c5df22bd49be3a4d7124423783

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MAKING THINKING VISIBLE 3.2

What makes you say that?

Examine all of the images so far in this chapter that reflect youth culture in the 1960s.

1 What's going on?
2 What do you see that makes you say that?

Australian fashion in the 1960s

The influences of global fashion trends were a significant element of Australian popular culture in the 1960s. Two events in particular highlighted the liberation of women's fashion in Australia.

In October 1961 the ban on wearing bikinis at Bondi Beach was lifted. Prior to 1961 a strict dress code for women was enforced across Sydney beaches, usually by Surf Life Saving clubs. This dress code represented the more conservative element of Australian society.

Lifeguard Bill Willis had this to say in 1956:

> Most girls who come to the beach in bikinis seem to be feather-brained exhibitionists. Perhaps they grow out of it in time. I have talked to hundreds of girls and I have noticed that girls who wear sensible one-piece costumes are full of sound sense. I have never seen a girl in a bikini put more than her toe in the water.[24]

In October 1961 more than 50 women were ordered to leave Bondi Beach for wearing bikinis. The *Sydney Morning Herald* reported that one of the women had been fined and that her bikini had been confiscated.[25] This media attention forced the local Waverley Council to abandon the dress code. Now that they were free to dress and bathe as they wished, women began flocking to Bondi Beach.

▲ **Source 3.61** Woman in a bikini on Bondi Beach

24 https://www.waverley.nsw.gov.au/__data/assets/pdf_file/0007/178288/Bikini_Arrests,_1940-1960_rev.pdf
25 https://www.waverley.nsw.gov.au/__data/assets/pdf_file/0007/178288/Bikini_Arrests,_1940-1960_rev.pdf

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More shocking and daring fashion was on display when British model Jean Shrimpton attended the 1965 Derby Day race at the Melbourne Spring Racing Carnival wearing a mini dress. The dress, cut above Shrimpton's knees was considered to be almost as shocking as her decision to not wear stockings, gloves or a hat!

▲ **Source 3.62** 30 October 1965: English model Jean Shrimpton attends Derby Day at Flemington Racecourse in Melbourne

ACTIVITY 3.15

Check your understanding

1. What suggestion is lifeguard Bill Willis making about girls who wore bikinis?
2. What controversy did Jean Shrimpton cause at Melbourne's Spring Racing Carnival?
3. What do these things tell you about the differing standards for behaviour expected of men and women at the time?
4. Have these kinds of attitudes changed? Discuss this with the person next to you. Record your responses and report back to the class.

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 3.2

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who was Johnny O'Keefe?
2 What was Beatlemania?
3 Why were The Easybeats a significant band?
4 What was protest music?
5 Why were there so few Australian films in the 1960s?
6 Why did Australian television become more popular in the 1960s?
7 Explain the achievements of Lionel Rose and Dawn Fraser.
8 Why were sharpies a unique subculture?
9 Why did the surfers and rockers come into conflict?

Interpretation

10 Why was the second half of the 1960s important for popular culture?
11 What influence did cultural cringe have on Australian music, fashion and popular culture in the 1960s?

Argument

12 'The popular culture 'revolution' of the 1960s was driven by world events.' To what extent do you agree with this statement? (Hint: Use the digital resource your created at the start of the chapter.)

Extension

1 Examine this collection of button badges from the 1960s.
   a What do you see in the image?
   b What ideas do the objects in the image represent?
   c How would the objects in the image be used?
   d Explain how these objects represent the way popular culture created change in the 1960s.

▲ **Source 3.63** Button badges from 1960s America

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3.3 Changing cultural conditions in Australia

FOCUS QUESTION

How did the 1960s lead to the 'Golden Age' of Australian popular culture?

The 1960s closed at the height of global tension. In Australia and the USA, public opinion had swung against the Vietnam War. For all of the promise of the hippie movement and protest songs, little had changed. The Vietnam War would drag on until 1975. On 8 May 1970 around 70 000 Melbournians took to the streets to demand an end to Australia's involvement in the war. Significantly, the protest was not entirely made up of students, but also school children, adults, mothers and fathers.

Television had brought the Vietnam War into people's homes. It had also brought music, culture and increased consumerism. While the hippies began to grow up and start their own families, the more hard-core elements of 1960s protest culture continued their fight.

A decade of protest and activism had hardened the counter-culture movement against popular culture. US beat poet Gil Scott-Heron proclaimed the motto for the new mood of the 1970s when he composed and sang 'the revolution will not be televised', calling on people to leave popular culture behind and define their own future.

ACTIVITY 3.16

Check your understanding

1 Carefully think about this image of the Vietnam War protest and the demographics of the protesters. If popular culture was typified by a clash of generations, what was different about the issue of the Vietnam War?

2 What does your answer tell you about public opinion about the Vietnam War in 1970?

▲ **Source 3.64** June 1971: Melbourne Town Hall is engulfed by Vietnam War protesters

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▲ **Source 3.65** Musician and poet Gil Scott-Heron

Source 3.66 Black Sabbath (left to right: Geezer Butler, Tony Iommi, Bill Ward and Ozzy Osbourne)

Australian music 1970s–2000s

In the 1970s, around the world, popular music began moving into a new era. The explosion of rock 'n' roll in the 1960s led to a huge diversification of music and culture. Rock 'n' roll moved into new territory. The Beatles themselves moved into a more experimental phase, releasing songs like 'Let it Be' that reflected a more mature and reflective mood than their 1960s teenage love songs.

New styles emerge

While popular, softer and more innocent rock still persisted, a much heavier and harder sound began to emerge from England. English band Black Sabbath released their song 'Paranoid' in 1970 and set the tone for a new style of music called **heavy metal**.

KEY TERMS

heavy metal loud, aggressive style of rock music

funk uplifting combination of jazz, soul and rhythm-and-blues music

disco style of pop music intended for dancing, typically soul-influenced and melodic with a regular bass beat

hip-hop style of music combining soul, jazz and funk styles with samples, rapping (MCing) and DJing (production and record scratching)

At the same time the Black Power movement in America had inspired an upbeat musical style called **funk**. Spearheaded by James Brown, the 'Godfather of Soul', funk motivated an inner-city American activism that celebrated African American identity. Soon afterwards came the explosion of **disco** and **hip-hop**.

▲ **Source 3.67** 'Godfather of Soul' James Brown

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▲ **Source 3.68** Actors John Travolta and Karen Lynn Gorney dance in a scene from the 1977 disco movie *Saturday Night Fever*

Disco erupted onto the airwaves around the world and dominated the charts as Swedish powerhouse ABBA scored three huge hits in Australia with 'Mamma Mia', 'Fernando' and 'Dancing Queen'. Disco culture had its own style of dress and its own dance moves.

At the same time, streetside **DJ**s began mixing funk, disco and anything they could get their hands on to create a new style of music. Born out of the Bronx in New York City in the 1970s, hip-hop would go on to become a major genre of music that is today one of the most popular and influential forms of popular culture. On August 11 1973 a small school in The Bronx, New York, hosted a 'back to school' party with local DJ Kool Herc. As Kool Herc mixed songs together on two record turntables, his friend grabbed the microphone to hype the crowd up. Hip-hop was born on that day, and the new sound spread to the world.

KEY TERM

DJ (disc jockey) musician who plays vinyl records together to make one song

Amazing but true …

There are many different stories about the birth of hip-hop, depending on who you ask. One pivotal moment in the early days of the genre, though, is often called 'Hip-hop's Birthday'. On 11 August 1973 18-year old Clive Campbell, aka DJ Kool Herc, played a 'Back to School Jam' show in the rec room of his apartment building. In front of a huge crowd, Herc spun records back and forth on the turntables to extend the instrumental sections of each song while his friend Coke La Rock shouted out to the crowd over the music. Some stories say the party was for Herc's sister's birthday, while others say it was to raise money for her school uniform, but whatever the reason, the 300 people who were there that night were part of musical history.

◄ **Source 3.69** This is a portrait of hip-hop group Grandmaster Flash & the Furious Five in 1984. Pictured from left to right are Raheim (born Guy Williams), Kidd Creole (born Nathaniel Glover), Grandmaster Flash (born Joseph Saddler), Cowboy (born Robert Keith Wiggins), Scorpio (born Eddie Morris), and Melle Mel.

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The Australian sound emerges

The beginning of the 1970s saw a new dawn for Australian music and popular culture. The cultural cringe of the 1960s began to fade and Australian musicians started to explore the sounds that reflected Australian experiences. This helped forge an era when Australian music began to influence the world, instead of the other way around.

KEY TERMS

radio ban 1970s ban by Australian radio stations of releases from British and American record companies in response to disputes about the cost of the use of American and British records for radio airplay

Sunbury Festival annual Australian music festival held on a private farm in Sunbury, Victoria, between 1972 and 1975

Australian music received a helping hand in 1970 when a dispute between music recording companies and Australian radio stations led to a ban on broadcasting music by British and American bands signed to major labels. As a result of this **radio ban**, radio stations began to focus more on Australian music and the sounds that were coming out of Australian ballrooms and pubs.

In 1971, the Australian band Daddy Cool released 'Eagle Rock', a song that would stay at number one on the Australian music charts for seven weeks. A new, confident and brash style of music was here to stay.

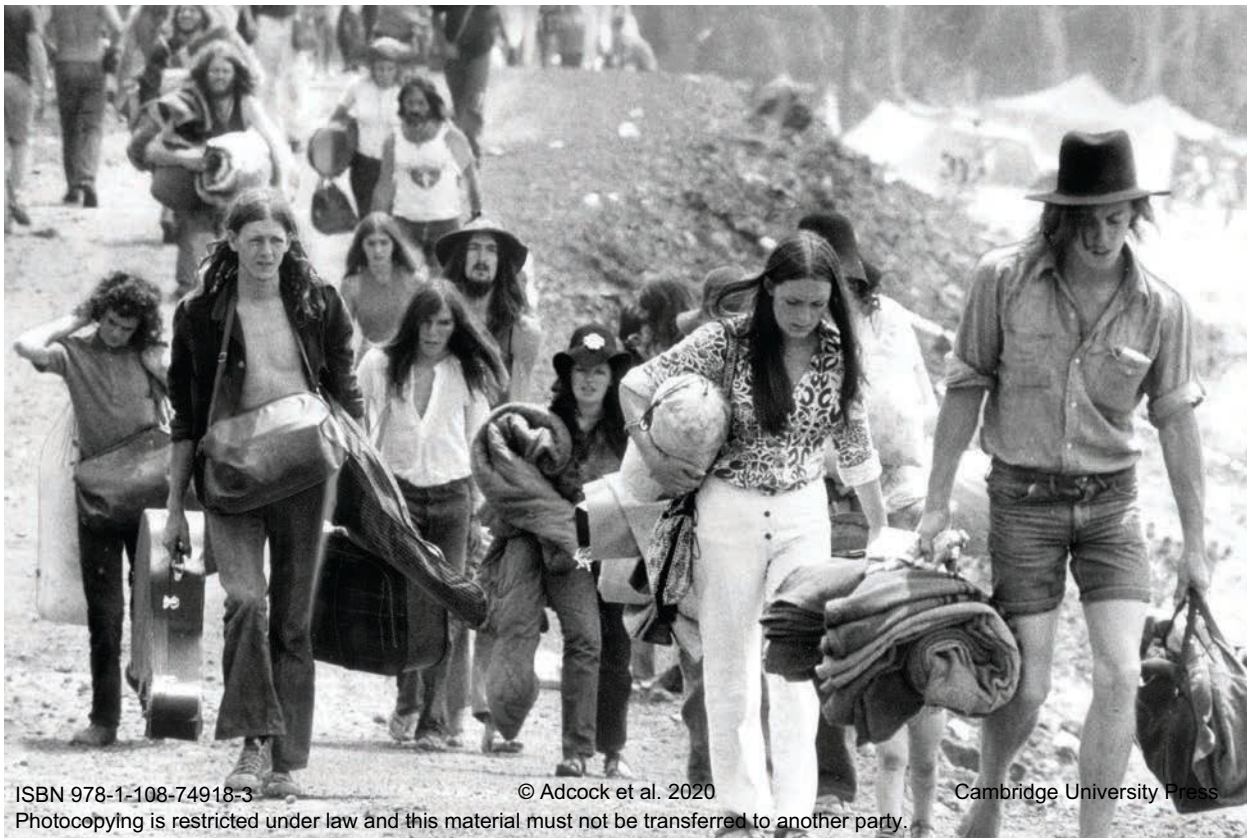
'Australia's Woodstock' – the Sunbury Festival

In February 1972, on a rural property in Sunbury, Victoria, the first annual **Sunbury Festival** showcased an emerging Australian sound in front of an Australian audience. Approximately 35 000 people paid A$6 for three days of music. One year later the growing festival featured the newly reimagined Billy Thorpe and the Aztecs, who had cast off their early 1960s look. They played their hit song 'Most People I Know (Think That I'm Crazy)'.

The second Sunbury Festival was also significant for the presence of young entrepreneur Michael Gudinski, who was there selling fresh watermelon. Gudinski had just started his own record label, Mushroom Records, which would go on to serve as a cornerstone of the Australian music industry for decades.

In 1974 the popularity of the Sunbury Festival increased as it hosted emerging acts like Sherbet, Skyhooks and the British band Queen. That year, Mushroom Records released a live recording of the event. The following year British rock group Deep Purple played the festival. Their fee for performing had cost the promoters almost all of the money that they had set aside to pay all the other artists at the festival, leaving next to nothing with which to pay the Australian acts.

▼ **Source 3.70** 14 February 1972: fans leave the Sunbury Music Festival on its final day



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▲ **Source 3.71** London, July 1986: Queen's lead singer Freddie Mercury and drummer Roger Taylor perform at Wembley Stadium

Just before Deep Purple were about to play, a newly formed Australian band decided to march onto stage, take the band's instruments and play them instead. A brawl broke out between this new band and Deep Purple's **roadies**, right in front of the crowd.

The Australian band's guitarist, Angus Young, quickly ran to the mic and yelled to the crowd, 'We need a bit of a hand up here!'[26] The crowd began to rush the stage to defend the Australians. After calm was restored, Deep Purple were allowed to play and the new Australian band followed them. That band was AC/DC.

AC/DC – Australia's greatest musical export

Bon Scott, the original lead singer of AC/DC, had prowled stages in pubs and clubs all though Australia in the 1970s. His menacing lyrics rang out over the top of blues-inspired heavy rock 'n' roll that created anthems about Australian life and enshrined 'pub rock' as a unique genre in Australian music.

KEY TERM

roadies nickname for 'road crew' – the people who carry and set up music equipment for bands

Before the decade was out AC/DC would be the bestselling band in Australia and would end up as one of the most influential bands of all time. In the songs 'Dirty Deeds, Done Dirt Cheap', 'Jailbreak' and 'Let there be Rock', Bon Scott did not hide his accent, creating a sound that was identifiably Australian.

Formed in Sydney in 1973, AC/DC played their first show at a Bondi Beach nightclub. After a string of popular albums, the band released the song 'It's a Long Way to the Top', which was supported by a new trend in music production: the music video. In the video for the song, the band played on the back of a flatbed truck as they drove through the streets of Melbourne. AC/DC's music was a little too heavy for radio stations in Australia, but the band's reputation was earned in pub shows as they relentlessly toured around the country. Scott was known for his onstage antics and the band were determined to 'give rock music a kick in the guts'. [27]

Eventually AC/DC's success would lead them to move to London so they could take their music to the world.

▲ **Source 3.72** AC/DC performing on their first UK tour

26 ABC Sound Library - https://www.youtube.com/watch?v=rnkktH3pSMM
27 https://www.bbc.com/news/entertainment-arts-29932369

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▲ **Source 3.73** 1976: Bon Scott performs on stage with AC/DC

They were soon selling out concerts in Europe and the USA. By the end of the decade, they had graduated from the pubs and clubs of Australia to play major stadiums around the world.

The band's hard-living reputation caught up with them in 1980 when singer Bon Scott was found dead in a car after a night of heavy drinking. The band went on to release the album they had been working on. It was a huge success and Scott's place was taken by a new singer, Brian Johnson.

AC/DC went on to record 18 albums and sell 200 million copies around the world. They were one of the key instigators of the heavy metal genre of the 1980s. Their global popularity is still rivalled only by The Beatles and Michael Jackson.[28]

Telling Australian stories

Throughout the 1970s Australian stories continued to be shared through Australian music exported to the world.

Melbourne band Skyhooks emerged to take the Australian music scene by storm. Establishing a clear Australian identity combined with glam, makeup and outrageous stage antics, Skyhooks sought to shock audiences and usually succeeded.

▲ **Source 3.74** London, 18 August 1979: Angus Young, guitarist from AC/DC, performs at London's Wembley Stadium

28 https://www.independent.co.uk/arts-entertainment/music/50-best-selling-music-artists-all-time-bands-singers-musicians-richest-beatles-a7946531.html

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▲ **Source 3.75** Festival Hall, Melbourne, 25 April 1983: Red Symons, lead guitarist from Skyhooks, plays at the Anzac Day Concert

▲ **Source 3.76** Radio Birdman

Their first album, *Living in the Seventies*, sold 300 000 copies.[29] In 1975 they appeared on Australian television on the first day that television was broadcast in colour. They used the new technology to their advantage, dressed in shimmering satin and gold and wearing wild earrings.

Skyhooks were an instant hit – their songs were specifically about life in Australia, which they went out of their way to make fun of. Their songs, 'Toorak Cowboy' and 'Ego is not a Dirty Word' spoke to a new Australian attitude.

Surf culture was well entrenched in Australian society by 1977. Australia had already produced a number of world champions who had proved the nation's pedigree in the famous surfing tournaments of Hawaii and California.

By 1977 Australia had its own surf soundtrack in the form of the band Radio Birdman. Drawing heavily on American surf guitar and the American TV show *Hawaii 5-0*, Radio Birdman's hit song 'Aloha Steve and Danno' reflects the energy and passion of Australian surf culture and became a marker of a culture that had happily found its place outside of Australian popular culture.

DEVELOPING HISTORICAL SKILLS AND CONCEPTS 3.2

Determining historical significance

AC/DC is considered one of Australia's – and rock 'n' roll's – most important and significant bands.

1. Carefully examine the images of AC/DC. How are they different to what you have seen before – not just compared to other Australian music, but to popular music of the 1960s?
2. How do you think these differences contributed to their popularity?
3. How do you think AC/DC helped to inspire Australian bands to play music that reflected an Australian identity?
4. What is the significance of AC/DC?

29 https://mushroommusic.com/songwriters/skyhooks/

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KEY TERMS

new wave term used to describe a new trend and movement, usually in art or music, that indicates a popular new style

anarchism political belief in the abolition of all government

punk music genre that emerged in the mid-1970s, rejecting the perceived excesses of mainstream society through an aggressive dress code and loud, angry, sometimes violent live performances

In 1978 a pub band by the name of Cold Chisel released their song 'Khe Sanh'. The song would become an unofficial anthem of Australian music fans. One of the first Australian songs to ever reference the pain felt by war veterans who had returned from the hated Vietnam War, 'Khe Sanh' told the story of an aimless worker trying to find meaning in life after serving in the war.

This story was not about an American experience – it was about an Australian one. 'Khe Sanh' referenced Australian landmarks and experiences in a way that few songs had before. This helped to set the tone for Australian music in the 1980s.

Music trends in the 1980s

The 1980s killed disco. What came to replace it was more adventurous. International artists like David Bowie took rock music into the **new wave** movement that momentarily left traditional ideas of gender behind in favour of a more fluid representation of identity.

The heavy metal of the 1970s began to be replaced by a more American version of the sound that emphasised volume, appearance and hair. Guns N' Roses, Mötley Crüe and Poison led the charge in arena stage shows and the rock lifestyle. In the UK, **anarchism** appeared in the form of **punk**. Punk was a musical style built around shock value and was best-known for the short-lived commercial success of the Sex Pistols in the 1970s.

▲ **Source 3.77** Queue for tickets to a 1983 Cold Chisel concert

▲ **Source 3.78** Cold Chisel performing in Germany, 1982

ACTIVITY 3.17

Research task

Research the songs mentioned in the 'Telling Australian stories' section.

1. Find as many images on the internet of each band as you can. What do the images tell you about the emergence of an Australian identity compared to what you have seen in the 1960s?
2. Research the lyrics of Skyhooks and Cold Chisel. Find lines from their 1970s hits that suggest Australian music had moved in a different direction in the 1970s.
3. What influence do you think AC/DC had on these bands?

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▲ **Source 3.79** Sex Pistols lead singer Johnny Rotten performing live onstage at Randy's Rodeo Nightclub, San Antonio, 1978

▲ **Source 3.80** Black Flag lead singer Henry Rollins during a 1984 concert

In the 1980s punk bands like the Bad Brains, The Damned and the Ramones built on the reputations they had established in the late 1970s and adopted a new, more underground, ethos.

In underage venues and clubs across the world, American bands like Black Flag and Minor Threat played to audiences that surged with energy and a do-it-yourself spirit that shunned major record labels and mainstream popular culture.

In Australia, young people defined their identity by the style of music they listened to. For young Australians there were more ways than ever to become a part of something different. Record stores were becoming more common and access to music on television, supported by the explosion of the music video, meant that musicians could craft an image of themselves that ensured they appealed to their audience in terms of their looks, sounds and actions.

Australian music in the 1980s

The ABC television show *Countdown* provided a platform for Australian audiences to watch music videos and see Australian musicians and overseas performers play live.

Countdown was a youth-focused music television show hosted on the ABC. It began broadcasting in 1974, hosted by Ian 'Molly' Meldrum, a DJ and music journalist best recognised these days for his signature cowboy hat.

▲ **Source 3.81** *Countdown* was an extremely influential music television program on which artists from Australia and overseas performed live to a national audience.

Countdown brought current and popular music to television audiences and made sure that kids all over Australia, from its remotest corners to its biggest cities, were seeing the latest music available.

In the 1980s bands had begun to create promotional music videos so they could get their music played on television. In America, a 24-hour music channel began broadcasting in 1981 with the song 'Video Killed the Radio Star' by English pop group The Buggles. *Countdown* was quick to pick up on this music video trend, making the program a 6 p.m. Sunday night ritual for music lovers all over Australia.

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▲ **Source 3.82** Australian music critic Molly Meldrum at his home in Melbourne in 1987

KEY TERM
ocker nickname for an Australian male stereotype who is loud, rude and brash

Meldrum was renowned as a music critic and would interview some of the world's most famous musicians. Using his catchphrase, 'Do yourself a favour', he would recommend new music to his legions of fans. Between 1974 and 1987 The show combined live performances with music videos, interviews and reviews.

Molly Meldrum and *Countdown*, champions of Australian music, were one of the greatest influences on Australian music and popular culture.[30]

The golden age of Australian music

Countdown and music videos provided a platform for Australian bands to establish their identity both at home and in the rest of the world. During the 1980s Australian bands shared their music with the world in ways that not only reflected popular trends, but began to establish them as well.

Australian society also had begun to forge its own path. As US culture pursued middle-class wealth and consumerism and the UK embarked upon a decade of conservatism and turmoil under Prime Minister Margaret Thatcher, Australia opened its economy and identity to the world under the leadership of Prime Minister Bob Hawke.

Thanks to the international success of Australian musicians and a new Prime Minister with a brash attitude, the concept of the **ocker** was born in the 1980s. An ocker was a loud, rude and brash Australian who found a sense of Australian patriotism through its music and popular culture.

▲ **Source 3.83** 16 February 1983: Bob and Hazel Hawke leave the Sydney Opera House after giving a speech during the 1983 Australian federal election campaign

30 https://theconversation.com/countdown-just-nostalgia-or-still-breaking-new-ground-83963

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ACTIVITY 3.18

Group task

Split into groups and choose an Australian artist or group from the 1980s to research from the list provided below, then answer the questions under the list.

- **Men at Work** – Famous for their hit song 'Down Under', Men at Work told the story of Australians abroad with the anthem 'you better run, you better take cover'
- **AC/DC** – Continuing on from their 1970s success, AC/DC became a musical powerhouse, selling out stadiums worldwide with their album *Back in Black*
- **INXS** – Fronted by the enigmatic Michael Hutchence, INXS released a string of albums in the 1980s that were US and UK hits, selling 30 million copies with hit songs like 'Burn for You'
- **Nick Cave** – One of the most enduring artists in Australian memory, the dark and subversive Nick Cave shunned popular culture with his band The Bad Seeds and songs like 'The Mercy Seat'
- **John Farnham** – An Australian favourite, Farnham sang Australian anthems like 'You're the Voice'
- **Icehouse** – Icehouse's hit song 'Great Southern Land' celebrated Australia's unique natural beauty and its Aboriginal and Torres Strait Islander heritage, bringing the magic of Australia to the world
- **Goanna** – Goanna's song 'Solid Rock' featured Aboriginal instruments and made a political statement about land rights and Aboriginal and Torres Strait Islander dispossession
- **The Go-Betweens** – One of Australia's greatest exports, The Go-Betweens sang songs of the Australian experience from their base in England, including the hit 'Streets of Your Town'
- **Kylie Minogue** – The former TV star broke into the international music scene with pop songs like 'Locomotion' and began an incredible international career
- **Cold Chisel** – These pub rock legends from the 1970s continued into the 1980s with the anthems 'Working Class Man' and 'Flame Trees', celebrating Australian identity
- **Midnight Oil** – Prolific and political, Midnight Oil pioneered environmentalism in Australian music and society, also supporting Aboriginal and Torres Strait Islander land rights and identity with songs like 'Beds are Burning'
- **Australian Crawl** – With hits like 'Errol' and 'Reckless', this band of surfers launched the international career of lead singer James Reyne
- **Divinyls** – A hard and mean band fronted by singer Chrissy Amphlett whose punk anthems 'Boys in Town' and 'Pleasure and Pain' were icons of Australian pub rock
- **Painters and Dockers** – Borrowing their name from a maritime union, this punk band railed against American culture with the anthem 'Die, Yuppie, Die'
- **Crowded House** – An import from New Zealand, Crowded House were a constant feature on Australian radio and television with songs like their huge international hit 'Don't Dream It's Over'
- **Paul Kelly** – Arguably Australia's greatest singer-songwriter, Kelly released a string of albums with songs such as 'Before Too Long' that spoke of life on Melbourne streets.

1 Define the artist or group's sound. What style of music did they play?
2 How did they influence global music? What have overseas media said about them?
3 Make a shortlist of their greatest songs and achievements.
4 Present your findings to the class in a short audiovisual presentation. During other student's presentations, take notes on the way each artist made their mark during the 1980s.
5 'Australian music exported the national identity in the 1980s.' To what extent do you agree with this statement? Answer this question with reference to your notes on the class presentations.

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ACTIVITY 3.19

Comparative analysis

1 Research the songs 'Beds are Burning' by Midnight Oil and 'Working Class Man' by Cold Chisel.
2 Read through the lyrics of each song carefully. What is the meaning behind each song? Use specific lyrics from each song to support your response.
3 In your opinion, how does each song reflect Australian popular culture in the 1980s?

▲ **Source 3.84** Midnight Oil lead singer Peter Garrett performs on stage in 1980

▲ **Source 3.85** Sydney, December 1983: Jimmy Barnes performing at Cold Chisel's Last Stand concert

Music trends in the 1990s

The Cold War finally began to come to an end in 1989 when the Berlin Wall came down. The Soviet Union collapsed two years later in 1991. The end of the Cold War meant that teenagers in the 1990s were the first generation of teenagers who did not have an 'enemy' that they were taught to fear by their governments and schools.

In the wake of the collapse of communism, popular culture of the 1990s reflected a teenage culture that didn't seem to care. This new culture was a reaction to and a rejection of the bright colours and consumer excesses of the 1980s. This lack of interest led to the birth of **slacker culture**.[31]

▲ **Source 3.86** Shoppers look through the compact disc selection at the Los Angeles Virgin Records megastore in 1995

KEY TERMS

slacker culture 1990s apathetic youth culture notable for its members' cynical disinterest in political or social causes

Rage popular and long-running music video program on the ABC

After the end of the Cold War, most of the nations that had been caught up in it transitioned into a period of relative calm. Media storage transitioned to digital formats and a long history of music being released on vinyl records and cassette tapes came to an end with the introduction of the compact disc (CD).

Digital television and the introduction of ongoing Australian music television institution ***Rage*** meant that popular music, as well as music that wasn't as popular, became available to people who wanted to dig for it. *Rage* was a 6–8-hour video music program on the ABC that played music

31 https://tortoise.princeton.edu/2017/06/14/media-meditation-in-1990s-slacker-comedies/

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videos back-to-back with no breaks in between. For music fans, it brought the excitement of discovery that drove music lovers to uncover something new and exciting.

Rage was broadcast overnight on weekends, starting late and going through until the next morning. Music fans would wait up until the early hours of morning to watch new music by old and new favourite artists. The invention of the **video cassette recorder (VCR)**, a visual analogue tape recording device, meant that songs could be recorded from the TV and watched again and again until the tape wore out.

Grunge and alternative music

A new subculture and sound emerged in the 1990s called **grunge**. Drawing on darker ideas and a jaded view of authority, grunge grew out of a music scene in Seattle, USA. The band that represented grunge most succinctly was Nirvana. Dressed in torn jeans, dirty sneakers and a cardigan from a second-hand store, Nirvana lead singer Kurt Cobain became the icon of 1990s despair:

> I'm such a nihilistic jerk half the time … sarcastic at times and then at other times I'm still vulnerable and so sincere. That's pretty much how every song comes out – it's like a mixture of both of them, and that's pretty much how people my age are. I'm just as pissed off about the things that made me pissed off a few years ago. I'm pissed off about everything in general so all these songs are pretty much about my battle with the things that piss me off.[32]

Nirvana were at the vanguard of a movement of bands like Soundgarden, Pearl Jam and the Red Hot Chilli Peppers, who made up a broader genre of music called **alternative**. Popular music up to this point had very much been dominated by style over substance. Alternative music could be found in an ever-expanding section of music stores that focussed on new sounds and ideas.

With alternative and grunge there came a violent new dance trend called **moshing** that saw fans crush close together, jumping up and down, smashing into one another and climbing on stage to stage dive back into the crowd.

Naturally, parents and concerned authorities worried about the dangers this new trend posed for young people.

At the same time a huge revival of British music saw bands like The Stone Roses, Oasis and Blur celebrate the **Britpop** movement. **Electronic dance music** began to grow too. Breaking from traditional song lengths with its repetitive and upbeat songs, EDM would branch off into an entire global subculture of its own.

KEY TERMS

video cassette recorder (VCR) device that could be used to record television programs so they could be replayed and rewatched at a later time

grunge style of rock music characterised by a raucous guitar sound and angsty vocals

alternative broad category of music that was different to mainstream popular music and was typically eclectic, unusual, or challenging

moshing dance style that involves aggressively jumping up and down and deliberately colliding with other dancers

Britpop British musical style that emerged in the 1990s and emphasised British culture, sounds and fashion through catchy pop songs that challenged the darker grunge culture of America

Electronic dance music (EDM) electronically produced music characterised by synthesised sounds and fast repetitive beats

▲ **Source 3.87** Anthony Kiedis of the Red Hot Chili Peppers in 1994

▲ **Source 3.88** Nirvana's Kurt Cobain in 1993 during the recording of *MTV Unplugged* at Sony Studios

32 https://www.rollingstone.com/music/music-news/the-tao-of-kurt-cobain-12-great-quotes-from-the-nirvana-frontman-112939/

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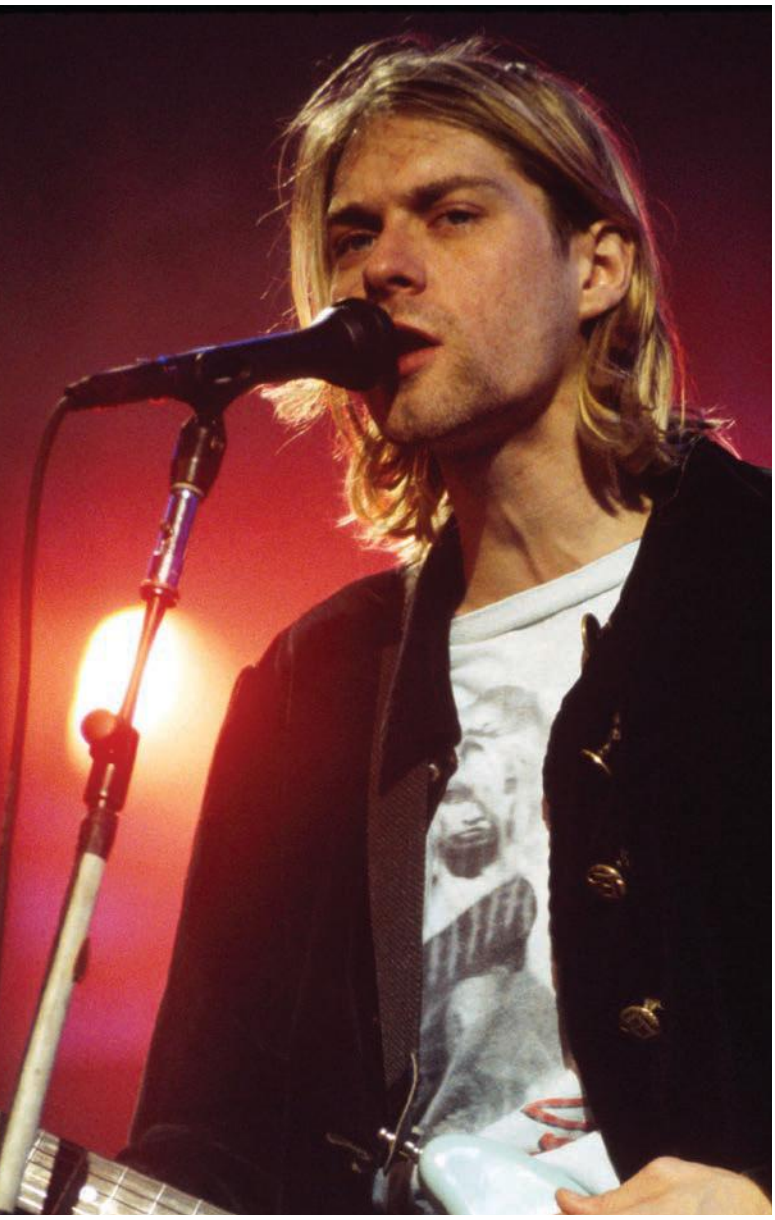

▲ **Source 3.89** Nirvana lead singer Kurt Cobain in 1990

KEY TERMS

gangsta rap type of rap music featuring aggressive, macho lyrics, often with reference to gang violence

Triple J Australia's national youth music radio station, founded in 1989

The moral panic of gangsta rap

Slacker culture would birth its own moral panic, but it would pale in comparison to the panic caused in the 1990s by hip-hop and **gangsta rap** from the USA. In the 1970s and 1980s hip-hop had been building momentum and began to move away from party songs towards a darker, meaner and angrier reflection of life in poor American neighbourhoods. Artists like Nas, Notorious B.I.G., Tupac and the Wu-Tang Clan wrote songs about violence, drugs and struggles in inner-city America.

However, nothing compared to the controversy created by the band N.W.A. With their first album *Straight Outta Compton,* released at the end of the 1980s, N.W.A. took popular music into new territory with its controversial song 'F*** tha Police'. This controversial song satirised racial profiling and police brutality, presenting a mock trial with the police department as the defendant.

In the USA, the FBI issued a public statement to warn music fans against buying N.W.A.'s record. In Australia the head of the ABC's newly created national youth radio station **Triple J** was suspended by management for playing 22 seconds of the song, which included 65 expletives and references to drugs and violence. Triple J was one of the few radio stations around the world to actually play the song.

In protest, Triple J staff went on strike and played N.W.A.'s other hit song, 'Express Yourself', 365 times in a row over 24 hours, only stopping to occasionally play a recorded message that the staff were on strike. The head of Triple J was reinstated on the condition that the offending song be 'given a rest'.

Triple J and the Big Day Out

Triple J had been launched as a national radio station in 1989. It began life in the 1970s as Sydney radio station Double J, but had been limited to broadcasting in Australia's major cities. However, it had provided an important voice for young Australians.

> *'Once Double Jay came along, you could hear the music you liked, you could hear people talking about the issues that mattered to you and you could feel like you were part of a community that shared these common views'.*
>
> —Keri Phillips, Double J presenter and DJ

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The decision for Double J to go national meant there was a chance for young Australians in every corner of the country to hear the latest music and to speak out on issues that mattered to them. In the early 1990s Triple J introduced national institution **The Hottest 100** by asking listeners to vote for their favourite songs of the year. The Hottest 100 countdown has now become a cornerstone event on the Australian summer calendar.

The Hottest 100 has been so instrumental in the development and promotion of Australian music that between 1996 and 2003 there was at least one Australian song in the Top 5 each year.

In 1992 music enthusiasts Vivian Lees and Ken West hosted the first ever Big Day Out festival, a live concert featuring the best alternative acts of the time.

At the very first Big Day Out, Nirvana played as part of their only visit to Australia. Along with the large festival crowd came another moral panic, however, as the phenomenon of moshing became better known to the broader Australian public. When crowds packed together in the mosh pit to see their favourite bands, injuries were common. Crowd surfing also saw fans and musicians ride across the outstretched hands of the audience.

While on tour for the 1992 Big Day Out, Nirvana arrived at Fishos on the Gold Coast to do a side gig, only to find the barrier protecting the crowd from the stage was not secure. Band members warned Mike Ballinger, one of the venue workers, that it was unsafe, stating, 'You've never seen anything like a Nirvana crowd'. Ballinger was later quoted as saying,

▲ **Source 3.90** 26 January 1995: crowd surfers get into the spirit at The Big Day Out

> So it was changed … And I'm glad it was because it was 10 500 people going absolutely nuts.[33]

KEY TERM

The Hottest 100 Triple J-hosted annual radio countdown of the best 100 songs from the past year

In 2001 the Sydney Big Day Out was shrouded in controversy when 16-year-old music fan Jessica Michalik died from a heart attack in a particularly aggressive mosh pit during a set by controversial US band Limp Bizkit. As a result, the Big Day Out pioneered a new series of safety barriers and procedures to protect the safety of fans at future events.

ACTIVITY 3.20

Check your understanding

1 What would be the best way to define grunge music?
2 Why do you think grunge music appeared when it did?
3 What was significant about the establishment of Triple J and The Big Day Out?

33 https://www.abc.net.au/news/2017-01-26/youve-never-seen-anything-like-a-nirvana-crowd-fishos-at-25/8214858

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Australian music in the 1990s

In 1990, Australian music started where it had left off in the 1980s: political and angry. Australian band Yothu Yindi had the first hit song to be sung in English and an Aboriginal language. 'Treaty' brought the culture, identity and political activism of the Yolngu people to the world. The song reflected the broken promises of successive Australian governments with respect to Aboriginal and Torres Strait Islanders. Yothu Yindi was fronted by Dr Manduway Yunupingu, a school principal and community leader. An international hit, 'Treaty' led to Dr Yunupingu being named Australian of the Year in 1992.

KEY TERMS

SBS (Special Broadcasting Service) Australian government-funded television station established in 1978 to 'narrowcast' programs for Australia's growing immigrant community

fanzines homemade magazines made by fans to support their favourite bands, music and subcultures

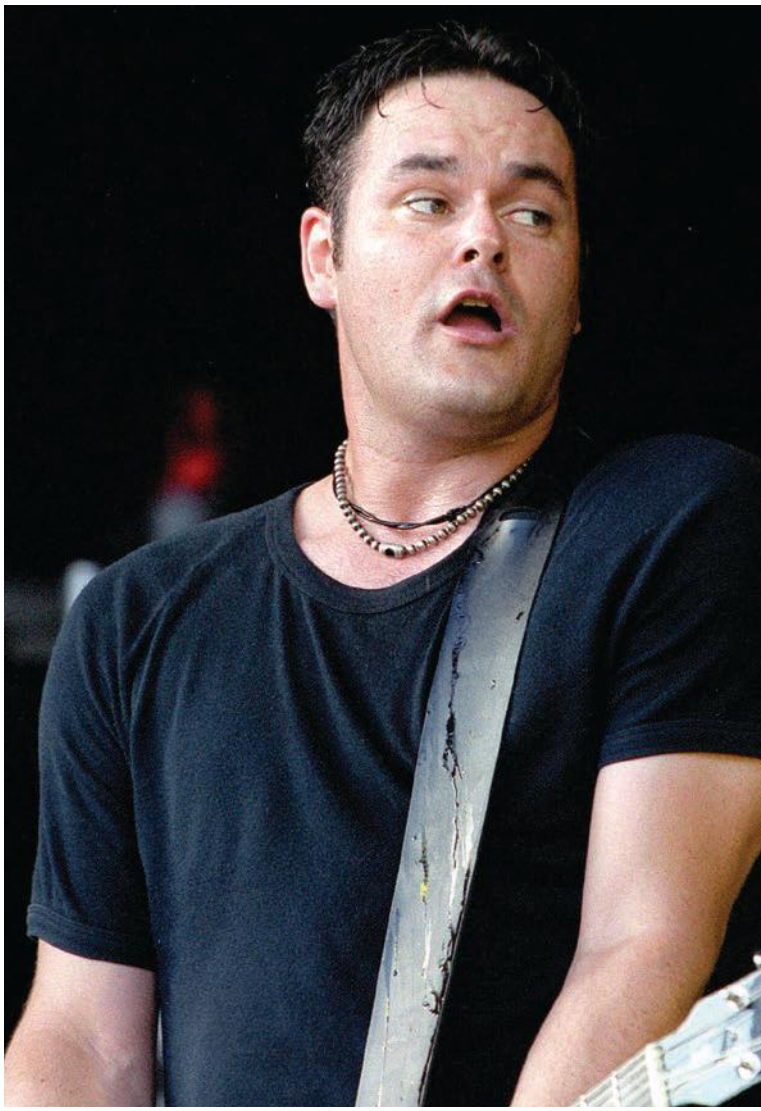
Comfortable that they had an established place in world music scene, in the 1990s Australian musicians strengthened their identity and confidently made their contribution to local and international popular culture. As a wave of grunge music overtook the airwaves, a group of teenagers from Newcastle won a music video competition run by the **SBS** television station.

Shooting quickly to stardom, Silverchair became one of Australia's greatest ever musical exports. Initially the three-piece band could only tour during school holidays because they had not finished secondary school. However, their growing popularity and their relationship with grunge culture allowed them to become the global success that they remain to this day. Silverchair drew inspiration from Melbourne bands like You Am I, who continued a strong tradition of Australian pub rock – You Am I's hit song 'Berlin Chair' lays claim to inspiring one part of Silverchair's name.

Alternative music exploded in Australia as a range of Australian pub rock artists began to explore new avenues and genres. The Living End became a huge commercial success combining heavy pub rock sounds with an American rockabilly style.

Off the back of a huge revival of American punk music, pop punk made excitable punk music popular. Melbourne band Bodyjar tapped into the emerging Australian subculture and toured Europe and America. Alternative music fans began building their own publications, called **fanzines**, and putting on all-ages shows to ensure alternative music was accessible to everyone. The do-it-yourself ethos of alternative music meant that new bands had an audience that circumvented the normal route to popularity involving radio stations and record companies.

▲ **Source 3.91** Silverchair at the 1995 Reading Festival in the UK



▲ **Source 3.92** Bodyjar performs during the Heatwave 2000 concert in Sydney

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▲ **Source 3.93** A selection of UK punk fanzines

▲ **Source 3.94** Something for Kate drummer Clint Hyndman

▲ **Source 3.95** Australian singers Nick Cave and Kylie Minogue on the set of the video for their 1996 duet, 'Where the Wild Roses Grow'

A number of alternative bands found their way into the Australian and international consciousness. Melbourne band Something for Kate performed a more mature, nuanced sound compared to the popular grunge and pop punk of the day, which led to a huge following both here and overseas – a following that continues to this day.

Kylie Minogue continued on from her success in the 1980s to become one of the greatest chameleons of international music. Like David Bowie and Madonna, Kylie became a master of reinvention. Her music reflected an identity that had 'grown up' from its manicured pop roots in the 1980s. Kylie's collaboration (her surname had been dropped by the 1990s) with fellow Australian artist Nick Cave, and her performance at the 1998 Sydney Gay and Lesbian Mardi Gras, cemented her place as an Australian music icon.

ACTIVITY 3.21

Check your understanding

1 Do you think Australian music had 'cemented its place' in the 1990s? Why? Why not?
2 How did Australian pub rock inspire new bands like Silverchair?

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ACTIVITY 3.22

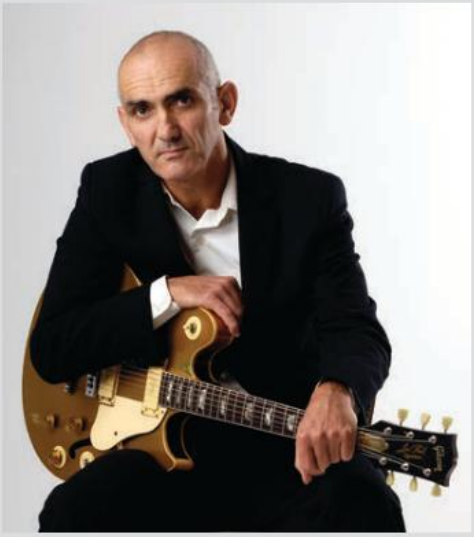
Research task

No singer reflected the burgeoning Australian popular culture better than Paul Kelly. In the 1980s and 1990s he released the hit songs 'From Little Things, Big Things Grow', 'Dumb Things' and 'To Her Door'.

Kelly's lyrics were unassuming and told stories of ordinary Australians' love and loss. His enduring popularity has led to countless tributes and over 30 album releases. His songs remain popular for their reflection of a unique Australian identity.

Research and read over the lyrics of his song, 'How to Make Gravy'. It tells the story of a jail inmate who is missing the family Christmas, and – of course – his family's Christmas gravy.

1 What lyrics in this song make you think of Christmas in Australia?
2 Why do you think this song (and other Paul Kelly songs) is so relevant to Australian popular culture?



▲ **Source 3.96** Iconic Australian singer–songwriter Paul Kelly

Australian film trends 1970–2000

Fresh air blew into the Australian film industry in the 1970s. A new determination to express Australian identity through popular film saw a huge number of local films produced about local ideas. This finally let Australians see their stories on the big screen.

To support this development the Australian government, under Prime Minister Harold Holt, established the Australia Council for the Arts in 1967. By the end of the 1970s, 158 films had been made in Australia – nine times more than the previous decade.[34]

▲ **Source 3.97** Scene from *Wake in Fright* (1970)

Australian film in the 1970s

What arose from this 'golden age' of Australian film was the emergence of specifically Australian stories with specifically Australian characters. The **larrikin** became a common and popular protagonist. The harsh Australian landscape often became an antagonist that Australian film heroes fought against.

KEY TERM
larrikin boisterous, often badly behaved young man

Wake in Fright (1970)

The Australian film *Wake in Fright* was released in 1970. It told a dark tale of a school teacher trapped in a remote town full of violent and drunk men. This film set the tone for Australian films to come. *Wake in Fright* exposed the seedy underbelly of life in the Australian Outback.

34 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p. 113

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While it was critically acclaimed in France and England, it didn't achieve the same success at home, perhaps due to its unforgiving portrayal of Australia in the 1960s.

However, *Wake in Fright* set an outstanding precedent for Australian films to follow, most notably by establishing the Australian outback as a character in its own right. Any successful film needs a protagonist and an antagonist to drive the story forward – *Wake in Fright* used the Australian outback to represent the landscape as a dangerous and deadly opponent.

The Adventures of Barry McKenzie (1972)

In 1972 *The Adventures of Barry McKenzie* introduced another key character in the Australian identity: the larrikin. A larrikin is a stereotypical Australian man, the idea of which was inspired by the legends of Ned Kelly and the Anzac soldiers at Gallipoli. Larrikins were seen as self-reliant, funny and able to hold their own in a fight. Most importantly, a larrikin didn't have a lot of respect for authority.

In *The Adventures of Barry McKenzie,* Barry is a beer-drinking, brawling everyday Aussie who travels to England to seek a cultural education although he neither respects nor understands English culture. The film's huge popularity in local cinemas suggested that, by 1972, Australian culture had moved far enough from the culture of the Mother Country that it had become a point of pride rather than a cause for cultural cringe.

▲ **Source 3.98** Barry Crocker, playing comedy character Barry McKenzie, met Australia's Prime Minister Gough Whitlam in 1974.

Picnic at Hanging Rock (1975)

Fear of the landscape was also a theme in the 1975 film *Picnic at Hanging Rock*. Based on an Australian novel, this haunting film follows the disappearance of a group of schoolgirls near Hanging Rock in the Macedon region of Victoria. The film reinforced long-standing fears of the Australian bush and the mysteries that exist beyond the imagination of many Australians.

Mystery has long surrounded the origins of this story. Many people believed for years that it was a true story, but it was not. Because the film was set in the early 1900s it represented an example of Australia's settler past, which helped it to succeed with Australian audiences.

▲ **Source 3.99** This is the poster of *Picnic At Hanging Rock* that promoted the director's cut of the film in 1975. It features a close-up of actress Anne-Louise Lambert.

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Mad Max (1979)

Mad Max was a 1979 film that saw a police officer trying to hold together whatever law and order still existed in a dystopian Australian future. Part car movie, part action flick, *Mad Max* was made on a shoestring budget by former doctor George Miller. The film had such a low production budget that some of the rogue motorcyclists who appeared in the film were members of actual motorcycle gangs. Many of the cast and crew were paid in beer.

For several decades *Mad Max* held the world record for being the most profitable film – it eventually grossed around US$100 million internationally.[35] The film's popularity was grounded in the story of a self-reliant hero and the unforgiving landscape of the film. *Mad Max* launched the career of a young Mel Gibson, while Miller would go on to build a global film franchise around his titular anti-hero.

Australian film trends in the 1980s

Australian film trends continued to develop throughout the 1980s. The subject matter continued to be the Australian way of life seen from a range of diverse and sometimes challenging perspectives.

Gallipoli (1981)

In 1981 *Gallipoli* was released, glamorising the actions of Australian soldiers during World War I. Reinforcing the larrikin stereotype, the Australian soldiers in the film continuously thumbed their nose at their British officers while adapting to tough and challenging conditions.

KEY TERM

sharehouse rented house that is lived in by several people who all share the rent and sometimes other property expenses

The film centres around Frank and Archie, two young sprinters who run away, lie about their age and sign up to fight in the war. *Gallipoli*, like *Picnic at Hanging Rock*, made a strong contribution to Australia's ability to see and understand its past. The film was an enormous success, visualising an Anzac myth that had grown steadily as a significant part of most Australians' understanding of who they were and where they had come from.

▲ **Source 3.100** Michael Hutchence in *Dogs in Space*, 1986

Teenage rebellion in Australian film – *Puberty Blues*, *Dogs in Space* and *BMX Bandits*

Australian films in the 1980s were not limited to a patriotic representation of our history. *Puberty Blues* was released in 1981, telling the story of two Surf Coast high school girls trying to fit into the surfer subculture. At times hilarious and at other times confronting, *Puberty Blues* told the story of Australia's surf culture, peer pressure, drugs and alcohol.

In 1986 a much darker representation of love and life in Melbourne's underground music scene was told by the film *Dogs in Space*. Set in an overflowing **sharehouse** in the Melbourne suburb of Richmond, and starring INXS lead singer Michael Hutchence, *Dogs in Space* remains a cult hit today, despite its lack of plot, but because of its representation of music and the underground youth culture of the late 1970s in Melbourne.

The more light-hearted kids adventure *BMX Bandits* was released in 1983, launching the career of another Australian cinema icon, Nicole Kidman. Based around the crime-solving exploits of a group of BMX riding teenagers, famed American director Quentin Tarantino was once quoted as saying,

> 'If we'd grown up in Australia, *BMX Bandits* would have been our *Goonies*.'[36]

35 https://www.theguardian.com/film/2015/may/08/mad-max-rewatched-gas-fuelled-action-pic-or-just-plain-weird
36 https://www.theguardian.com/sport/blog/2013/sep/10/joy-of-six-australian-sport-movies

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ACTIVITY 3.23

Check your understanding

1 What did *Wake in Fright*, *Picnic at Hanging Rock* and *Mad Max* have in common?
2 Using your answer from the previous question, explain why this makes these films uniquely Australian.
3 How did *Gallipoli* help reinforce the understanding of Australia's Anzac history?

▲ **Source 3.101** American actor Mel Gibson and Australian actor Steve Bisley on the set of *Mad Max*, 1979

ACTIVITY 3.24

Research task

Research the trailers and posters for the films *Goonies* and *BMX Bandits*

1 What do both films have in common?
2 Who is Quentin Tarantino? What is significant about his statement?

▲ **Source 3.102** Poster for *BMX Bandits* (1983)

▲ **Source 3.103** Poster for *Goonies* (1985)

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Crocodile Dundee (1986)

In 1986 Australian comedian Paul Hogan's larrikin traits were shown to the world in the popular film *Crocodile Dundee*. An American and Australian co-production, *Crocodile Dundee* remains one of Australia's most successful film exports of all time.

Crocodile Dundee captivated Australian audiences with its story about Mick Dundee, a larrikin from the untamed Australian bush who catches crocodiles with dry wit and a smile. However, the movie's success overseas played a huge role in stereotyping Australia to foreign audiences. Mick Dundee's physical appearance represents the very essence of the Australian larrikin. Muscular and sparingly dressed, the only jewellery Mick wears comes from the remains of the crocodiles he has already killed.

The casual attitude with which Mick treats the unpredictable nature of the Australian bush fell in line with Australia's love for rogue characters who play by their own rules. *Crocodile Dundee* follows the same tradition as *The Adventures of Barry McKenzie* by leaving the bush behind and setting half the film among New York high society as Mick becomes the guest of an American journalist.

▲ **Source 3.104** Paul Hogan in a scene from *Crocodile Dundee*, 1986

In a scene that is still quoted around the world, Mick thumbs his nose at the outside world when a mugger pulls a knife on him in a New York alleyway. Rather than back down, he produces his enormous crocodile hunting knife, stating, 'That's not a knife. THIS is a knife.'

Crocodile Dundee was a huge boon for the Australian film industry and also for Australian tourism. While the film grossed $US300 million around the world, it brought millions more people to Australia to see the Northern Territory landscapes of Arnhem Land and Kakadu that were featured in the film.

ACTIVITY 3.25

Research task

1 Search online for some of the key scenes from *Crocodile Dundee* (1986). How does the film combine the stereotypes of larrikins and the Australian landscape?

2 Research the significance of *Crocodile Dundee*. Why do you think it had such an impact when it did?

Australian film trends in the 1990s

Few films would ever rival the impact of *Crocodile Dundee*, however, a number of Australian films in the 1990s focussed on creating Australian stories for local audiences to great acclaim. *Crocodile Dundee* had made it easy for anyone outside Australia to laugh at it, but Australian film in the 1990s was all about Australians laughing at themselves.

The Big Steal (1990), starring Ben Mendelsohn and Claudia Karvan, and *Death in Brunswick* (1990), starring Sam Neill, focussed on life in Melbourne's inner suburbs. Mendelsohn, Karvan and Neill would go on to have long careers, both in Australia and overseas. Both films depicted the multiculturalism that had become an established part of Australian life.

Strictly Ballroom (1992) and *The Adventures of Priscilla, Queen of the Desert* (1994) took a wide step around the characters normally depicted in Australian films.

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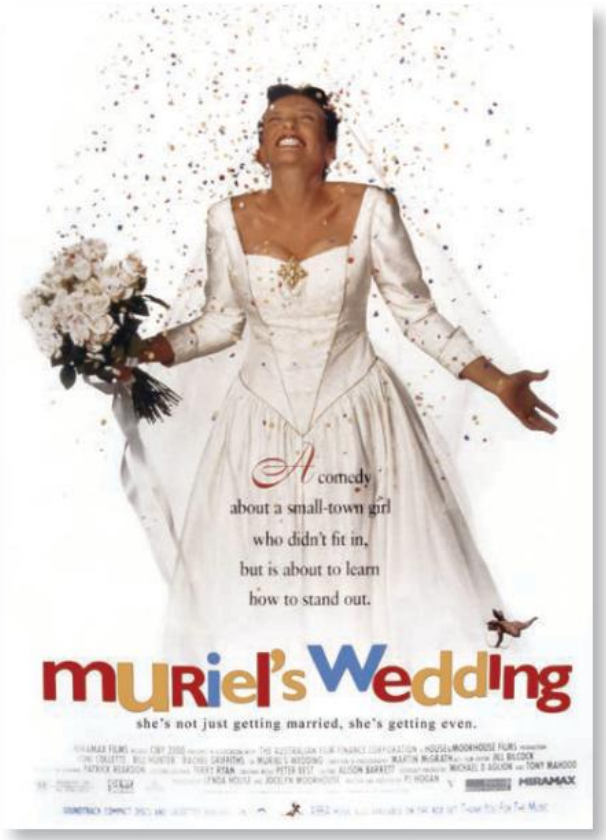
Strictly Ballroom featured a ballroom-dancing hero and *Priscilla, Queen of the Desert* a troupe of drag queens entertaining country towns. *Priscilla* in particular challenged long-standing representations of men in popular films about Australia, becoming a huge success both locally and overseas. In the same year as *Priscilla*, *Muriel's Wedding* (1994) was released, poking fun at Australian wedding traditions while celebrating the rise of the underdog.

The Castle (1997)

The Castle was released in 1997 and stands today as one of the most popular and most 'Australian' films ever made. The film is narrated by Dale Kerrigan, whose family live next door to Melbourne's Tullamarine Airport. The family's patriarch, Darryl, is locked in a fight with the airport company as they want to build another runway through his property. In a classic underdog story, Kerrigan and his motley mix of family and friends take their fight to the highest court in Australia to prove that 'a man's home is his castle'.

The Castle was made by Working Dog, a production team that had a long career in film and television behind them. Shooting on a minimal budget and drawing on catchphrases and real events from the writers' own lives, *The Castle* was not taken seriously by the major Australian theatres of the time. In response, Working Dog decided to put on a free screening. The audience's laughter was so loud that it convinced major cinema owners to screen the film. The film was made for less than A$750 000 and grossed over A$10 million.

▲ **Source 3.105** Angelo D'Angelo and Ben Mendelsohn in *The Big Steal*, 1990



▲ **Source 3.106** Poster for *Muriel's Wedding*, 1994

ACTIVITY 3.26

Research task

1. Search online for the trailers of *The Big Steal*, *Death in Brunswick*, *Muriel's Wedding* and *Strictly Ballroom*. These are all Australian films from the 1990s. What similarities do you see in the characters, costumes and storylines of these films?
2. What does your response to the previous question tell you about the changing tastes of 1990s Australian audiences with respect to Australian films?

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Australian television trends 1970–2000

In the 1970s Australian television was dominated by American situation comedies and dramas. The arrival of colour television in 1975 ushered in a new 'golden age' of Australian television. Censorship of Australian film and TV was relaxed and as a result a new wave of Australian television programs emerged to challenge social norms and push boundaries.

Australian television in the 1970s

Additional content
Please see the Interactive Textbook to learn more about Graham Kennedy

In the 1970s *The Graham Kennedy Show* established its host, Graham Kennedy, as 'The King' of Australian television, featuring sketch comedy and specialising in making fun of the show's commercial sponsors.

Kennedy had been a regular feature of Australian television since the 1950s. A high-water mark of the show came when he famously teased Australian censors by impersonating the call of a crow in a way that had a striking similarity to a common four-letter word.

Before he made *Crocodile Dundee*, Paul Hogan had developed his larrikin image in *The Paul Hogan Show* by playing a range of characters who poked fun at Australian culture. Hogan's famed characters included Leo Wanker and Super Dag, a zinc-cream-wearing superhero who used a beer-filled esky to save the day. Hogan's characters not only made fun of Australian culture, they celebrated it too.

Video source
Please see the Interactive Textbook to watch an episode of *The Aunty Jack Show*

The drama of *Homicide* continued into the 1970s while *The Sullivans* gave audiences a window into life in Australia during World War II. This award-winning show was so popular that much of Australia genuinely mourned when the popular *Sullivans* character Grace was killed off.

Australian comedy moved into new territory when *The Aunty Jack Show* tore into every element of popular culture. Aunty Jack, the gruff, tough talking, mustachioed host would threaten audiences that she would 'rip your bloody arms off' if they did not watch the show. Aunty Jack was the first Australian show to introduce colour to Australian screens, literally switching from black and white to colour broadcast in the middle of a sketch.

▲ **Source 3.107** Actor Grahame Bond in character as Aunty Jack

Number 96

The popular TV drama *Number 96* single-handedly challenged every social norm and boundary in the 1970s. Based on life in an apartment block and renowned for its controversial plot lines and characters (including regular full-frontal nudity), *Number 96* broke new ground by featuring gay and transgender characters, a multicultural cast, and confronting storylines.

Number 96's creators were responding to a wave of gay rights activism that had sprung up in Australia in the 1970s. Series writer Johnny Whyte wanted to create a character who challenged demeaning stereotypes of gay people. He created the character of Don, an 'outwardly normal guy, doing a normal job,

▲ **Source 3.108** Graham Kennedy was a star of Australian radio and television; he was active from the 1950s through to the mid 1990s.

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who just happened to be homosexual'.[37] Series creator David Sale was adamant that Don would regularly feature on *Number 96*.

> …in 1971, homosexuality was against the law and in some places classed as a mental illness. I really didn't care. It existed, so it was included. Everyone in the apartment block looked to him for wisdom, calm and leadership. I have always thought this presentation of a gay hero to a mass audience did more for the acceptance of sexual minorities in Australia than all the solemn speeches of judges and professors or the worthy talk programs on the ABC.[38]

Prominent Australian gay rights activist and academic Dennis Altman went further, praising *Number 96* and the character of Don, claiming he was 'just as important as all of us activists'.[39]

ACTIVITY 3.27

Research task

1 Research Australian laws around homosexuality in the 1970s. Why was *Number 96* such a significant television show? It may help to research the events around the first Sydney Gay and Lesbian Mardi Gras in 1978.

Australian television in the 1980s

Australian television became a national obsession in the 1980s. *Prisoner* began in 1979 and would continue for 692 episodes. This gritty tale of life inside an Australian women's prison was compulsory viewing as it unpacked the unique trials and tribulations of the cutthroat world of the fictional Wentworth Detention Centre. An instant hit in Australia, *Prisoner* set a new trend for Australian television, soon becoming an even bigger success in England, where it was known as *Prisoner: Cell Block H*.

Neighbours and *Home and Away*

Australia's most successful television show began on 18 March 1985. *Neighbours* was set on Ramsay Street, a fictional Melbourne street. It followed the adventures of families and characters that inhabited the fictitious suburb of Erinsborough. Such was the success of *Neighbours* that not only is it still running in 2020, it is screened in over 60 countries around the world.

Neighbours became a proving ground for some of Australia's best television writers and producers. It launched the careers of many actors and performers including Kylie Minogue, Margot Robbie, Chris and Liam Hemsworth, Russell Crowe and Guy Pearce.

In 2001, when emerging British band Coldplay first toured Australia, their first act after landing in Melbourne was to head to the real-life location of Ramsey Street, such was their level of devotion to the show.

▲ **Source 3.109** Coldplay lead singer (and *Neighbours* fan) Chris Martin performs with Kylie Minogue at the 2019 Glastonbury festival

Not to be outdone, *Home and Away,* another long-running Australian soap opera, first aired in 1988. Like *Neighbours,* it continues to this day. Set on the warm Northern Beaches area of Sydney, *Home and Away* centres around the lives of families and friends in the fictional Summer Bay.

37 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p.118
38 https://www.theguardian.com/tv-and-radio/2019/jul/15/number-96-to-the-box-when-it-comes-to-sexuality-australian-tv-showed-it-all-well-before-anywhere-else
39 https://alga.org.au/2012/2241

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Known for edgier and darker themes than its Melbourne-based counterpart, *Home and Away* has launched the careers of Isla Fisher, Heath Ledger, Melissa George, Simon Baker and Naomi Watts.

A stalwart of the Australian television landscape, *Home and Away* boasts some of the longest performing actors on local screens. Ray Meagher, better known as Alf Stewart, first appeared on the show in 1988 is still appearing in 2020.

ACTIVITY 3.28

Check your understanding

1 Which two Australian programs became highly successful overseas in the 1980s?
2 Why were these two programs so important to the future of Australia's film and television industry?

Four Corners – 'The Moonlight State'

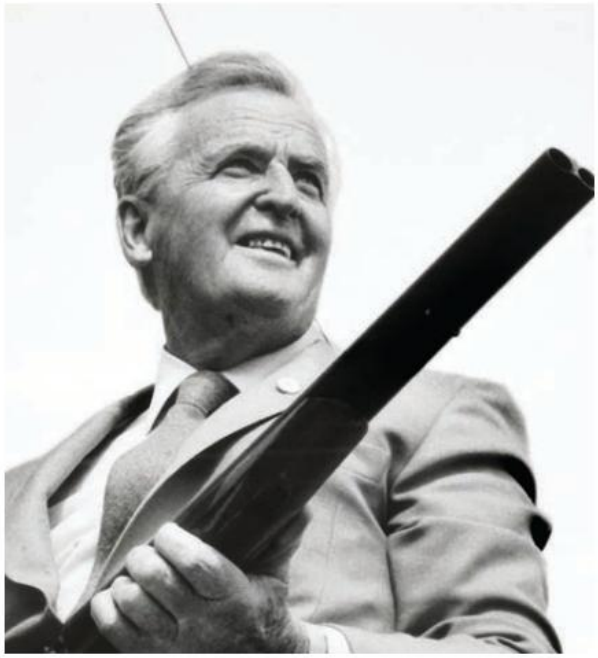
Away from comedy and drama, the ABC's investigative journalism program *Four Corners* has been digging under the surface of Australian life since 1961. In 1987, it broke one of the biggest stories in Australian history when it ran a story titled 'The Moonlight State'.

The investigation, led by journalist Chris Masters, uncovered a web of corruption in the state of Queensland that drew in police and politicians who were abusing their power, including the then Premier of Queensland, Sir Joh Bjelke-Petersen. Bjelke-Petersen was a controversial figure even before the investigation, and a much greater one after the *Four Corners* story went to air.

KEY TERM
embezzling misusing or stealing money

Bjelke-Petersen had often been criticised for his authoritarian policies. The claims of the investigation linked the police force with the **embezzling** of public money. It also claimed that politicians had been using police to carry out illegal activities against their political opponents.

The day after the story aired, the Federal Government launched an investigation into the Queensland State Government. This led to the imprisonment of several politicians and the end of Bjelke-Petersen's time in office.



▲ **Source 3.110** 16 August 1986: Queensland Premier Sir Joh Bjelke-Petersen at the start of the Bayview Harbour Gold Coast Yacht Race

ACTIVITY 3.29

Check your understanding

1 Why was 'The Moonlight State' such an important story?
2 Research the top stories from the long history of *Four Corners*. Using evidence, evaluate the importance of *Four Corners* in Australian history.

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Australian television in the 1990s

Comedy had always owned a small corner of Australian television schedules. It began to develop and diversify in the 1990s, along with Australia's changing national identity. Much of what Australians saw on screens before the 1990s reflected a white, Anglo identity, despite Australia's growing multiculturalism.

Acropolis Now

The world of '**ethnic**' comedy had been steadily growing on theatre stages and in comedy clubs. In 1989 a comedy troupe who called themselves Wogs out of Work launched their comedy show *Acropolis Now,* which poked fun at Greek- and Italian-Australians. One of the show's actors and writers, George Kapiniaris, stated their style of comedy was something that Australia had created.

> *'In Greece, we're considered Australians, in Australia we're considered Greeks, and we don't really have an identity, so the look, the voice we've got, the whole lifestyle is basically the unique thing that belongs to Australia.'*[40]
>
> —George Kapiniaris

Acropolis Now spawned a number of feature films – *The Wog Boy* (2000), *The Wannabees* (2003) and *The Kings of Mykonos* (2010) – and established the longstanding careers of Nick Giannopoulos and Mary Coustas, who took typical Australian characters like the larrikin and made them fit a new version of Australia.

Acropolis Now might be seen a little differently today, but its cultural impact meant that new ideas and stories were being given a platform that indirectly gave rise to other multicultural comedies like the long-running *Pizza*, which began in 2000.

Full Frontal

Other Australian comedy shows exploded onto local screens, continuing to make fun of Australian culture. The popular sketch comedy show *Full Frontal* ran from 1993 to 1999. Making fun of anyone in a position of power, *Full Frontal* featured a number of recurring characters like Milo Kerrigan, the boxer who had been hit too many times, and Poida, a stereotypical Australian bogan who drinks, smokes and swears too much. Poida, an early role for internationally famous Australian actor Eric Bana, became a significant cultural icon for Australian audiences.

KEY TERM

ethnic member of a specific racial or cultural group and who is considered a minority in a particular society

The Late Show and *Frontline*

The Late Show (1992–1993) was a Saturday night comedy show that emerged from the same underground comedy scene as *Acropolis Now*. It ran for only two years, but its impact on Australian comedy and popular culture was immense. Made up from a band of Melbourne University students, the cast of *The Late Show* would mercilessly make fun of Australian politicians, popular culture and sport. Made on a shoestring budget and shot live, the chaotic nature of the show often saw the cast laughing through their own sketches. A number of recurring characters like the satirical sports broadcasters 'Graham and the Colonel' meant that there were multiple storylines within each show and a growing cult of in-jokes understood by a devoted audience. The show was so popular it often prevented a generation of young viewers from ever going out on a Saturday night!

The success of *The Late Show* led to the show's cast forming a production company called Working Dog, which would go on to make the popular film *The Castle*. Before this, however, they also created a string of hugely successful and influential Australian comedy shows.

Working Dog's parody of Australian current affairs, *Frontline* (1994–1997), ruthlessly tore into the sensationalist nature of Australia's growing current affairs television culture. Featuring unscrupulous journalists, morally corrupt producers and a vain, narcissistic host, *Frontline* based many of its stories on real events and tactics used by Australia's two biggest 'foot-in-the-door' news programs, *Today Tonight* and *A Current Affair*.

Frontline exposed the poor journalistic standards of these programs. Their treatment of Australian media ethics saw a number of episodes included in the NSW English curriculum for almost ten years.

40 Arrow, Michelle, *Friday on Our Minds: Popular Culture in Australia Since 1945*, 2009, p.165

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ACTIVITY 3.30

Research task

1 Find examples of the 1990s TV shows *Acropolis Now, The Late Show* and *Frontline* online and view them as a class. What do you think of their contribution to Australian popular culture?

Reality TV arrives in Australia

Sylvania Waters first aired on the ABC in 1992. Part documentary and part soap opera, the show was a fly-on-the-wall documentary about a 'blue-collar millionaire' Australian family living in the Sydney suburb of Sylvania Waters.

Featuring the larger-than-life matriarch Noeline, *Sylvania Waters* was one of the first reality television programs to air in Australia. It kicked off a wave of reality TV shows in Australia and around the world, establishing the format as a genre of its own.

Audiences in Australia and the UK were all prepared to be disgusted by this show about a brash, loud-mouthed family. Prior to broadcast in the UK, *The Sun* newspaper ran the headline: 'Meet Noeline. By Tonight You'll Hate Her Too'.[41]

Millions of people in the UK devoured every episode, just as they did in Australia. The voyeurism that *Sylvania Waters* provided let Australians pry into the unscripted lives of other Australians for the first time, establishing a blueprint for other shows to follow.

In 2001 the Australian version of a Dutch game show called *Big Brother* first aired on Australian television. It would dominate Australian television for the next seven years. Centred around a hand-picked group of adults trapped in a house with little to do, *Big Brother* was compulsive viewing, establishing reality TV as a permanent fixture in both Australian television and popular culture.

Australian sport – 1970–2000

Sport has always been a significant part of modern Australian popular culture. In the decades since the 1970s, developments in media technology have allowed sport and sportspeople to become prominent celebrities. Their successes and achievements have been widely discussed and celebrated by Australians, and have often been used to define Australia's national character.

ACTIVITY 3.31

Class discussion: reality television

1 As a class, discuss the most popular reality TV programs available today (for example, *Keeping Up With the Kardashians, The Bachelorette, Love Island).* What do all of these programs have in common? Is it the settings? The characters? The storylines?

2 Find and watch examples of *Sylvania Waters* online. What contribution do you think it made to the reality TV genre? Use evidence in your response.

▲ **Source 3.111** 9 October 2007: Khloe Kardashian, Bruce Jenner (as they were known then, but now known as Caitlyn Jenner), Kim Kardashian, Kris Jenner, Kourtney Kardashian and Robert Kardashian at the *Keeping Up With The Kardashians* premiere party

41 https://www.theage.com.au/entertainment/a-long-way-from-sylvania-waters-20100311-ge89qb.html

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ACTIVITY 3.32

Research task

Through the last three decades of the twentieth century, popular culture became more diverse than ever. A broad array of musical styles, film genres and television programming meant that what was popular depended on who you spoke to. Using the images provided below choose one subculture to research and determine how it has changed over time.

Punks	Metalheads	Disco and ravers	Grunge
Skaters and surfers	**New romantics and emo**	**Hip-hop**	**Rock and rockers**

For your chosen subculture, answer the following questions and present them to a small group of other 'experts'.

1. Describe the music that this subculture followed.
2. Explain the fashion, dance styles or behaviours that were specific to the group.
3. Why did the subculture evolve?
4. How did it change over time?

Australian sport in the 1970s

In the 1970s Australian sport was quick to benefit from the switch to colour television. Football clubs from both the rugby and Australian Rules codes had begun to reap the rewards of sponsorship and television rights.

Australian Rules football

Australian Rules football was dominated, on the field and on television, by the popular Victorian Football League (VFL). Players from outside Victoria began to flock to the VFL in search of better pay and the highest standard of football in the country.

Rugby league followed suit. In 1976 The Eastern Suburbs Club was the first Rugby League team to sell advertising space on its team uniforms. Both football codes were becoming more of a business and less of a suburban sports league.

World Series Cricket

KEY TERM
test cricket traditional format of cricket that lasts five days

Australian cricket was slow to react to the cultural and technological changes of the 1970s. Audiences for the traditional five-day **test cricket** format were still strong, but cricket did not adopt the same commercial and sponsorship changes as the football codes. Enter Australian billionaire and entrepreneur Kerry Packer.

Test cricket is a slow game, played during the day with both teams wearing the same white uniforms. Packer saw an opportunity to create a more exciting brand of cricket, featuring shorter games, brightly coloured uniforms and games played at night in order to increase its television audience.

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▲ **Source 3.112** 20 January 1979: Melbourne taxi carrying an advert for the upcoming World Series of Cricket

KEY TERMS

World Series Cricket modification of cricket in which games lasted only one day, created by television mogul Kerry Packer specifically for television broadcast

Grand Slam any of the four major championship tennis tournaments held in Australia, the United States, France and England

Riling the traditionalists of cricket, Packer's **World Series Cricket** was essentially a separate tournament from the world of test cricket. Players were often paid double and triple what they could have earned by playing the longer form of the game.

The crowds at World Series Cricket games were louder, drunker and more involved in the games. World Series even had its own jingle. 'C'mon Aussie, C'mon' became the soundtrack of summer cricket.

World Series Cricket brought a more flamboyant style to the traditional gentleman's game. Gone were the sensible haircuts, the white uniforms and the on-field courtesies. In its place came gold chains, long moustaches and an aggressive style of play that fostered a new attitude in Australian cricket. Australian fast bowler Dennis Lillie was a physical representation of this new style. Australia's national sporting icons had become ockers.

The players who defected from test cricket to World Series Cricket were temporarily shunned by their national teams for choosing to play the one-day game format. This destabilised the Australian team for the next decade as lingering bitterness towards the defecting players weakened the test team.

For Packer, it didn't matter. Australian crowds flocked to the new format that cemented cricket's place as a vital summer ritual. Packer had created a viable product that he could sell to television. One-day games are still played today. Despite the disruption, Packer is now credited with bringing cricket into the modern world.

Evonne Goolagong Cawley

Australian tennis player Evonne Goolagong dominated women's tennis in the 1970s, playing in 17 **Grand Slam** finals across the decade and winning seven. Goolagong won her final Grand Slam title at Wimbledon in 1980, eventually retiring in 1983. A reluctant hero to Aboriginal and Torres Strait Islander peoples, Goolagong grew tired of constantly hearing 'Aboriginal girl' placed immediately before her name in news reports. She went on to marry British tennis player Roger Cawley and moved to the United States, where she would live for the next two decades.

The Munich and Montreal Olympics

The 1972 Olympics held in Munich, Germany, better known for the massacre of 11 Israeli athletes at the hands of a Palestinian terrorist group, were dominated by Australian swimmer Shane Gould, who took home three gold medals.

▼ **Source 3.113** Australian fast bowler Dennis Lillee in 1982

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▲ **Source 3.114** Australian swimmer Shane Gould after winning the Women's 200m Individual Medley Final at the 1972 Munich Olympic Games

Australian runner Raylene Boyle also shone, winning two silver in the athletics. It was a successful Olympics for Australia, with a total tally of eight gold and seven silver medals. Australia finished sixth in the medal tally, renewing the national pride Australians had always enjoyed by playing sport on the world stage.

This winning streak came to a halt at the 1976 Olympics in Montreal, Canada. Crashing down the medal tally, Australian athletes were unable to win a single gold medal. The disaster of Montreal led to significant soul-searching among Australia's Olympic organisations and eventually inspired the formation of the **Australian Institute of Sport** (AIS) in 1981.

Based in Canberra, the AIS fostered Australia's best Olympic talent and gave them a place to train, which let Australia begin a slow march back up the medal tally.

Australian sport in the 1980s

Australian Rules Football enjoyed an exploding popularity in the 1980s. Epic clashes between league heavyweight teams Essendon and Hawthorn dominated a series of bruising grand finals.

Other clubs in the league, however, were struggling to survive, threatening to make the whole competition unviable. In response the VFL moved the South Melbourne Swans team to Sydney in 1983. Fronted by the flamboyant Warwick Capper, the new Sydney Swans brought the 'Hollywood element' of Sydney to Australian Rules football. The VFL began to establish the game around Australia.

KEY TERM

Australian Institute of Sport training centre in Canberra for Australia's best and highest performing athletes

▲ **Source 3.115** Essendon's Justin Madden competes for the ball during a match against Hawthorn

ACTIVITY 3.33

Check your understanding

1 Why was World Series Cricket so popular?
2 Why would Australians be so concerned about Australia's poor performance at the 1976 Olympics?

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▲ **Source 3.116** Sydney Swans footballer Warwick Capper and his famous mullet

In 1986 the Perth-based West Coast Eagles joined the AFL competition, followed by the short-lived Brisbane Bears in 1987. The VFL was now a national league and in 1989, the league renamed itself as the Australian Football League (AFL).

The Moscow and Los Angeles Olympics

At the beginning of the 1980s the Cold War still hung over the world like a dark cloud. Tensions over the USSR's invasion of Afghanistan led the entire United States team to boycott the 1980 Olympics, held in Moscow.

Many western nations were pressured to join the US boycott. In a compromise, some members of the Australian team competed under the Olympic flag instead of the Australian flag. However, Prime Minister Malcolm Fraser put significant public pressure on Australia's most famous athletes to join the US boycott. For famed athletes like Raelene Boyle or hockey player Ric Charlesworth, the pressure to withdraw outweighed their desire to compete in the ultimate event for any sportsperson.

▼ **Source 3.117** Opening ceremony of the 1984 Olympic Games in Los Angeles

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Tracey Wickham, the 17-year-old world - record holder and champion of the Australian swimming team, answered Prime Minister Fraser's call and did not travel to Moscow. She stayed in Brisbane and listened on the radio as the 400m gold medal was won only five seconds short of her standing world record. Australians were divided over Fraser's decision. Newspapers made Wickham the focal point of anger over the boycott. The teenager had been shattered when Fraser made the announcement about the boycott, because she knew she would not be able to refuse.

> I had been hoping they wouldn't so I wouldn't have to make a decision. When I finally did, it suited people to blame me and I became the villain. The press crucified me.[42]

Four years later the USSR returned the favour and boycotted the 1984 Los Angeles Olympics. In probably the most one-sided Olympic Games in history, the US made off with an astonishing 83 gold medals and won more than triple the total number of medals of second-place winner Romania. Australia won four gold medals as it began to climb back up the medal tally after the disaster of 1976.

The America's Cup

Australia's booming patriotism hit a high point in 1983 when an Australian sailing team won a race that few had paid attention to before (or since). The America's Cup was a famed international yacht race that the US had won for 132 years in a row. This was the longest winning streak in world sport.

Australian boat *Australia II* was competing in the 1983 race. Its crew kept their craft's revolutionary new design secret until the event began. Financed by larrikin Australian businessman Alan Bond and using the secret **keel** designed by Australian Ben Lexcen, *Australia II* won the event, breaking the US' stranglehold on the event.

Interestingly, few Australians paid attention to the event until it was known that *Australia II* had a place in the final. The opportunity to see Australian ingenuity take on the world was one few Australians would miss, and the victory

▲ **Source 3.118** Perth residents celebrate after waking to the news Australia has won the America's Cup

sparked enormous celebrations around the nation.

Such was the euphoria around the victory, that Prime Minister Bob Hawke was seen celebrating

> *'America was the leading technological nation in the world and this was one of the things I loved – here was little Australia popping up with Ben Lexcen's new technology and knocking the buggers off.'*[43]
>
> —Prime Minister of Australia Bob Hawke

on television wearing a jacket covered in the word 'Australia'. Hawke proclaimed, 'Any boss who sacks anyone for not turning up today is a bum.'

In one champagne-soaked moment the Australian Prime Minister had summed up the mood of the nation. The winning team was given a parade on their return to Australia as the opportunity to knock a bigger nation off its perch was celebrated across the nation.

National interest never returned to the America's Cup the way it did in that one moment in 1983, but the impact of the event is still remembered today.

KEY TERM

keel lengthwise timber or steel structure along the base of a ship that increases stability in the water

42 https://www.smh.com.au/national/boycott-haunts-wickham-20101231-19c13.html
43 https://www.abc.net.au/news/2013-04-07/looking-back-at-australias-americas-cup-win/4609984

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ACTIVITY 3.34

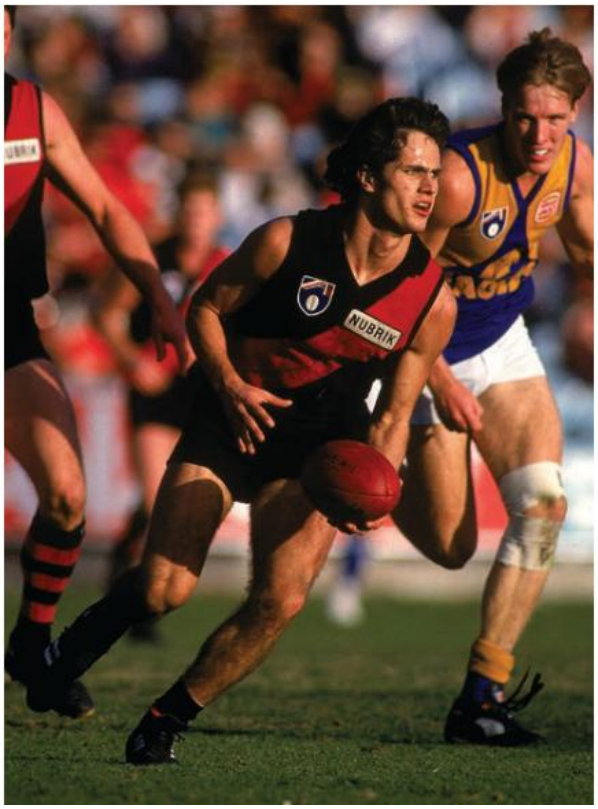
Research task

1. Search online for footage of Bob Hawke's famous quote about the 1983 America's Cup victory. What does the quote and scene tell you about the significance of the America's Cup win in 1983?
2. What contribution did this win have for Australia's sense of its place in the world? Think back to Australia's underdog spirit of the 1950s and 1960s
3. Compare the involvement of Australian prime ministers in both the America's Cup and the 1980 Moscow Olympics. What does this tell you about the place of sport in Australia's identity by the 1980s?

Australian Sport in the 1990s

In 1992, footballing tribal tensions reached a peak when the recently formed West Coast Eagles became the first non-Victorian team to win the AFL Grand Final, taking the premiership cup with them back to Perth.

The premiership cup would again 'leave' Victoria when West Coast won in 1994 and then when the Adelaide Crows won back-to-back premierships in 1997 and 1998. Melbourne fans living in the traditional home of AFL football now had to come to grips with the consequences of a national game.



▲ **Source 3.119** Essendon's Gavin Wanganeen plays a match between Essendon and West Coast

In 1993 Essendon player Gavin Wanganeen was the first Aboriginal footballer to win the coveted Brownlow Medal awarded to the AFL's best player of the year.

In New South Wales and Queensland, rugby league was plunged into chaos as the arrival of pay TV providers Foxtel kicked off in a broadcast rights war with Channel 9, the traditional broadcaster of rugby in Australia. This led to the formation of a breakaway league.

For a brief period between 1995 and 1998, there were two rugby leagues competitions playing simultaneously and appearing on different television channels. The two-league format was a disaster. The television audience for rugby was not big enough for two leagues. Several of the clubs in both leagues were forced to fold due to financial problems.

Eventually Foxtel, owned by media company News Limited, were forced to reach an agreement with the original rugby league competition, allowing the two competitions to reform as a single entity in 1998.

Australian sport in the 2000s

The Australian Olympic team saw their fortunes improve throughout the 1990s. In 2000 the team had the chance to show Australia what it could do at the Sydney Olympic Games.

The Sydney Olympics

Taking place at the close of the decade, this was a high point for Australia's sporting identity. Combined with Australia's more 'grown up' international identity thanks to successes in areas of popular culture, the 2000 Olympics

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were a crowning moment in the history of the nation.

A lot of pressure fell upon the Australian athletes. Decades of work at the Australian Institute of Sport towards restoring the nation's Olympic identity would need to be realised. The Australian athletes easily met the challenge. With 16 Gold medals and 58 medals in total, the medal tally from the Sydney Olympics remains Australia's greatest ever.

The highest point of the Sydney Olympics, however, involved just one athlete and one moment.

Australian sprinter Cathy Freeman had long been a world-record beater in athletics. Her chosen event, the 400m dash, was her opportunity to win her first Olympic gold, and the first gold medal for an individual Aboriginal athlete.

Pressure was placed on Freeman from the beginning. She carried the torch to light the Olympic flame and her face was emblazoned across billboards. One image of her even took up the side of a single Sydney skyscraper.

On 25 September 2000 Freeman won gold in the 400m in convincing fashion. A packed Sydney Olympic stadium roared her home and the exhausted Freeman collapsed in tears after she crossed the finish line. A proud Aboriginal Australian, Freeman celebrated with the crowd by carrying both the Australian and Aboriginal flags during her victory lap.

Freeman's win was the high point of the Olympics for both the team and the Australian public. The closing ceremony found Australia, its culture and its identity, standing on a world stage celebrating its success and cementing its place as a world leader.

▼ **Source 3.120** Cathy Freeman at the 2000 Sydney Olympics opening ceremony

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Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 3.3

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What were the new musical styles to emerge in the 1970s?
2 What two events helped push Australian music into the national spotlight?
3 How did television help support the growth of Australian music?
4 Why did grunge music emerge in the 1990s?
5 How did the Australia Council for the Arts transform the Australian film industry?
6 Why was *Gallipoli* (1981) such an important film?
7 How did *Crocodile Dundee* (1986) help Australia's tourism industry?
8 When did colour television come to Australia?
9 How did Australian TV comedy change in the 1990s?
10 What was the impact of World Series Cricket?
11 How did the 1976 Olympics affect Australia's support for Olympic athletes?
12 How did the nationalisation of the Australian Football league affect the sport?
13 What was significant about the 2000 Olympics?

Interpretation

14 How did AC/DC help define Australia's new musical identity?
15 What was the significance of home-grown TV shows *Neighbours* and *Home and Away*?

Argument

16 'Australia's national identity is defined solely by sporting success.' To what extent do you agree with this statement?

Extension

▲ **Source 3.121** AC/DC's Bon Scott and Angus Young put on a show for a crowd in Hollywood, California, 1977

1 Using the information in this section, and your own knowledge, explain how AC/DC were a uniquely Australian band.
2 Using the information in this section, and your own knowledge, explain the significance of AC/DC for Australian music.
3 Explain the significance of the 1970s in developing Australian popular culture.

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3.4 The effects of the internet on Australian popular culture

FOCUS QUESTION

How did the arrival of the internet change the way we access popular culture?

Where have we come from?

As you are now no doubt aware, the Australian way of life has changed over time. At the end of World War II Australia and its much-celebrated way of life was defined by hard work, a nuclear family and conservative values. Popular culture changed all of this. Through global events like war and civil rights movements, and through the influences of international culture and home-grown sights and sounds, Australia has forged a new identity. In almost all cases, popular culture has been driven by young people rebelling against the values, laws and constraints of the older generation.

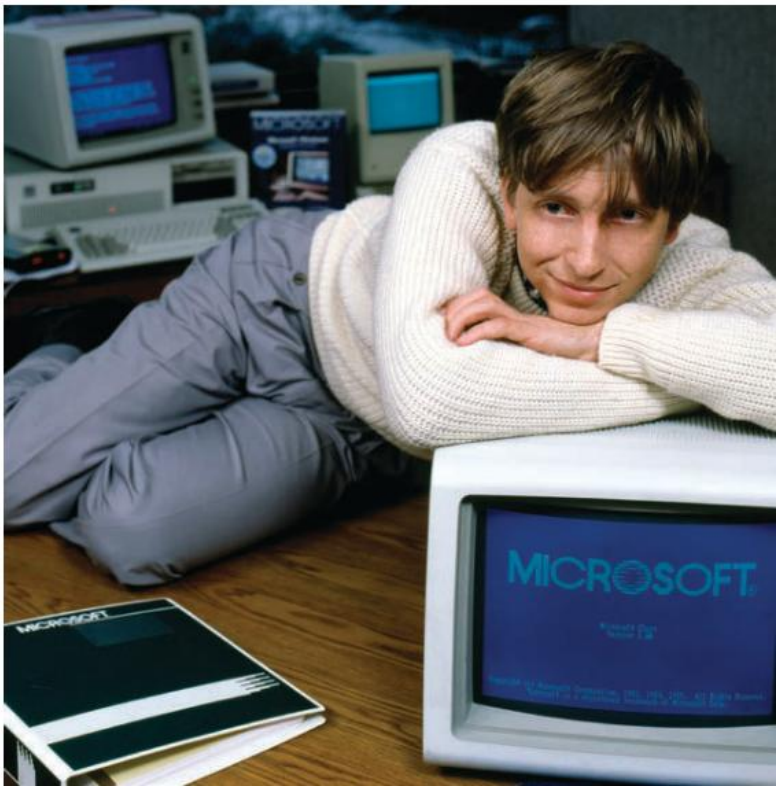
Where are we going?

In the late 1990s the internet arrived in the homes of Australian families. With it came a slow, rolling change that would eventually become an avalanche for popular culture around the world.

The arrival of the internet changed everything.

Originally designed in the 1950s to protect sensitive military data in case of a nuclear attack, the original version of the internet was little more than a bewildering concept understood by only a handful of computer scientists and mathematicians. For a long time its potential appeared limited by the capacity of the hulking computers that used it.

As companies like Microsoft, IBM and Apple began to develop personal computers (PCs) that could be used in the family home, the growth of the internet soon followed. Suddenly, all of the binary data that made up digital media files including photographs, text, videos and music could be shared between computers, first locally and eventually globally.



▲ **Source 3.122** November 1985: business magnate and Microsoft co-founder Bill Gates

The internet – albeit a very slow version – became commonplace in Australian households in the final years of the 1990s. It was not until the introduction of high-speed broadband in 2006 that access to the internet became popular, widespread and easy.

This development gave more control to audiences. Peer-to-peer file sharing, while slow and arduous at first, meant that digital files could be shared between computers. Suddenly film, television and music audiences did not have to wait so patiently for their favourites to become available.

For decades Australian audiences had to wait weeks, months or sometimes years for popular culture to become available within Australia.

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KEY TERM
internet piracy using the internet to illegally copy and/or distribute files, including music and film

Australian music, film, television and fashion were sometimes six months behind the current trends. The internet meant that Australians would no longer have to wait for the latest fashions and trends. **Internet piracy** was the immediate consequence.

In 1999 a young American entrepreneur named Shawn Fanning created a piece of software called Napster. Napster was essentially a file browser that allowed users to see digital MP3 music files on any computer that was connected to the service. This, of course, was highly illegal.

For decades music companies had placed legal copyright on their products to protect them from being copied without permission. Napster's growth was so rapid and widespread that the music industry was unsure how to tackle such widespread and illegal duplication of their products.

In 2000 an unreleased song by heavy metal band Metallica was leaked online to Napster and shared before its official release. The band were furious and took Napster to court for infringement of their copyright.

What followed was not expected. The band faced a huge backlash from their own fans. By taking on a free service that had millions of users around the world, the once-counterculture metal band came across as greedy and representative of a powerful corporate authority that many of their fans automatically rallied against.

Metallica won the lawsuit and Napster went bankrupt as a result, but their credibility had been seriously damaged. Metallica may have won the battle, but lost the war – file sharing was here to stay.

▲ **Source 3.123** New York, 31 October 2000: Napster founder Shawn Fanning appears at a press conference

▲ **Source 3.124** Washington DC, 11 July 2000: Metallica's Lars Ulrich (left) with Roger McGuinn, founding member of 1960s rock group The Byrds (centre) and Napster Chief Executive Officer Hank Barry (right) at the Senate Judiciary Committee into the future of digital music

ACTIVITY 3.35

Check your understanding

1 How do you access music today? How often do you pay to listen to it?
2 How do you think Napster and the internet influenced the way you engage with popular culture today?

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ACTIVITY 3.36

Check your understanding

1 As a class, make a list of 10 defining events, trends or ideas that you have learned about in this chapter. Which of these events do you feel to be the most important? Make your case to the class.
2 Do other people in your class have different opinions? What reasons do they give?
3 Complete the following statement pair:
   a 'When asked about Australian popular culture, I used to think …'
   b 'When asked about Australian popular culture, now I think …'

END-OF-SECTION REVIEW 3.4

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 When did the internet arrive in Australian homes?
2 What important companies emerged during this period?
3 Why did Metallica sue Napster?

Interpretation

4 How did the arrival of peer-to-peer file sharing affect the way audiences consume music?

Argument

5 'The internet changed everything.' To what extent do you agree with this statement?

Extension

1 Consider the impact YouTube has on the way you access music, film, television and popular culture. Research and explain the popularity of YouTube.

Conclusion: why does it matter today?

Australians find their identity in popular culture. We examine popular culture not only to learn who we were, but to use it to make predictions about where we are going.

Australia began as an easily influenced nation in the aftermath of World War II, but rose from the social and political chaos of the 1960s to determine its own identity in music, film, television and sport. In the following two decades Australians saw and heard themselves reflected in their own popular culture.

This cultural reflection has become less certain with the arrival of the internet age. What is certain though, is that youthful rebellion drove every new and radical challenge to what was old, to determine what was new.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

2 Follow the flow of main ideas

What have you learned about popular culture? Fill in this table by explaining in a few dot points what each topic means for understanding popular culture.

Australia after World War II	
American and British influences on Australia	Rock music and popular film had emerged to challenge the older generation's ideas of work, life and morality. In films like *Rebel Without a Cause* it encouraged the youth to rebel against authority.
The 1960s	
The 'golden age' of the 1970s	
Australia and sport	

3 Key terms

For each key term or name from the chapter, write a sentence explaining its significance.

- The Australian way of life
- Rock 'n' roll
- Culture
- Protest music
- Subcultures
- Moral panic
- *Mad Max*
- *Countdown*
- Grunge.

4 Making thinking visible

In this visible thinking routine you are required to connect your prior knowledge to what you have learned and think about how you could extend your understanding of the topic.

Music

1. **Connect** – How are the ideas and information presented **connected** to what you already knew about the growth of popular music in Australia?
2. **Extend** – What new ideas did you get that **extended** or pushed your thinking in new directions?
3. **Challenge** – What is still **challenging** or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have about the way we listen to music today?

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Film

1. **Connect** – How are the ideas and information presented connected to what you already knew about Australian films?
2. **Extend** – What new ideas did you get that extended or pushed your thinking in new directions?
3. **Challenge** – What is still challenging or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have about how Australian films are made today?

Sport

1. **Connect** – How are the ideas and information presented **connected** to what you already knew about Australia's sporting prowess?
2. **Extend** – What new ideas did you get that **extended** or pushed your thinking in new directions?
3. **Challenge** – What is still **challenging** or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have about the role of Australian sport in popular culture?

5 Essays

Choose one of the following topics and write a short essay explaining to what extent you agree with the statement put forward.

- **Option 1** – Australia had no culture to call its own until the 1970s.
- **Option 2** – Without young people, there is no popular culture.

6 Visual report

Create a five-minute presentation for your class that demonstrates the way Australia defined its popular culture between 1945 and 2000. Use images, video clips and a prepared speech as part of your presentation.

Your presentation should address the statement, 'Some things change, some things stay the same.' Choose from one of the following subtopics to prepare your presentation:

- Music
- Film
- Television
- Sport
- Youth subcultures.

7 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries, and downloadable worksheets.

Video
Five interesting facts about popular culture

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CHAPTER 4

Aboriginal or Torres Strait Islander peoples should be aware that this chapter contains images and names of people who have passed away.

The environment movement (1949–present)

Setting the scene: human-made environmental disasters

> *'And God blessed them. And God said to them, Be fruitful and multiply and fill the Earth and subdue it, and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the Earth.'*
>
> —Genesis 1:28

This passage from the Bible is very clear about the place of humans in relation to the Earth and its creatures. This attitude has characterised many nations' attitudes to the natural environment for centuries. We own the land and use it as we see fit whether that is to farm it, mine it, build on it or fill it with toxic waste that we don't know what to do with.

The environment in its natural form is sometimes too cold or too hot, dirty, windy, wet or filled with insects and animals that make life uncomfortable. We have 'fixed' this with our buildings and technology. We use the products of mining to build houses, use toxic chemicals to kill irritating insects and use fossil fuels to keep our lights on. The question is: how much longer can we continue to live like this before we reach a tipping point where the damage to our environment is so great that it leads to the decline or perhaps even the collapse of our civilisation?

Historians like Jared Diamond suggest that humanity has been down this path before. He argues that civilisations, like the Mayan civilisation in South America and the Easter Island/Rapa Nui civilisation in the Pacific, went from wealthy and thriving states to complete collapse wholly – or in part – because of human-caused ecological damage.

Historians are always looking for lessons from the past. Is this lesson one we should be considering more carefully?

▼ **Source 4.1** Are the stone heads (*moai*) of Easter Island/Rapa Nui the remnants of a civilisation brought down by a human-made environmental disaster?

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► **Source 4.2** A visitor gazes at one of Easter Island/Rapa Nui's famous stone statues, called *moai*

◄ **Source 4.3** The moai are placed all around the island, including on mounds

MAKING THINKING VISIBLE 4.1

See, think, wonder

Look carefully at the images of the Easter Island/Rapa Nui.

1. What do you **see** in these images?
2. What do you **think** about the things that you see?
3. What does it make you **wonder** about the civilisation that left these monuments behind?

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ACTIVITY 4.1

Using historical sources as evidence

The below is an extract from a book by US geographer and biophysicist Jared Diamond on the fall of past societies.

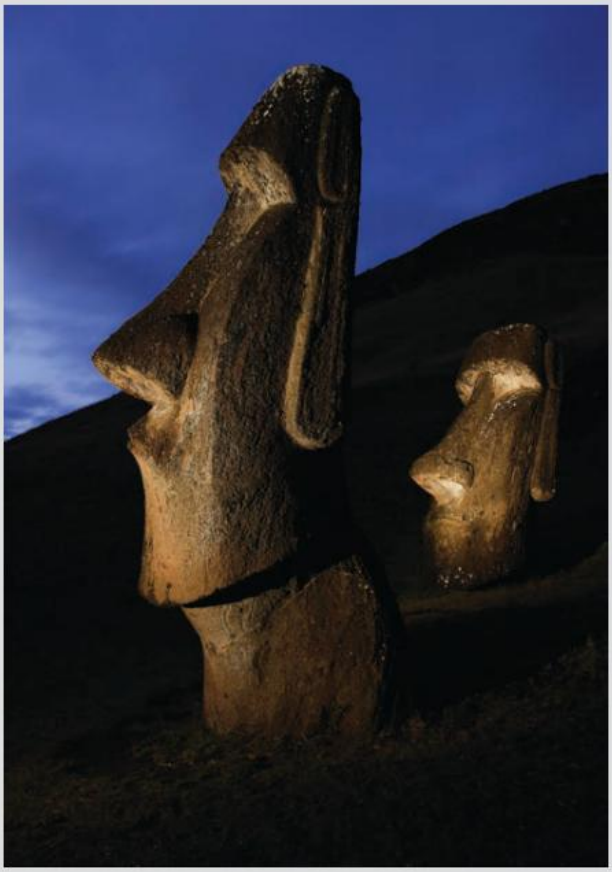
The monumental ruins left behind by past societies hold a romantic fascination for all of us. We marvel at them when as children we first learn of them through pictures. When we grow up, many of us plan vacations in order to experience them at firsthand as tourists. We feel drawn to their often spectacular and haunting beauty, and also to the mysteries that they pose. The scales of the ruins testify to the former wealth and power of their builders…

Yet the builders vanished, abandoning the great structures that they had created at such effort. How could a society that was once so mighty end up collapsing? What were the fates of its individual citizens? Did they move away, and (if so) why, or did they die there in some unpleasant way?

Lurking behind this romantic mystery is the nagging thought: might such a fate eventually befall our own wealthy society? Will tourists someday stare mystified at the rusting hulks of New York's skyscrapers, much as we stare today at the jungle-overgrown ruins of Maya cities?

It has long been suspected that many of those mysterious abandonments were at least partly triggered by ecological problems: people inadvertently destroying the environmental resources on which their societies depended. This suspicion of unintended ecological suicide – ecocide – has been confirmed by discoveries made in recent decades by archaeologists, climatologists, historians, palaeontologists, and palynologists (pollen scientists).

The processes through which past societies have undermined themselves by damaging their environments fall into eight categories, whose relative importance differs from case to case: deforestation and habitat destruction, soil problems (erosion, salinization, and soil fertility losses), water management problems, overhunting, overfishing, effects of introduced species on native species, human population growth, and increased per-capita impact of people.[1]



▲ **Source 4.4** *Moai*, Easter Island/Rapa Nui, on the slope of Rano Raraku, a volcanic crater. Reflecting on past history can help inform our future.

▲ **Source 4.5** Excerpt from US geographer and biophysicist Jared Diamond's 2005 book *Collapse: How Societies Choose to Fail or Succeed*

Responding to the source

1. Why, according to Diamond, are people fascinated with the ruins of past societies?
2. What does he suggest is the 'nagging thought' lurking behind the mysteries of these ruins?
3. What does Diamond suggest happened to these once- successful societies that have only ruins left to remember them by?

1 Diamond, Jared, *Collapse: How Societies Choose to Fail or Succeed*, 2005, pp. 5–6

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▲ **Source 4.6** Temple I, also known as the Temple of the Great Jaguar, in Guatemala, is a ruin from the Mayan civilisation (1800 BCE–250 CE)

MAKING THINKING VISIBLE 4.2

Perspectives

1 How do we know about past societies?
2 How do we evaluate conflicting evidence or interpretations?
3 Is there enough evidence to confirm the role of environmental degradation in the collapse of past societies?
4 If not, what more would need to be found?

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Chapter overview

▲ **Source 4.7** Australian green tree frog in the Daintree Rainforest, Queensland

Introduction

What could be more important than the environment that we live in? Throughout history, the natural environment has been the key factor in the development of societies and cultures. The first human civilisations developed in areas where the climate was just right, where fresh water was plentiful and reliable, and where the native plants and animals were suitable for agriculture.

Early societies had to work with nature in order to gain the most benefit from it. As time progressed, however, humans were able to control more and more aspects of the natural environment. Rivers were dammed and fields were irrigated, while grains and vegetables were cultivated and improved through selective breeding. Animals like sheep, goats and cattle were domesticated as a source of food, while dogs, horses and oxen were domesticated to assist humans in hunting and farming.

This mastery over the landscape changed our relationship with it. The roots of our current environmental crisis stretch far back in time to the point where we wrested control of the Earth.

It is certainly true the key achievements of our civilisations have developed from the control we gained over the natural world. The fruits of civilisation lie all around us, in the towns and cities where we reside. From the spires of Europe's cathedrals to the glass palaces of modern skyscrapers, we have made much of Earth's resources. However, this progress has not been without a cost.

Since the Industrial Revolution began in the mid-18th century, our impact on the environment has increased **exponentially**. According to a United Nations report from 2019, 75 per cent of the Earth's land surface and 66 per cent of its ocean area has been significantly altered by human actions. Over 85 per cent of wetlands have been lost entirely and only half of the coral reefs that existed in the 1870s are still alive today.

KEY TERM

exponentially rate of increase that becomes quicker and quicker as the thing that increases becomes larger

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Human-generated carbon emissions, which are a by-product of many industrial processes, have changed the balance of the gases in our atmosphere. The more carbon emissions that are created, the more heat the Earth retains instead of it being radiated into space, and the higher average global temperatures become.

Scientists have determined that, in the last 10 000 years, global temperatures did not vary by more than one degree Celsius. There is widespread consensus that if the average global temperature increases by two degrees Celsius, compared to pre-industrial levels, this would cause environmental changes that would be catastrophic to humans and the natural environment.

It is predicted that even if we reach the Paris Agreement targets set to keep global warming below two degrees Celsius, it won't be enough to stop the remaining coral reefs from dying. Over one million species of plants and animals are currently at serious risk of extinction due to the actions of humans. The loss of **ecosystems** and **biodiversity** has potentially devastating implications, not just for the beauty of our world, but also for our continued existence in it.

So, how did we reach this point? How has our relationship with the environment since the mid-twentieth century set us up for our current crisis?

KEY TERMS

biodiversity variety of living things within an environment, including plants, animals and microorganisms. The more living things in an environment, the higher its biodiversity.

ecosystem community of living organisms that interact with the non-living components within an environment

Learning goals

After completing this chapter, you should be able to answer these questions:

- How did people think about the environment before the modern era?
- What were the causes and conditions that led to the development of the environment movement?
- How did space exploration change human's perspective of our planet?
- What effect did the emergence of nuclear technology have on the environment and attitudes towards it?
- How did early texts that warned of environmental change impact people's perspectives and government policies?
- What have been the most significant environmental crises and how have nations dealt with them?
- To what extent has pressure from citizens and environmental groups been effective in driving reform of environmental policies?
- How have governments attempted to deal with the effects of environmental degradation?
- How effective have treaties and agreements been in dealing with carbon emissions and limiting the extent of climate change?

▲ **Source 4.8** Cracked and arid Australian desert landscape

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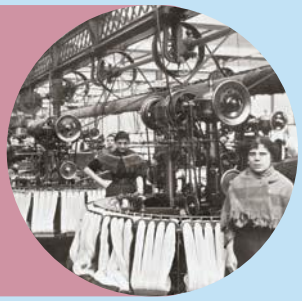
Timeline of key events

What came before this topic?

Prior to the twentieth century there are very few examples of people or governments making efforts to protect or preserve the natural environment from the consequences of human actions. The technological advances of the Industrial Revolution significantly increased the capacity for humans to alter their environment, but it took much longer before we began to recognise the effects of our actions.



1872
Yellowstone National Park established in the United States

1879
Royal National Park established in Australia, near Sydney's south

1887
Tongariro National Park established in New Zealand

1945
Nuclear weapons used for the first time in Japan at the end of World War II

1945
Synthetic insecticide DDT goes on public sale in the United States

1952
Britain begins nuclear testing in Australia on Montebello Island

1954
The United States begins nuclear testing on Bikini Atoll in the Pacific, causing radioactive fallout to contaminate residents on the islands of Rongelap and Utirik.

1956
British nuclear testing begins at Maralinga in South Australia

1962
Naturalist Rachel Carson's *Silent Spring* published

1966
France commences nuclear testing in the Pacific

1968
The first images of Earth as a whole are taken during the Apollo 8 spaceflight

1970
Mother Earth News magazine first published

1971
Greenpeace founded in Canada

1972
The Environmental Protection Agency (EPA) in the United States bans the use of DDT

1972
Lake Pedder in Tasmania flooded despite protests

Timeline questions

1. What does this timeline suggest about human attitudes to the natural environment over the last 100 years?
2. What do you know about Royal National Park? Research it and write a short summary about its importance to Australia's natural environment.

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What came after this topic?

The future of our environment is yet to be written. Let us make it a good one.

1977
Greenpeace Australia conducts its first protest against whaling in Western Australia

1978–1983
Environment movements protest the Gordon below Franklin dam project and ultimately prevent it

1984
An industrial accident at the United Carbide India Ltd. spreads toxic gas over the town of Bhopal in India, killing thousands and injuring hundreds of thousands of people

1985
French secret service agents sink Greenpeace ship *Rainbow Warrior* as it is moored in Auckland, New Zealand, killing Portuguese photographer Fernando Pereira

1987
The Montreal Protocol calls for a drastic reduction in the use of chlorofluorocarbons, which are causing depletion of the ozone layer

1989
The *Exxon Valdez* oil tanker spill dumps over 37 000 metric tonnes of crude oil over the North American coastline

1992
Earth Summit United Nations conference held in Rio de Janeiro

1995
The French government recommences nuclear testing in the Pacific, to worldwide condemnation

1997
The Kyoto Protocol, an international treaty committing nations to reducing CO_2 and other harmful emissions, is adopted by 84 signatories. By 2018 there were 192 parties to the agreement.

2008
The Murray–Darling Basin Plan is established in Australia

2009
Release of Australia's *Great Barrier Reef Outlook Report*

2010
Oil rig Deepwater Horizon spills 780 000 metric tonnes of crude oil floods into the Gulf of Mexico

2016
The Paris Agreement, which commits nations to making measurable efforts to reduce emissions and lessen the effects of climate change, is signed. As of 2019, 187 nations have signed the Agreement.

2018
Swedish teenager Greta Thunberg protests global inaction on climate change outside the Swedish parliament, inspiring the School Strikes 4 Climate Change movement

2018–2019
Hundreds of thousands of fish die in two incidents in the Murray–Darling river system due to environmental degradation and drought

2019
Extinction Rebellion protests in several major cities, most notably in London, prompt the British Parliament to declare an official climate change emergency

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4.1 The origins of the modern environment movement

FOCUS QUESTIONS

- How did people think about the environment before the modern era?
- How did space exploration change people's perspective of our planet?
- What effect did the emergence of nuclear technology have on the environment and attitudes towards it?
- How did early texts warning of environmental change impact people's perspectives and government policies?

Apollo 8 – Earthrise

On 21 December 1968 the United States' National Aeronautics and Space Administration (NASA) launched the Apollo 8 spacecraft with the aim of completing the first manned lunar orbit. The crew of three included astronauts Frank Borman, James Lovell and William Anders. It took them three days to reach the Moon. When they arrived and achieved orbit they began their job of taking measurements from and photographs of the lunar surface.

At about 4 p.m. on 24 December 1968, after four rotations of the spacecraft around the Moon, the astronauts witnessed the Earth rising above the horizon of the Moon. William Anders had been taking photographs of the lunar surface at the time, but quickly swapped out the black and white film for colour and redirected his camera towards the Earth.

▲ **Source 4.9** One of the first images of Earth from space

ACTIVITY 4.2

Using historical sources as evidence

In 1960 Irish author C.S. Lewis (popularly known for his fantasy series *The Chronicles of Narnia*), shared his thoughts on the definition of nature:

> If ants had a language they would, no doubt, call their anthill an artefact and describe the brick wall in its neighbourhood as a natural object. Nature in fact would be for them all that was not 'ant-made'. Just so, for us, nature is all that is not man-made; the natural state of anything is its state when not modified by man.

Source 4.10 C.S. Lewis, 'Nature', *Studies in Words* (1960) pp. 45–46

Responding to the source

1 What is Lewis suggesting that 'nature' is?
2 What is he suggesting about the value of perspective?

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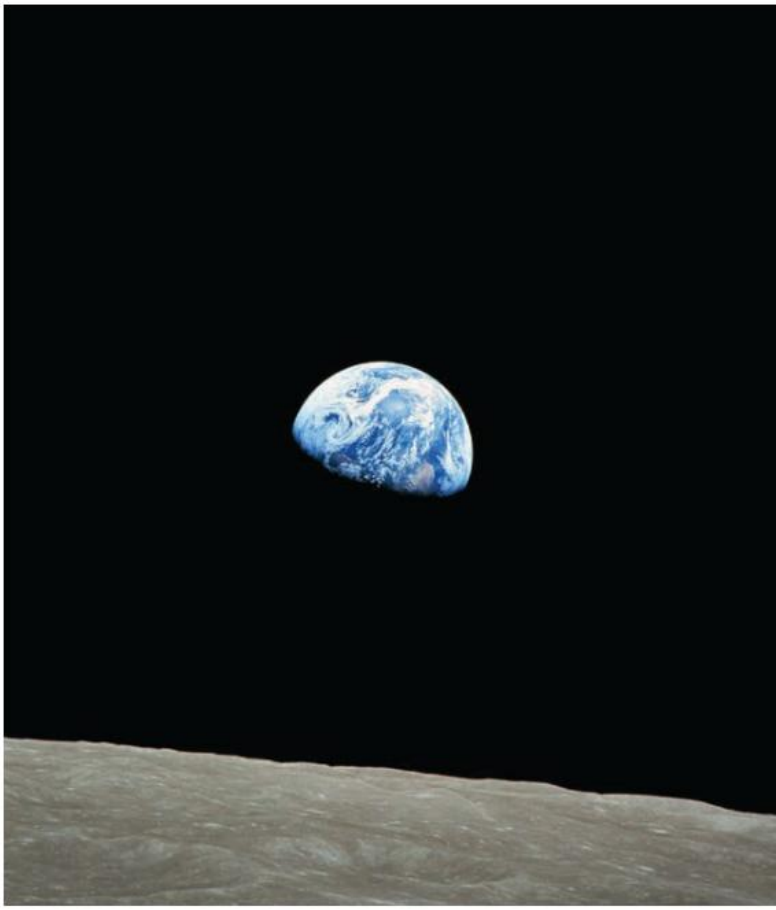
The photograph Anders took, popularly called 'Earthrise', became one of the most famous images of the US space program, and an important and influential reminder of the finite nature of our Earth.

> We'd been spending all these revolutions looking at the Moon, and as we come around this uninviting place we look up and there is the Earth. It was 240 000 miles away; it was small enough you could cover it with your thumbnail and everything we held dear, our families, our country, everything was back on that blue planet. That was a sense of awe. How in the world could this little ball, you know, exist in this vast universe of nothing?[2]

The 'Earthrise' photograph provided a perspective on the planet that humans had never seen before. It showed Earth as a whole world rather than a place divided by countries and politics. The photograph emphasised how small and lonely the Earth was in the vast reaches of space, and ultimately how necessary it was for humans to work together in order to protect it. 'Earthrise' is often credited with sparking the environmental movement as a global concern instead of one that only focused on local environmental problems.

▲ **Source 4.11** The crew of *Apollo 8:* James A. Lovell Jr (left), William A Anders (centre), Frank Borman (right)



▲ **Source 4.12** 'Earthrise' – the photograph taken by NASA astronaut William Anders on 24 December 1968

MAKING THINKING VISIBLE 4.3

Claim, support, question

1. What do you think about the influence the 'Earthrise' image had on the perspective of humans about our world and environment?
2. What evidence or reasoning can you provide to support your claim?
3. What other factors might have been important in the development of a greater appreciation of the natural environment in the twentieth century? How would you find out about this?

2 www.earthrisefilm.com

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DDT and the rise in chemical use

Agriculture is at the heart of civilisation as we know it. The cultivation of animals and plants for food is vital for the survival of society and our way of life. Hunter-gatherer societies required much more land to provide enough food to sustain them, and usually had to be **nomadic** in order to follow the food supply through the seasons. The development of agriculture meant that people could live in one place and develop much larger communities.

KEY TERMS

nomadic moving from one place to another rather than living in one single place

insecticides chemical substances made and used for killing insects

yield quantity or amount of a product produced by a particular process, for example agricultural or industrial processes

This freed some people from the requirement of being food producers themselves, and allowed people to develop other, non-agricultural, skills. As human settlements grew larger, and farmable land grew more scarce, land used in agriculture needed to produce more and more food per acre.

By the twentieth century, machinery had been invented that improved the speed and efficiency of planting and harvesting crops. Irrigation had been developed to ensure regular water supply, and plants and animals themselves had been domesticated to make them more suitable for farming.

Pests, however – mostly in the form of insects – continued to be a problem for farmers. The damage these pests caused to crops could significantly lower the **yields** of those crops. In the late 1800s chemists began to develop **insecticides**.

▲ **Source 4.13** A 1949 biplane crop duster spreads insecticide over a seedling broccoli crop

▲ **Source 4.14** A tin of commercial DDT from the 1960s

However, these insecticides tended to be expensive and not very effective, often damaging the plants they were supposed to protect. At the same time, insects were causing a great deal of illness and death among humans – they were carriers for diseases such as malaria, typhus and dengue fever.

The chemical compound dichloro diphenyl trichloroethane (DDT) was first identified in 1939 as an insecticide by Swiss chemist Paul Mülle. It was found to be fatal to a wide variety of insect pests, including mosquitoes, fleas and lice. It also seemed to have no negative effects on humans or other animals.

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▲ **Source 4.15** Brooklyn, USA, 1945: Mrs Gee Goldstein sprays DDT in the bedroom of her five-year-old son Robert

DDT was used extensively during the second half of World War II to control the spread of disease. It is credited with saving the lives of hundreds of thousands of troops. The stunning effectiveness of this new insecticide was so great that in 1948 Müller was awarded the Nobel Prize for medicine.

DDT was made publicly available in the United States (US) in 1945. It was used widely as an agricultural and household insecticide. Farmers used aeroplanes called 'crop dusters' to spread huge quantities of DDT over their crops in order to kill the insects that might be eating their plants and ultimately increase crop yields.

DDT was seen by many as a miracle chemical that might even cure world hunger by providing enough food to feed everyone. Unfortunately, there were consequences to the use of this chemical that were not immediately recognised.

Rachel Carson and *Silent Spring*

In 1958 biologist and conservationist Rachel Carson began writing her most influential work: the book *Silent Spring*, which was published in 1962. Carson had graduated from Johns Hopkins University with a Masters in zoology in 1932, and had worked for the US Bureau of Fisheries.

▲ **Source 4.16** Rachel Carson, biologist and author of *Silent Spring*, 1962

Carson had already authored many articles and several books on marine biology. She, like many other biologists at the time, became concerned that the widespread use of chemicals was having very negative and largely unreported consequences on birds, animals and the human population. Mysterious illnesses had begun afflicting various bird and animal populations. Mass deaths of birds began to occur in areas that had been heavily sprayed with pesticides. The absence of birdsong heralded a silent spring.

Carson began her book with a 'fable for tomorrow', describing an idyllic town in America, where at first nature and people live in harmony. But then a 'strange blight' cripples the town with sickness and death. Mysterious illnesses strike the humans and animals alike, and the plants become unfruitful without bees to pollinate the flowers. As the town withers and dies, Carson points to the residue of white granular powder still dusting the gutters of the houses:

KEY TERM

pessimists people who think that bad things are more likely to happen, or who emphasise the bad part of a situation

> The chemical weed-killers are a bright new toy. They work in a spectacular way; they give a giddy sense of power over nature to those who wield them, and as for the long-range and less obvious effects – these are easily brushed aside as the baseless imaginings of **pessimists**.

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▲ **Source 4.17** American robin

Through case studies and chemical analyses, Carson identified the risks of using chemicals for widespread pest control. She focused in particular on the dangers of DDT. She explained how **bioaccumulation** concentrated the poisons to lethal levels, using robins as an example and quoting the research of Michigan State University (MSU) graduate student John Mehner.

KEY TERM

bioaccumulation build-up of a substance in a living organism over time

Mehner had found that sterility and death resulted not just from robins being directly exposed to the chemical, but also from robins eating earthworms that had eaten contaminated leaves. After DDT had been sprayed on elm trees on the MSU campus, the robin population on the campus had declined from 370 to about 24, with no baby birds at all.

Another study showed that between 86 and 88 per cent of robins had died since DDT had begun being used, and that the rest of the population had been contaminated with dangerous levels of DDT.

Ironically, the death of the robins removed one of the insects' main natural predators and led to rises in the insect population. Carson also pointed out that, while insects could be problematic, they were a vital link in the ecosystem and could not be removed from that ecosystem without consequences.

Silent Spring considers a large number of examples in which chemical pesticides had caused death and destruction around the world, including the devastating effect on humans. DDT was shown to accumulate in people's fatty tissue and cause damage to their livers. Research from the University of Melbourne in Australia found links between pesticides and mental illness.

By the late 1950s DDT was beginning to lose its effectiveness as a pest control – insects had evolved to become resistant to the chemical. Carson concludes her consideration of DDT by asserting that there are a variety of non-chemical measures that can be used to reduce pest populations that carry far fewer risks.

The reaction to the publication of *Silent Spring* was swift and polarised. Expecting fierce criticism from the chemical industry and its lobbyists, the publisher sent the book's scientific chapters for review by scientists with relevant expertise ahead of publication in order to amass authoritative support. From June 1962 the book was serialised in the *New Yorker* magazine. It was also selected by the influential Book of the Month club as its monthly book for October. This brought it to the attention of a much wider audience.

▲ **Source 4.18** Rachel Carson in the woods near her home in 1962

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As expected, reaction from chemical companies and their supporters was loud and angry. Threats of lawsuits were followed by attacks on Carson's scientific credentials, her personality and her unmarried status. Many of her detractors mischaracterised her book by claiming that she was calling for the elimination of all pesticides. This was contrary to her actual claim that a significant reduction in pesticide used was needed, rather than complete elimination. Despite these attacks, the academic community largely accepted Carson's scientific claims, as did much of the general public.

Silent Spring had a profound impact on the development of the environmental movement in the United States, and around the world. In the short term it spurred a review of the dangers of pesticides by the US Congress, but over a longer period it sparked grassroots environmentalism and was at least partly responsible for the rise of both the **deep ecology** movement and **ecofeminism**.

In 1967 the Environmental Defence Fund, a US-based non-profit organisation dedicated to advocacy for environmental protection, was founded. It began to campaign for DDT to be outlawed. In addition to this, the US Environmental Protection Agency (EPA) was established in 1970 – much of its early work was directly related to issues identified in Carson's book.

KEY TERMS

deep ecology belief that all living beings have inherent worth regardless of their usefulness to humans

ecofeminism social and political movement advocating for equality, combining the ideologies of environmentalism and feminism by focusing on the connection between how women and nature are treated within a patriarchal society

ACTIVITY 4.3

Using historical sources as evidence

The below is an excerpt from the final chapter of Rachael Carson's *Silent Spring*

> We stand now where two roads diverge. But unlike the roads in Robert Frost's familiar poem, they are not equally fair. The road we have long been travelling is deceptively easy, a smooth superhighway on which we progress with great speed, but at its end lies disaster.
>
> The other fork of the road – the one 'less travelled by' – offers our last, our only chance to reach a destination that assures the preservation of our Earth.
>
> The choice, after all, is ours to make. If, having endured much, we have at last asserted our 'right to know', and if, knowing, we have concluded that we are being asked to take senseless and frightening risks, then we should no longer accept the counsel of those who tell us that we must fill our world with poisonous chemicals; we should look about and see what other course is open to us …
>
> Through all these new, imaginative, and creative approaches to the problem of sharing our Earth with other creatures there runs a constant theme, the awareness that we are dealing with life – with living populations and all their pressures and counter pressures, their surges and recessions. Only by taking account of such life forces and by cautiously seeking to guide them into channels favourable to ourselves can we hope to achieve a reasonable accommodation between the insect world and ourselves.
>
> The current vogue for poisons has failed utterly to take into account these most fundamental considerations. As crude a weapon as the caveman's club, the chemical barrage has been hurled against the fabric of life – a fabric on the one hand delicate and destructible, on the other miraculously tough and resilient, and capable of striking back in unexpected ways. These extraordinary capabilities of life have been ignored by the practitioners of chemical control who have brought to the task no 'high-minded orientation', no humility before the vast forces with which they tamper.
>
> The 'control of nature' is a phrase conceived in arrogance, born of that **Neanderthal** age of biology and philosophy, when it was supposed that nature exists for the convenience of man. The concepts and practices of applied etymology for the most part date from that stone age of science. It is our alarming misfortune that so primitive a science has armed itself with the most modern and terrible weapons, and that in turning them against the insects it has also turned them against the Earth.[3]

KEY TERM

Neanderthal type of prehistoric people who lived in Europe and Asia from about 150 000 to 30 000 years ago

▲ **Source 4.19** Excerpt from the final chapter of Rachel Carson's *Silent Spring*

3 Carson, Rachel, *Silent Spring*, 1926, p. 240

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Responding to the source

1. What is the choice Carson is suggesting that we need to make?
2. How does Carson suggest we deal with problems in the natural world like insects?
3. What is Carson suggesting about the use of chemical pesticides with her analogy of a 'caveman's club'?
4. What does Carson suggest is wrong with the phrase 'control of nature'?
5. Carson refers to the poem 'The Road Not Taken' by Robert Frost. Look up the poem on the Poetry Foundation website and read it carefully. How is the message of Frost's poem similar and different to the argument Carson is making in *Silent Spring*?

The nuclear age

Perhaps the most incontrovertible sign of humanity's capacity to affect the global environment was the development of nuclear weapons during World War II. Working under the codename 'the Manhattan Project', US scientists developed and tested nuclear weapons in the desert of New Mexico.

There had been rumours that German scientists had been working on a similar program, but neither they nor the US scientists managed to finish making a working atomic bomb before the war in Europe had ended.

The first successful test of an atomic bomb took place when a test bomb was detonated at the New Mexico testing site at 5:30 a.m. on 16 July 1945. Just one month later, nuclear bombs were deployed for the first and – so far – only time during wartime, on the Japanese cities of Hiroshima and Nagasaki. This act by the US decisively ended the war in the Pacific.

The development of nuclear weapons fundamentally changed the stakes of war and our relationship with the planet. Compared to conventional weapons, nuclear weapons are far more destructive. They also have the added complication of radioactive fallout. It is not just the blast from the bomb that kills. Atomic bombs release high doses of ionising radiation over a short period of time – this causes acute radiation syndrome. Lower doses of radiation, accumulated over time, cause chronic radiation syndrome. The higher the total dose of radiation, the more rapid the onset of symptoms and the greater likelihood of death.

▼ **Source 4.20** 'The Gadget' – physicist Norris Bradbury sits next to the first successful nuclear device before testing in New Mexico, USA, 1945

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▲ **Source 4.21** Radiation burns matching the dark sections of the pattern of the kimono worn by a victim of the bombing of Hiroshima in August 1945

Even people who survive the initial radiation sickness caused by atomic bombs are at a significantly greater risk of a variety of cancers in the months and years following their exposure.

The natural environment does not escape the long-term effects of atomic bombs. **Radioactive fallout** can contaminate the air, soil and water around a blast site for many hundreds of kilometres, depending on the size of the blast. These effects can last for decades, if not centuries.

After their initial use, it rapidly became clear that nuclear weapons had the potential to not only kill millions, but to make the Earth uninhabitable.

Mutually assured destruction (MAD)

In the decades following the first use of nuclear weapons, there was a frantic rush by nations on both sides of the **Cold War** to develop and perfect them. In 1949 the Soviet Union became the second nation to conduct successful tests of nuclear bombs. Successful tests were conducted soon after by Britain in 1952, France in 1960, and China in 1964.

The military theory of Mutually Assured Destruction (MAD) was developed in the late 1940s by US physicist John von Neumann of the Atomic Energy Commission, although the term did not gain widespread use until the 1960s.

This theory was based on the idea that governments would not risk using nuclear weapons against other governments who had nuclear weapons of their own, because the devastation could be total on both sides. If either side launched their nuclear weaponry against the enemy, the other would do so in retaliation. In this way, both countries could be sure of being totally destroyed. This established a balance, which many believe prevented the Cold War from breaking out into an actual, overt military conflict.

Despite assurances that MAD would effectively deter the outbreak of a nuclear war, the threat of nuclear disaster hung heavily over the years of the Cold War. There were several times when the risk of nuclear war seemed imminent, most notably in 1962 during the **Cuban Missile Crisis**.

It was not just the nations with nuclear weapons that were at risk, either. The size and quantity of nuclear weaponry stored by both the US and the Soviet Union was so large that it was believed that any war between them would wipe out most – if not all – of the northern hemisphere and spread radioactive fallout to every part of the globe. For the first time ever, humans had the ability to destroy the world.

KEY TERMS

radioactive substance that produces harmful radiation through the breakdown of atoms

fallout radioactive material, like dust or ash, thrown into the atmosphere during a nuclear explosion, which falls onto the environment surrounding the explosion site or is often carried on the wind for great distances

Cold War the period of 45 years of hostility between the US and The Soviet Union (Russia), characterised by threats, propaganda and small military conflicts around the globe

Cuban Missile Crisis 1962 military crisis that occurred when nuclear missiles from the Soviet Union were relocated to Cuba, within firing range of the US, coming close to triggering a nuclear war

MAKING THINKING VISIBLE 4.4

Connect, extend, challenge

1. **Connect:** How are the development of nuclear power and the concept of MAD connected to what you already know about the Cold War?
2. **Extend:** What new ideas do you have now that have extended or pushed your thinking in a new direction?
3. **Challenge:** What is still challenging or confusing for you about the effects or use of nuclear power? What questions do you have now about the attitudes of people in the 1950s toward the environment?

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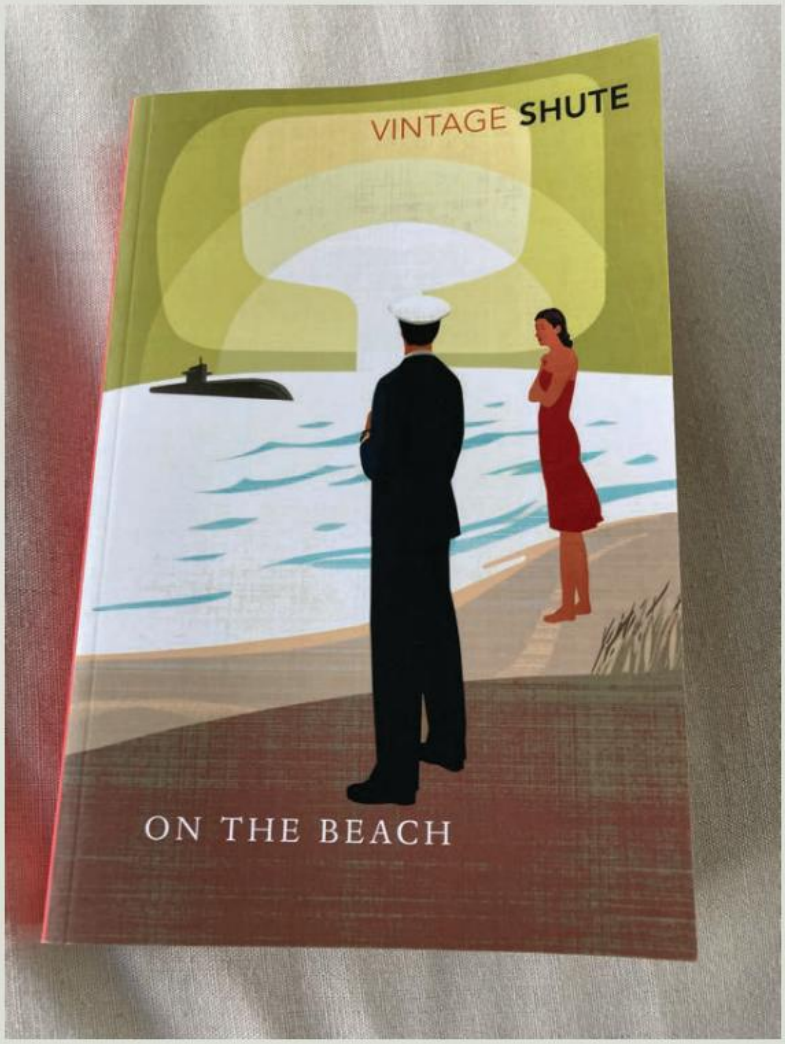
CASE STUDY 4.1



On the Beach

The novel *On the Beach* by Neville Shute was published in 1957. The story is set six years into an imagined future of 1963. This work of fiction deals with the potential outcome of nuclear war in the northern hemisphere. It follows a diverse group of characters living in Victoria as they await the oncoming nuclear radiation cloud that is slowly spreading over the globe.

While it has been criticised for its lack of scientific accuracy, *On the Beach* reflected the heightened anxiety created in the mid-twentieth century by the widespread proliferation of nuclear weapons.

◄ **Source 4.22** Cover of Neville Shute's 1957 novel *On the Beach*

Testing times

With the arms race of the Cold War heating up, the US was determined to stay at the front line of nuclear research. To do so they increased their development and testing of nuclear weapons during the 1950s and 1960s. From 1951 many nuclear weapons were tested on US soil in the Nevada desert, but larger tests were conducted in locations in the Pacific Ocean.

In July 1947 the US finalised an agreement with the United Nations that gave them control of an area of the Pacific Ocean that included more than 2000 islands and all of those islands' inhabitants. Five days later the US officially established their Pacific territories as a nuclear testing site, although, they had actually begun testing in the Marshall Islands the previous year.

In July 1946 Operation Crossroads had begun testing second-generation nuclear bombs on Bikini Atoll, one of the atolls that make up the Marshall Islands. Residents of Bikini Atoll were not informed of the tests until preparations had already begun, at which time they were directed to pack their belongings because they were being relocated for the 'good of mankind'. Although Bikini Atoll residents were told it would be a temporary relocation, nuclear contamination from the tests has prevented the permanent return of any islanders well into the twenty-first century.

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▲ **Source 4.23** 1946: a US flight crew prepares to take part in Operation Crossroads, a series of nuclear tests on Bikini Atoll

▲ **Source 4.24** US Navy Vice Admiral Blandy, with his wife and Rear Admiral Lowry, cut a cake celebrating the success of the nuclear testing program Operation Crossroads

▲ **Source 4.25** Marshall Islands, 1946: US military commander Commodore Ben Wyatt explains to the residents of Bikini Atoll that they are about to be evacuated from their homes and land to make way for nuclear weapons testing

▲ **Source 4.26** Residents of Bikini Atoll were forced to evacuate by the US before nuclear weapons tests as part of Operation Crossroads in 1946

MAKING THINKING VISIBLE 4.5

Tug of war

1. Look carefully at the images of Americans celebrating their successful weapons testing and the Marshall Islanders forced to leave their home. How do you think each group would have viewed this situation?
2. What are the factors that 'pull' at each side of the question?
3. Make a list of 'tugs', or arguments, for each side of the issue. What reasons did the US have for believing that the nuclear tests in the Pacific were justifiable? What reasons did the Marshall Islanders have for believing that it was not?
4. Generate a list of 'what if?' questions to explore this topic further.

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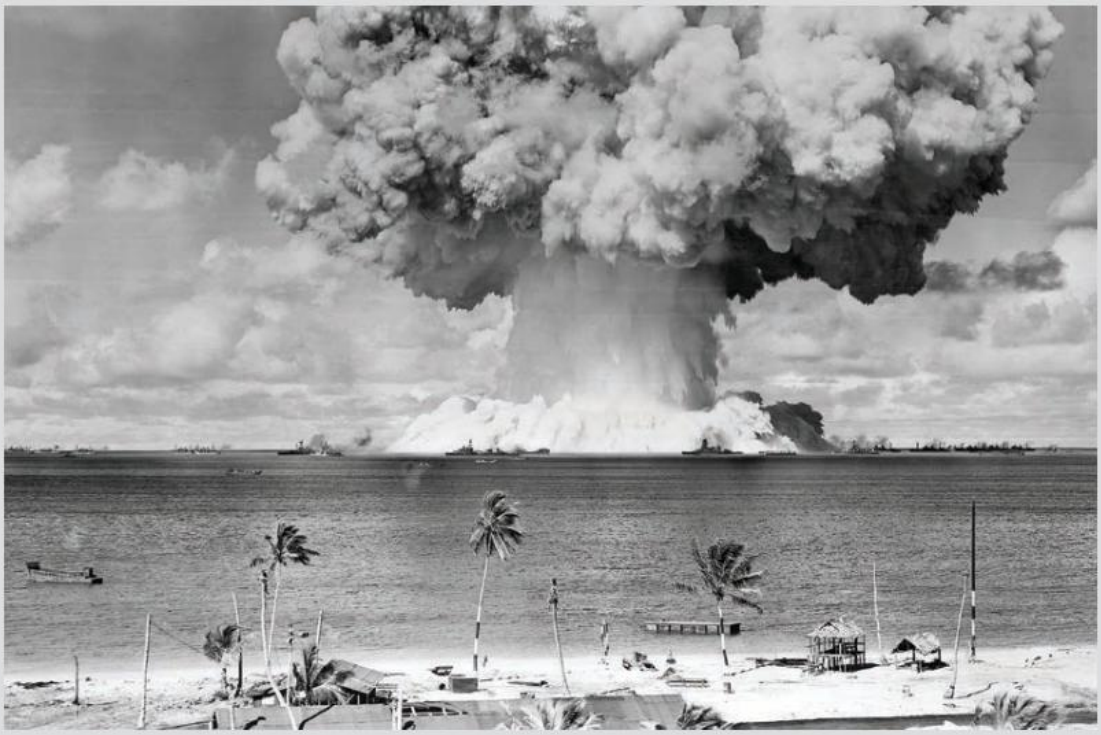
Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 4.1

Answer these questions on paper or in the Interactive Textbook.

Recall

1 What was 'Earthrise'?
2 Why did 'Earthrise' have such a significant impact on the environment movement?
3 What was DDT used for? What problems did it fix?
4 What effects did DDT have on humans and the environment?
5 How is a nuclear weapon different from a conventional weapon?



▲ **Source 4.27** 25 July 1946: the final of three US nuclear tests at Bikini Atoll, creating a mushroom cloud over 1.5 kilometres tall and 600 metres wide

Interpretation

6 Why do you think chemicals like DDT were so widely accepted and assumed to be safe in the middle of the twentieth century?
7 Why did the US government expand their nuclear weapons testing after they had won World War II?

Argument

8 'The development of nuclear weapons was a key turning point in humankind's relationship with the natural environment.' To what extent do you agree or disagree with this opinion? Use evidence to support your answer.

Extension

1 How did Rachel Carson's book *Silent Spring* help inspire the environmental movement in the US? Research Carson's work and write a short report detailing her influence on at least three different environmental movements or groups.

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4.2 The environment movement in Australia

FOCUS QUESTION

What were the causes and conditions that led to the development of the environment movement in Australia?

▲ **Source 4.28** British nuclear test sites in Australia

Australia as a nuclear test site

In 1947 the British Government decided that it was necessary for them to develop their own nuclear weapons. They saw the thinly populated former British colony of Australia as a perfect location for tests. In 1950 British Prime Minister Clement Attlee requested permission from Australian Prime Minister Robert Menzies to test nuclear weapons on Australian soil. Menzies agreed immediately. The Montebello Islands, part of Western Australia, were chosen for the first testing. Attlee provided Menzies with some warning of the potential hazards of these tests in a message dated March 26, 1951.

> There is one further aspect which I should mention. The effect of exploding an atomic weapon in the Montebello Islands will be to contaminate with radioactivity the north-east group and this contamination may spread to others of the islands. The area is not likely to be entirely free from contamination for about three years and we would hope for continuing Australian help in investigating the decay of contamination. During this time the area will be unsafe for human occupation or even for visits by e.g. pearl fishermen who, we understand, at present go there from time to time and suitable measures will need to be taken to keep them away. We should not like the Australian Government to take a decision on the matter without having this aspect of it in their minds.[4]

In addition to nuclear testing at the Montebello Islands in 1952, the British Government undertook testing, with the permission of the Australian Government, at Emu Field and Maralinga in South Australia.

The testing at Maralinga commenced in 1956. It was the most extensive and damaging of all Australian nuclear tests. A large number of minor trials that were intended to measure the effect of fires and other types of explosions on nuclear weapons caused far more contamination than some of the larger trials. Around 830 tons of debris was contaminated with around 20 kg of **plutonium** in the area directly around the test site, and a further 2 kg of plutonium was dispersed over a much wider area.

Plutonium gives off alpha radiation, which has a **half-life** of around 24 000 years. This meant that without a thorough clean-up the land around Maralinga would be contaminated for the next half a million years.

KEY TERMS

plutonium radioactive element used in nuclear weapons – exposure can cause radiation sickness and cancer in humans

half-life the time it takes for half of a sample of radioactive material to disintegrate

As with the US tests in the Pacific, residents of the area where the British Government wished to test their weapons in were removed from their land, sometimes forcibly, before testing began. Many Anangu, Pitjantjatjara and Yankunytjatjara people were relocated away from land that their ancestors had inhabited for thousands of years.

4 McLelland, JR (Justice), *The report of the Royal Commission into British Nuclear Tests in Australia*, 1985, p. 13

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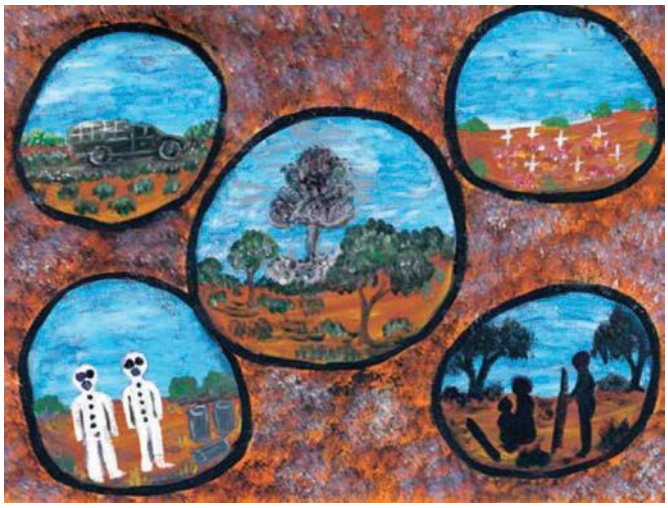
Despite these removals, it is estimated that around 1200 Aboriginal people were exposed to varying levels of radiation during the tests. Radioactive fallout extended far beyond the official testing site, causing symptoms like diarrhoea, vomiting, skin rashes and blindness. Later health effects arose as well, including cancers and lung conditions. Anangu artist Yvonne Edwards has direct experience of these effects.

> My aunties, uncles, they was young, they all died. Just like us here now in our 50s, we got nobody over 60s or 70s in that community. Even people died when they was young. I lost a sister when she was in her 20s from cancer. I lost an uncle, 40s, from cancer. My auntie died from cancer.[5]



▲ **Source 4.29** *Maralinga 2009* tells the story of Maralinga from the perspective of Pitjantjatjara artist Yvonne Edwards (1950–2012)

British nuclear testing in Australia ended in the early 1960s. In 1967 the British Government undertook an operation to clean up and decontaminate Maralinga. This operation mostly consisted of burying the radioactive debris in pits that were then covered with concrete.

This turned out to be a cheap and nasty solution that did not come close to rectifying the damage. Despite this, the Australian Government was satisfied with the clean-up efforts, signing a document in 1968 absolving the British Government from any further responsibility for Maralinga. It was not until the land was being prepared as part of handing it back to its traditional owners that the true extent of the contamination became apparent.

Ultimately it took another 25 years, a royal commission, a long legal argument over costs between the British and Australian governments, and a long clean-up operation before the Maralinga lands were considered safe enough for people to live on.

The Australian Government spent an estimated A$101 million to clean up the site and a further A$13.5 million in compensation to the displaced Aboriginal community. The UK government chipped in around £20 million while acknowledging no liability. The land was formally handed back to its traditional owners in 2009.

In the decades after testing ended, reports of high cancer rates among former Australian soldiers, and among civilians, who had worked at the site, as well as among Aboriginal people, began to raise questions about the extent of contamination.

In 1984 Australian Prime Minister Bob Hawke announced a Royal Commission into Maralinga. Among its hundreds of judgements the Royal Commission found that the British Government had withheld vital information from the Australian Government, who had in turn asked too few questions and not adequately protected the local Aboriginal community.

Public opposition to the testing in Australia came late, because secrecy meant that little was known about the British actions at Maralinga. The British Government kept the Australian Government unaware of the extent of the testing and subsequent contamination, while the Australian government kept all that they did know secret from the public.

Media coverage was severely restricted. Despite this, opposition to nuclear testing grew throughout the 1950s as the 'ban the bomb' movements developed in other parts of the world. A 1957 survey found that only 38 per cent of Australians approved of British nuclear testing in Australia.

5 https://www.creativespirits.info/aboriginalculture/history/maralinga-how-british-nuclear-tests-changed-history-forever

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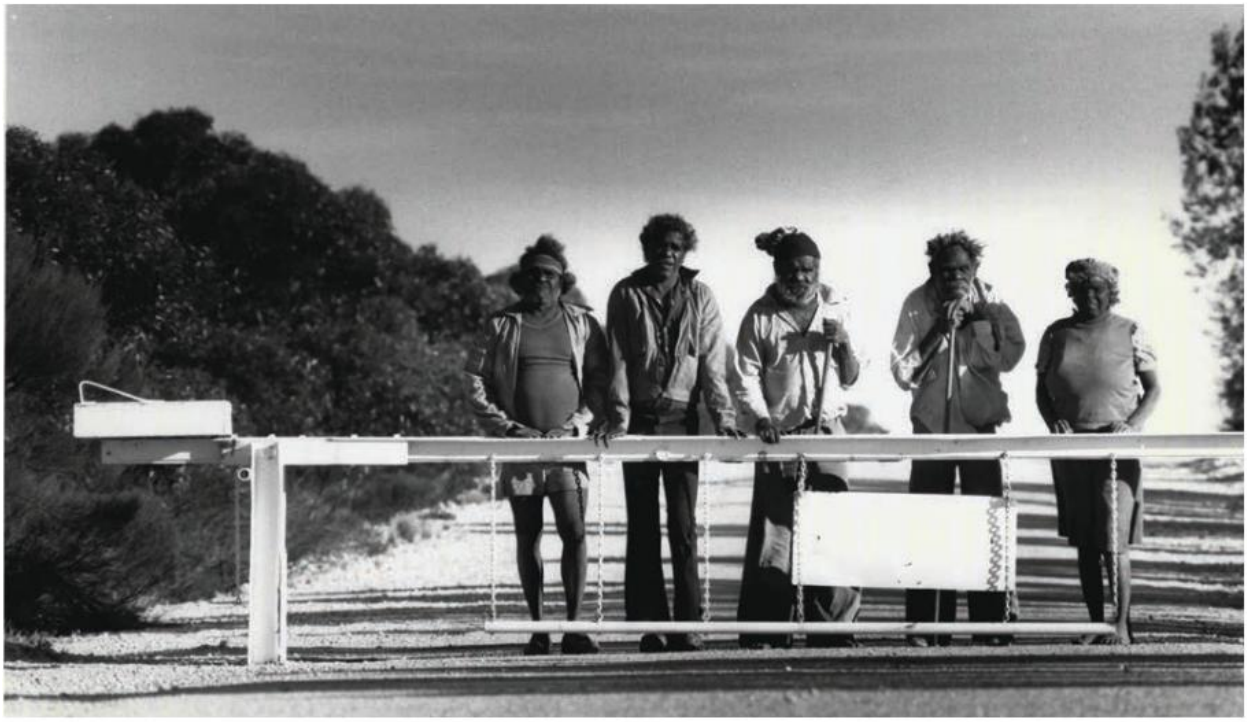


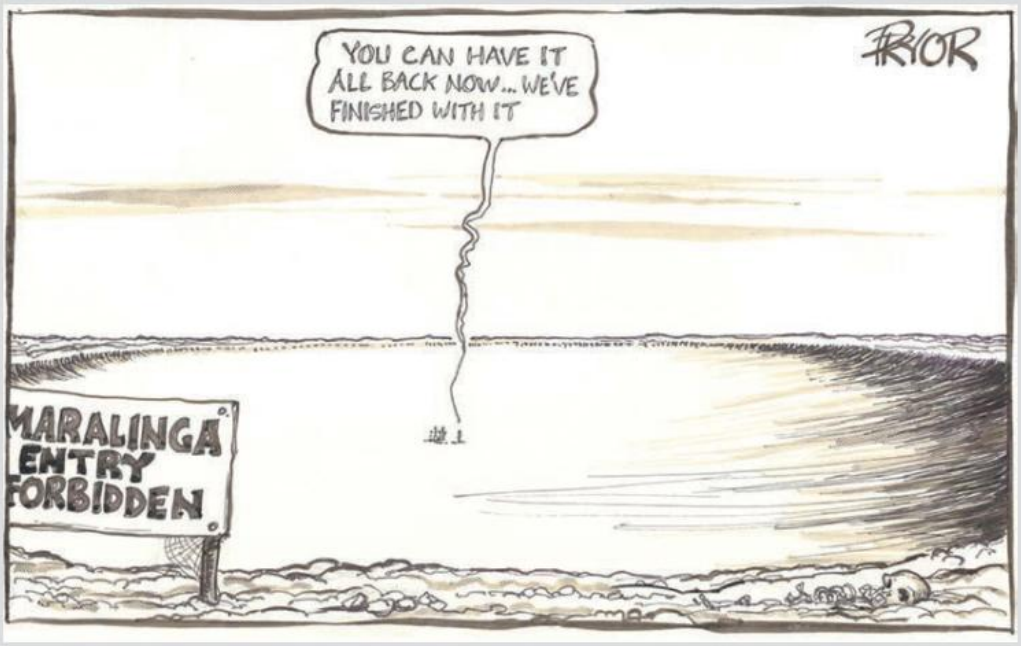
▲ **Source 4.30** 1984: elders of the Yalata Aboriginal community wait at the barrier gate for access to their traditional lands at Maralinga in 1984

MAKING THINKING VISIBLE 4.6

See, think, wonder

Look carefully at Geoff Pryor's cartoon below.

1. What do you **see** in this image?
2. What do you **think** about the things that you see and the message of this image?
3. What does it make you **wonder** about the attitudes of Aboriginal peoples and other Australians towards the contamination caused by British nuclear testing in South Australia?



▲ **Source 4.31** 1984 cartoon by Australian political cartoonist Geoff Pryor about the extent of contamination at Maralinga on the eve of handing the land back to its traditional owners.

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Australia's antinuclear movement

In the decades after British nuclear tests in Maralinga ended, opposition to nuclear power and nuclear testing among the Australian public grew. In the 1960s, the 'ban the bomb' movement arose beside the growing peace protests against things like the war in Vietnam. In 1963 Australia was one of the first countries to sign the Partial Nuclear Test Ban Treaty. In the late 1960s a local nuclear opposition group claimed victory when the Australian Government decided not to build a proposed nuclear power plant at Jervis Bay in New South Wales.

In the 1970s debate over the French Government's nuclear tests in the Pacific sparked the emergence of several antinuclear environmental groups including Friends of the Earth, the Movement Against Uranium Mining and the Campaign Against Nuclear Energy. The Australian Government was also active at this time in advocating an end to nuclear testing in the South Pacific. Together with New Zealand, Australia launched a case in the International Court of Justice against France, and in 1973 the International Court ordered that there should be no more **atmospheric testing** at Mururoa Atoll.

KEY TERM

atmospheric testing testing of nuclear weapons in which detonations are conducted in the air, rather than on land or under water

▲ **Source 4.32** Antinuclear logo

▲ **Source 4.33** Worker wearing protective clothing at the nuclear testing site in Maralinga, South Australia

▲ **Source 4.34** September 1970: French nuclear weapons test at Mururoa Atoll

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CASE STUDY 4.2

Greenpeace

The environmental activist group known as Greenpeace was founded in Canada in 1970 with the initial goal of protesting nuclear weapons tests at Amchitka Island in the northern Pacific Ocean.

In 1971 Greenpeace organised a small ship to take them to Amchitka, where they held a silent protest against the nuclear tests. In 1972 they again organised a boat, this time to sail to Mururoa Atoll and protest French nuclear weapon testing there. During this protest their boat was rammed by a French vessel. In the following year the captain David McTaggart was physically assaulted by French military officers.

Greenpeace Australia was formed in 1977 by a group of Australians who had already been active in protesting French nuclear testing in the Pacific. In addition to their opposition to nuclear testing, their broad goal was the protection of all aspects of the environment.

Greenpeace Australia's first major campaign was an anti-whaling protest in Western Australia that involved using inflatable boats to physically come between whalers and the whales. Since its inception, Greenpeace Australia has used nonviolent direct action and silent protests to draw attention to threats to the environment and to campaign for solutions. Their priorities include protecting forests and oceans, preserving the Great Barrier Reef and creating a coal- and oil-free future.

In 1985 the Greenpeace flagship *Rainbow Warrior* was berthed in Auckland, New Zealand when it was bombed by French intelligence services in an attempt to prevent Greenpeace interfering with continued French nuclear testing in the Pacific. The *Rainbow Warrior* had been preparing to sail to Mururoa to do just that.

Fernando Pereira, a Portuguese–Dutch photographer, was drowned when he became trapped below deck as the ship sank. The rest of the crew managed to escape. The sinking of the *Rainbow Warrior* became a public relations disaster for France and soured diplomatic relations between France and New Zealand.

For Greenpeace, the *Rainbow Warrior* became a symbol of hope and of resistance against tyranny in the struggle for a more environmentally conscious society.

▲ **Source 4.35** September 1995: members of Greenpeace protest French nuclear testing in the South Pacific

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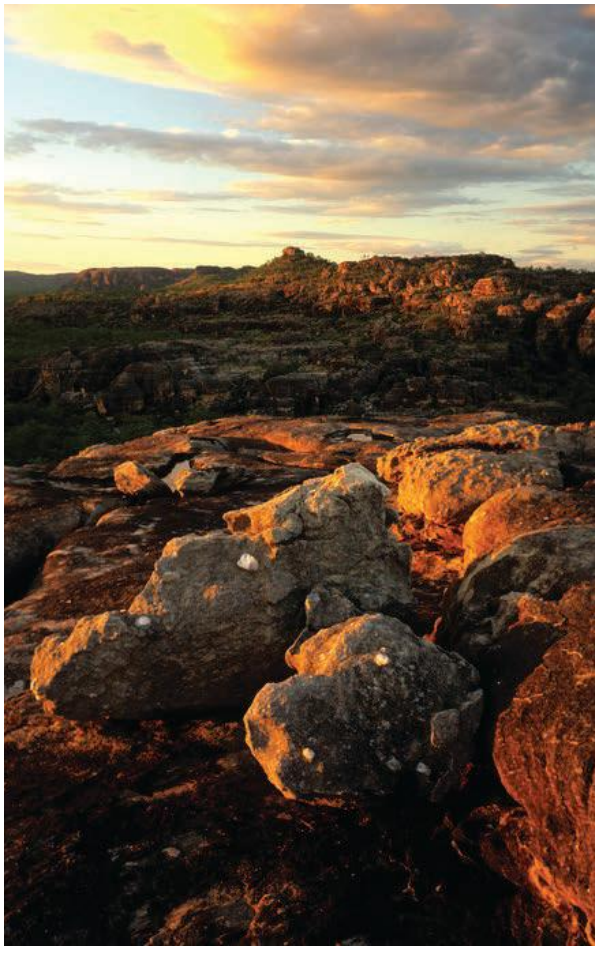
▲ **Source 4.36** *Rainbow Warrior* sits in dry dock after the bombing, 10 July 1985, in Auckland, New Zealand



▲ **Source 4.37** Jabiluka escarpment

The Jabiluka uranium mine

Australia has no nuclear weapons and no nuclear power generation facilities. British nuclear testing in Australia ended in the early 1960s. Despite this, nuclear energy continued to be a source of conflict in Australia in the second half of the twentieth century.

Australia's vast uranium deposits are estimated to be the world's largest single source of uranium. This provided a significant economic motive for the Australian Government to allow the mining of uranium. By the end of the twentieth century Australia had become the world's third-largest producer of uranium. While none of Australia's uranium mines were acceptable in the eyes of most environmental campaigners, some of these mines have caused more anger and concern than others.

The Jabiluka uranium deposits, which are located within the boundaries of the World-Heritage-listed Kakadu National Park in the Northern Territory, were identified in the late 1960s and early 1970s. Preliminary excavations and preparations for full-scale mining were undertaken throughout the late 1970s,

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▲ **Source 4.38** Antinuclear protesters wearing then-Prime Minister John Howard masks take part in an occupation of the Jabiluka uranium mine site at Kakadu, Northern Territory, 1998

▲ **Source 4.39** Aerial photograph of the area where waste is thrown out of the Ranger uranium mine, 22 kilometres south of Jabiluka, at Kakadu, Northern Territory

but these came to a halt after the Australian Labor Party won the 1983 federal election, indicating that they would refuse an export license for the uranium. Thirteen years later the Liberal-National Coalition Government, under Prime Minister John Howard, reopened the project.

In 1998 representatives of the Mirarr people, on whose traditional lands the Jabiluka deposits lie, asked for assistance in preventing the construction of the mine. The traditional lands of the Mirarr people include an important *djang* ('sacred place') for Mirarr culture. The Mirarr people were also concerned about the damage a uranium mine was certain to inflict on the landscape, and the likely contamination involved in excavating such a radioactive substance.

Mirarr representatives Yvonne Margarula and Jacqui Katona called on activists from around Australia and the world to blockade the mine.

Activists around Australia and environmental groups like the Australian Conservation Foundation rallied to support the Mirarr people and protest the construction of the mine. For an eight-month period over 5000 people peacefully blockaded the mine in the Northern Territory, preventing the mining company from developing the Jabiluka site.

Rallies were held in capital cities and pressure was placed on Westpac Bank to reconsider their financial association with the mine. International support was also sought, which led to resolutions in the European Parliament and US Congress, and discussions at the United Nations over whether Kakadu should be identified as a World Heritage site under threat.

In 2005, after years of protests, Energy Resources Australia (ERA), the mining company with rights to the Jabiluka site, which is now majority owned by Rio Tinto, withdrew their intentions to construct the mine. They signed an agreement with the Mirarr people to halt the development of the mine until such time as the Mirarr gave written consent to the excavation of their land. It was a victory for both the environmental movement and the rights of Australia's traditional owners.

Lake Pedder and the Franklin Dam protests

In Tasmania, it was not uranium mining that threatened the natural environment, but the damming of rivers and the flooding of huge areas of native forest to build **hydroelectric** power stations.

KEY TERM

hydroelectric method of producing electricity by using the force of fast-moving water to turn turbines – dams are used to store water and control the flow of water through the turbines

Lake Pedder sat in the southwest of Tasmania and was extremely isolated. This nine-kilometre-square lake formed about 10 000 years ago. It lay in a large flat valley surrounded by mountains and boasted beautiful white quartzite beaches and pink sand dunes along its eastern side.

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▲ **Source 4.40** Lake Pedder in 1970, before it was flooded

In 1955, Lake Pedder had been declared a National Park, but just over a decade later, in 1967, the Tasmanian State Government announced that it would build three dams along the Gordon River and flood the Lake Pedder. The purpose of the dams was to generate electricity that would bring clean energy and employment to the people of Tasmania.

Despite the positives that were expected to come from the hydroelectric scheme, many people felt the loss of such a pristine natural environment was too great a price to pay. A petition was drafted to prevent the Tasmanian Government's plans, gaining over 10 000 signatures. Grassroots environmental activists gathered to protest the Tasmanian Government's actions and to garner support from the local population as well as people around Australia.

In 1971 the Lake Pedder Action Group was formed. They continued to put pressure on both the Tasmanian and Australian governments to halt the planned dam construction. When state elections were called in Tasmania in 1972, advocates for the preservation of Lake Pedder formed the United Tasmania Group, the first green political party in the world.

The efforts to save Lake Pedder were ultimately unsuccessful and the entire area surrounding the lake was flooded in 1972 to create the Gordon Dam. Although the battle had been lost, and a large area of pristine natural wilderness had been destroyed, the experiences at Lake Pedder had created a well organised, highly skilled and extremely motivated group of environmental activists in Australia.

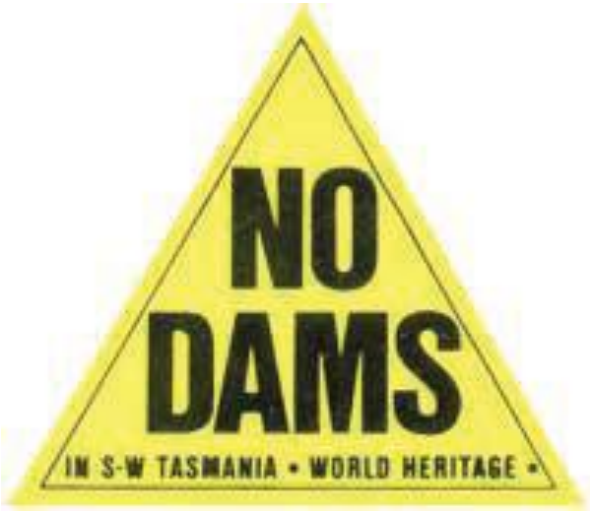
The next major environmental challenge came just six years later, when the Tasmanian Government announced that they were going to dam the Franklin River.

Like the Gordon River, the Franklin River flowed through national parks in the southwest of Tasmania. The new dam announcement stirred environmental groups into immediate action. They ran a relentless five-year campaign on the streets, in the newspapers and on the river itself.

Environmental protesters were often challenged by pro-dam groups, who argued that the struggling Tasmanian economy needed the jobs the hydroelectric project would bring.

The campaign to save the Franklin grew far beyond Tasmania, with much of the efforts focused on pushing the Australian Government to intervene.

Full-page colour advertisements were taken out in major newspapers around the country. In December 1982 an estimated 2500 protesters began a blockade of the dam site. They came from all across Australia and from around the world as well. The date for the blockade was carefully chosen to coincide with the day when the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Committee was meeting in Paris.



▲ **Source 4.41** Sticker demanding the abandonment of the dams project in Tasmania

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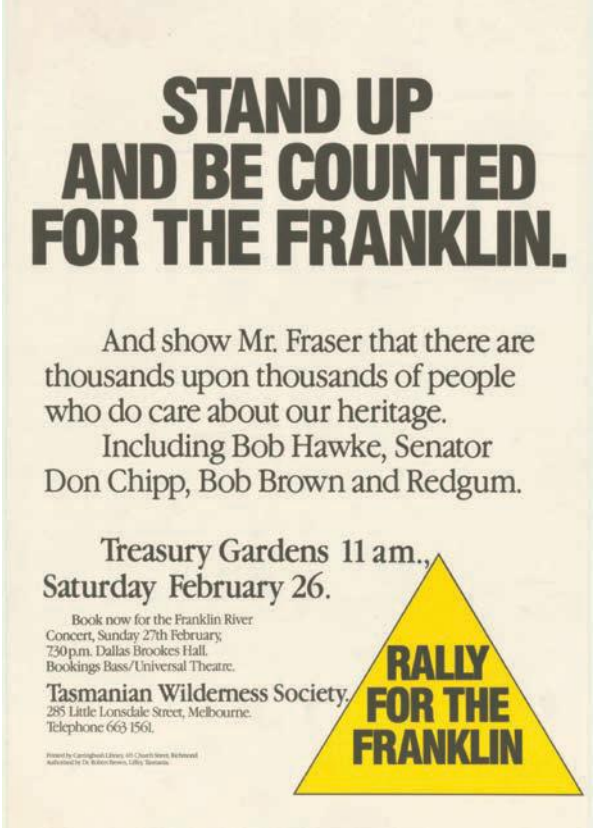
Part of their agenda was to list the Tasmanian Wilderness, which included the Franklin River, as a World Heritage Area in order to protect it from development.

Many activists were arrested at the blockade, including Dr Bob Brown, the then-leader of the Tasmanian Wilderness Society. Brown would later become leader of the Australian Greens Party from 1992 until 2012. He spent 19 days in jail for his activism on the Franklin River.

Eventually pressure from activism paid off and the Australian Government intervened. Newly elected Australian Labor Party Prime Minister Bob Hawke had included a promise to prevent the construction of the dam as part of his election campaign. It is likely that the anti-dam vote was a factor in his victory.

Under Hawke, the new Australian Government passed a series of regulations, including the *World Heritage Properties Conservation Act 1983,* an act specifically designed to prevent the Tasmanian Government going ahead with the dam. The Tasmanian Government ignored the new federal laws and continued to build the dam, which resulted in the matter ending up before the Federal High Court. In July 1983 the court ultimately determined that the Australian Government did have the right to pass legislation blocking the dam's construction. The fight for the Franklin had been won.



▲ **Source 4.42** Advertising for a rally against the damming of the Franklin River

▲ **Source 4.43** Protesters at the Franklin River in 1982

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MAKING THINKING VISIBLE 4.7

Making it fair: now, then, later

The issue: the conflict in Tasmania over plans to build hydroelectric power stations caused deep divisions in the Australian community.

Environmentalists were concerned about how much of the natural environment would be destroyed by the dams. However, Tasmania at the time had a depressed economy. Many Tasmanians felt that the sacrifice of some wilderness was a small price to pay for the jobs and economic opportunities the hydroelectric scheme promised.

In this situation there was always going to be winners and losers, but did they arrive at the fairest solution?

1. **Brainstorm** – Make a list of as many ideas as you can think of that could give this situation the fairest outcome.
2. **Sort** – Sort your list into actions that relate to making the situation fair – either in the past, now, or for the future.
3. **Evaluate** – Pick one idea from your list that you think has the most merit and expand on it in a short persuasive written response.

Digital quiz
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 4.2

Answer these questions on paper or in the Interactive Textbook.

Recall

1. Where did the British Government test nuclear weapons in Australia?
2. What happened to the Aboriginal people who lived in the Maralinga area on their traditional lands?
3. What is Greenpeace?
4. What is it about the location of the Jabiluka uranium deposits that makes their mining such a contentious issue?
5. What was the purpose of flooding Lake Pedder?

Interpretation

6. Why did the Australian Government let the British Government test nuclear weapons on Australian soil?
7. Why do you think the protests to save the Franklin River were more successful than those designed to save Lake Pedder?

Argument

8. 'The Tasmanian Government's decision to allow hundreds of hectares of pristine natural wilderness to be destroyed for the sake of hydroelectric power stations was understandable given the economic situation at the time.' To what extent do you agree or disagree with this opinion? Use evidence to support your answer.

Extension

1. What do you think was the most significant threat to the natural environment of Australia in the twentieth century? Research the possibilities and write a persuasive speech supporting your choice.

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4.3 Changing environmental conditions and their effects

FOCUS QUESTIONS

- How have changing environmental conditions placed pressure on humans and ecosystems?
- To what extent has the pressure of citizens and environmental groups been effective in pushing reform of environmental policies?

The twentieth century saw more dramatic changes to the natural environment of the planet than had been seen at any previous time in human history. Some of these changes were caused by deliberate actions undertaken to alter the landscape, like clearing forests and building infrastructure (for example, roads and cities). Other changes were caused by industrial accidents, the introduction of foreign species, and waste contamination.

Many of the changes to our planet that have been made by humans have not had consequences that were immediately obvious. Sometimes the incremental degradation of an ecosystem has happened over many years before the threat has been recognised.

However these changes have happened, they have all created challenges that have not always been successfully overcome.

The *Exxon Valdez* oil spill

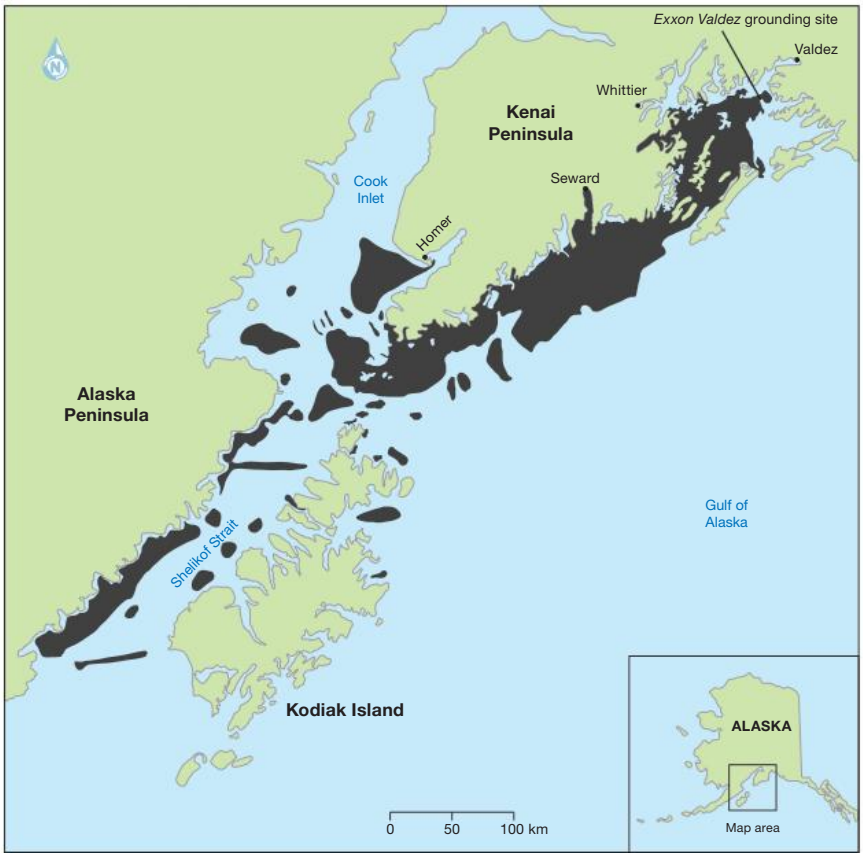
There have been a great number of oil spills since people began drilling into the ocean bed and shipping fossil fuels around the world. Scarcely a year has passed since the 1960s in which there has not been a least a small oil spill.

The environmental consequences of oil spills have been catastrophic to various ecosystems around the world. Seabirds who become covered in oil often die because the oil destroys their feathers' natural waterproofing and **insulation**. Oil can clog the blowholes of marine mammals like dolphins and whales. It can cause matting in the fur of sea otters and seals, leaving them at risk of **hypothermia**.

KEY TERMS

insulation any material that is used to stop heat from escaping or entering – natural forms of insulation include fur, feathers and blubber

hypothermia dangerous and potentially fatal condition where the body temperature drops too low



▲ **Source 4.44** Map of the extent of damage caused by the *Exxon Valdez*

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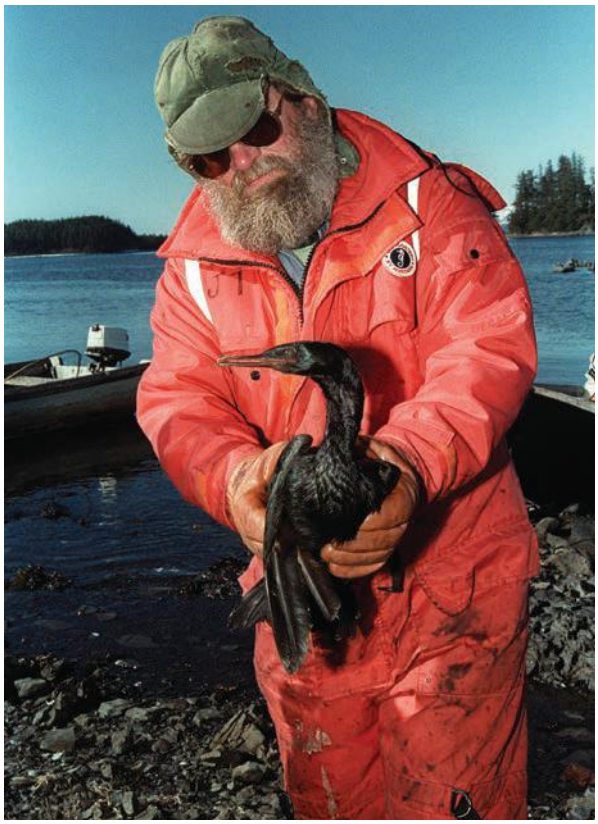
Both birds and mammals are at risk of damage to their internal organs, and even death, if they swallow the oil. Fish are also unable to survive contact with spilled oil, and neither are their eggs.

Coastlines do little better. Oil that washes up on beaches clings to every rock and every grain of sand. It contaminates delicate coastal ecosystems and makes whole areas unsuitable for wildlife. While oil initially floats on the water surface, after a while it begins to sink into the marine environment, **contaminating** that as well.

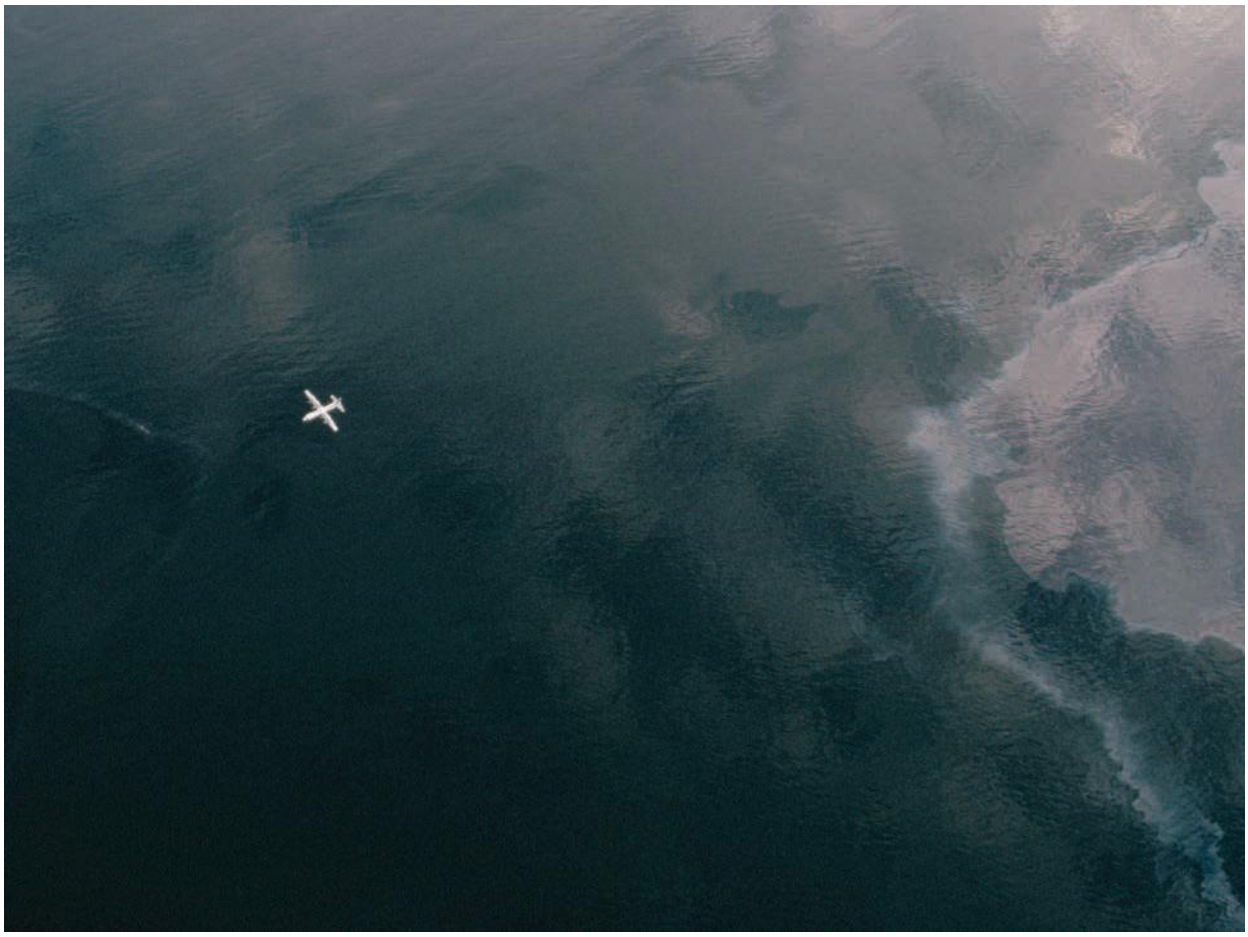
KEY TERM

contaminating act of making something harmful, unusable or less pure

On 24 March 1989 the *Exxon Valdez*, an oil tanker owned by the Exxon oil company, ran aground on the Bligh Reef in Prince William Sound, Alaska. The captain of the ship, Joseph Hazelwood, had gone to his stateroom around 11 p.m., leaving the ship's third mate, Gregory Cousins, to navigate through the sound with Able Seaman Robert Kagan at the helm.



▲ **Source 4.45** April 1989: a fisherman carries an oil-soaked bird to the rescue centre near Valdez.



▲ **Source 4.46** Alaska, 1989: a black tide caused by the *Exxon Valdez* oil spill, Prince William Sound

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The ship had left the main shipping lane to avoid some small icebergs. Hazelwood had left instructions with Cousins to return to the shipping lane, but this did not happen. Around 12:04 a.m. the tanker hit the reef and 11 million gallons (more than 50 million litres) of crude oil was dispersed into the previously pristine environment of the sound.

The immediate cause of the oil spill was the tanker hitting the reef, but the cause of the accident was bitterly debated in the media and the courts. It was eventually found that the captain had been drinking before the accident and had left the tanker in charge of a crewmember who was not fully qualified to navigate the sound.

Exxon blamed the entirety of the disaster on Hazelwood. However the inquiries found a number of other factors had contributed to the events. Exxon's cost-cutting measures meant that there were only half the number of crew members on the *Exxon Valdez* as there had been in 1977, and crew members were required to work 12-to-14-hour shifts with overtime. Exhaustion may well have contributed to Cousins' failure to steer the ship back into the shipping lane.

Furthermore, the *Exxon Valdez's* radar had been broken for more than a year at the time of the accident – company management had decided it was too expensive to repair. Some investigators have suggested a functional radar could have alerted the crew to the proximity of the reef.

▲ **Source 4.48** The *Exxon Valdez* is supported by a tug and another tanker, *Exxon Mobil*, surrounded by floating dams that were put in place to attempt to contain the oil still leaking from the ship, 1989

Somewhere between 250 000 to 500 000 seabirds, shorebirds and eagles were killed by the *Exxon Valdez* oil spill. Thousands of marine mammals including sea otters, harbour seals and river otters were also killed. Populations of Pacific herring in the area all but disappeared and the local fishing industry collapsed, destroying the livelihoods of many local fishermen.

The Alaskan coastline was coated with a thick layer of black sludge that coated every rock, grain of sand and coastal plant for hundreds of kilometres. A massive clean-up operation began days later than it should have, due to the company and regulators being unprepared for such a large leak in such an environmentally sensitive area.

Despite the clean-up, 30 years after the incident the evidence of the oil spill is still easy to find on the shores of Prince William Sound.

The *Exxon Valdez* disaster motivated people around the US and the world to demand tougher regulations for oil companies in order to prevent future spills. Under intense public pressure, in 1990 the US Congress passed a law that required all oil tankers in US waters to have a double hull, unlike the *Exxon Valdez*'s single hull. The new laws also significantly increased financial penalties for oil spills.

▲ **Source 4.47** April 1989: a dead sea otter covered with crude oil from the *Exxon Valdez* spill

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MAKING THINKING VISIBLE 4.8

Claim, support, question

1. Why do you think a natural disaster like the *Exxon Valdez* oil spill was allowed to occur?
2. What evidence or reasoning can you provide to support your claim?
3. What other factors might be important in understanding the risks people choose to take with the natural environment? How would you find out?

The Aral Sea

Lakes and seas around the world are shrinking, partly due to the changing climate, but also due to mismanagement associated with irrigation projects. Few examples of this shrinkage, however, are more drastic than the story of the Aral Sea.

Until the mid-twentieth century, the Aral Sea, which sits on the border between the Central Asian nations of Kazakhstan and Uzbekistan, was the fourth-largest inland sea in the world. In the 1950s the USSR diverted the Amu Darya and the Syr Darya, two of the region's major rivers in order to provide irrigation for cotton farms in the Soviet territories of Uzbekistan and Turkmenistan.

KEY TERMS

salinity measure of the salt content of a substance, for example soil or water

humidity measurement of the amount of water vapour in the air

carcinogenic term used to describe materials or substances that can potentially cause cancer through contact

Unable to rely on the flow of these two rivers, water levels in the Aral Sea have been dropping continuously ever since. Between 1960 and 1996, according to the World Bank, water levels in the Aral Sea dropped about 16 metres. Consequently, the Aral Sea has shrunk to approximately 30 per cent of its original size. Satellite images of the Aral Sea basin demonstrate the drastic nature of the change.

The loss of most of the Aral Sea has had a devastating impact on both the ecosystem of Central Asia and the people of the region. The **salinity** of the Aral Sea's water has increased as much as 450 per cent – this has caused the loss of plants and wildlife that are sensitive to salt. Biodiversity in the region has collapsed, with fewer than half of the species of mammals and birds still present, compared to the numbers that lived around the sea prior to 1960. The number of varieties of fish has dropped from 24 to just 4.

The climate of the region has also been drastically affected by the loss of water, leading to colder winters, drier summers and a 10 per cent drop in **humidity**. The number of dust storms has increased markedly – many of these storms contain a **carcinogenic** salt residue which, when inhaled, can cause a variety of human health problems including respiratory illnesses, cancers, typhoid, hepatitis and a rise in infant mortality.

▼ **Source 4.49** Location of the Aral Sea

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▲ **Source 4.51** Abandoned fishing boats on the dry bottom of the Aral Sea, 1990

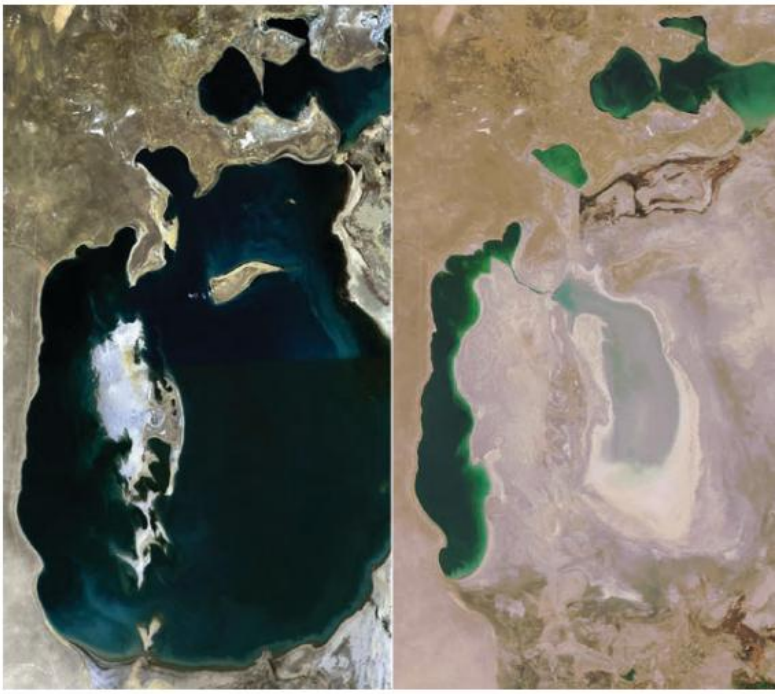
The once thriving fishing industry, which supported around 40 000 of the people who lived around the sea, has all but vanished and the people have slipped further into poverty. Already one of the driest regions in the world, the destruction of the Aral Sea has further limited people's access to fresh water. The water that remains accessible is both polluted and salty. Many towns have been left deserted and the dry bed of the sea is littered with abandoned fishing boats.

Attempts have been made to mitigate the damage caused by the loss of water, with only limited success. The nations of Kazakhstan and Uzbekistan, Turkmenistan, Tajikistan and Kyrgyzstan all pledged in 1994 to spend 1 per cent of their national budgets to help the recovery of the area.

Rather than replacing the water, the recovery plans attempted to stabilise the environment and rehabilitate the ecosystem. Initial efforts during the 1990s made little difference, however – the governments of these nations did not work effectively with the local communities and did not deal with inefficient irrigators who were actively draining water from the system.

In 2002 the Aral Sea Basin Program was revised and funding from a variety of sources like the World Bank and USAID was committed to the work. By 2006 some success had been achieved in improving the size and water quality of the section of the former sea known as the North Aral Sea. Salinity had dropped to 8 grams per litre. Fish stocks were increasing and plans were made to expand the restoration works. Ultimately, however, without a commitment to restore river flow to the sea, genuine restoration of the ecosystem is unlikely.

▼ **Source 4.50** The Aral Sea in 1989 (left) and 2008 (right)



MAKING THINKING VISIBLE 4.9

Think, puzzle, explore

1. What do you **think** you know about the consequences of environmental degradation on the flora and fauna of Central Asia?
2. What questions or **puzzles** do you have about these consequences?
3. What can you do to **explore** this topic further?

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The ozone layer and the chlorofluorocarbon ban

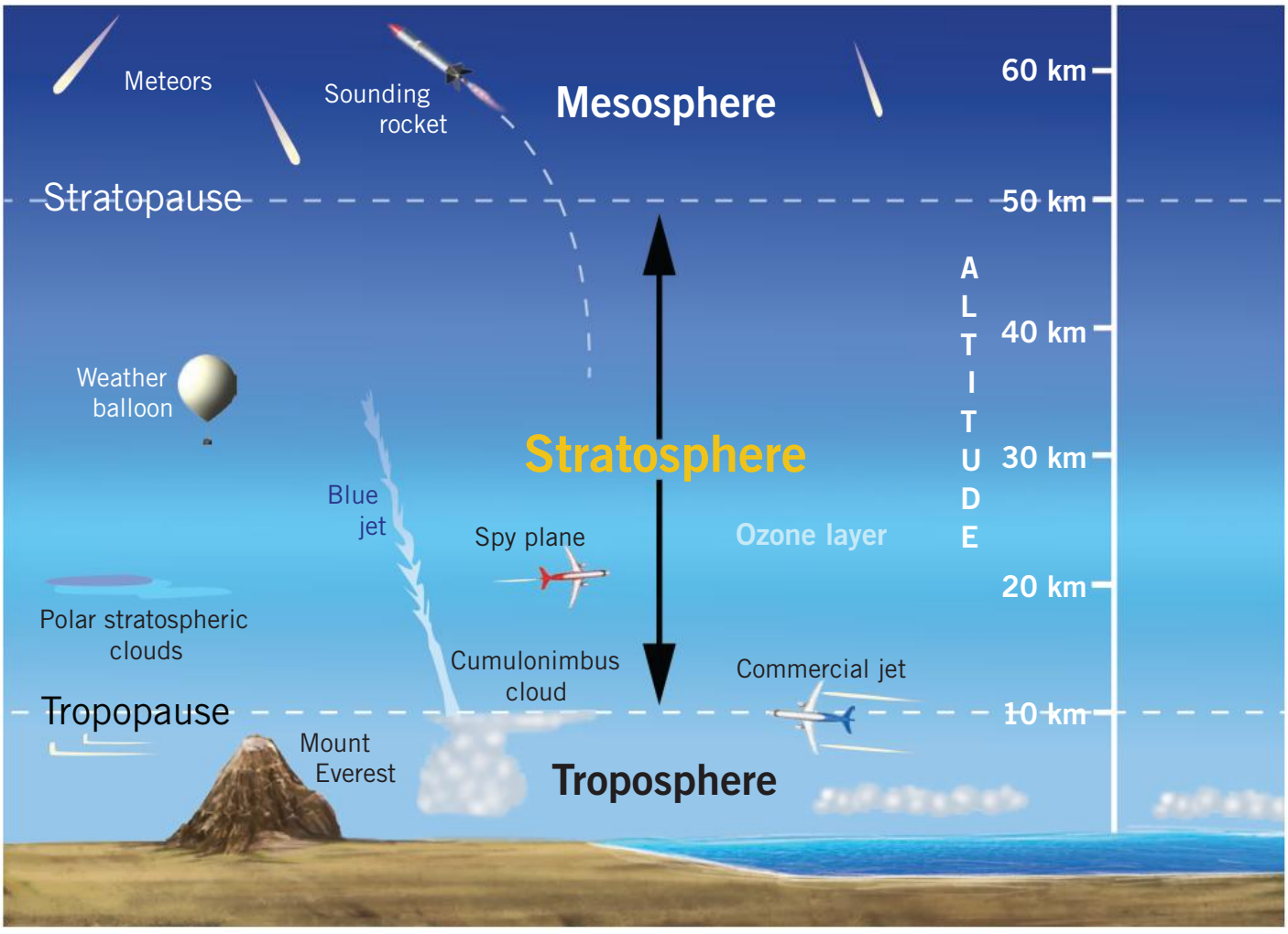
KEY TERM

ultraviolet radiation type of radiation with wavelengths slightly shorter than visible light – the effects of exposure to ultraviolet radiation can include eye damage, skin cancer, sunburn and accelerated aging

Ozone is an inorganic molecule that was first identified in 1839 by Swedish chemist Christian Schönbein. Schönbein named the molecule after the Greek word for 'smell' because it had such a strong odour. Ozone's molecular structure was first described 20 years later by Jacques-Louis Soret. In the 1880s scientists speculated that a layer of ozone in the stratosphere was responsible for the noticeable reduction in UV radiation reaching the Earth.

French scientists Charles Fabry and Henri Buisson carried out the first measurements of ozone in the atmosphere in 1913. Their research was expanded upon in the 1920s by Oxford University lecturer GMB Dobson and British physicist Sydney Chapman. The ozone layer was found to be an important part of our atmosphere that absorbs **ultraviolet radiation** from the sun, warming the stratosphere and protecting the earth's surface from harmful UVB rays. UVB rays are a medium-wavelength form of radiation from the sun that can damage cells, causing skin cancer and premature aging.

It was not until the 1970s that scientists discovered that the ozone layer could be affected by the actions of humans. Researchers at the British Antarctic Survey who were monitoring the atmosphere noticed a significant drop in ozone levels in the lower stratosphere over Antarctica.



▲ **Source 4.52** Earth's atmosphere – the ozone layer is part of the stratosphere

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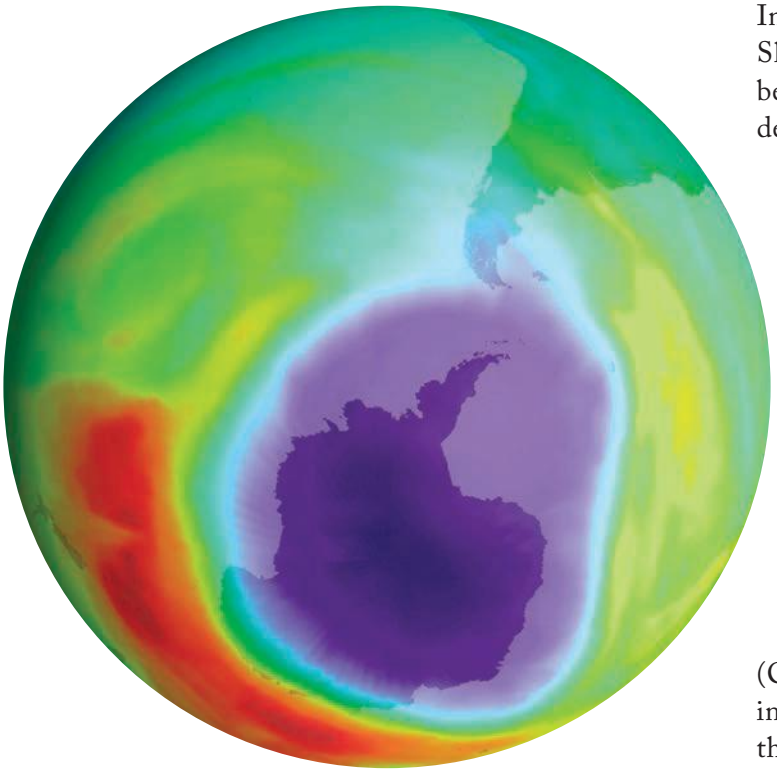


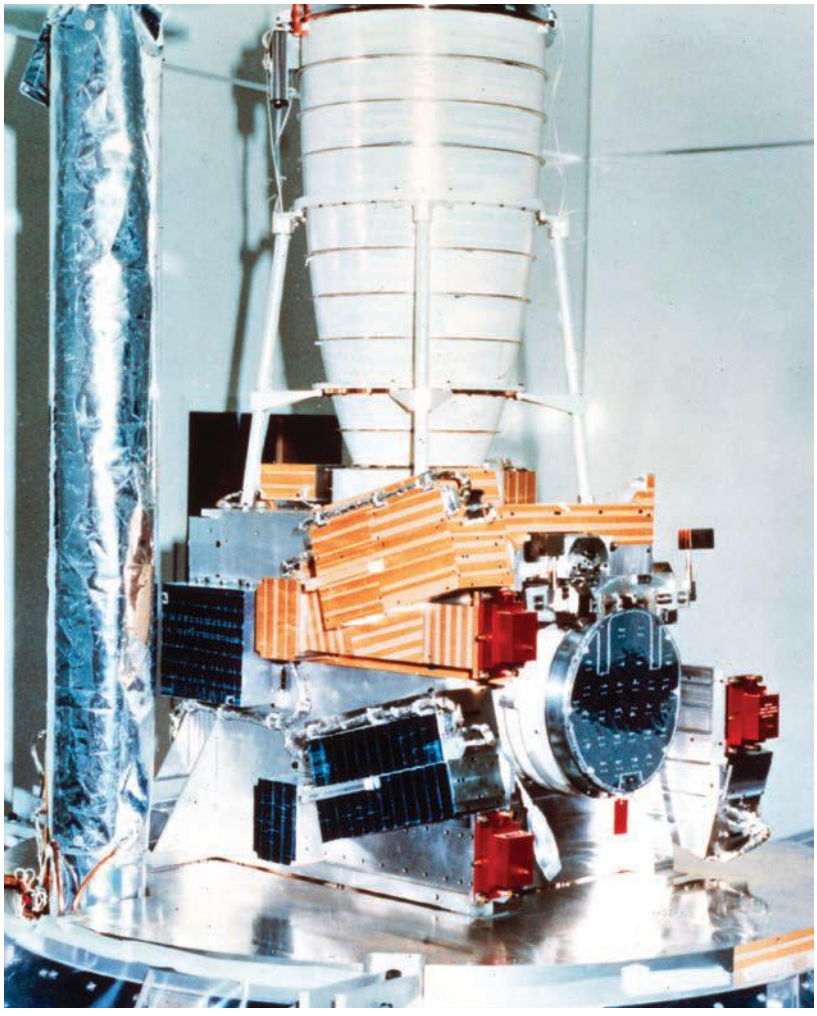
▲ **Source 4.53** The ozone layer as it was in 1998 – the purple area shows where the ozone layer is very thin (or absent), while the red areas indicate higher ozone levels

In 1974 chemists Mario Molina and Frank Sherwood Rowland discovered a link between the use of various chemicals and the depletion of ozone in the ozone layer. By 1985 atmospheric scientist Joe Farman, along with meteorologists Brian G Gardiner and Jonathan D Shanklin, had identified a large hole developing in the ozone layer that was allowing harmful ultraviolet radiation to reach the Earth's surface. This hole was exposing humans to increased risk of skin cancer and cataracts. It was also damaging plants, animals and sea life.

This depletion of the ozone layer was directly linked to the use of industrial chemicals, most notably chlorofluorocarbons (CFCs), which had become widely used in industrial and household products since the 1920s.

The response of governments and political leaders to the environmental crisis of ozone depletion became a high point for international action and cooperation. In 1985 the Vienna Convention for the Protection of the Ozone Layer was held in Austria, and two years later in Canada the Montréal Protocol was signed.

The Montréal Protocol was the first universally ratified environmental treaty in the history of the United Nations. It defined a strict timeline of phasing out the use of ozone-depleting chemicals, including CFCs, which were commonly used as refrigerants, propellants and solvents. Alternatives to these chemicals were developed, and the transition to a CFC-free environment was less painful than many had expected.



◄ **Source 4.54** The Solar Mesosphere Explorer satellite was launched in 1981 to conduct atmospheric research. It was specifically designed to examine the processes involved in the creation and destruction of ozone in the upper atmosphere.

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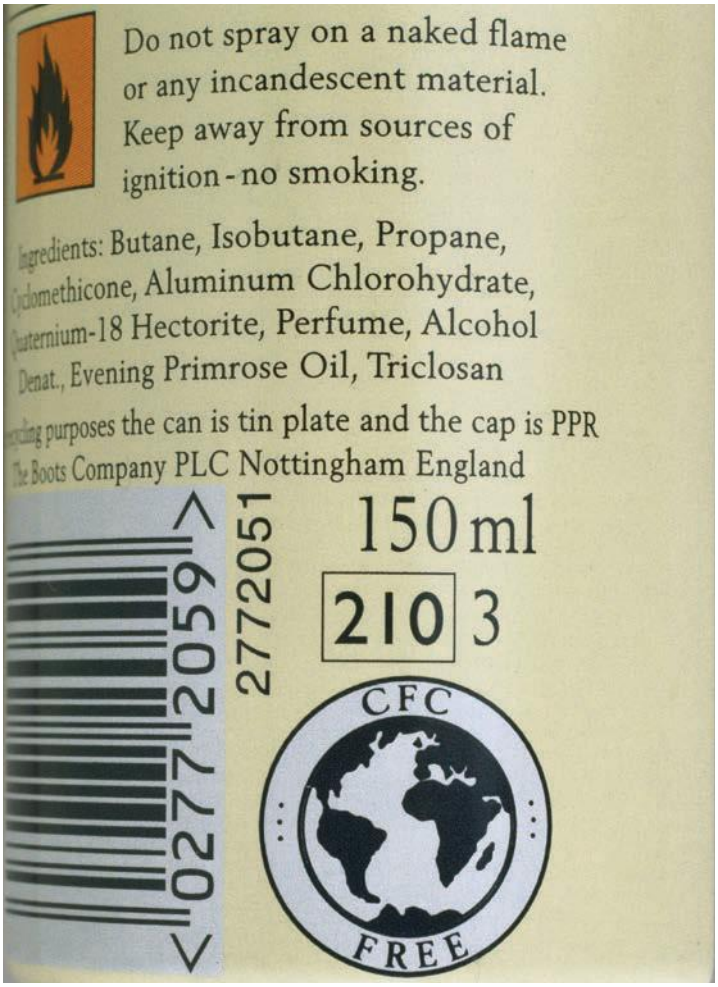
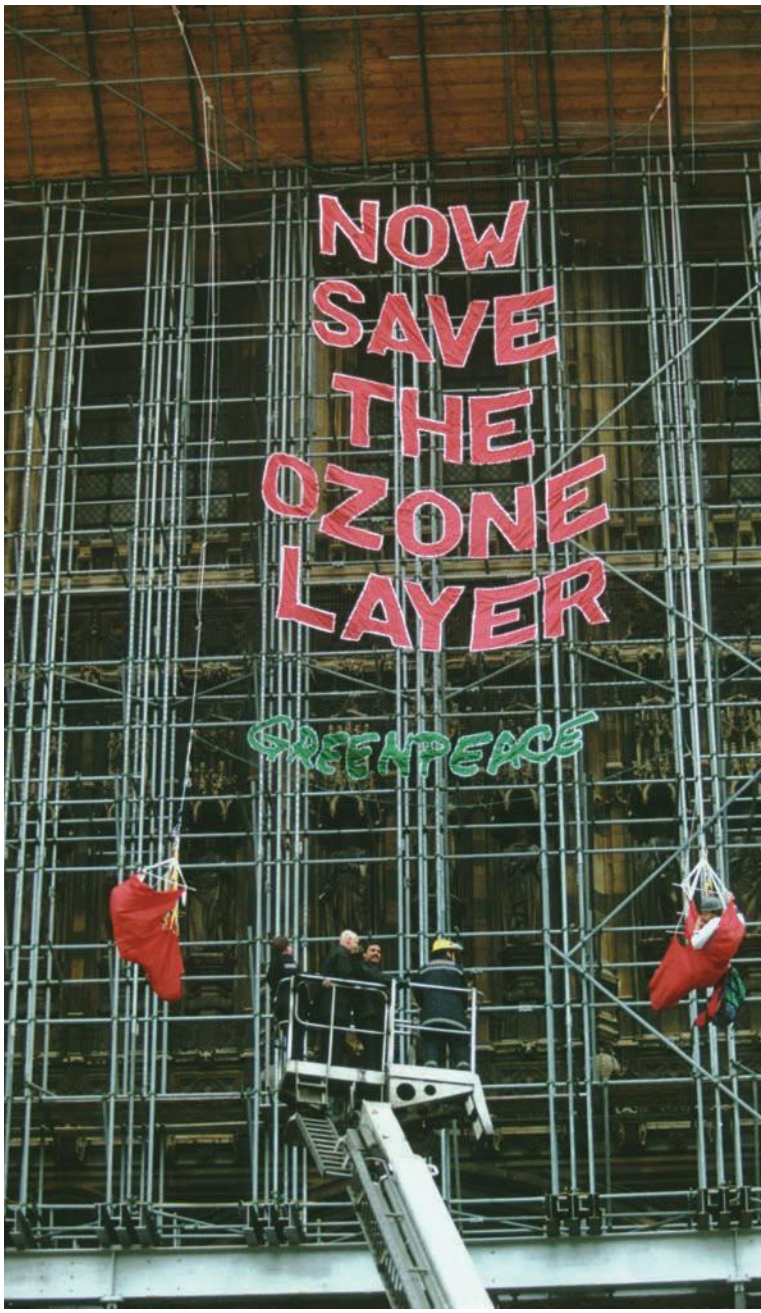
Since first recognising the problem, scientists have been measuring the status of the ozone layer regularly. A report by the United Nations in 2018 found that the damage to the ozone layer had been halted, and that it had been repairing itself at a rate of between 1 and 3 per cent a decade since 2000. The report estimated that the ozone layer over the northern hemisphere would be completely repaired by about 2030, but that – at present rates – it would take until at least 2060 before the southern hemisphere's ozone layer was returned to pre-CFC levels.



▲ **Source 4.56** Label from a can of deodorant proclaiming its CFC-free status

The Montréal protocol has been held up as a triumph for both the protection of the environment and international cooperation.



▲ **Source 4.55** London, UK, 1992: Greenpeace protests outside British Parliament

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END-OF-SECTION REVIEW 4.3

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What were the key environmental problems caused by the *Exxon Valdez* oil spill?
2 What other consequences arose from the *Exxon Valdez* oil spill?
3 Where is the Aral Sea? Why is it important to the inhabitants of Central Asia?
4 What efforts are being made to repair the Aral Sea?
5 What is ozone?

Interpretation

6 Why did the Aral Sea almost entirely dry up between 1950 and 2000?
7 Why do you think the depletion of the ozone layer was able to inspire such immediate and effective international cooperation?

Argument

8 'The depletion of the ozone layer was evidence that humans have a much more significant and global effect on the environment than had previously been acknowledged.' To what extent do you agree or disagree with this opinion? Use evidence to support your answer.

Extension

1 While the *Exxon ez* oil spill was the largest ever oil spill in US waters at the time, oil spills have continued regularly since then. The *Deepwater Horizon* oil rig explosion of 2010 released considerably more oil into the ocean. Research the history of oil spills in the oceans of the world and create a graph or diagram to illustrate your findings.

▲ **Source 4.57** April 2010: fire boats work to put out the fire on the *Deepwater Horizon* oil rig caused by a massive explosion. Eleven people were killed in the explosion and over 780 000 cubic meters of crude oil flooded into the Gulf of Mexico.

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4.4 The modern environment movement: perspectives and interpretations

FOCUS QUESTIONS

- How have governments attempted to deal with the effects of environmental degradation?
- How effective have treaties and agreements been in dealing with carbon emissions and limiting the extent of climate change?

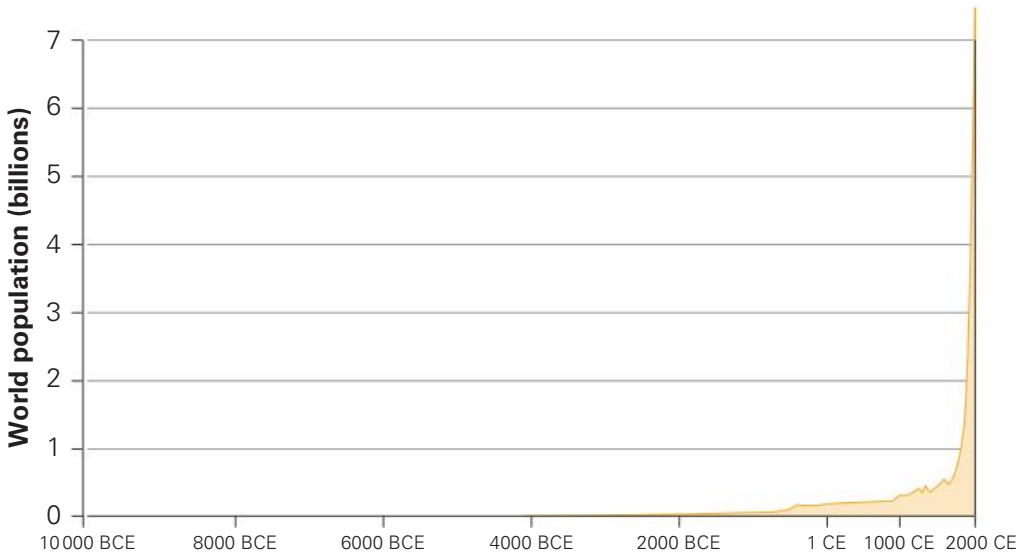
The Population Bomb

Through all of human history it took until around 1800 CE for the world's population to reach 1 billion. By 1930, only 130 years later, it had doubled to 2 billion. It took only 45 years to double again, to 4 billion, by 1975. The United Nations estimates that the population of the planet will reach the 8 billion mark some time in 2023.

The potential impact of human beings on the natural environment has expanded with every additional person who is born. Stanford University Professor Paul R Ehrlich's 1968 book *The Population Bomb* warned of the potentially disastrous outcomes of uncontrolled population growth. Some argue that this book did more harm than good to the environment movement.

The Population Bomb was a commercial success, selling over two million copies worldwide. This certainly raised awareness of acute environmental issues among the general population. However, the several very specific possible scenarios that Erlich described in his book, about the consequences of rapid population growth, were interpreted by many as predictions instead. When these scenarios did not come to pass, some people used Erlich as example of dishonest climate alarmism.

In 2007 Ehrlich acknowledged he had underestimated the resilience of the world in dealing with food security for increased populations. *The Population Bomb* became an early example of conflict between those who believe human actions are causing damage to the Earth on a global scale, and those who believe that humans have little or no effect on the long-term health of the Earth. This is a divisive debate that has become increasingly bitter in the early twenty-first century.



▲ **Source 4.58** Human population estimates from 10 000 BCE to 2000 CE – you can see the huge jump population in the last 2000 years

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Politics and the environment

The modern environmental movement, particularly with respect to action on climate change, became deeply divided in the early twenty-first century. Liberal or progressive politicians tended to accept the scientific consensus more readily and to call for immediate action. Meanwhile, conservative politicians were more likely to reject the science and argue that any significant action was unnecessary and expensive.

This is a stark contrast compared to the more measured attitudes that marked environmental attitudes and actions in the second half of the twentieth century. In the 1980s conservative British Prime Minister Margaret Thatcher, who had a degree in chemistry from Oxford University, saw damage to the environment and the risks of climate change as clearly defined, and as an immediate danger to peace and prosperity in the world.

▲ **Source 4.59** British Prime Minister Margaret Thatcher addressing the UN in 1989

ACTIVITY 4.4

Using historical sources as evidence

The following excerpt is from Margaret Thatcher's 1989 address to the United Nations.

> We are seeing a vast increase in the amount of carbon dioxide reaching the atmosphere. The annual increase is three billion tonnes: and half the carbon emitted since the Industrial Revolution still remains in the atmosphere. At the same time as this is happening, we are seeing the destruction on a vast scale of tropical forests which are uniquely able to remove carbon dioxide from the air.
>
> Every year an area of forest equal to the whole surface of the United Kingdom is destroyed. At present rates of clearance, we shall, by the year 2000, have removed 65 per cent of forests in the humid tropical zones. The consequences of this become clearer when one remembers that tropical forests fix more than ten times as much carbon as do forests in the temperate zones.
>
> We now know, too, that great damage is being done to the ozone layer by the production of halons and chlorofluorocarbons. But at least we have recognised that reducing and eventually stopping the emission of CFCs is one positive thing we can do about the menacing accumulation of greenhouse gases.
>
> It is of course true that none of us would be here but for the greenhouse effect. It gives us the moist atmosphere which sustains life on Earth. We need the greenhouse effect – but only in the right proportions.
>
> More than anything, our environment is threatened by the sheer numbers of people and the plants and animals which go with them. When I was born the world's population was some 2 billion people. My [grandson] will grow up in a world of more than 6 billion people.
>
> Put in its bluntest form: the main threat to our environment is more and more people, and their activities: the land they cultivate ever more intensively; the forests they cut down and burn; the mountainsides they lay bare; the fossil fuels they burn; the rivers and the seas they pollute.

»

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» The result is that change in future is likely to be more fundamental and more widespread than anything we have known hitherto. Change to the sea around us, change to the atmosphere above, leading in turn to change in the world's climate, which could alter the way we live in the most fundamental way of all. That prospect is a new factor in human affairs. It is comparable in its implications to the discovery of how to split the atom. Indeed, its results could be even more far-reaching.

Mr President, the environmental challenge which confronts the whole world demands an equivalent response from the whole world. Every country will be affected and no one can opt out.

We should work through this great organisation and its agencies to secure worldwide agreements on ways to cope with the effects of climate change, the thinning of the ozone layer, and the loss of precious species. We need a realistic programme of action and an equally realistic timetable.

Each country has to contribute, and those countries who are industrialised must contribute more to help those who are not. The work ahead will be long and exacting. We should embark on it hopeful of success, not fearful of failure.[6]

Source 4.60 British Prime Minister Margaret Thatcher's address to the United Nations in 1989 raised concerns about environmental challenges that the world would face in the future

Responding to the source

1 What did Thatcher see as the key challenges facing the natural environment?
2 What did Thatcher argue the likely consequences of the population boom would be?
3 What does Thatcher compare the significance of environmental changes to? To what extent do you think this is a reasonable comparison?
4 What does Thatcher argue that her listeners should do?

Climate change

In 1824 French physicist and mathematician Joseph Fourier discovered that the gases in the Earth's atmosphere affect the temperature of the planet, creating something that later came to be referred to as the 'greenhouse effect'. These atmospheric gases trapped some of the solar radiation that reached Earth from the Sun, keeping our planet warm enough to support life.

In 1861 Irish physicist John Tyndall was able to demonstrate the mechanism of the greenhouse effect. In 1896 Swedish chemist Svante Arrhenius hypothesised that the burning of coal in industry would enhance the natural greenhouse effect. Arrhenius considered that this might be of benefit for future generations.

In 1938, British engineer Guy Callendar collated data from 147 different weather stations to demonstrate how temperatures across the world had risen over the previous century. He compared this information with measurements of carbon dioxide (CO_2) concentrations in the atmosphere to show that CO_2 concentration had increased over the same period.

Callendar concluded that the increase in CO_2 concentration was having a warming effect on the Earth, but, like Arrhenius, he considered that this might be beneficial, and meteorologists of his time largely dismissed his findings.

It was not until 1958 that the first accepted proof of a link between atmospheric CO_2 and climate warming was developed. Using equipment he had invented himself, US scientist Charles Keeling was able to systematically measure atmospheric CO_2 in Antarctica and at Mauna Loa in Hawaii.

The Keeling curve is a graph that demonstrates the increasing accumulation of carbon dioxide in the atmosphere since 1958. Keeling is credited with being the first to draw the world's attention to the effect that greenhouse gas emissions were having on the atmosphere and the climate.

6 https://www.margaretthatcher.org/document/107817

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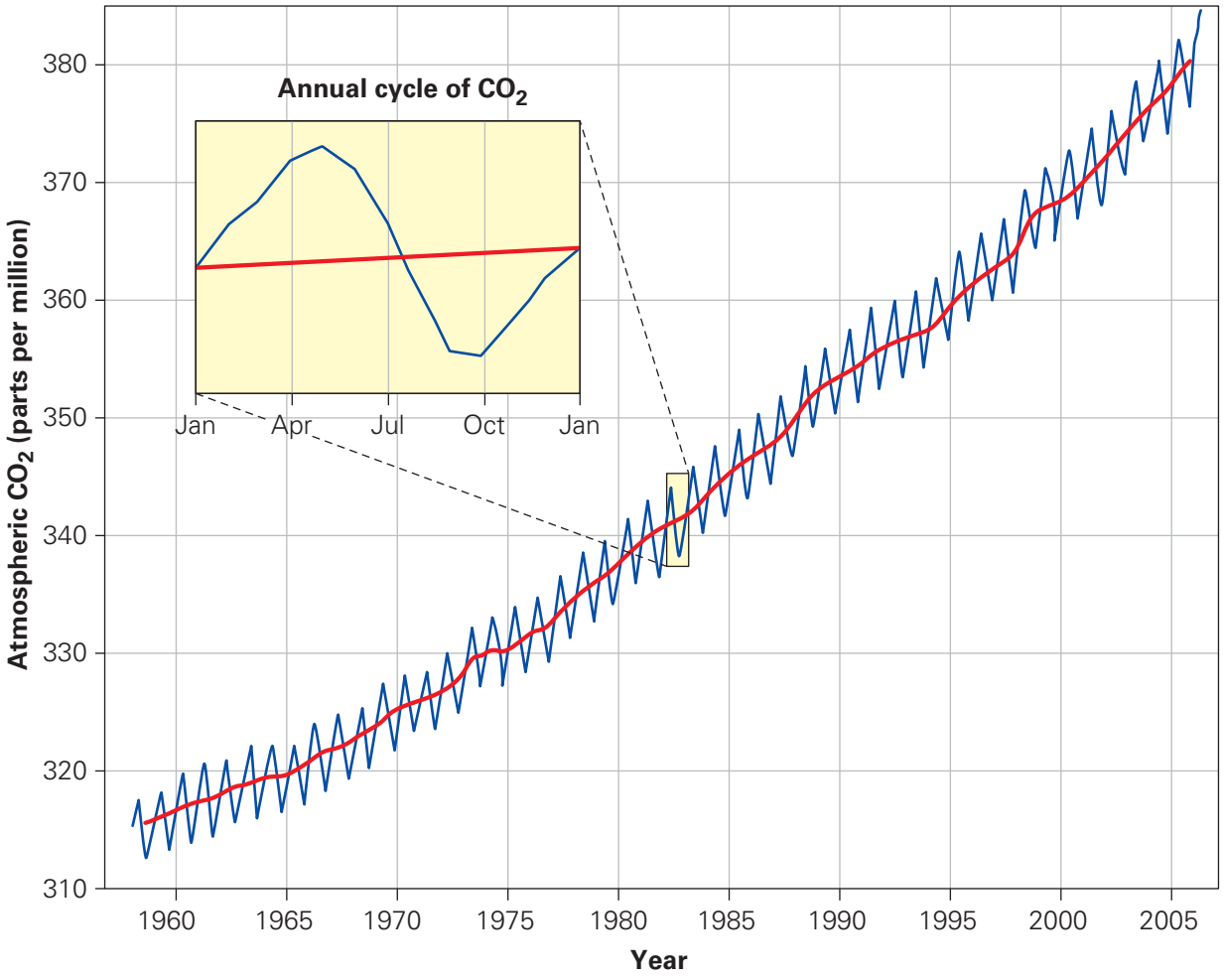

▲ **Source 4.61** This Keeling Curve tracks changes of the concentration of carbon dioxide from a research station in Mauna Loa in Hawaii.

As scientists began to take notice of the potential dangers of greenhouse gases warming the planet, world leaders and governments also began to acknowledge the potential problem. A number of organisations were set up to research and address global threats to the environment.

In 1965 the US President's Science Advisory Committee declared that greenhouse gases were a genuine concern. In 1972 the first United Nations environment conference was held in Stockholm. In 1975 the term 'global warming' was first used publicly by US scientist Wallace Broecker. In 1988, only 13 years later, the Intergovernmental Panel on Climate Change (IPCC) was formed to gather and assess scientific evidence on climate change.

International climate agreements

In 1992 the United Nations Conference on Environment and Development, also known as the Earth Summit, was held in Rio de Janeiro. The result of this conference was the United Nations Framework Convention on Climate Change (UNFCCC), a treaty with the objective to stabilise greenhouse gas concentrations at a level that would prevent significant impact on the climate.

KEY TERMS

ratify to agree to be bound by the terms of a treaty and incorporate those terms into a nation's own laws

Kyoto Protocol December 1997 agreement between United Nations member signatories to set and reach targets to reduce greenhouse gas emissions

The UNFCCC was signed in June 1992 by 154 nations, and came into force in March 1994 when 50 of those nations would **ratify** the agreement. This was followed by the creation of the **Kyoto Protocol** in 1997, which, unlike the UNFCCC, was a legally binding agreement for developed nations to reduce their greenhouse gas emissions by 2012.

The Kyoto Protocol was signed in Japan in December 1997, but it took almost eight years

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KEY TERM

Paris Agreement agreement between United Nations member signatories that came into force in April 2016, designed to build upon promises made in previous agreements for setting and reaching targets for reducing greenhouse gas emissions

before enough nations would ratify the agreement for it to come into force. In 2001, the same year that the IPCC released their third report detailing new data that linked human emissions of greenhouse gases with warming in the second half of the twentieth century, US President George W Bush removed the US from the Kyoto Protocol.

The previous US Vice-President, Al Gore, had signed the accords, but they had not been ratified before a change in government. This was a significant blow to the success of the Kyoto Protocol – it represented the beginning of a divergence in political attitudes towards the issue of climate change.

The **Paris Agreement** of 2016 was another attempt by the UNFCCC to bring the world together on the issue of climate change. The stated aim of the Paris Agreement was to keep global temperatures below 2°C above preindustrial levels, and to try to reduce the increase to not more than 1.5°C.

The Paris Agreement allowed countries to set their own greenhouse gas reduction targets, but required these targets to go beyond their agreed-upon targets, as outlined in the Kyoto Protocol. In April 2016 the presidents of China and the US agreed to sign the Paris Agreement, and ratification of the agreement was completed by November 2016. Less than a year later newly elected US president Donald Trump notified the UN that the US would be withdrawing from the Paris Agreement.

MAKING THINKING VISIBLE 4.10

See, think, wonder

Look carefully at Joel Pett's 2016 political cartoon.

▲ **Source 4.62** 2016 political cartoon by Joel Pett

1 What do you **see** in this image?
2 What do you **think** about the things that you see and the message of this image?
3 What does it make you **wonder** about the debates and controversies that surround the issue of climate change in the twenty-first century?

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Amazing but true …

In December 2019 Australia was ranked dead last (57th out of 57 countries) on the 2020 Climate Change Performance Index for the quality of its climate change policies. The index judges the effectiveness of each country's government's climate policies and grades their contributions towards limiting climate change. As of March 2019 Australia's population was only 0.32% of the world's population, but Australians were responsible for emitting 1.7% of annual global carbon emissions.

School Strikes 4 Climate Action and Greta Thunberg

While the world's politicians argued over the extent of the climate change problem and who was most to blame for the emission of greenhouse gases into the atmosphere, grassroots activism emerged to fill the void in terms of taking action.

In August 2018, 15-year-old Swedish school student Greta Thunberg began her 'School Strikes for Climate' protest outside the Swedish parliament in Stockholm. Frustrated at the lack of action by her government (and other governments), Thunberg began her protest after the hottest summer in Sweden in at least 262 years, arguing that there was little point in going to school if there was going to be no future.

For three weeks Thunberg sat outside the parliament buildings with a protest sign, handing out leaflets that said she was doing this because adults were ruining her future. Thunberg used social media platforms like Instagram and Twitter to publicise her actions, rapidly developing a wide and devoted following.

KEY TERM

discourse speech or writing about a particular, usually serious, subject

▲ **Source 4.63** Swedish school student Greta Thunberg has inspired students around the globe to demand action to limit greenhouse gas emissions.

After the Swedish general election in September 2018, Thunberg reduced her strike to Fridays only, but her actions had already had significant effects. She inspired students around the globe to take to the streets and demand real action to limit greenhouse gas emissions.

Since then, hundreds of rallies and marches have been held in cities around the globe by young people demanding change. On 20 September 2019, three days before the United Nations Climate Summit meeting in New York, as many as 350 000 Australian school students and workers took part in protests in cities and towns across the country.

Since she began her strike, Thunberg has become a central figure in climate change activism. She has spoken to gatherings as diverse as the World Economic Forum in Davos and the Extinction Rebellion protests in London. In September 2019 she attended the United Nations Climate Action Summit, travelling to North America from Europe by sailing ship to avoid the environmental cost of air travel.

Reactions to Thunberg's activism have demonstrated highly polarised opinions about climate science and the need to change human behaviour. While many have praised Thunberg's work and lauded her talents as a speaker and leader, she has come under intense criticism from those who believe climate change is neither man-made nor a danger. Public **discourse** on the matter has continued to be toxic and unproductive.

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ACTIVITY 4.5

Using historical sources as evidence

The following is an extract from Greta Thunberg's speech to the UK House of Parliament in 2019.

> …the climate crisis is both the easiest and the hardest issue we have ever faced. The easiest because we know what we must do. We must stop the emissions of greenhouse gases. The hardest because our current economics are still totally dependent on burning fossil fuels, and thereby destroying ecosystems in order to create everlasting economic growth.
>
> 'So, exactly how do we solve that?' you ask us – the schoolchildren striking for the climate. And we say, 'No one knows for sure. But we have to stop burning fossil fuels and restore nature and many other things that we may not have quite figured out yet.' Then you say, 'That's not an answer!' So we say, 'We have to start treating the crisis like a crisis – and act even if we don't have all the solutions.' 'That's still not an answer,' you say. Then we start talking about circular economy and rewilding nature and the need for a just transition. Then you don't understand what we are talking about.
>
> We say that all those solutions needed are not known to anyone and therefore we must unite behind the science and find them together along the way. But you do not listen to that. Because those answers are for solving a crisis that most of you don't even fully understand. Or don't want to understand.
>
> You don't listen to the science because you are only interested in solutions that will enable you to carry on like before. Like now. And those answers don't exist anymore. Because you did not act in time.
>
> Avoiding climate breakdown will require cathedral thinking. We must lay the foundation while we may not know exactly how to build the ceiling. Sometimes we just simply have to find a way. The moment we decide to fulfil something, we can do anything. And I'm sure that the moment we start behaving as if we were in an emergency, we can avoid climate and ecological catastrophe. Humans are very adaptable: we can still fix this. But the opportunity to do so will not last for long. We must start today. We have no more excuses.
>
> We children are not sacrificing our education and our childhood for you to tell us what you consider is politically possible in the society that you have created. We have not taken to the streets for you to take selfies with us, and tell us that you really admire what we do. We children are doing this to wake the adults up. We children are doing this for you to put your differences aside and start acting as you would in a crisis. We children are doing this because we want our hopes and dreams back.
>
> I hope my microphone was on. I hope you could all hear me.[7]

▲ **Source 4.64** Excerpt from Greta Thunberg's April 2019 speech to the UK House of Parliament

Responding to the source

1. What does Thunberg suggest are the reasons that real efforts to arrest carbon emissions have not been made yet?
2. How does Thunberg deal with the objections to climate action?
3. What does Thunberg argue is necessary to fix the problem?
4. What were the consequences of this speech? Do some research online to find out.

7 www.theguardian.com/environment/2019/apr/23/greta-thunberg-full-speech-to-mps-you-did-not-act-in-time

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CASE STUDY 4.3

Getting to America

Since beginning her climate strike, Greta Thunberg made a conscious effort to, wherever possible, avoid contributing to the carbon emissions that are damaging the environment. She became a vegan, stopped purchasing new things unless absolutely necessary, and committed to travelling only on low-emission public transport.

Her resolution was challenged in 2019 when she was invited to speak at the UN Climate Summit in New York. It was an important gathering to attend, but methods of travel between Europe and the Americas typically have high carbon emissions. However, Thunberg was offered, and accepted, a ride to New York on a solar-powered sailboat called the *Malizia II*.

The journey was an uncomfortable one that took two weeks, but it allowed Thunberg to continue her activism without compromising her principles or adding to the problem she was trying to solve.

▲ **Source 4.65** *Malizia II* runs entirely on wind and solar power – it is not a comfortable method of transport since there are no showers, kitchens or air-conditioning, but it is a carbon-free vehicle.

▲ **Source 4.66** Children in New York waited for the arrival of Greta Thunberg by sailboat, 2019

▲ **Source 4.67** Greta Thunberg and the crew of *Malizia II* arrive in New York on 28 August 2019 after two weeks at sea.

▲ **Source 4.68** 23 September 2019: Greta Thunberg speaking at the UN Climate Conference

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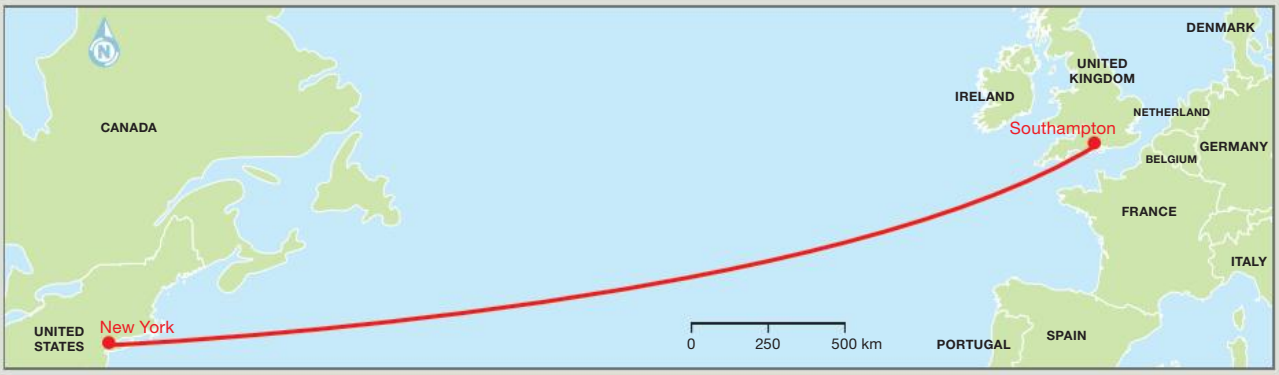

▲ **Source 4.69** Greta Thunberg's journey from Southampton to New York

Extinction Rebellion and the future of climate action

KEY TERMS

civil disobedience peaceful refusal to obey certain laws, or pay taxes and fines

sit-in form of protest where participants sit in a place they are not supposed to be and refuse to leave until the injustice they are protesting is reversed, or until they are physically removed by law enforcement

Established in the United Kingdom in 2018, Extinction Rebellion has rapidly become a global environmental movement attracting people of all ages from all walks of life. It was developed in response to an IPCC report claiming that there were only 12 years left to stop catastrophic climate change.

The group claims to be non-political, and supports any who work towards reducing the impact of human actions on the climate. They have pursued a course of nonviolent **civil disobedience**, which is primarily aimed at disrupting cities and businesses to force governments to take notice of the protesters and acknowledge the climate crisis.

Extinction Rebellion actions have included **sit-ins** and more extreme 'die-ins' (where everyone lies on the ground and pretends to be dead), marches, chaining or gluing protesters to businesses or monuments, and, on occasions, property damage like graffiti and broken windows.

Despite their primarily non-violent methods, Extinction Rebellion's protest tactics led to mass arrests of protest participants in several countries. In April 2019 over 1000 protesters were arrested in the UK and charged with public order offences for crimes such as refusing to move from the street when requested by police. While there was no jail time for first-time public order offences, convictions were recorded against hundreds of ordinary citizens who may now find it more challenging to find employment or to apply for insurance policies.

According to British author and climate activist George Monbiot, the personal risks protesters took was necessary because, 'The only time that people know it is serious, is when people are prepared to sacrifice their liberty in defence of their beliefs.'

▲ **Source 4.70** Extinction Rebellion logo

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▲ **Source 4.71** Marble Arch, London, England, April 2019: Extinction Rebellion protesters prepare to pack up camp on the final day of almost two weeks of demonstrations

Extinction Rebellion differs from many earlier environmental groups because they have a decentralised organisational structure in which anyone around the world can use their name and logo, providing that they adhere to the key principles of the movement. Extinction Rebellion has clearly defined goals, but no explicit directives for how to achieve them. This has made the Extinction Rebellion a **broad church** of climate activists who agree on the outcome, even if they disagree about the method of achieving that outcome. It has however, provided a united front with which to address policymakers and demand change.

KEY TERM

broad church organisation, group or set of beliefs that includes a wide range of different opinions or ideas

ACTIVITY 4.6

Using historical sources as evidence

The following is a quote from the Extinction Rebellion website.

Our Demands

Extinction Rebellion is an international apolitical network using non-violent direct action to persuade governments to act justly on the Climate and Ecological Emergency.

We have three demands in the UK:

Tell the truth

Government must tell the truth by declaring a climate and ecological emergency, working with other institutions to communicate the urgency for change.

Act now

Government must act now to halt biodiversity loss and reduce greenhouse gas emissions to net zero by 2025.

Beyond Politics

Government must create and be led by the decisions of a Citizens' Assembly on climate and ecological justice.[8]

▲ **Source 4.72** Excerpt from the Extinction Rebellion website

Responding to the source

1 What, according to these demands, are the two key environmental crises that require immediate attention?
2 What does it mean to be 'beyond politics'? Why do you think it is important to the Extinction Rebellion to be beyond politics?
3 What do you think they mean by a 'citizens' assembly'?

8 https://rebellion.earth/the-truth/demands/

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▲ **Source 4.73** April 2019: Extinction Rebellion activists protest in London, England

▲ **Source 4.74** August 2019: Extinction Rebellion activists protest in Brisbane, Australia

▲ **Source 4.75** August 2019: Extinction Rebellion activists protest in Nantes, France

▲ **Source 4.76** August 2019: Extinction Rebellion activists protest in Madrid, Spain

▲ **Source 4.77** September 2019: Extinction Rebellion activists protest in Berlin, Germany

▲ **Source 4.78** September 2019: Extinction Rebellion activists protest the destruction of the Amazon Rainforest in Washington DC, USA

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MAKING THINKING VISIBLE 4.11

Creative questions

1 Examine the images of the Extinction Rebellion protests and brainstorm a list of questions about them.
2 Look over your list and transform some of the questions into questions that challenge your imagination. Do this by transforming questions along the lines of:
   - What would it be like if…?
   - How would it be different if…?
   - Suppose that …?
   - What would change if ...?
   - How would it look differently if …?
3 Choose a question to explore using your imagination. Think about all its possibilities. Try one of the following: write a short story or play, draw a picture, invent a game, or conduct an imaginary interview.
4 What new ideas do you have about Extinction Rebellion and the environmental protests around the world that you didn't have before?

END-OF-SECTION REVIEW 4.4

Answer these questions on paper or in the Interactive Textbook.

Digital quiz
Please see the Interactive Textbook to access digital activities

Recall

1 What was 'the population bomb'?
2 How have political attitudes towards the environment changed since the late twentieth century?
3 What is climate change?
4 What international efforts have been made to combat climate change?
5 Who is Greta Thunberg?
6 What are the aims of Extinction Rebellion?

Interpretation

7 Why do you think political opinions on the environment movement became more polarised by the turn of the century?
8 Why do you think efforts to combat climate change have been so much less successful than the actions taken to save the ozone layer?

Argument

9 'Environmental protesters who blocked traffic and disrupted people's daily lives did more harm than good to the cause.' To what extent do you agree or disagree with this opinion? Use evidence to support your answer.

Extension

1 What do you think is the most significant global threat to emerge out of the actions of human beings over the last century? Research the history of your choice and write a report with evidence to support your position.

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Conclusion: why does it matter today?

Ozymandias

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them and the heart that fed;
And on the pedestal these words appear:
'My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!'
Nothing besides remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.

—Percy Bysshe Shelley, 1817

The history of humans and their relationship to the natural environment has been a troubled one since the mid-twentieth century. An explosion in population, combined with ever-increasing energy needs and an imperfect understanding of the long-term consequences of human actions, have combined to disrupt the fragile balance of our ecosystem.

The long-term consequences of actions like the destruction of forests, pollution of the seas and skies, loss of biodiversity, desertification and contamination from chemical and nuclear waste are yet to be seen. There is still reason to be hopeful, however, that we will leave more for our distant descendants than a broken sculpture in a sea of sand.

▲ **Source 4.79** 1988: A dust storm sweeps over the desert near Timbuktu, Mali

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online or via a downloadable checklist.

2 Reflection

After working through this chapter, what do you think are the key factors that lead to divided attitudes towards the environment throughout the twentieth and twenty-first centuries? What challenges have been caused by differences of opinion over the value of natural landscapes and what lessons might we learn for the future from these crises?

3 Making thinking visible

True for who?

Claim: since 1945, Australians have developed a deeper understanding and greater respect for the natural environment.

1. Discuss. What arguments might be made to support this claim? What evidence can we find of reforms? What contradictions might be proposed?
2. Brainstorm. Make a list of all the different points of view you could look at this claim from. Who might agree or disagree with this claim and why?
3. Dramatise. Choose a viewpoint to embody and imagine the stance a person from this viewpoint would be likely to take. Would they think the claim is wrong? Right? Uncertain? Why? Write a short speech from the perspective of this person. In your speech, address the following points:
   - My viewpoint is…
   - I think this claim is wrong/right/uncertain because...
   - What would convince me to change my mind is ...
4. Share your viewpoint with the group and listen to other's viewpoints.
5. Stand back. Step outside of the circle of viewpoints and take everything into account: What is your conclusion or stance? What new ideas or questions do you have?

4 Key terms and names

For each key term or name from the chapter, write a sentence explaining its significance.

- DDT
- Nuclear
- 'Earthrise'
- Biodiversity
- Ecosystem
- Uranium
- Ozone layer
- Climate change
- Extinction.

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5 Extended response

Research the factors behind France's choice to continue nuclear testing in the Pacific during the 1990s despite strong and vocal opposition.

Explain the reasons for the attack on the *Rainbow Warrior* and the consequences it had on the environment movement in the late twentieth century.

In your response, support your argument by providing key names, dates and evidence.

6 Infographic activity

Choose an environmental disaster from the list below and research its history, then create an A3-sized infographic that presents key information about that disaster. You should include images (photographic and/or hand-drawn), diagrams and at least 400 words of text. You could use Publisher or an online graphic organiser creator to develop your infographic.

Your infographic must cover the key features of the disaster, including:

- What the area/environment was like before the disaster
- How the disaster occurred – and also why it happened
- The immediate impact on the area/environment
- Any efforts made to remedy the situation
- The longer-term impact on the area/natural environment
- Your considered opinion on the overall significance of the event.

Choose from the following disasters:

- Dust Bowl, Central USA, 1930s
- The Great Smog, London UK, 1952
- Castle Bravo nuclear test fallout, Bikini Atoll, 1954
- Sparrow cull of the Four Pests Campaign, China, 1958–62
- Yokkaichi asthma, Japan, 1960s–70s
- Love Canal toxic waste storage site, USA, 1970s
- Seveso disaster, Italy 1976
- Bhopal disaster, India, 1984
- Chernobyl nuclear disaster, USSR, 1986
- Kuwaiti oil fires, Kuwait, 1991
- Ok Tedi mine disaster, Papua New Guinea, 1999
- Sidoarjo mud flow, Indonesia, 2006
- *Deepwater Horizon* oil spill, Gulf of Mexico, 2010
- Fukushima nuclear disaster, Japan, 2011
- Hong Kong plastic disaster, Hong Kong, 2012.

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7 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Five interesting facts about the environment movement

▲ **Source 4.80** 22 April 1970: crowds gather in New York City for the first Earth Day, just over a year after *Apollo 8* astronaut William Anders took the photograph called 'Earthrise'

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CHAPTER 6

Political crisis: the Cold War (1945–1991)

Setting the scene: Australia's Cold War spy drama

Secret agents, covert missions, clever gadgets… everybody would love to be a spy! But life as a spy is very different from the way films like the James Bond series make it out to be. Consider the case of the Petrovs…

Vladimir and Evdokia Petrov grew up in the USSR before World War II. They met, fell in love and were married. They both eventually got jobs working for the Soviet Government. Vladimir worked for the ruling Communist Party and Evdokia worked in the Soviet prison system. They both demonstrated skills in secrecy, espionage and ruthlessness. After World War II ended, they were both picked to lead a spying mission to a remote part of the world: Australia.

KEY TERM

defect abandoning allegiance to one country and pledging allegiance to another

Vladimir and Evdokia arrived in Australia in 1951 and were given cover jobs in the Soviet Embassy. They began their secret mission, attempting to build a large spy network across Australia. They also attempted to infiltrate the Australian Government. They did not, however, anticipate that Australia's own spies would quickly discover their true nature and be able to counter all of their infiltration attempts.

Vladimir and Evdokia's superiors in the Soviet Union began to get very frustrated with the lack of progress they were making in Australia. Vladimir began to worry. If he and Evdokia were not soon successful, he feared the worst. His superiors did not tolerate failure – execution was a common punishment.

In February and March 1954 Dr Michael Bialoguski, an Australian spy, secretly approached Vladimir and offered him a deal. If he would **defect** to Australia, the Australian Government would keep him safe from his Soviet masters. Vladimir did not need much convincing – he quickly agreed to defect. His superiors in the Soviet Union, however, discovered what was happening and kidnapped Evdokia, proceeding to quickly bundle her onto a plane so she could be taken back to the Soviet Union to face torture and eventual execution.

The plane with Evdokia on it left Mascot Airport in Sydney despite massive public protest. Plane travel in the 1950s, however, was not as advanced as it is today. The plane carrying Evdokia had to land in Darwin to refuel. A team of Australian secret agents was waiting for it as it landed. They boarded the plane and rescued Evdokia from her Soviet captors.

This incident, known as The Petrov Affair, was one of the most famous events of espionage to take place in Australia during the period known as the 'Cold War'. The Cold War was a time of secrecy and competition between the two most powerful countries in the world: the United States of America and the Union of Soviet Socialist Republics, also known as the Soviet Union or USSR. Both nations had thousands of spies working to uncover each other's secrets and the secrets of their political allies. Both nations spied, bribed, and assassinated people in pursuit of their political goals.

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▲ **Source 6.1** Evdokia Petrov being 'escorted' across the tarmac at Sydney's Mascot Airport, 1954

MAKING THINKING VISIBLE 6.1

Think, puzzle, explore

1 What do you **think** you know about the Cold War?
2 What questions do you have about the Cold War? What **puzzles** you about it?
3 What does the topic of the Cold War make you want to **explore**?

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Chapter Overview

In this chapter you will learn about one of the most significant geopolitical events of modern history: The Cold War. This period saw intense rivalry between the global **superpowers** of the USA and the USSR and their respective allies, including Australia. The Cold War had significant consequences that are still being dealt with today. In many ways it shaped the modern world. The Cold War had a significant impact on Australia, politically, economically and socially. It also had a particular influence on technology and the **space race**, which resulted in the USSR launching a satellite into space and a man into orbit, and then the United States successfully putting a person on the Moon.

KEY TERMS

space race competition between the US and the USSR regarding achievements in space

superpower country that exercises massive influence around the world – the term was first applied to the US and the USSR after World War II

These profound events all have their origins in the rivalry between the United States and the Soviet Union. This chapter will examine that rivalry. It will also look at the different perspectives and interpretations of the events of the Cold War and the significance of those events.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What was the significance of the Cold War?
- How did the Cold War influence events and developments in Australia?
- How did the Cold War influence political, economic, social, and technological change?
- What are different perspectives and interpretations of the Cold War?

▲ **Source 6.2** Kaliningrad, Russia: bronze monument of Vladimir Lenin, founder of the Russian Communist Party, leader of the 1917 Bolshevik Revolution and the first head of state of the Soviet Union

► **Image on next page:** Washington, DC, 1987: the US and Soviet flags hang during a summit meeting between US President Ronald Reagan and President of the USSR Mikhail Gorbachev

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Timeline of key events

What came before this topic?

- Key events before the Cold War include:
- 1901 – Federation of Australia
- 1914–1918 – World War I
- 1917 – The Russian Revolution
- 1939–1945 World War II and the development of the atomic bomb

Vladimir Lenin speaks to workers during the Russian Revolution

1945
The end of World War II leaves Europe divided between the control of the Soviet Union and the allied Western nations

March 1946
British Prime Minister Churchill's Iron Curtain speech argues that communism is a threat to civilisation

March 1947
US President Truman outlines his plans to 'contain' communism in what becomes known as the Truman Doctrine

October 1947
US Congressional House Un-American Activities Committee (HUAC) commences an investigation into communist influences in Hollywood

1948
The United States' Marshall Plan, named after US Secretary of State George Marshall, provides economic assistance to Europe, Soviet-controlled states are barred from participating

October 1949
The Communist Party comes to power in China after two decades of civil war

1950–1953
The Korean War erupts between Communist North Korea and Western-backed South Korea, ending in a stalemate

1954
First Indochina War ends with victory by communist forces and division of Vietnam into North and South, US starts supporting the South

April 1954
The Petrov Affair sees two Soviet spies defect to Australia

June–Nov 1956
A nationwide uprising in Hungary against the communist government is brutally suppressed by the Soviet military

1956
Melbourne hosts the summer Olympics, which results in the infamous 'blood in the water' water polo match between Hungary and the Soviet Union

October 1957
The Soviet Union launches the satellite *Sputnik*, the first artificial object in space

April 1961
Soviet cosmonaut Yuri Gagarin becomes the first person to travel into (and return from) space

Timeline questions

1 From reading the timeline, which significant military conflicts took place during the Cold War?
2 Note which nations achieved different 'firsts' in the space race. How do you think competition between these nations helped to achieve these firsts?

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What came after this topic?

- Vladimir Putin becomes leader of Russia and increases tension with the West
- September 2001 – 9/11 terrorist attacks on the US
- 2003 – US invasion of Iraq begins a policy of US intervention in Iraq that continues today
- 2008 – Global Financial Crisis
- June 2016 – Britain votes to leave the European Union
- November 2016 – Election of US President Donald Trump

1962
Australia sends 'advisors' to South Vietnam to assist with fighting against the communist North Vietnamese army

October 1962
The Cuban Missile Crisis brings the world to the brink of nuclear war

August 1964
The Gulf of Tonkin incident draws the US into the Vietnam War

March 1966
The Australian Government announces that it is sending Australian forces to South Vietnam to fight in the Vietnam War

May 1970
The Vietnam Moratorium protest against the Vietnam War sees the largest public demonstrations in Australia's history

July 1969
The US lands the first person on the Moon

1969–1973
Richard Nixon elected US President, starts negotiations with Vietnam and détente, while Australia begins withdrawing troops and the war ends in 1973

November 1970
Australia begins withdrawing its troops from Vietnam

1971–1972
Gough Whitlam's visit to China, followed by Richard Nixon's visit there the next year, helps get Whitlam elected Prime Minister of Australia

December 1972
The election of the Australian Labor Party, led by Gough Whitlam, ends 23 years of conservative government in Australia

November 1975
Dismissal of the Prime Minister Gough Whitlam's government by the Australian Governor-General

1978–80
Détente ends with Soviet invasion of Afghanistan and election of Ronald Reagan as US President, Reagan Doctrine increases confrontation with communism

June 1989
The Chinese Government massacres protesting students protesting for democratic reform in Tiananmen Square, Beijing

1985
Mikhail Gorbachev becomes leader of the Soviet Union and starts policies of *perestroika* and *glasnost*

November 1989
The Berlin Wall, symbol of the division of Europe between West and East, comes down

December 1991
Dissolution of the Soviet Union and the end of the Cold War

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6.1 The world during the Cold War

FOCUS QUESTION

What was the international significance of the Cold War?

The Cold War was an expansive rivalry between two great global superpowers: the United States of America and the Union of Soviet Socialist Republics (**USSR**; also known as the **Soviet** Union). This rivalry began after the end of World War II in 1945, but its causes began long before that, starting with the Russian Revolution of 1917.

KEY TERMS

USSR (Union of Soviet Socialist Republics, also known as the Soviet Union) union of multiple communist republics, the largest of which was Russia, including Ukraine, Latvia, Estonia, and several others

soviet the literal definition of a 'soviet' is an elected council in a communist country

ideology system of beliefs about the world

capitalist/capitalism an economic, political, and social system in which property, business, and industry are privately owned, directed towards making the greatest possible profits for successful organisations and people

communist/communism the belief in a society without different social classes in which the methods of production are owned and controlled by all its members and everyone works as much as they can and receives what they need

authoritarian belief that doing what leaders and authorities want is more important than individual freedom – authoritarian societies often enforce this belief with the use of force through the police and the military

liberty being free to make your own choices about how to live your life

The root of the rivalry between the United States and the Soviet Union was a difference in **ideology**. The United States was a **capitalist** and democratic nation, while the Soviet Union was **communist** and **authoritarian**. These fundamental differences would inspire and drive conflict and tension between these two superpowers throughout the second half of the twentieth century.

Ideological difference

The heart of the Cold War lies in a difference of ideology between the United States and the Soviet Union. The diagram in Source 6.4 demonstrates some of the fundamental differences between the key ideologies of the United States and the Soviet Union.

In addition to these economic differences, each nation believed in very different political systems. The United States was a democratic country with a freely elected government, while the Soviet Union was an authoritarian country whose citizens had few freedoms and no opportunity to vote for any policies except those of the Communist Party.

The reasons for these differences are historic. The United States fought hard for its democratic freedoms against the British Government in the American Revolution of 1765–83. The US developed a distrust of large and powerful governments and placed a high value on individual **liberty** and choice.

The Soviet Union was influenced by fear of invasion and a long history of authoritarian governments. In the thirty years prior to 1945 the Soviet Union had been attacked by Germany in both World Wars. Russians believed a strong government was necessary to defend their country from any further invasions. The Russian Revolution of 1917 had brought the Communist Party to power. The Communist Party distrusted any foreign ideologies that might undermine the nation's safety and security.

World War II ended in 1945 with the United States and the Soviet Union as the two most powerful nations in the world. They were regarded as the superpowers of the post-war era. The Soviet Union was keen to ensure its safety and security, while the United States wished to spread its democratic and capitalist values around the world. The differences in ideologies between these two superpowers would inevitably lead to tension and conflict.

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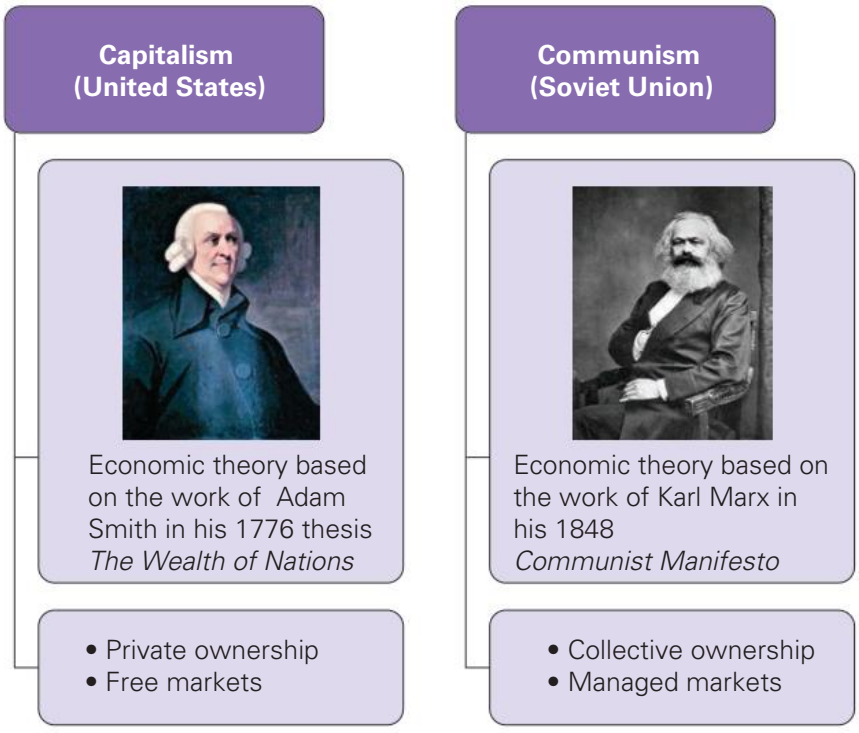
▲ **Source 6.3** Moscow, USSR, 1967: nuclear missiles on display during a parade



▲ **Source 6.4** Comparison between the ideologies of capitalism and communism

MAKING THINKING VISIBLE 6.2

Question starts

Based on what you have read so far, brainstorm a list of questions about the Cold War. You can use some of these question starts to help you:

1. Why... ?
2. What are the reasons... ?
3. What if we could ask... ?
4. What is the purpose of... ?
5. How do we know about… ?

Come back to these questions as you progress through this chapter. Think about the questions you can answer and the questions you would change as you work through.

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▲ **Source 6.5** Vladimir Lenin, leader of the Russian Revolution, addressing his supporters

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 6.1

Analysing historical interpretations: communism

John Lewis Gaddis is a historian who has written extensively on communism and the Cold War. Here he gives his interpretation of Karl Marx's theory of communism.

> Marx created the most influential theory of historical change to insist that deeply rooted economic forces – shifts in '**means of production**', to use Marx's term – determine the structure of societies and the behaviour of states, driving them forward in ways that are inexorable and, therefore, largely predictable…

▲ **Source 6.6** Historian John Lewis Gaddis on Karl Marx's theory of communism

KEY TERM

means of production the parts of a society that create wealth (for example, factories, workers)

Responding to the source

Using this source, answer the following questions.

1. Who is John Lewis Gaddis? Why is he an expert on this topic?
2. What are some of the key vocabulary terms that Gaddis uses, which you may find useful in your own responses?
3. What is the key claim that Gaddis makes?
4. Using the source and your own knowledge, explain why communism was such a significant ideology in the twentieth century.

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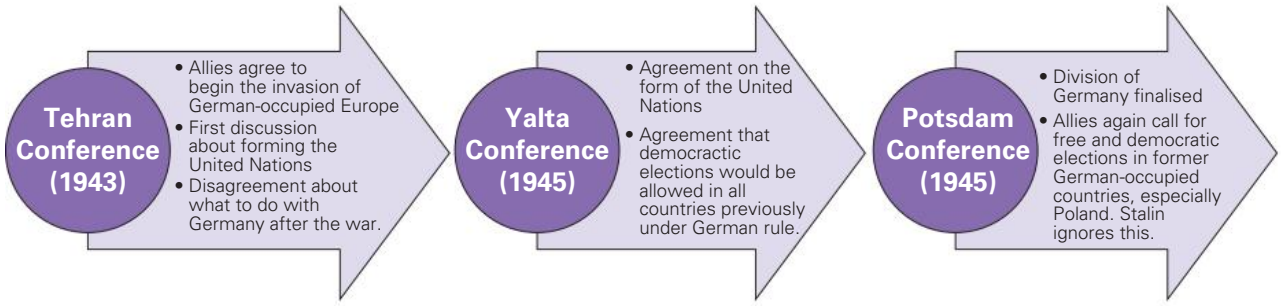


▲ **Source 6.7** Relationship changes between the 'big three' Allies: the US, the UK and the USSR

Rising tensions

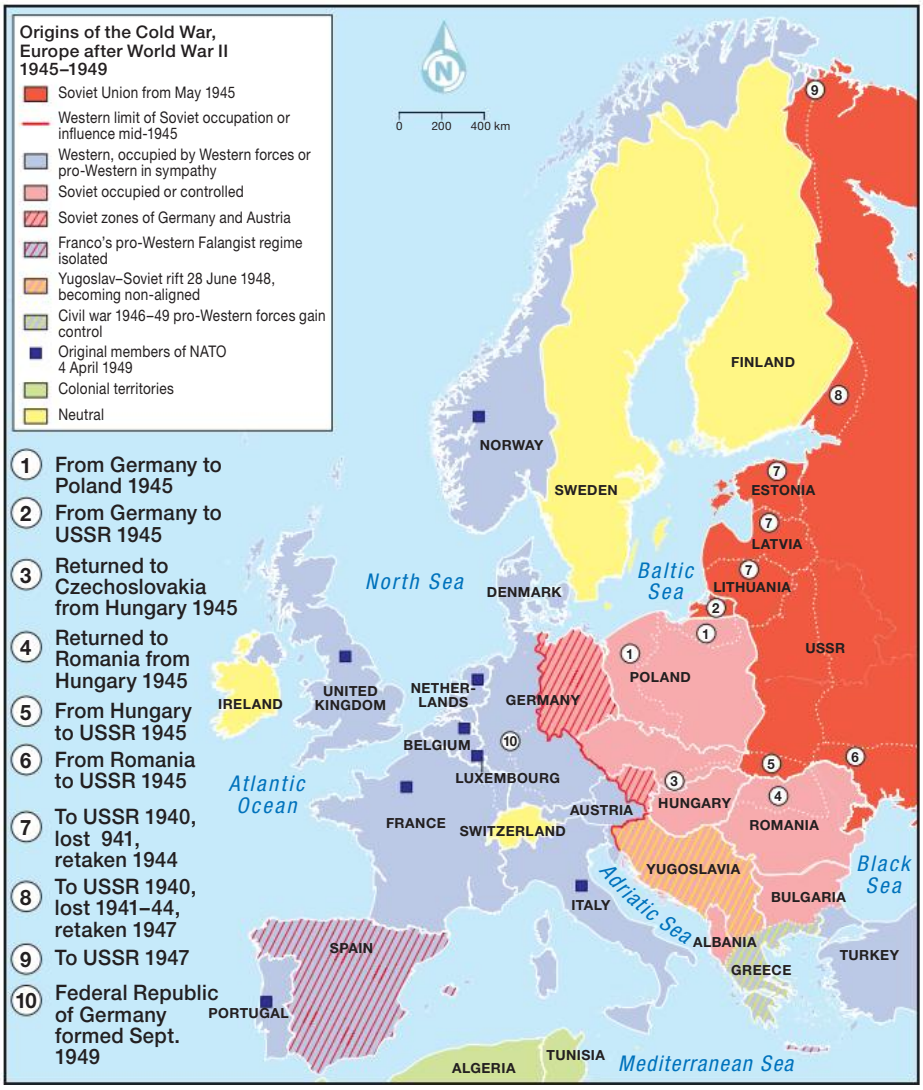
As World War II came to an end in 1945, Europe was in ruins. Its traditional great powers were economically exhausted by the continuous years of war. The Soviet Union and its vast Red Army had won military control of Eastern Europe, while American, British and Canadian armies had liberated Western Europe from the control of the German Army.

As the victorious nations began to debate what would happen next, it became apparent that the Soviet Union had significantly different plans for the areas they controlled compared to the plans that the **Western powers** had for theirs. Many nations, including Poland, Hungary, Romania and Bulgaria, had been used as corridors by the German Army for the invasion of the Soviet Union, both during World War II and also in World War I, thirty years earlier. Joseph Stalin, Premier of the Soviet Union, was keen to ensure that this could not happen again.

While the Soviet Union had initially promised to allow free and open elections in these liberated countries, Stalin rigged the election results to ensure that communist, pro-Soviet governments were elected in all the countries that the Soviet Union had control of. This would ensure that there was a 'buffer' between the Soviet Union and the nations of central and Western Europe. Short of another war, the Western powers were in no position to oppose Stalin. As a result, communist, pro-Soviet governments were established throughout Eastern Europe.

KEY TERM

Western powers collective term commonly used to describe countries in Western Europe, North America, and their allies (such as Australia)



▲ **Source 6.8** Europe at the end of World War II, showing the division into East (Soviet) and West (Western powers and neutral countries). The dark blue flags show the countries that formed the US-led North Atlantic Treaty Organisation (NATO) in 1949.

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ACTIVITY 6.1

Using historical sources as evidence

The following sources are US and British responses to communism within this Cold War period.

Source A

In February 1946 the US Government asked George Kennan, Deputy Chief of Mission at the US Embassy in Moscow, to advise them on how they should deal with Soviet Union now that World War II was over. In response, Kennan wrote the now famous 'Long Telegram'. Here is an extract from Kennan's telegram.

▲ **Source 6.10** US diplomat George Kennan

> In summary, we have here a political force committed fanatically to the belief that with the US there can be no permanent modus vivendi [way of coexisting] … that it is desirable and necessary, that the internal harmony of our society be disrupted, our traditional way of life be destroyed, the international authority of our state be broken, if Soviet power is to be secure.
>
> …World communism is like [a] malignant parasite which feeds only on diseased tissue. This is a point at which domestic and foreign policies meets every courageous and incisive measure to solve internal problems of our own society, to improve self-confidence, discipline, morale and community spirit of our own people, is a diplomatic victory over Moscow worth a thousand diplomatic notes and joint communiqués.

▲ **Source 6.9** Extract from US Embassy Deputy Chief of Mission George Kennan's famous 'Long Telegram' from February 1946 (this was private correspondence)

Source B

KEY TERMS

Iron Curtain the border between the Soviet-aligned territories and the West, fortified by the Soviets to prevent crossing except at a few military checkpoints, and a metaphor for the rigid division of Europe in the Cold War

fifth columns groups of spies living in secret in a nation while working for another nation's government

In March 1946 Winston Churchill, who had been Prime Minister of Britain during World War II, delivered a famous and significant speech while visiting Fulton, Missouri in the United States. In this speech Churchill said that an '**Iron Curtain**' had descended across Europe, and outlined the concerns about Soviet rule in Eastern Europe.

▲ **Source 6.12** Fulton, Missouri, USA, 5 March 1946: former British Prime Minister Winston Churchill delivers a speech at Fulton's Westminster College, addressing the communist threat, in which he uttered the now-famous phrase 'Iron Curtain'

> In a great number of countries, far from the Russian frontiers and throughout the world, communist **fifth columns** are established and work in complete unity and absolute obedience to the directions they receive from the communist centre. Except in the British Commonwealth and in the United States, where communism is in its infancy, the communist parties or fifth columns constitute a growing challenge and peril to Christian civilisation …
>
> From what I have seen of our Russian friends and allies during the war, I am convinced that there is nothing they admire so much as strength, and there is nothing for which they have less respect than for weakness, especially military weakness.

▲ **Source 6.11** Excerpt from Winston Churchill's March 1946 'Iron Curtain' speech in 1946 (this was a public speech)

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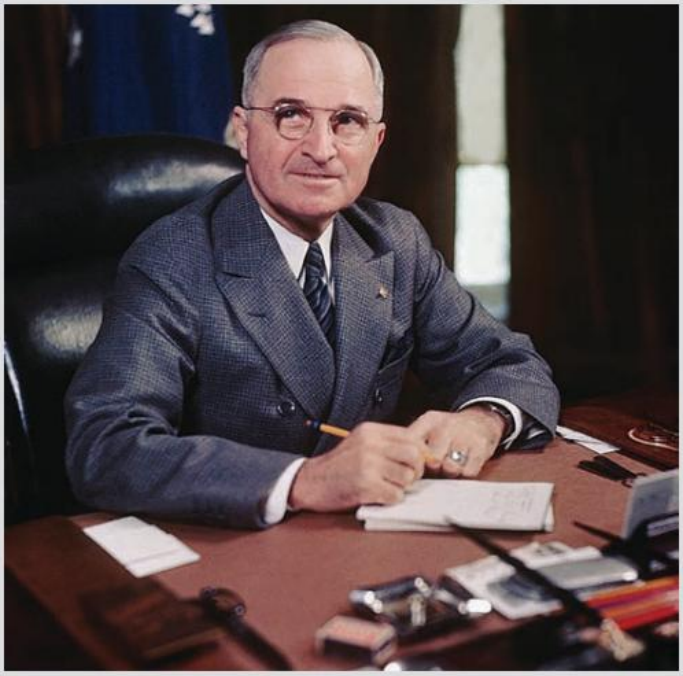
Source C

In 1947 United States President Harry S Truman addressed the United States Congress to outline his government's foreign policy objectives. This speech became known as the 'Truman Doctrine'.

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion ….

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.



▲ **Source 6.14** US President Harry S Truman, 1946

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

▲ **Source 6.13** Excerpt from US President Harry S Truman's 'Truman Doctrine' speech, to Congress in March 1947 (this was a public announcement

Responding to the sources

Using Sources A, B and C, answer the following questions.

1. Who is the creator of each of these sources? What is their position? Was this source public or private?
2. What is the context of each of these sources? What is going on in Europe and the world at the time?
3. What key vocabulary terms does each author use to make their point? You may find these terms useful to use in your own responses.
4. What key claims does each source make?
5. What are the similarities between the sources? Are there any differences?
6. What claims about the Soviet Union and communism do Churchill and Kennan make in their sources?
7. How does Truman refer to communism in his speech?
8. Using these sources as evidence, explain how the Western powers began to view communism and the Soviet Union in the aftermath of World War II.

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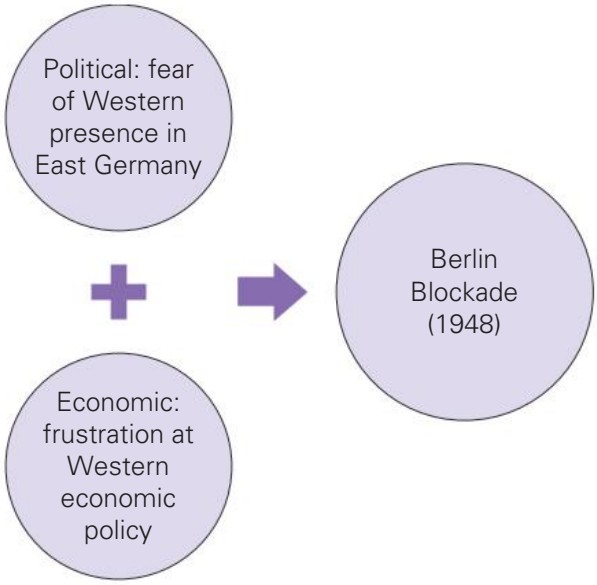
It did not take long for the fears of Kennan and Churchill to be realised. The German city of Berlin was located deep in the Soviet-controlled region of East Germany, but as the capital of Germany the city itself was also divided into two halves.

East Berlin was controlled by the Soviet Union, while West Berlin was controlled by the Western powers. West Berlin was supplied by highways that connected the city to the rest of West Germany. In 1948 Stalin cut all Western access to West Berlin in order to force the Western powers to leave Berlin so the Soviet Union could consolidate its control of the entire city. These acts were responses to Soviet political concerns, but also to economic decisions that had been taken by the Western powers.

In response to the blockade, the Western powers began a massive operation to supply West Berlin with food and fuel by air. The Truman Doctrine had stated that communism was to be contained. Its spread, even if only into West Berlin, had to be resisted at all costs. At the same time the Western powers also established an economic counter-blockade on East Germany, stopping shipments of coal and steel by rail from the west, on which they relied.



▲ **Source 6.15** Factors leading up to the Berlin Blockade of 1948

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 6.2

Analysing historical interpretations

Roger R Miller is a historian who has written about the Cold War. In writing about the Berlin Blockade he argues that:

> The Western counter-blockade of eastern Germany … hurt the eastern occupation zone and Soviet standing in Germany more than the Soviet blockade hurt the western zones. Eastern Germany lacked sufficient quantities of essential industrial material like coal and steel, and there was no equivalent to the airlift that could supply these necessary commodities. Francois Seydoux de Clausonne, a French government advisor on Germany, conjectured that the Berlin Blockade was worse than a failure – it was a political embarrassment to the Soviet Union.

▲ **Source 6.16** Historian Roger R Miller discusses the Berlin Blockade[1]

Responding to the source

Read the source and answer the following questions.

1 According to Miller, how did the counter-blockade hurt the Soviet Union?
2 According to Miller, what were the consequences of the Berlin Blockade for Stalin and the Soviet Union?

KEY TERM

containment central part of the Truman Doctrine, stating that communist advances were to be stopped wherever they occurred so that communism was prevented from spreading

Eventually Stalin recognised that the Western powers could supply West Berlin indefinitely and, not wanting to provoke another war, in May 1949 he restored highway access to West Berlin. The Berlin Blockade had been a political failure for the Soviet Union and the first success of the Truman Doctrine policy of **containment**. It was a propaganda triumph for the West and had the effect of drawing West Germany closer to the NATO countries, paving the way for it to join the organisation in the next decade. It was also one of the first significant flashpoints of the Cold War.

1 https://alphahistory.com/coldwar/berlin-blockade/

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▲ **Source 6.17** Children watch as an aircraft brings essential supplies to West Berlin in 1948. US airmen started the habit of dropping little parachutes with chocolate and candy to the waiting children.

The Korean War

As in Europe, tensions began to erupt between communists and their rivals in other parts of the world. In Asia, Korea had been occupied by Japan during the war. After Japan's surrender it was, like Germany, occupied by the USSR and US in separate North and South Korean territories. The USSR installed a communist government in the North, the US installed a democratic government in the South, and both superpowers withdrew their forces. A communist government came to power in mainland China.

The South Korean Government was led by the hardline anti-communist Syngman Rhee. Rhee's government, supported by the US, viciously persecuted anyone who was suspected of being a communist. The North Korean Government, led by Kim-Il Sung, also used violence to secure the government's rule and to persecute suspected dissidents. There had been many skirmishes between North Korean and South Korean troops along the two countries' shared border. In June 1950 North Korea began a massive invasion of South Korea.

United States President Harry Truman quickly ordered United States troops into South Korea to prevent the total collapse of the South Korean Government. It was feared that if South Korea fell to communism it would begin a **domino effect** that would see other countries in the region becoming more likely to fall under the influence of communist ideology as well.

KEY TERM

domino effect theory that if one country is run by a communist government, neighbouring countries are more likely turn to communism, either through military expansion or political influence

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▲ **Source 6.18** In 1945 after the surrender of Japan, US forces occupied the south of Korea and Soviet forces occupied the north. The country was split at the 38th parallel (line of latitude).

KEY TERM

United Nations Security Council division of the United Nations responsible for maintaining global peace and security

In June 1950 the United States gained approval from the **United Nations Security Council** for military intervention in Korea. This approval was made possible because the Soviet Union was boycotting the council in response to the communist government of China being denied its seat on the Security Council. This seat was instead occupied by the previous Chinese government, which had fled to Taiwan.

This was one of the only UN-sanctioned military actions of the Cold War era. It allowed the United States to state that they were acting with the approval of the international community to protect the people of South Korea. United States troops were joined by additional troops from Britain, Australia, New Zealand, France, Canada, South Africa, Turkey, Thailand and Cambodia. Recent historical research has concluded that the North Korean invasion of South Korea was actually ordered by Joseph Stalin, and that Kim-Il Sung was following instructions from the Soviet Union.

The Korean War lasted just over three years, from June 1950 until July 1953. It resulted in over one million military casualties on both sides of the conflict, and estimates of up to three million civilian deaths. Over 17 000 Australians served in the Korean War, with 340 killed. The Korean War ultimately ended in a stalemate, with the final border between the nations closely resembling the original border before the conflict had begun.

The Korean War marked one of the first significant military conflicts of the Cold War era. It demonstrated how fragile the peace between communist and western powers was.

▲ **Source 6.19** Allied bombers drop bombs during the Korean War, 1951

▲ **Source 6.20** Allied soldiers prepare for a battle during the Korean War, 1951

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McCarthyism in the USA

Conflicts erupted between communist and capitalist forces across the world in the mid-twentieth century. The United States was not immune from these tensions. The Red Scare in the United States was a period in the 1950s during which anyone suspected of being a communist was ruthlessly persecuted by branches of the United States Government and Congress.

Fears of communist spies in the United States during the 1930s had led to the creation of the House Un-American Activities Committee (HUAC), a committee of nine Representatives of the US Congress (equivalent to Members of Parliament), whose job was to investigate anyone, especially communists who might undermine the security of the United States. After the end of World War II, HUAC became more powerful and began an investigation, helped by the FBI, into the suspected communist infiltration of Hollywood.

In one of the most famous examples of its use of power, in 1947 HUAC investigated the so-called Hollywood Ten group of screenwriters. The Hollywood Ten refused to cooperate with the committee and were imprisoned as a result. They were branded as communists and traitors, which, despite there being no evidence of any wrongdoing, destroyed their careers as they were then placed on a **blacklist** preventing them from working in the film industry. A pattern began to emerge in which the simple act of being accused by HUAC of supporting communism could lead to people's livelihoods being ruined.

The most prominent leader of HUAC was Senator Joseph McCarthy, a Republican Senator from the state of Wisconsin, was also chairman of the Senate Permanent Subcommittee on Investigations. McCarthy was convinced that elements within the United States Government, specifically those responsible for foreign policy, were overrun with communists and communist sympathisers.

McCarthy led a vicious campaign to try to root out this suspected communist **insurgency**, accusing hundreds of individuals of communist sympathies. McCarthy became one of the most powerful men in the United States at this time. He spectacularly overreached his authority, however, when, in 1953, he began accusing army officers of communist sympathies. His fall from power was rapid. McCarthy died in 1957 at the age of 48. Even after his death, however, fear of communism was deeply rooted in the political culture of the United States. The term **McCarthyism**, used to mean accusing individuals of disloyalty without significant proof, entered common usage.

▲ **Source 6.21** US Senator Joseph McCarthy

KEY TERMS

blacklist a list of people to be excluded from certain forms of employment or actions; also the act of placing someone on the list

insurgency group in active rebellion against a government

McCarthyism practise of accusing someone of wrongdoing without any evidence, simply to damage their reputation

The Cuban Missile Crisis

One of the most significant flashpoints of the Cold War was the Cuban Missile Crisis of 1962. This was the time that the superpowers came the closest to nuclear war. The communist government of the Central American nation of Cuba had come to power in 1958 through a violent revolution against the ruthless US-backed Batista regime.

In 1961 the United States Government's Central Intelligence Agency (CIA) attempted to overthrow the new communist government by training and arming over 1400 Cuban exiles who had fled Cuba and were opposed the Castro regime. The plan was for them to invade Cuba, landing at the Bay of Pigs, and overthrow Fidel Castro. The CIA believed that this invasion would spark a general uprising against the communist government, which would lead to its overthrow.

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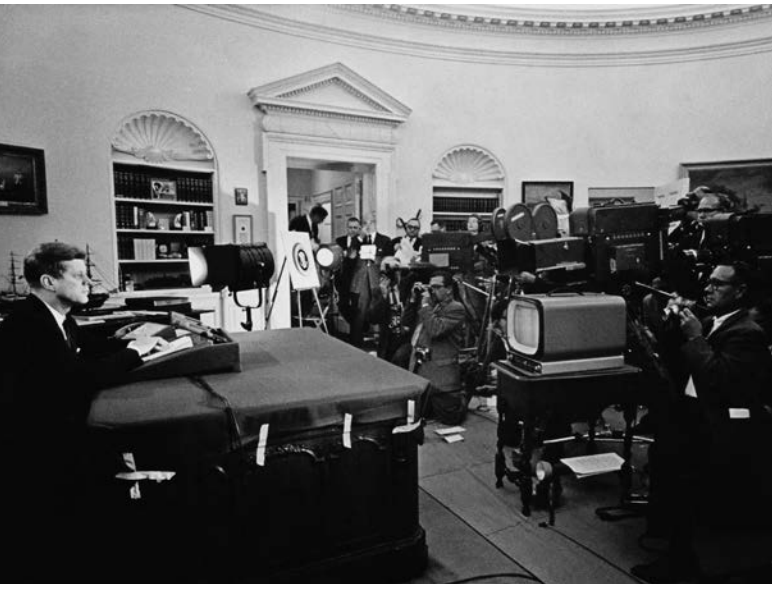
The invasion was a total failure – Cuban citizens did not support the returning exiles, and the Cuban armed forces and militia quickly defeated them.

In order to deter future United States military action in Cuba, Fidel Castro, then the Cuban Prime Minister, requested that the Soviet Union install some of their nuclear missiles in Cuba. In 1962, when a United States spy plane discovered evidence of the missile sites' construction, the United States initiated a naval blockade of Cuba.

Thirteen days of tense negotiations would ultimately result in the Soviet missiles being deconstructed and returned to the Soviet Union in return for the removal from Turkey and Italy of US nuclear missiles, and a pledge that the US would not attempt to invade and topple the communist government in Cuba. At the time, leaders of both nations were criticised by many people in their own countries for doing deals with 'the enemy'. Despite these criticisms, it is true that negotiation and compromise by both sides helped to prevent an armed nuclear conflict between the two superpowers.

▲ **Source 6.22** US Navy ship *Vesole* enforcing the blockade of Cuba by turning back the Soviet ship *Potzunov*, which was transporting nuclear missiles on its decks in 1962.



▲ **Source 6.23** US President John F Kennedy addresses the country during the Cuban Missile Crisis, 1962

The Vietnam War

The Vietnam War is regarded by many as the first 'television war' – the first war to be beamed into the homes of ordinary citizens across the world. This conflict began at the end of World War II when French colonial troops attempted to reassert the French Government's control of Vietnam, which had formerly been a French colony.

Ho Chi Minh was the leader of the communist forces in Vietnam, having been educated in France and the Soviet Union. He unified the various communist groups in Vietnam into the Community Party of Vietnam, becoming its chairman. Under his leadership, communist forces defeated the French in 1954 in the First Indochina War. The Geneva Conference held to determine the future of the territory agreed to divide it into a

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communist North and a non-communist South, until elections could reunify the country. But this never happened, and conflict grew between the two sides. As a result, the US became involved, as required by the Truman Doctrine's policy of containment. The aim of the United States Government was to prevent South Vietnam being conquered by the North Vietnamese communists.

In 1964 a US destroyer in the Gulf of Tonkin was reported to have clashed with North Vietnamese patrol boats. In response to this incident, the United States Congress gave United States President Lyndon B Johnson authority to deploy troops to South Vietnam to fight the North Vietnamese Army directly.

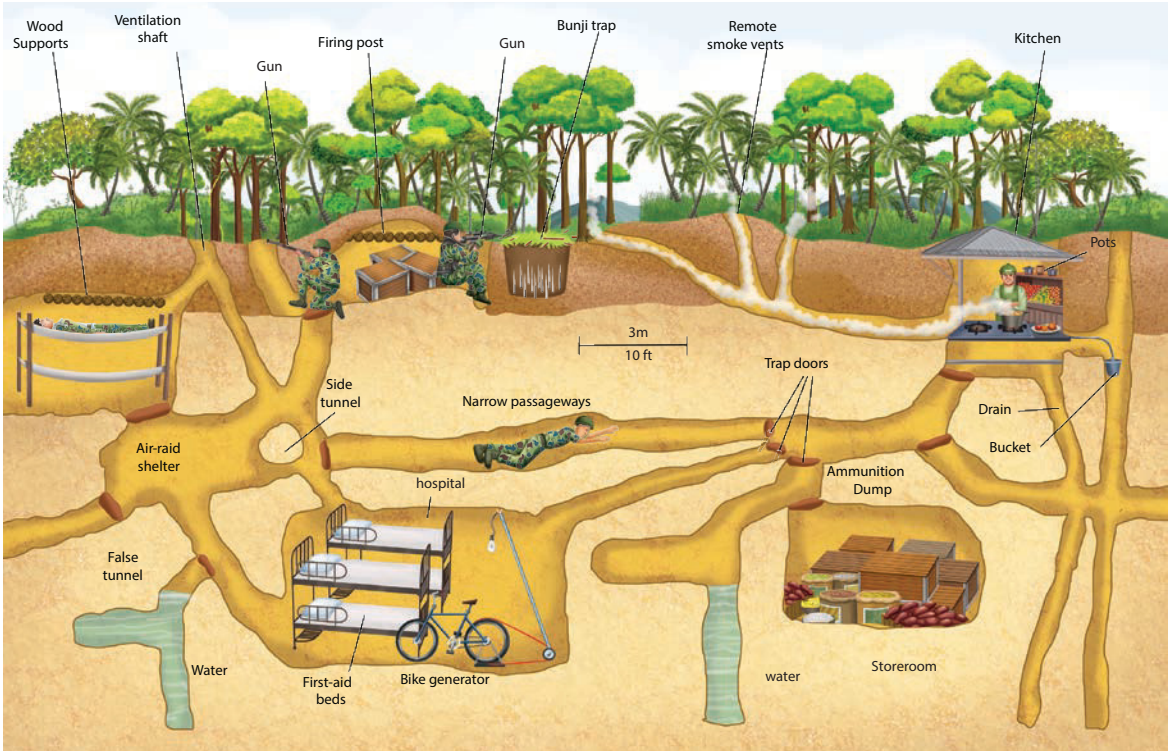
The war in Vietnam was very different to previous conflicts that US troops had been engaged in. They faced both regular North Vietnam Army (NVA) troops and the Viet Cong (VC). The VC were communist rebels in the South, trained and supplied by North Vietnam, who could hide among the rural population in the South and emerge to use **guerrilla tactics**, also used by the NVA. The South Vietnamese and US forces were slowly pulled into a long and drawn-out conflict with no clear enemy to fight. The superior technology and manpower of the United States Army and its allies were ineffective against the tactics of the guerrillas. The Vietnam War is also the most significant conflict that Australian troops were drawn into in the Cold War era.

KEY TERM

guerrilla tactics military tactics that use 'hit and run' strategies in order to avoid direct confrontation with the enemy

▲ **Source 6.24** Vietnamese children flee from their village after it is bombed with napalm by an American aircraft in 1972. The girl in the middle, Phan Thi Kim Phuc, survived by tearing off her burning clothes.

▲ **Source 6.25** Allied soldiers during the Vietnam War, 1969



▲ **Source 6.26** Example of the kind of underground tunnel complexes used by the Viet Cong during the Vietnam War

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▲ **Source 6.27** The division of Vietnam into North and South was established at the 1954 Geneva Conference. The communist government of North Vietnam used the Ho Chi Minh Trail to bring its forces and supplies into South Vietnam so they could fight the US-backed South Vietnamese Army, and later, US forces. The trail had also been used in the First Indochina War.

While it initially had widespread public support, as the Vietnam War progressed it began to provoke extensive protests across the United States and Australia. The adoption of television sets by middle-class citizens allowed them to receive daily updates on the devastation and allied casualties that the conflict was causing in Vietnam.

Public opinion turned against the war in 1968 after the Tet Offensive, during which the NVA and VC launched widespread attacks across South Vietnam. While the Tet Offensive was unsuccessful for the communists, it underscored the point that US and South Vietnamese forces were unable to successfully oppose them, despite the many years of conflict. The Tet Offensive convinced many Americans that the conflict in Vietnam was unwinnable.

In response to mounting losses in Vietnam, many different groups joined together across the United States and Australia to protest against military involvement in Vietnam. While opposition to the war had existed since the early 1960s, the period of 1967–69 saw a significant increase in anti-war protests across the United States and Australia.

In 1968 Richard Nixon was elected US President having promised to end the war and achieve 'peace with honour'. Negotiations started, and in early 1973 the Paris Peace Accords ended the war and the US withdrew its forces.

Just over two years later, North Vietnam invaded the South and won a decisive victory, uniting the country as the Socialist Republic of Vietnam.

ACTIVITY 6.2

Using historical sources as evidence

The following sources are on the anti-war movement.

Source A

US civil rights leader, Martin Luther King Jr. delivered a famous anti-war speech in 1967. Here is an extract of his final points.

> I would like to suggest five concrete things that our government should do [immediately] to begin the long and difficult process of extricating ourselves from this nightmarish conflict:
> 1. End all bombing in North and South Vietnam.
> 2. Declare a unilateral ceasefire in the hope that such action will create the atmosphere for negotiation.
> 3. Take immediate steps to prevent other battlegrounds in Southeast Asia by curtailing our military buildup in Thailand and our interference in Laos.

▲ **Source 6.28** Civil rights activist Martin Luther King Jr, 1967

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4. Realistically accept the fact that the National Liberation Front [the political wing of the VC] has substantial support in South Vietnam and must thereby play a role in any meaningful negotiations and any future Vietnamese government.
5. Set a date that we will remove all foreign troops from Vietnam in accordance with the 1954 Geneva Agreement.[2]

▲ **Source 6.29** Excerpt from the 1967 anti-Vietnam War speech given by US Civil Rights leader Martin Luther King Jr.

KEY TERMS

draft dodger person who refuses to join the armed forces when ordered to

conscription compulsory enrolment of people into the armed forces

Source B

American **draft dodger** John Lacey explains his decision to leave the United States rather than face **conscription** and being sent to Vietnam.

Was I a coward? Did I let my country down? In one way I was a coward, for I left rather than go to jail for my refusal to join the army. But I wasn't afraid to fight. I refused to serve in Vietnam because we had no right to be there. We only brought untold suffering and destruction to that country. We acted like the bully of the world and used all our vast military might against a small nation of peasants.

Some people might say that I was not in a position to judge what was happening in Vietnam. However, there were many war veterans who hated the war just as much as I did. They saw the injustices at first hand and they condemned the war too.

I'm very bitter about our government's actions. They lied to justify their actions and while they spent millions on bombing North Vietnam, the problems in the ghettoes of our big cities grew worse and worse. The Vietnam War has left a deep scar on my country.[3]

▲ **Source 6.30** Draft dodger John Lacey explains his motivations for avoiding the draft, 1967

Source C

In one of the most controversial episodes of the war, US actor Jane Fonda visited North Vietnam as a guest of the communist North Vietnamese Government in 1972. She was widely criticised for accepting the invitation and reporting from North Vietnam. Here is some of what she said while there.

One thing that I have learned beyond a shadow of a doubt since I've been in this country is that Nixon will never be able to break the spirit of these people. He'll never be able to turn Vietnam, north and south, into a neo-colony of the United States by bombing, by invading, by attacking in any way. One has only to go into the countryside and listen to the peasants describe the lives they led before the revolution to understand why every bomb that is dropped only strengthens their determination to resist.[4]

▲ **Source 6.31** Excerpt from the 1972 radio broadcast made by US actor and anti-war activist Jane Fonda

▲ **Source 6.32** US actor and anti-Vietnam War campaigner Jane Fonda in 1972

Responding to the sources

1. Who are the authors of each source? What was their background and perspective?
2. Take note of the year each source was created in. What else was going on around the same time?
3. What key claims does each source make?
4. Using the sources and your own knowledge, explain why public opinion began to turn against military involvement in Vietnam in the late 1960s and early 1970s.

2 King, ML., 'Beyond Vietnam', address delivered to Clergy and Laymen Concerned about Vietnam, 4 April 1967, Riverside Church, New York City

3 Cannon, J. et al., *The Contemporary World: Conflict or Co-operation?*, 1979, p. 26

4 http://www.digitalhistory.uh.edu/active_learning/explorations/vietnam/fonda.cfm

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Espionage

One of the most intriguing elements of the Cold War was the widespread **espionage** operations run by the United States, the Soviet Union and their allies. Every major world power would utilise their own extensive spy networks to try and gain crucial information about the plans of the other side. Hundreds of undercover agents infiltrated each side of the conflict, knowing that their discovery could lead to torture, imprisonment, or execution.

KEY TERM

espionage act of spying on people to uncover national secrets

One of the most famous examples of a successful espionage operation occurred in the United Kingdom, involving the infamous Cambridge Five. The Cambridge Five was a spy ring active in the United Kingdom from the 1930s until the early 1950s. It included the following individuals studying at Cambridge University during the 1930s who had been recruited by the Soviet Union.

- **Donald Maclean** – Worked for the British Foreign Office and MI6

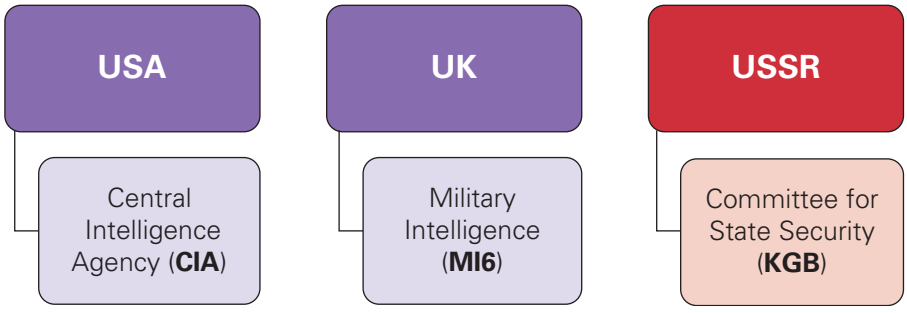
- **Anthony Blunt** – Art curator for Queen Elizabeth II

- **Guy Burgess** – Worked for the British Foreign Office and MI6

- **John Cairncross** – Civil servant who also worked for MI6

- **Kim Philby** – Senior officer in MI6

▲ **Source 6.33** Soviet spies who operated in the UK during the Cold War



▲ **Source 6.34** Key intelligence agencies in the USA, UK and USSR

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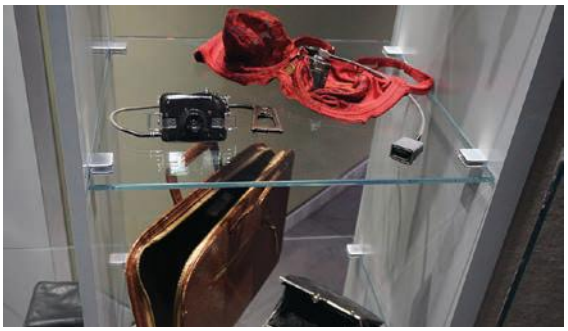
The Cambridge Five were responsible for passing significant amounts of classified information to the Soviet Union. They were so successful that the Soviet Union became suspicious that they were actually **double agents**. Much of their activities did not become public knowledge until much later in the twentieth century.

Films like those in the popular James Bond series may have popularised and romanticised the world of spies, but the reality of the situation was far more mundane. Successful spies had to blend in and avoid notice – something James Bond is spectacularly unsuccessful at. Spies did get access to ingenious gadgets to help them achieve their missions, though. Here are a few examples, taken from the German Spy Museum in Berlin.

KEY TERM

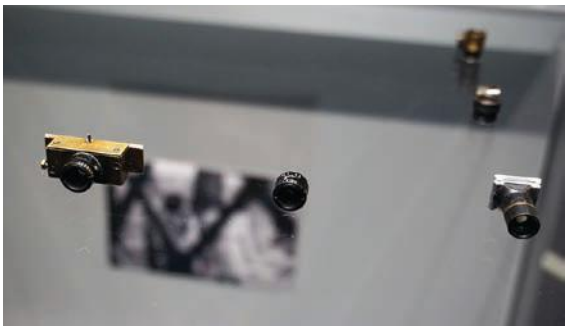
double agents spies who pretend to spy for a foreign government while actually spying on them for their own government

▲ **Source 6.35** Secret message container hidden inside a glass eye



▲ **Source 6.36** Camera hidden inside a brassiere

▲ **Source 6.37** Listening device hidden inside a glue stick

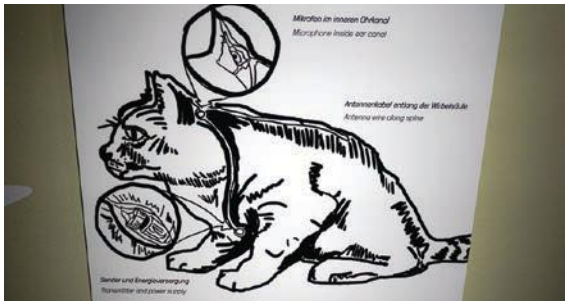


▲ **Source 6.38** Miniature spy camera

▲ **Source 6.39** Poison umbrella – this was used to assassinate a politician

▲ **Source 6.40** Skeleton key device – a universal key mechanism

▲ **Source 6.41** Pipe with a hidden gun



▲ **Source 6.42** Drawing of the CIA Acoustic Kitty design for spying on foreign diplomats – the device was allegedly abandoned after the first feline spy was unfortunately run over by a car, though the CIA dispute this version of events

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MAKING THINKING VISIBLE 6.3

See, think, wonder

Look at the collection of spy tools for a moment.

1 What do you **see** when you look at these spy tools?
2 What do you **think** about what you see when you look at them?
3 What do you **wonder** about these tools?

Amazing but true…

Cold War tensions were the fuel for the writers of spy fiction throughout the 1950s and 1960s. The works of British authors Ian Fleming and John le Carré captured the public's imagination again and again. Both authors had actually worked for the British Government in some intelligence or espionage capacity. Fleming's James Bond novels became a global pop culture phenomenon in the mid-1960s, when they were adapted into a film series starring Sean Connery. By the time *Goldfinger,* the third James Bond film, was released in 1964, Connery was as popular as The Beatles! James Bond films continue to be released today, keeping the world of fictional spycraft alive and well.

▲ **Source 6.43** Sean Connery as James Bond in the 1964 film *Goldfinger*

Détente

As the United States withdrew its troops from Vietnam and the war drew to a close, the world entered a relatively peaceful period that lasted through the 1970s, known as **détente** (roughly translated as *peaceful coexistence)*. This period of détente saw improved relations between the superpowers. Each nation made active efforts to reduce the chances of military conflict and nuclear war. In addition to the policy of détente, United States President Richard Nixon made official visits to China and the Soviet Union, helping to establish clear lines of communication between the rival nations.

KEY TERM
détente period of relative peace between the superpowers during The Cold War, characterised by a reduction in political tension

The causes of détente are complex. Analyse the diagram in Source 6.44 to see how détente benefited each of the major powers of the time.

The Reagan era

The period of détente drew to a close at the end of the 1970s as renewed competition between the United States and the Soviet Union emerged. This was made worse by the 1979 Soviet invasion of Afghanistan in support of the communist regime against rebels. The rebels who were then supplied by the US, leading to the start of another proxy

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war began. This and the election of United States President Ronald Reagan, who had been elected in 1980 on a promise to be tougher on communism, signalled the end of the period of détente.

Reagan's promise to support any anti-communist forces across the globe, known as the **Reagan Doctrine**, defined his presidency. One of the most significant military programs of the Reagan era was the Strategic Defence Initiative (SDI), commonly referred to as Star Wars. The SDI was the basis of Reagan's foreign policy and defence strategy. It involved the deployment into space of highly advanced defensive weaponry that would be capable of shooting down any incoming Soviet nuclear missiles before they reached the United States.

Experts widely criticised the plan, claiming it had no possibility of working, but it still marked a significant escalation in the arms race that had died down during the period of détente. President Reagan famously described the Soviet Union as an 'evil empire' in 1983, clearly demonstrating that the era of peaceful coexistence was over.

▲ **Source 6.45** US President Ronald Reagan, 1982

▲ **Source 6.44** Improvements in the relationship between the major powers after the conclusion of the Vietnam War

Change in the Soviet Union

As the United States began to increase pressure on the Soviet Union in the 1980s, a new Soviet President was appointed in 1985. President Mikhail Gorbachev differed from his predecessors in that he believed the Soviet system needed fundamental reform in order to compete effectively in the international economy.

By this time many of the old leaders and power brokers of the Soviet Union had died. Gorbachev promoted younger communists into key positions, allowing him to begin to reshape Soviet society. The key policies that enabled this transformation were the policies of ***perestroika*** and ***glasnost***.

The combination of increased US pressure and the reforms of *perestroika* and *glasnost* fundamentally undermined the Soviet system. This set the stage for the collapse of communism in Eastern Europe and the eventual collapse of the Soviet Union itself.

KEY TERMS

Reagan Doctrine United States Government policy under the Reagan Administration to actively confront and oppose communist governments around the globe in order to reduce their influence

perestroika ('restructuring') set of economic reforms in the Soviet Union to modernise the economy

glasnost ('openness') set of political reforms in the Soviet Union to allow people to have more freedoms, specifically freedom of speech

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▲ **Source 6.46** December 1987: Mikhail Gorbachev and Ronald Reagan sign the Intermediate Nuclear Forces Reduction Treaty

Perestroika **('restructuring')**	***Glasnost*** **('openness')**
Intended to address economic issues	Intended to make government more transparent and open
Reduced the use of centralised planning and handed decision-making over to local operations	Allowed for contested elections to communist party posts (other parties were still banned)
Allowed small businesses to be established	Gave the press greater freedoms to comment on the actions of the government
Was generally seen as an economic failure that undermined communist economic beliefs	Had the greatest impact in Eastern Europe, where people began to push for pro-democratic change

▲ **Source 6.48** *Perestroika* and *glasnost* were two significant factors in undermining the Soviet system

End of the Cold War

As more and more freedoms were granted to the people of Eastern Europe under the policy of *glasnost*, calls for democracy became overwhelming. Pro-democracy groups quickly established themselves in Poland, Hungary, East Germany and other Eastern European nations. In 1989, after a series of strikes, free elections were held in Poland. These elections saw the first Eastern European non-communist government elected since the end of World War II.

▲ **Source 6.47** Soviet Union President Mikhail Gorbachev, 1985

As the wave of pro-democracy movements spread throughout Eastern Europe, the Berlin Wall, the most significant symbol of the Cold War, became a key target of pro-democracy movements. In November 1989 the new East German Government made a hasty announcement about a relaxation in travel restrictions between East and West Germany. Hundreds of thousands of Berliners descended on the Berlin Wall, demanding to pass through the barrier that had separated the city for over 28 years. The guards at the wall had been ordered not to fire on the crowds, but had received no other instructions from the East German Government.

At 7 p.m. on 9 November 1989, East and West Berliners armed with hammers, picks and other tools began to spontaneously dismantle the Berlin Wall. Throughout the night the wall that had symbolised the division of Europe between East and West was torn down. Less than a year later East and West Germany were officially reunited as a single country.

This wave of democratic protests soon reached the Soviet Union itself. In 1991 an attempted coup took place in an attempt to restore hardline communist rule. A faction within the Communist Party tried to take power while Gorbachev was on holiday. Military forces were deployed throughout Moscow, but many soldiers refused to obey orders and eventually the coup collapsed, returning Gorbachev to power.

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The failure of this coup made it clear that the rule of the Communist Party in the Soviet Union was exhausted. On Christmas Day 1991 the Soviet Union was disbanded. The countries that had made up the Soviet Union, such as Russia, Estonia, Latvia, Ukraine and others, began to govern themselves independently. Within each country the dissolution of the Soviet Union was met with mixed reactions. However, this dissolution of the Soviet Union was a clear indication that the Cold War had come to an end.

END-OF-SECTION REVIEW 6.1

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who led the Soviet Union at the end of World War II?
2 What was the first major conflict between the Soviet Union and the United States at the beginning of the Cold War?
3 What was the name for the period during which tensions reduced between the Soviet Union and the United States?

Interpretation

4 Explain the key differences between the ideologies of the Soviet Union and the United States.
5 How was the United States' Reagan Administration's attitude towards communism and the Soviet Union different from those of previous administrations?

Argument

6 Was the end of the Vietnam War a victory for the communists or the capitalists? Explain why you think this, using sources and your own knowledge.

Extension

1 Different historians have different opinions as to who was responsible for causing the Cold War. Do some research into a variety of historians and summarise their arguments. See if their opinions fit into any of the following three categories:
   a The Soviet Union caused the Cold War
   b The United States caused the Cold War
   c Circumstances outside the control of the United States and the Soviet Union caused the Cold War.

Digital activity
Please see the Interactive Textbook to access digital activities

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6.2 The Cold War and Australia

FOCUS QUESTION

How did the Cold War influence events and developments in Australia?

The Cold War was primarily a conflict between the United States and the Soviet Union. It did, however, have significant consequences for smaller nations such as Australia. As an ally of the United States, Australia was involved in several different aspects of the Cold War. During this time, domestic events within Australia were influenced by international developments.

During World War II, Australia had relied heavily upon the United States for protection against Japanese forces. Australia also had long-standing historical connections to the United Kingdom. In the aftermath of World War II, Australia became a founding member of the United Nations. Within the structure of the United Nations, Australia advocated strongly for its national interests and for support of its most significant allies: the United States and the United Kingdom.

The Korean War

One of the first conflicts that Australia became involved in during the Cold War was the Korean War. In 1949 Australian Prime Minister Robert Menzies committed Australian troops to the United Nations-sanctioned mission to restore order on the Korean Peninsula. The Royal Australian Navy ships HMAS *Shoalhaven* and HMAS *Bataan*, already stationed in Japan, escorted United States troops to the port city of Pusan (now Busan) on 1 July 1949. Over the following weeks Royal Australian Air Force Squadron No. 77 flew many missions against the North Korean Air Force. Initially the Australian troops that were deployed were added to a British Brigade, engaging North Korean troops on 22 October 1950 near the town of Yongju, north of the North Korean capital of Pyongyang.

Australian involvement in the Korean War solidified its alliance with the United States and its commitment to the United States' policy of 'containment' in keeping with the Truman Doctrine. Australia eventually committed over 17 000 troops to the Korean War, of which 340 were killed and over 1200 wounded. The Korean War is often regarded as the 'forgotten war' because of its failure to gain as much public awareness as other twentieth century conflicts like World War I, World War II and the Vietnam War.

▼ **Source 6.49** March 1952: Australian soldiers parade past Sydney Town Hall on their way to deployment in the Korean War

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ACTIVITY 6.3

Using historical sources as evidence

The following sources are on the Korean War.

Source A

Australian military officer Brigadier Thomas Daly commanded the 28th British Commonwealth Brigade in Korea from 1952–53. His brigade included battalions of the Royal Australian Regiment. He reflects on his time in Korea:

> I remember the dust, the heat, the enervating humidity, the bitter cold of winter when the men slept with their boots on and weapons cradled lest they should be found frozen in an emergency; the soldiers on listening post, lying silently on the frozen ground trying desperately to remain alert, knowing they were responsible for the safety of their comrades. I remember long nights in my command post … listening to the sounds of battle in the valley, anxiously awaiting reports from units involved in life and death situations and for news of success or failure and of the inevitable cost.
>
> Best of all, I remember the lovely spring dawn when the harsh landscape was suddenly transformed; walking through wildflowers … to visit our men, tired but cheerful Aussies returning from patrol, taciturn Geordies from Durham, cheeky Cockneys from London Town.

▲ **Source 6.50** Brigadier Thomas Daly describes his experiences during the Korean War, 'Australians in Korea' from the Australian War Memorial[5]

Source B

Lieutenant Colonel Francis Hassett commanded the 3rd Battalion of the Royal Australian Regiment (RAR), the first Australian army group to arrive in Korea. He reflects on the significance of Korea for the Australian army.

> The Korean War was one of almost continuous contact … It was the last time that Australians fought a conventional war as part of a brigade, a division and a corps, with all that implies in terms of large-scale operations, with supporting arms also on a large scale.

▲ **Source 6.51** Lieutenant Colonel Francis Hassett on the significance of the Korean War to Australia

Responding to the sources

1. Who are the authors of these sources? What were their jobs?
2. Think back to the broader story of the Cold War from earlier in this chapter. What is the context of the Korean War?
3. What key claims is each author making?
4. Using the sources and your own knowledge, explain what fighting was like in Korea for Australian soldiers.

5 https://www.awm.gov.au/visit/exhibitions/korea/ausinkorea#:~:text=%E2%80%9CI%20remember%20the%20dust%2C%20the,remain%20alert%2C%20knowing%20they%20were

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▲ **Source 6.52** A Fairey Firefly carrier-borne fighter and anti-submarine aircraft with two 500-lb (around 225-kg) bombs prepares to take off from the flight deck of the HMAS *Sydney* during her Korean War deployment, 1951

The Petrov Affair

The Petrov Affair marks one of the most dramatic events of the Cold War in Australia. It dominated Australian public debate for months and had significant consequences for Australian politics that would last for decades afterwards.

Vladimir and Evdokia Petrov were Soviet spies posted to the Soviet embassy in Canberra in 1951. Vladimir's mission was to establish an illegal spy network in Australia, to organise surveillance of targeted individuals, and to undermine anti-Soviet activities in Australia. Evdokia provided bureaucratic and administrative support for all of these activities. Despite their reputation as excellent spies, the Petrovs were unsuccessful in most of their objectives. This angered their superiors in the Soviet Union.

Vladimir's activities quickly came to the attention of the Australian Security Intelligence Organisation (ASIO). ASIO dispatched an undercover agent, Michael Bialoguski, with instructions to befriend Vladimir and monitor his activities. As Vladimir became more concerned about his failure to achieve his objectives, and worried about the increasing anger of his superiors in the Soviet Union, Bialoguski alerted his ASIO superiors that Vladimir might be willing to defect to Australia in order to protect himself.

After six weeks of tense negotiations between Vladimir and ASIO Deputy Director Ron Richards, the details of the deal were finalised. On 3 April 1954 Vladimir met with ASIO agents in a warehouse in Sydney and officially defected from the Soviet Union to the Commonwealth of Australia. Only a handful of ASIO officers were aware of this momentous event – even Evdokia was unaware of her husbands' intentions.

When Soviet officials became aware of Vladimir's defection, they quickly took Evdokia from her home and imprisoned her within the Soviet Embassy. Armed guards from the Soviet Union were quickly arranged to transport Evdokia back

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to the USSR, almost certainly to face punishment and eventual execution.

On 19 April Evdokia was escorted from the Soviet Embassy in Canberra and taken to Sydney's Mascot Airport to be flown back to the Soviet Union. By this time, the events of Vladimir's defection had become public knowledge. A large crowd descended on Mascot Airport to 'save' Evdokia. The crowd breached airport security and attempted to rescue Evdokia by force. Eventually she was brought on board the plane to the Soviet Union, which managed to depart.

ASIO Director-General Colonel Charles Spry organised to have ASIO agents intercept the plane as it refuelled in Darwin. On the morning of 20 April ASIO agents boarded the plane in Darwin, separated Evdokia from the Soviet agents and officially offered her asylum in Australia. After a brief phone conversation with her husband she accepted.

The consequences of the Petrov Affair are complex. The leader of the Australian Labor Party (ALP), Dr HV 'Doc' Evatt, accused ASIO, the Australian Government and the Petrovs of an elaborate conspiracy to help re-elect the current conservative Liberal Party to government in the forthcoming Australian Federal Election. The fallout from this accusation would leave the ALP in opposition for a generation.

▲ **Source 6.53** Vladimir and Evdokia Petrov in the safe house on Sydney's North Shore in 1954

▲ **Source 6.54** September 1954: Deputy Director of ASIO GR Richards (left) with ASIO Director–General Charles Spry (right) – Richards and Spry were both closely involved in Operation Cabin 12, the defection of Vladimir Petrov to Australia from the USSR

Evatt's accusations exacerbated the long-running tensions within the ALP between its anti-communist members and more moderate factions. These tensions boiled over and a number of ALP members quit the party to form a new political party, the Democratic Labor Party (DLP). A significant number of people who usually voted for the ALP began voting for the DLP in Federal elections. In addition to this, the DLP began preferencing the Liberal Party over the ALP, allowing the Liberal Party to remain in government for decades to come.

▲ **Source 6.55** Reasons for the division of the Australian Labor Party during the Cold War

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The Vietnam War

The Australian Government had been particularly worried by the rapid collapse of British power in South-East Asia during World War II. It began looking to the United States to help secure Australian interests in the region. In response to these fears the Australian, New Zealand, and United States governments signed the **ANZUS Treaty** in 1951. The ANZUS Treaty was a military alliance that pledged all three nations to aid each other if any were attacked by a foreign power.

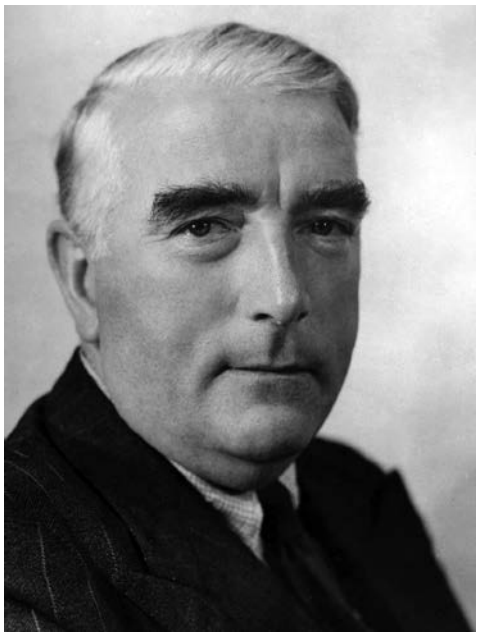
KEY TERMS

ANZUS Treaty alliance between Australia, New Zealand, and the United States in which each nation pledged to aid any of the others if any one country was attacked by a foe

moratorium suspension of activity during which the reasons for and effects of the activity can be considered before deciding whether to continue or discontinue the activity

Australia had also experienced a 'Red Scare' in the 1950s, similar to the events taking place in the United States at the same time. In response to the fear of communism's spread, Australian Prime Minister Robert Menzies unsuccessfully attempted to ban the Australian Communist Party. Events occurring overseas in the 1950s had a profound impact on Australian foreign policy and the nation's attitude towards the spread of communism through South-East Asia.

In 1965 the Australian Government committed troops to Vietnam in order to stop the spread of communist forces throughout South-East Asia.



▲ **Source 6.56** Sir Robert Menzies, 1950, Australian Prime Minister (1939–41, 1949–66)

In this regard, Australia's aims were the same as the aims of the United States and their policy of containment.

Long-standing fears of an invasion from Asian nations deeply affected Australian policymakers at the time. Australian military involvement in the Vietnam War began in 1962, when thirty Australian military training personnel were dispatched to South Vietnam to assist with the training of the South Vietnamese Army. In these early phases of the conflict, Australian support was confined to training and logistical roles. It was not until later that Australia's military involvement would escalate.

In 1965 Menzies ordered the first deployment of Australian troops to Vietnam to take part in direct military action against Northern Vietnamese and Viet Cong forces. The most significant aspect of this deployment was that Menzies introduced a form of conscription that saw men over the age of 20 being randomly selected in what was known as a 'birthday ballot'. This involved balls being drawn from a barrel (like a lottery) – if the date of your birthday was selected, you were required to report for compulsory military service.

Conscripts were required to serve in the Australian Army for a minimum of two years – they could be deployed to Vietnam during that time. Initially, public support for these decisions was high. When Menzies retired as Prime Minister in 1966, his successor as Australian Prime Minister, Harold Holt, was even more enthusiastic about Australian military involvement in Vietnam.

As the Vietnam War dragged on, public opinion began to turn against Australian involvement. The rapid spread of broadcast technologies like television gave Australian homes a direct view into the devastation that the conflict was causing, and its impact on the Vietnamese population. Beginning at Australian universities and slowly spreading out to the general population, protests against Australian involvement in the war grew in number.

In Melbourne, three enormous protest marches took place on 8 May 1970, 18 September 1970, and 30 June 1971. Known as the '**moratorium** marches',

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these protests were attended by over 100 000 people. They represent some of the largest protest movements ever assembled in Australian history. As public opinion turned against Australia's involvement in the war, the Australian Government eventually began to withdraw Australian combat troops from Vietnam. This process was completed in the early 1970s after the Australian Labor Party won government, led by Prime Minister Gough Whitlam.

▲ **Source 6.57** Seventy thousand people gathered outside the Melbourne Town Hall during the Vietnam Moratorium protest march against Australia's involvement in the Vietnam War on 8 May 1970.

▲ **Source 6.58** Anti-Vietnam War protestors protest Prime Minister Menzies' appearance at Sydney Town Hall, 1965

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 6.3

Analysing historical interpretations: shifting public opinion in Australia on the Vietnam War

Paul Ham is an Australian author and historian who writes about twentieth century conflict. Here he reflects on how public opinion turned against the war in Australia.

> During the Year of the Monkey [1968] the [Australian] press, which had generally supported the war or stuck to feel-good stories of heroism and mateship, vigorously changed its tune. The media reacted to growing middle-class disenchantment with the war. They did not initiate or promote anti-war feeling; they reflected and fed off it …
>
> In time, editors published reports and photos safe in the knowledge their readers were now receptive to anti-war coverage. Intimations of defeat leavened the journalists' copy: not only was the war a crime, it was also a losing battle.

▲ **Source 6.59** Historian Paul Ham discusses the Australian public's changing opinions about the Vietnam War

Responding to the source

1 Who is the author of this source? What is his expertise?
2 According to Ham, why did the Australian media stop supporting the war so enthusiastically?
3 Using this source and your own knowledge, explain the role of the media in changing public attitudes towards the Vietnam War.

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▲ **Source 6.60** Gough Whitlam meets with Chinese communist figurehead Mao Zedong and other dignitaries in an official state visit to China in 1973

The Whitlam Government

By 1972 Australia had experienced 23 consecutive years of conservative government. This long period of conservative government can partly be explained by the Australian Labor Party's split in the 1950s, which deprived it of a significant percentage of votes for more than 20 years. By the 1970s, however, there was a mood for change in Australia. This mood was enhanced by the general public's dissatisfaction with Australian involvement in the Vietnam War. At this time the ALP had appointed a new charismatic leader in Gough Whitlam. Whitlam represented a new kind of Labor politician. He was media-savvy and made effective use of new broadcast technologies to sell his election message.

During the Cold War, in the governments of the Western powers, conservative politicians generally promoted themselves as being 'tough' anti-communists while criticising those from labour or socialist political parties as being soft on communism. Consequently, when Gough Whitlam made a visit to communist China in 1971 and met with the pragmatic Premier, Zhou Enlai, a storm of criticism came from the conservative-led Australian Government that he was soft on communists. In addition, as a major backer of North Vietnam, China was seen as an enemy by conservatives.

You will remember from earlier in this chapter that China was not a member of the United Nations and had been diplomatically isolated from the Western powers ever since the communists came to power. The criticism of Whitlam backfired badly when a short time later it was announced that the US President Richard Nixon, himself a conservative, would make a historic visit to China in 1972 with a view to negotiating diplomatic relations. At a stroke, Whitlam was seen in Australia as a forward-thinking international statesman and peace-maker, and his popularity rose.

▲ **Source 6.61** US President Richard Nixon shaking hands with Chinese Premier Zhou Enlai during his visit to China in February, 1972, symbolically ending 17 years of Sino-American tension.

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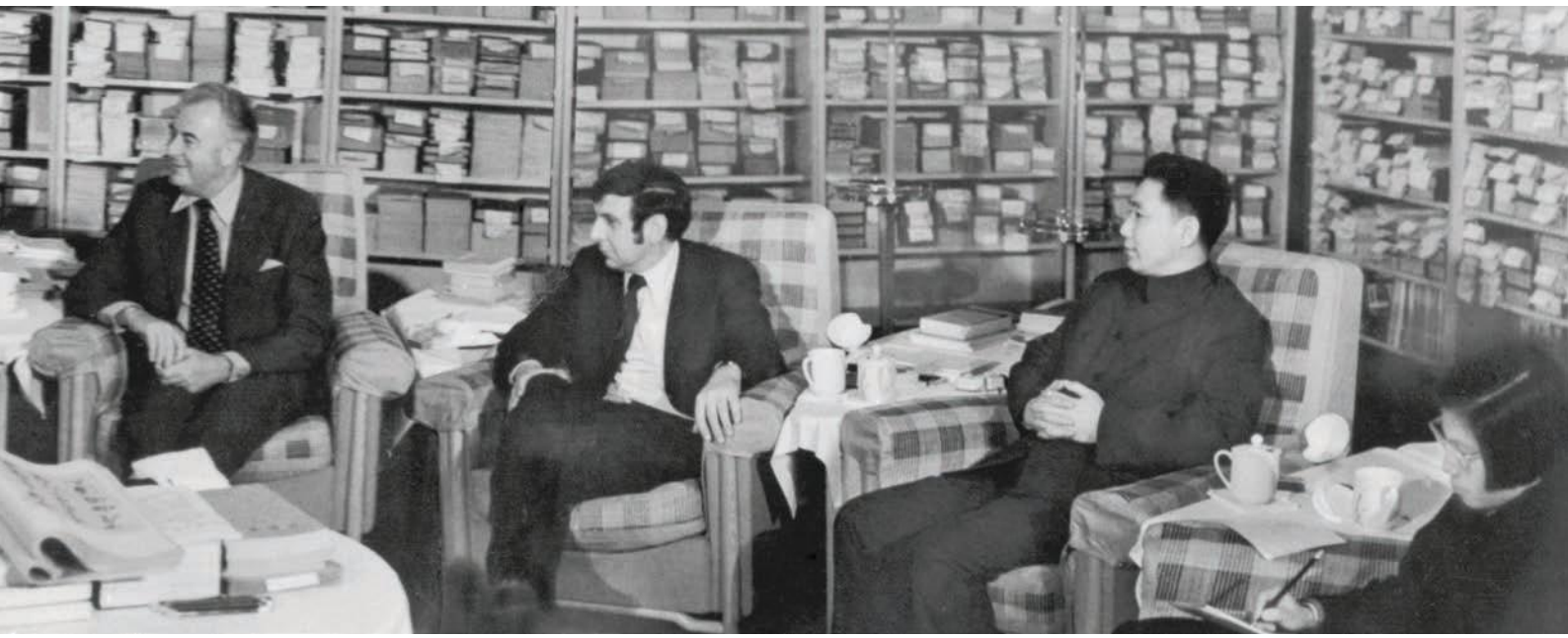

▲ **Source 6.62** Gough Whitlam and Zhou Enlai during Whitlam's second visit to China in 1973 (his first was in 1971)

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In the 1972 Federal Election the ALP's campaign theme, 'It's Time', played upon the public mood for change. Whitlam was an impressive public speaker, which was key to the ALP's 1972 election victory, its first since 1942.

The new Australian Government, with Whitlam as its Prime Minister, brought in a wave of reform and modernisation in areas including healthcare, foreign affairs, university education, and much more. It also ended the country's military involvement in Vietnam.

ACTIVITY 6.4

Using historical sources as evidence

The famous 'It's Time' song from Gough Whitlam's successful election campaign is regarded as one of the most successful political campaign songs of the twentieth century. Search for 'Whitlam It's Time' on YouTube and watch the full ad.[6]

▲ **Source 6.63** 1972: Gough Whitlam, leader of the Australian Labor Party, and singer Little Pattie wearing 'It's time' T-shirts during the election campaign

Responding to the source

1. Who created this song?
2. What is the purpose of the song? What is it trying to do?
3. Who is the song aimed at? Who is the intended audience?
4. In the ad on YouTube, take note of the black-and-white still photographs used. At 1 minute 14 seconds in the video Whitlam is shown shaking hands with Zhou Enlai, followed by a photograph with Willy Brandt. Research who these leaders were. Why do you think these images were included in the ad? What is the ad trying to say it is time for, in relation to the Cold War?
5. Using this source and your own knowledge, explain the reasons Whitlam won the 1972 Australian Federal Election.

6 https://www.youtube.com/watch?v=DxQKeYqB778

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The Dismissal

The Australian Government under Gough Whitlam initiated a wave of change and modernisation to every aspect of Australian society. However, while it had a majority in the House of Representatives, the Whitlam Government did not have a majority in the Senate. This meant that it was difficult to pass legislation. Another election in 1974 did nothing to alter this situation and eventually the Senate refused to pass any of the legislation necessary to fund the activities of the Australian Government.

This created a political crisis. On 11 November 1975, Prime Minister Whitlam approached the Australian Governor-General to call for a half-Senate election, the results of which may have helped to resolve the stalemate in the Senate.

Instead, Whitlam was unexpectedly dismissed from office by the Governor-General, who appointed the leader of the opposition and leader of the Liberal Party, Malcolm Fraser, as caretaker Prime Minister on the condition that he would pass the stalled supply bill and call for a general election, which Fraser immediately did.

This dismissal of a democratically elected government was a momentous event that created a constitutional crisis. In the Federal election that followed, Malcolm Fraser and his conservative coalition party won the election and formed a government. The dismissal of the Whitlam Government by the Governor-General, an unelected government official with largely ceremonial powers, however, is regarded as one of the most controversial periods in Australian political history.

▼ **Source 6.64** 11 November 1975: Gough Whitlam makes his famous 'Well may we say…' speech after being dismissed by the Governor–General

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The Fraser and Hawke Years

After the turmoil of the Whitlam years, Australian politics settled down during the period of Malcom Fraser's prime ministership.

Prior to the Fraser's leadership, post-war immigration in Australia had focused mostly on migration from European countries. After the chaos of the Vietnam War, Fraser reviewed Australian immigration policies and began to accept significantly more immigrants from Asian nations. This has had a significant effect on the character of Australian society. It began the process of turning Australia into the successful multicultural society that it is today. Many of the immigrants were Vietnamese refugees wanting to escape communism and, in this way, the Cold War contributed to reshaping the country.

When the ALP regained government in 1983, under the leadership of Bob Hawke, the Australian Government ushered in a transformative period of economic and social reform. Massive changes to economic policy saw the **deregulation** of many parts of the economy, though not to the same extent as the deregulation undertaken by the Reagan and Thatcher governments in the United States and the United Kingdom. In addition to this, the Australian Government privatised several government-owned companies, such as Qantas and the Commonwealth Bank.

KEY TERM
deregulation loosening government control, typically of the economy

Such reforms in economic policy ushered in a long period of sustained economic growth in the Western powers, and allowed the US in particular to increase defence spending. The Soviet Union could not keep up, and this led to its collapse.

Beyond economics, the Hawke Government's other significant achievements include:

- The introduction of Medicare
- Stopping the Franklin River in Tasmania from being dammed
- Making gender discrimination in the workplace illegal
- Establishing 'Advance Australia Fair' as Australia's national anthem.

The Cold War came to an end during Hawke's prime ministership. By then the conflict had dramatically influenced Australian politics and history throughout the second half of the twentieth century.

Digital activity
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 6.2

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who was Prime Minister of Australia at the beginning of the Cold War?
2 Who were the two Soviet spies who defected to Australia in the early 1950s?
3 Which Australian politician made a visit to communist China in 1971 for which he was criticised by the Australian Government?

Interpretation

4 How did Whitlam appeal to the voters in his successful 1972 election campaign?
5 In what ways did the Whitlam Government make significant changes to Australia?

Argument

6 What caused the changes in public opinion about Australia's involvement in the Vietnam War? In your response, use sources and your own knowledge.

Extension

1 What were the consequences of the moratorium marches in Australia? How did they influence later protest movements such as the women's liberation movement in the 1970s and 1980s?

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6.3 Political, economic, social and technological changes during the Cold War

FOCUS QUESTION

How did the Cold War influence political, economic, social, and technological change?

The Cold War had a significant impact on the world. This impact spanned the full breadth of politics, economics, society and technology. The competition between the superpowers spurred innovations and divided societies along political lines. Ultimately there were few aspects of society that the Cold War did not impact upon in some manner.

Political change

Politics and government are the easiest areas in which to see the deep and profound impact of the Cold War. Politics across the world was fundamentally reshaped in response to the competition between the Soviet Union and the United States.

The 'Red Scare's in the United States and Australia allowed conservative political parties in those countries to try to portray their progressive opponents as being either weak or soft on the advances of authoritarian communism across the world. The actions of Senator Joseph McCarthy in the United States are an excellent example of the ways that individuals could use the events of the Cold War to advance their own political interests.

The election of Ronald Reagan in 1980 is another example of anti-communist rhetoric being used by politicians to advance their own agendas. Reagan, a member of the conservative Republican Party, ran for the US Presidency on an anti-communist platform. He accused then-President, Jimmy Carter, a member of the Democratic Party, of being soft on communism and allowing the Soviet Union to take advantage of what he styled as US complacency. Reagan advocated for a policy of **rollback** – a much more aggressive foreign policy than the containment that had until then been the United States' approach of when dealing with the Soviet Union and communism in general.

KEY TERM

rollback Reagan Administration policy of actively confronting communism and reducing its influence across the globe

During his presidency, Reagan significantly increased military spending and adopted hostile rhetoric towards the Soviet Union, going so far as to label it an 'evil empire'. US foreign policy over time can be seen as going through three distinct stages shown in Source 6.65.

Economic change

World economies were also deeply affected during the course of the Cold War. There was a fundamental conflict between the communist economic system of the Soviet Union and the capitalist economic system of the United States and its allies. As the Cold War progressed, significant change in economic policies took place on both sides of the conflict.

▲ **Source 6.65** Changes in US policies for responding to the Soviet Union

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Throughout the 1980s the United States and the United Kingdom, under the leadership of United States President Ronald Reagan and British Prime Minister Margaret Thatcher, adopted radical pro-capitalist policies. Known as **Reaganomics** and **Thatcherism**, these policies attempted to drastically reduce taxation, government regulation and government spending. The aim was to reduce the size of government and its ability to intrude into the lives of citizens.

KEY TERMS

Reaganomics policies of the United States Government under Ronald Reagan, aimed at reducing the size of government and government spending

Thatcherism policies of the British Government under Margaret Thatcher aimed at reducing the size of government and government spending

trickle-down economics theory that taxes on businesses and the wealthy should be reduced as a means of stimulating business investments that will indirectly benefit society

The social impact of these economic policies was significant. The reforms managed to stimulate significant economic growth, but the economic gains were not evenly distributed. In the United Kingdom the top ten per cent of income earners profited far more from the reforms of Thatcherism than the remaining ninety per cent of people. The reduction in government services also had a disproportionally larger impact on those who had benefited less from Thatcherism.

In the United States the Reaganism theory of **trickle-down economics**, which says that increased spending by the rich, inspired by lower taxation, will have flow-on benefits for the whole economy, is now generally agreed to have failed to live up to its promise.

Overall, while Reaganomics and Thatcherism did stimulate economic growth, they also led to increased economic inequality in the United States and the United Kingdom. Put simply, the rich got richer and the poor got poorer.

The Soviet Union also implemented economic reform throughout the 1980s under the leadership of Soviet President Mikhail Gorbachev. The policy of *perestroika* moved the Soviet economy away from the centralised planning that had defined it since the Russian Revolution of 1917. This allowed for some independent decision-making to happen at a local level.

Perestroika also introduced elements of capitalist market policy to the Soviet economy, allowing the

▲ **Source 6.66** 1988: in the last months of his presidency, Ronald Regan hosts British Prime Minister Margaret Thatcher for the final time in the Oval Office of the White House

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establishment of some small-scale independent small businesses. This went against the fundamental tenants of communist economic ideology. These policies represented a significant change in the operation of the Soviet economy, ultimately proving unable to improve the Soviet economy enough to make it competitive with the Western powers.

Social change

Society changed radically throughout the Cold War, though this was more noticeable in Western societies, which enjoyed far more freedoms than Soviet and other communist societies. The late 1960s and the 1970s were a time of radical social change across western countries.

A widespread **liberalisation** of attitudes took place over this time, particularly towards sexuality, drug use and attitudes toward authority. The broad public opposition to the Vietnam War was a driving force behind these social changes, with the hippie subculture also emerging during this period.

KEY TERM

liberalisation philosophy of allowing more personal choice and less government regulation

ACTIVITY 6.5

Using historical sources as evidence

Attitudes towards warfare and conflict changed dramatically as the Cold War progressed. Here is one of the most famous examples of 'flower power' being used during the 1967 March on the Pentagon, which was a significant protest against the Vietnam War.

▲ **Source 6.67** Anti-war protestors place flowers in National Guard rifles in 1967.

Responding to the source

1. What two groups do you see depicted in the image?
2. What actions do you see happening in the image?
3. What message are each group in the image trying to put forward?
4. Using the source and your own knowledge, explain how social values changed throughout the 1960s and 1970s.

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Technological change

One of the most significant aspects of change during the Cold War was technological change. This is best exemplified by the 'space race' between the United States and the Soviet Union. The two superpowers were locked in competition with each other to develop new technologies that would give military and political advantages over each other.

Advances in space technology gave each superpower important bragging rights about the superiority of their political and economic systems. They also had enormous military applications, for instance rockets that could launch satellites could also land multiple atomic bombs anywhere on the Earth. This competition was most intense in the period from the mid-1950s up until 1975.

KEY TERM

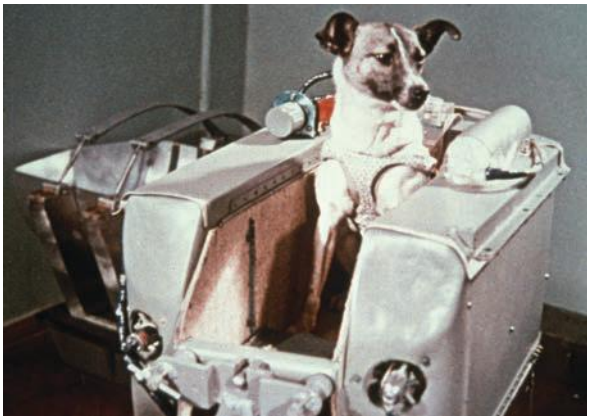
spacewalk procedure in which astronauts/cosmonauts leave their space capsule to perform activities in open space

Both superpowers spent enormous sums of money developing new technologies that would enable them to enhance their space programs. Unlike many aspects of the Cold War however, the space race was a very public competition between the superpowers. Every achievement and every setback took place under intense media scrutiny.

In October 1957 the US was deeply shaken when the Soviet Union launched the first satellite into orbit. Named *Sputnik I*, the satellite successfully entered Earth's orbit, circling the globe every 90 minutes. Fear spread throughout the United States that the Soviet Union was making rapid advances in space technology that could undermine national security. These fears were further enhanced when the Soviet Union launched *Sputnik II* in November 1957, this time containing a live dog named Laika.

Massive amounts of resources were quickly poured into developing the United States space program. US President Dwight D Eisenhower established the National Aeronautics and Space Administration (NASA) in July 1958. In addition to this, the US Government invested heavily in science and maths education across the nation in order to address what was seen as a key knowledge gap between the United States and the Soviet Union.

▲ **Source 6.68** Artist's representation of the Soviet *Sputnik* satellite



▲ **Source 6.69** The first animal to be launched into space, Laika (shown here in 1967 on board Sputnik 2) was a stray dog from the streets of Moscow

In September 1959 the Soviet Union's *Luna II* became the first unoccupied probe to land on the Moon. In April 1961 Soviet cosmonaut Yuri Gagarin became the first person to be launched into space. The United States space program quickly caught up with the Soviet achievements, launching its own craft, piloted by astronaut John Glenn, into orbit in February 1962.

The Soviet Union quickly demonstrated their resolve in this area when Soviet cosmonaut Valentina Tereshkova became the first woman in space in June 1963, and then Alexey Leonov became the first individual to complete a **spacewalk** in March 1965.

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In the late 1960s US President John F. Kennedy planned a massive leap ahead of the Soviet Union's space race achievements by pledging that, before the end of the 1960s, the United States would become the first country to land a piloted craft on the Moon.

ACTIVITY 6.6

Using historical sources as evidence

Please read these two sources on the importance of the space race during this period.

Source A

Three domestic developments made Sputnik the enduring symbol of a crisis in American confidence: the sensationalistic response of the press, the politically motivated investigation of the "space and missile mess" by Senator Lyndon Johnson, and the confused and contradictory attempts by the administration to downplay Sputnik. "I had no idea," said President Eisenhower, "that the American people were so psychologically vulnerable".

▲ **Source 6.70** Historian Walter McDougal reflects on the significance of the *Sputnik* launch by the Soviet Union[7]

Source B

But why, some say, the Moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic? We choose to go to the Moon. We choose to go to the Moon in this decade, and do the other things – not because they are easy, but because they are hard. Because that goal will serve to organise and measure the best of our energies and skills. Because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win.

▲ **Source 6.71** US President John F Kennedy's explanation for wanting the US to land a man on the Moon, 1962

Responding to the sources

1 What key vocabulary does each source use? This may be useful to use in your own responses.
2 What key claims does each source make about the significance of *Sputnik* and the Moon missions?
3 Using the sources and your own knowledge, explain the significance of the Soviet space program on US attitudes and beliefs.

The space race also brought many advances and changes in technology to other areas of society. Here are some technologies that are a direct result of advanced made by scientists in the United States and Soviet Union space programs.

Laptop computers

NASA scientists had to develop a portable computer that could be taken into space to help perform operations in the space shuttle. In 1983 NASA developed the Shuttle Portable Onboard Computer (SPOC) to do just that. The technologies that went into it would eventually find their way into consumer devices, allowing the first consumer laptops to be made.

▲ **Source 6.72** The first laptop in space

7 https://alphahistory.com/coldwar/space-race/

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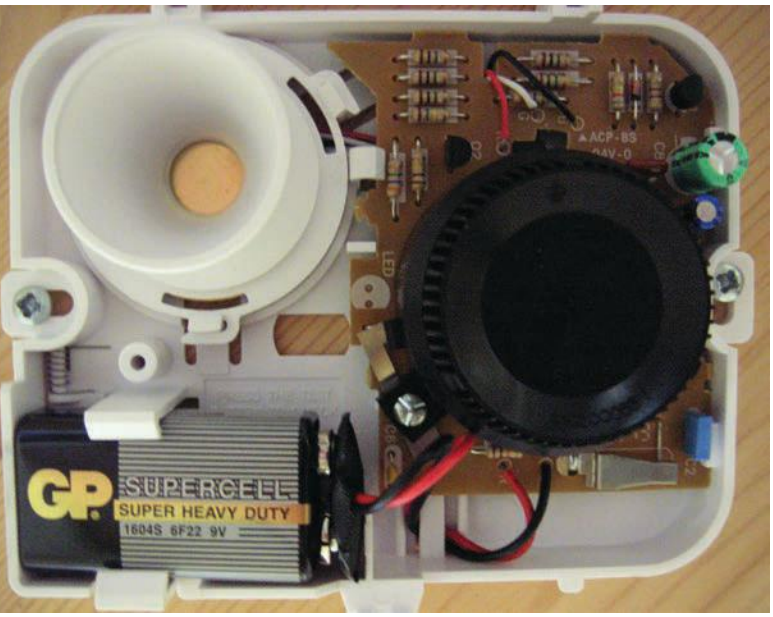
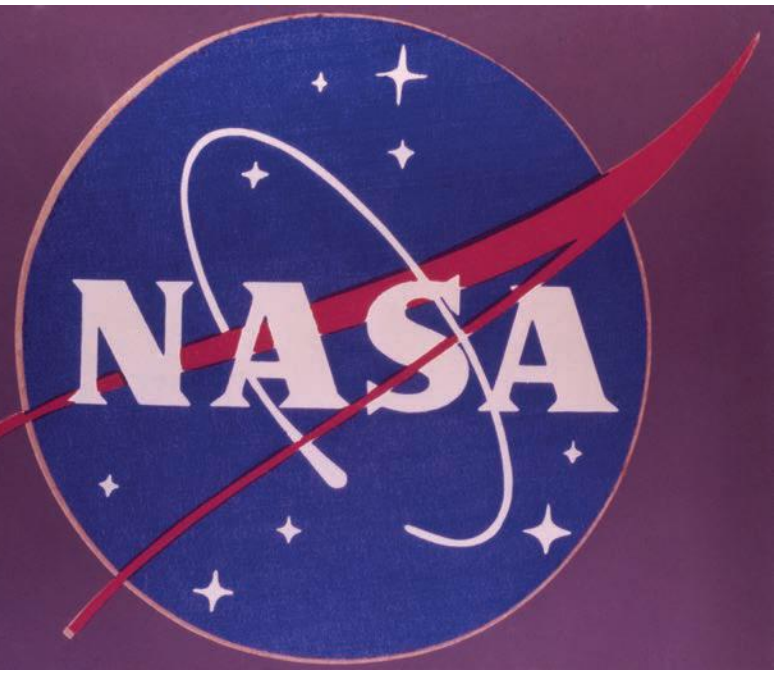


▲ **Source 6.73** Inside a basic ionisation smoke detector



▲ **Source 6.74** NASA's insignia in c.1970

Smoke detectors

In the early 1970s Skylab, one of the first space stations, was launched to conduct scientific experiments in space. In order to detect toxic fumes and fire on board scientists developed a detection system that could quickly identify if a fire had broken out. NASA scientists did not develop all of the technology in their smoke detectors, but they refined it to make it able to tell the difference between toxic fumes and non-dangerous things like water vapour.

▲ **Source 6.75** *Navstar-2F* satellite, part of the worldwide Global Positioning System (GPS)

Cordless vacuum cleaners

In order to conduct scientific experiments on the Moon, astronauts needed battery-powered tools. NASA worked with electronics company Black & Decker to invent a computer program that would be able to optimise the design for minimising power consumption. This important advance allowed Black & Decker to eventually make battery-operated devices for people's homes, like cordless vacuum cleaners.

GPS

The ability to launch satellites, in combination with advances in radio communications, allowed NASA to develop the GPS system that is used in smartphones for personal location and travel directions. GPS was initially developed for military purposes, but eventually found its way into consumer devices.

As the Cold War continued, economic problems eventually meant that the space race became too expensive for both countries to continue to invest in technology in at the same rate. From the late 1970s onwards, investment in and advances from NASA and the Soviet Union's space program began to reduce as both superpowers began to roll back their space race spending programs.

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END-OF-SECTION REVIEW 6.3

Answer these questions on paper or in the Interactive Textbook.

Digital activity
Please see the Interactive Textbook to access digital activities

Recall

1 What was the key foreign policy of the Reagan Doctrine towards communism?
2 Who launched the first satellite into orbit? What was its name?
3 Which US president promised to be the first to land a person on the Moon?

Interpretation

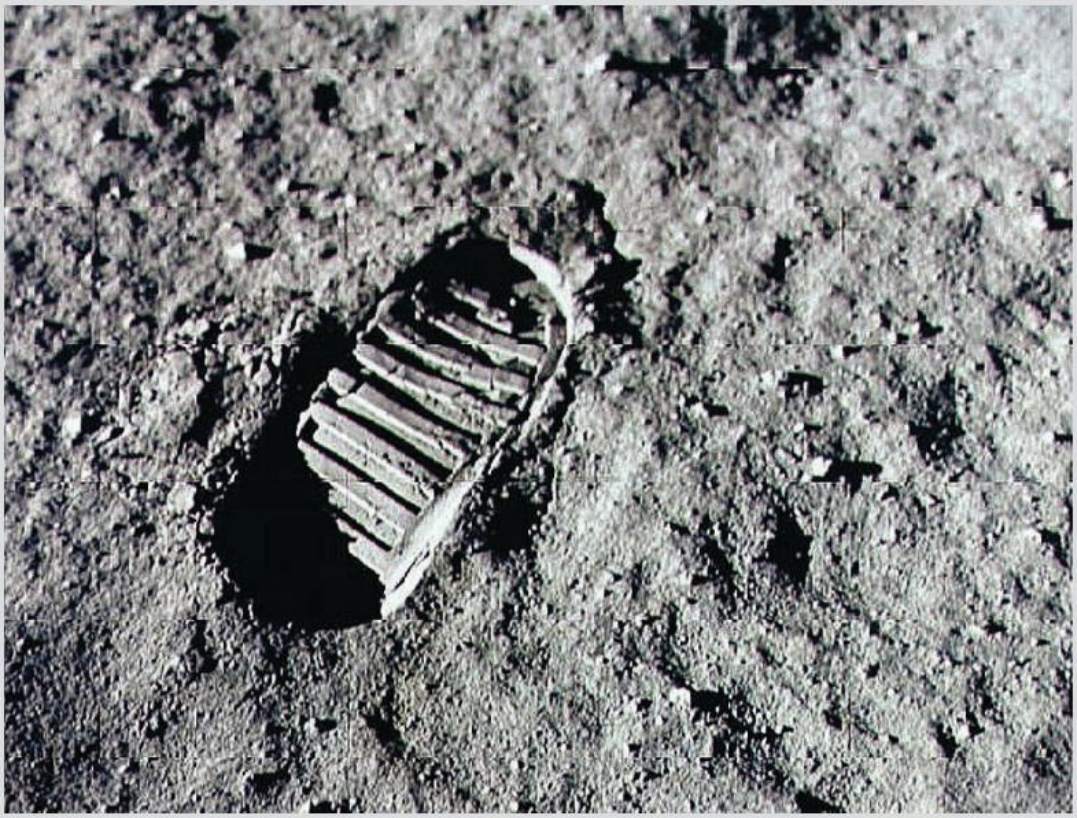
4 Why did the Soviet space program frighten the US Government and public so much?
5 What influence did the space race have on consumer technology?

Argument

6 Why was the space race such a significant aspect of the Cold War? Use sources and your own knowledge in your response.

Extension

1 Research and explain the impact that technology and the space race had on popular culture in Western societies.



▲ **Source 6.76** Footprint made by Neil Armstrong, the first person to set foot on the Moon

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6.4 Perspectives and interpretations of the Cold War

FOCUS QUESTION

What are some different perspectives and interpretations of the Cold War?

The Cold War was a divisive conflict that stretched over the second half of the twentieth century. There are many different perspectives on and interpretations of the significance of different events, their causes and their consequences. Historians can have very different interpretations of the same event.

Analysing these arguments can give us a better understanding of what happened. It can also support the arguments we make about what occurred and why. We can think of the views of people who were there at the time when the events took place as 'perspectives' and the views of historians writing about events after they have occurred as 'interpretations'.

There are many different debates about the Cold War, and many different opinions within these debates. The two most significant debates, however, are 'What caused the Cold War?' and 'Why did the Cold War end?'

These two questions have generated millions of pages of history books, thousands of web pages, and days' worth of debate.

Who caused the Cold War?

The question of what caused the Cold War is one of the two most debated aspects of this period in history. Was it caused by the expansionist tendencies of the Soviet Union? Was it an inevitable confrontation between two fundamentally incompatible economic systems? Or was it caused by the particular leaders who were in power at the time?

There are no right or wrong answers to these questions, only strong and weak arguments. One of the most important skills you can develop whey studying history is the ability to write persuasive historical arguments that are supported by evidence from sources. Now that you have studied the events of the Cold War you can begin to make your own judgements on what caused it and why it ended.

ACTIVITY 6.7

Using historical sources as evidence

What follows are a series of sources related to the key question of who caused the Cold War. Your task is to analyse these sources and then use them (and your own knowledge) as evidence for your own argument.

Source A

Mr Churchill now stands in the position of a firebrand of war. And Mr Churchill is not alone here. He has friends not only in England but also in the United States of America. In this respect, one is reminded remarkably of Hitler and his friends.

▲ **Source 6.77** Joseph Stalin, Soviet Premier, speaking in 1946 about UK Prime Minister Winston Churchill

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Source B

We must come clearly to realise that the Soviet program [in eastern Europe] is the establishment of totalitarianism, ending personal liberty and democracy as we know it.

▲ **Source 6.78** Averell Harriman, US Ambassador to the Soviet Union, on the rise of the Soviet Union, 1945

Source C

The Soviet Union has become a danger to the free world. A new front must be created against her onward sweep. This front should be as far east as possible. A settlement must be reached on all major issues between West and East in Europe, before the armies of democracy melt.

▲ **Source 6.79** British Prime Minister Winston Churchill speaking in 1945 on the Soviet Union

Source D

Stalin invited us to supper but in the hallway, we stopped before a map of the world on which the Soviet Union was coloured in red, which made it conspicuous and bigger than it would otherwise seem. Stalin waved his hand over the Soviet Union and, referring to what he had just been saying against the British and the Americans, he exclaimed, 'They will never accept the idea that so great a space should be red, never, never!'

▲ **Source 6.80** Milovan Djilas, Yugoslav politician, reflecting in 1962 about the end of World War II

Source E

The Soviet Union, unlike previous aspirants to hegemony, is animated by a new fanatic faith, antithetical to our own, and seeks to impose its absolute authority over the rest of the world … With the development of increasingly terrifying weapons of mass destruction, every individual faces the ever-present possibility of annihilation should the conflict enter the phase of total war.

▲ **Source 6.81** Excerpt from UN National Security Council Report 68, 1950

Source F

As long as Stalin was running the Soviet Union, a Cold War was unavoidable.

▲ **Source 6.82** Historian John Lewis Gaddis on Stalin's role in the Cold War

Responding to the sources

1 Analyse the sources by doing the following:
   - Identify who created the source, where are they from, what their background is or was
   - Identify the context of the source, when was it created, what was happening in the world that would influence what it says
   - Identify the key vocabulary and claims being made, what language the source uses to describe people and events, what argument it is trying to make.
2 Place the sources into one of the following categories:
   - The Soviet Union caused the Cold War
   - The United States caused the Cold War.
3 Using the sources and your own knowledge, explain who was responsible for causing the Cold War.

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Why did the Cold War end?

Just as there is passionate debate about the causes of the Cold War, there is also about why it ended. Was the end of the Cold War the result of the actions of individuals like Reagan or Gorbachev? Was it the result of popular movements in Eastern Europe? Or was it the result of economic problems that had been building for a long period of time?

Just as with the causes of the Cold War, there are no right or wrong answers to this debate about its end.

ACTIVITY 6.8

Using historical sources as evidence

Consider the following sources. Your task is to analyse these sources and then use them (and your own knowledge) as evidence in your own argument about what ended the Cold War.

Source A

The Soviet people want full-blooded and unconditional democracy.

▲ **Source 6.83** USSR President Mikhail Gorbachev's 1988 comments about democracy in the Soviet Union

Source B

It is very difficult to predict with certainty what is going to happen. I am convinced, given not just the events of yesterday but the cumulative set of events that have taken place, that this change is real … The rapidity of change is mind-boggling. The quest for freedom is stronger than steel, more permanent than concrete.

▲ **Source 6.84** US President George Bush, quoted in November 1989 about developments in the USSR

Source C

General Secretary Gorbachev's policy of perestroika brings with it, for the first time since the end of World War II, a justifiable hope of overcoming the conflict between East and West.

▲ **Source 6.85** Helmut Kohl, Chancellor of West Germany, discusses *perestroika* in September 1990

Source D

He [Ronald Reagan] won the Cold War without firing a shot.

▲ **Source 6.86** UK Prime Minister Margaret Thatcher's 1990 comments about US President Ronald Reagan's role in ending the Cold War

Source E

To visualise [the demise of the Soviet Union], imagine a troubled triceratops. From the outside, as rivals contemplated its sheer size, tough skin, bristling armament and aggressive posturing, the beast looked sufficiently formidable that none dared tangle with it. Appearances deceived though, for within, its digestive, circulatory and respiratory systems were slowly clogging up, then shutting down. There were few external signs of this until the day the creature was found with all four feet in the air… The moral of the fable is that armaments make impressive exoskeletons but a shell alone ensures the survival of no animal and no state.

▲ **Source 6.87** Historian John Lewis Gaddis commented in 2002 on the last years of the Soviet Union

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Source F

[The Berlin Wall] was torn down not by leaders, not by from on high, not by military might. This wall was torn down by the greatest force of all – the unbreakable spirit of the men and women of Berlin. You dared to dream in the darkness. You knew that while force has the temporary power to dominate, it can never ultimately decide.

▲ **Source 6.88** In 2002, UK Prime Minister Gordon Brown spoke about the fall of the Berlin Wall

Source G

In Poland, in East Germany, in Czechoslovakia, extraordinary surges of popular feelings, uncontrollable by political leaders or military force, have carried all before them. Decades of oppression and brain-washing turn out not to have extinguished the capacity of these many millions of people to discern not only that communism was a grotesque failure but that they retained the power to overthrow it.

▲ **Source 6.89** British columnist Hugo Young, quoted in *An Age of Conflict: Readings in Twentieth-Century European History*, Wadsworth ISE, 1990, p. 318

Source H

To what extent was the Soviet leader responsible? His promise not to use Soviet troops in support of the satellite regimes was no doubt crucial. Still, Poles and Czechs and East Germans and Romanians showed tenacity, and it was not because of Gorbachev that their democratic instincts survived… On the other hand, he perceived the necessity of reforming his own economy and recognized that the greater autonomy of his neighbours need pose no threat to Soviet security – that is, he recognized the direction in which history was taking the Soviet bloc and seemed eager to further that movement.

▲ **Source 6.90** Excerpt from Leslie Derfler and Patricia Kollander's *An Age of Conflict: Readings in Twentieth-Century European History*, Wadsworth ISE, 1990, p. 318

Responding to the sources

1 Analyse the sources by doing the following:
   - Identify who created the source, where are they from, what their background is or was
   - Identify the context of the source, when was it created, what was happening in the world that would influence what it says
   - Identify the key vocabulary and claims being made, what language the source uses to describe people and events, what argument it is trying to make.
2 Place the sources into one of the following categories:
   - Popular movements were responsible for the end of the Cold War
   - Individual leadership was responsible for the end of the Cold War.
3 Using the sources and your own knowledge, explain what was responsible for ending the Cold War.

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Digital activity
Please see the Interactive Textbook to access digital activities

END-OF-SECTION REVIEW 6.4

Answer these questions on paper or in the Interactive Textbook.

Recall

1 Who was the leader of the Soviet Union at the start of the Cold War?
2 Who was the Prime Minister of the United Kingdom at the end of World War II?
3 Who was the leader of the Soviet Union at the end of the Cold War?

Interpretation

4 How did Stalin view the attitude of the US and the UK towards the Soviet Union?
5 Why did Margaret Thatcher believe that Ronald Reagan was responsible for the end of the Cold War?

Argument

6 Who was more responsible for the end of the Cold War: popular movements in Eastern Europe or the leaders of the US and the Soviet Union? Refer to sources and your own knowledge in your response.

Conclusion: why does it matter today?

The Cold War had a significant impact on the world. It is directly responsible for much of the geopolitical tensions that still exist today. The answers to the following questions all had their beginnings in the Cold War:

- Why is China a communist country?
- Why is Russia seen as a rival to the US?
- Why is Korea split into North and South?
- Why do Russia and the US tend to back opposing sides in Middle Eastern conflicts?
- Why are the US, UK, France, China and Russia the most important nations in the UN Security Council?

Now that you have studied the Cold War you should have an idea about the answers to these questions. The Cold War provides important context for these current-day tensions and helps inform us as we attempt to develop solutions to them.

Consider the Korean Peninsula. We know that the end of World War II Korea was divided into a communist North and a capitalist South. We understand that North Korea was ruled by a dictator who made sure there were no rivals to his authority. We know that in 1950 North Korea invaded South Korea at the urging of the Soviet Union. We also know that the Korean War that followed cemented the division between North and South that has remained to this day.

When we turn on the news and see current events involving North Korea, we now have a much better understanding of the causes of current tensions. We are able to understand the perspective of the North Korean leadership and why they make the decisions that they do. We can also consider how their policies have changed compared to the past, but also how they have stayed the same. The skills we have gained as historians make us much more able to understand what is going on and why.

In order to have a better understanding of our world today, and why we are dealing with many of the international problems that we are, a full understanding of the Cold War is essential.

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End-of-chapter activities

1 Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic either online, or via a downloadable checklist.

2 Follow the flow of main ideas

What ideas have you learned about the Cold War? In this activity, copy the table shown and fill it in by explaining in a few points what each topic means for understanding the Cold War. (We have done one for you). You can also answer this in the Interactive Textbook.

The Cold War	• There are many different perspectives and interpretations on who caused the Cold War and why it ended. • Some blame the Soviet Union and Stalin for starting the Cold War, others blame the US. • Some believe that popular movements in Eastern Europe ended the Cold War, others think the leaders of the US and the Soviet Union were responsible.
The Cold War and Australia	
Political, economic, social, and technological change during the Cold War	
Perspectives on and interpretations of the Cold War	

▲ **Source 6.91** German citizens celebrate the reunification of Germany at the end of the Cold War, 1990

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3 Making thinking visible

In this visible thinking routine you are asked to track the difference between what you knew about the war before starting this unit, and what new understandings you have acquired since doing this unit.

Using these stem sentences, write a paragraph explaining what you previously knew about the Cold War, and another paragraph explaining what you now understand about the Cold War.

1A: I used to think that the Cold War was important because …

1B: Now I understand that the Cold War is important because …

2A: I used to think that the Cold War impacted Australia because …

2B: Now I understand that the Cold War impacted Australia because …

3A: I used to think that life changed in the Cold War because …

3B: Now I understand that life changed in the Cold War because …

4A: I used to think that the Cold War ended because …

4B: Now I understand that the Cold War ended because …

4 Using historical terms meaningfully

As a historian, it is important that you can confidently and correctly use the key words and terms related to your subject. Write a paragraph in response to the question given using all of the key terms provided in a way that shows you understand what they mean.

Question: Why was the Cold War such a significant conflict in the second half of the twentieth century?

Use these words correctly in your response:

- Ideology
- Capitalism
- Communism
- Doctrine
- Containment
- Change
- Rollback
- Popular movements.

► **Source 6.92** An East German man attempts to knock down a portion of the Berlin Wall with a hammer and pick on 21 November 1989

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5 Research task

Investigate the different aspects of the Cold War and identify their key elements. Try to find some historical sources for each area.

Copy the lotus diagram shown and fill it in with your research. To create your own lotus diagram about the Cold War:

1. Place the focus topic (the Cold War) in a box at the centre
2. Arrange other topics flowering out all around it, like petals (in this case these petals would be the major events and causes of the Cold War)
3. Under each of the petal topic headings, list some of the key features of that topic in relation to the Cold War.

	The end of the Cold War			_____			The beginning of the Cold War	
			The end of the Cold War	_____	The beginning of the Cold War			
	The Space Race		The Space Race	The Cold War	The Korean War		The Korean War	
			Détente	The Vietnam War	The Cuban Missile Crisis			
	Détente			The Vietnam War			The Cuban Missile Crisis	

Using the information you have analysed in the lotus diagram, respond to the following essay prompt:

'The Cold War was a series of conflicts between two fundamentally incompatible ideologies. Discuss.'

6 Digital resources

Visit the Interactive Textbook to access:

- Victorian Curriculum Capability Project
- Interactive Scorcher Quiz
- Google Earth tour of key locations in this chapter
- Videos, image galleries and other extra materials.

Five interesting facts about the Cold War

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Glossary

This is the glossary for the digital-only chapters.

History

alternative broad category of music that was different to mainstream popular music and was typically eclectic, unusual, or challenging

Americanisation he influence American culture and ideas has on other countries outside the United States, to the detriment of that nation's culture

anarchism political belief in the abolition of all government

ANZUS Treaty alliance between Australia, New Zealand, and the United States in which each nation pledged to aid any of the others if any one country was attacked by a foe

atmospheric testing testing of nuclear weapons in which detonations are conducted in the air, rather than on land or under water

Australian Broadcasting Corporation government-owned national Australian broadcaster, founded in 1929 and existing today as a radio, television and online broadcaster with the goal of informing, educating and entertaining all Australians

Australian Institute of Sport training centre in Canberra for Australia's best and highest performing athletes

Australian way of life lifestyle characterised by hard work, conservative Christian values and a notion of egalitarianism

authoritarian belief that doing what leaders and authorities want is more important than individual freedom – authoritarian societies often enforce this belief with the use of force through the police and the military

baby boomer person born in the years 1945–1964, during which time there was an increased birth rate in many countries, including Australia, the US and the UK

Beatlemania extreme enthusiasm for the Beatles pop group, as seen in the frenzied behaviour of their fans in the 1960s

bioaccumulation build-up of a substance in a living organism over time

biodiversity variety of living things within an environment, including plants, animals and microorganisms. The more living things in an environment, the higher its biodiversity.

black comedy comedy that deals with tragic or distressing subject matter in a humorous way

Blackboard Jungle 1955 American social commentary film about teachers ans students at an interracial inner-city school

blacklist a list of people to be excluded from certain forms of employment or actions; also the act of placing someone on the list

blanket media coverage continuous coverage of an event on all news services across radio, print and television

bodgies and widgies youth subculture that existed in Australia and New Zealand in the 1950s, heavily influenced by American film and music

Britpop British musical style that emerged in the 1990s and emphasised British culture, sounds and fashion through catchy pop songs that challenged the darker grunge culture of America

broad church organisation, group or set of beliefs that includes a wide range of different

capitalist/capitalism an economic, political, and social system in which property, business, and industry are privately owned, directed towards making the greatest possible profits for successful organisations and people

carcinogenic term used to describe materials or substances that can potentially cause cancer through contact

civil disobedience peaceful refusal to obey certain laws, or pay taxes and fines

Cold War the period of 45 years of hostility between the United States and the Soviet Union that was characterised by threats, propaganda and small conflicts around the globe

communist/communism the belief in a society without different social classes in which the methods of production are owned and controlled by all its members and everyone works as much as they can and receives what they need

conscript to compulsorily make a person join the armed services

conscription compulsory enrolment of people into the armed forces

containment central part of the Truman Doctrine, stating that communist advances were to be stopped wherever they occurred so that communism was prevented from spreading

contaminating act of making something harmful, unusable or less pure

counterculture attitude and way of life that is opposed to prevailing social norms

Cuban Missile Crisis 1962 military crisis that occurred when nuclear missiles from the Soviet Union were relocated to Cuba, within firing range of the US, coming close to triggering a nuclear war

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cultural cringe belief that one's own national culture is inferior to the cultures of other countries

deep ecology belief that all living beings have inherent worth regardless of their usefulness to humans

defect abandoning allegiance to one country and pledging allegiance to another

delinquency behaviour that does not conform to the legal or moral standards of society – the term usually applies only to acts performed by minors that, if performed by an adult, would be criminal acts

Delltones Australian rock'n'roll band, formed in 1958, whose biggest hit was 'Hangin' Five'

Democratic National Convention meeting of the US Democratic Party that is used to choose the party's candidate for the Presidential Elections

deregulation loosening government control, typically of the economy

détente period of relative peace between the superpowers during The Cold War, characterised by a reduction in political tension

digital natives someone who grew up using digital and online media and is very familiar with their use

disco style of pop music intended for dancing, typically soul-influenced and melodic with a regular bass beat

discourse speech or writing about a particular, usually serious, subject

disposable income money that remains after all bills, taxes and expenses are paid by an individual – often used on items like entertainment, clothing or luxury items

DJ (disc jockey) musician who plays vinyl records together to make one song

domino effect theory that if one country is run by a communist government, neighbouring countries are more likely turn to communism, either through military expansion or political influence

double agents spies who pretend to spy for a foreign government while actually spying on them for their own government

draft dodger person who refuses to join the armed forces when ordered to

dropout person who has either left school or chosen not to get a job so they can pursue an alternative lifestyle

ecofeminism social and political movement valuing advocating for equality, combining the ideologies of environmentalism and feminism by focusing on the connection between how women and nature are treated within a patriarchal society

ecosystem community of living organisms that interact with the non-living components within an environment

egalitarianism belief and attitude that all people are equal and deserve equal rights and opportunities

Electronic dance music (EDM) electronically produced music that characterised by synthesised sounds and fast repetitive beats

embezzling misusing or stealing money

espionage act of spying on people to uncover national secrets

ethnic member of a specific racial or cultural group and who is considered a minority in a particular society

exponentially rate of increase that becomes quicker and quicker as the thing that increases becomes larger

fair go idea that everyone in Australia should be given equal opportunity to succeed in life

fallout radioactive material, like dust or ash, thrown into the atmosphere during a nuclear explosion, which falls onto the environment surrounding the explosion site or is often carried on the wind for great distances

fanzines homemade magazines made by fans to support their favourite bands, music and subcultures

fifth columns groups of spies living in secret in a nation while working for another nation's government

funk uplifting combination of jazz, soul and rhythm-and-blues music

gangsta rap type of rap music featuring aggressive, macho lyrics, often with reference to gang violence

glasnost ('openness') set of political reforms in the Soviet Union to allow people to have more freedoms, specifically freedom of speech

Grand Slam any of the four major championship tennis tournaments held in Australia, the United States, France and England

grunge style of rock music characterised by a raucous guitar sound and angsty vocals

guerrilla tactics military tactics that use 'hit and run' strategies in order to avoid direct confrontation with the enemy

half-life the time it takes for half of a sample of radioactive material to disintegrate

heavy metal loud, aggressive style of rock music

hip-hop style of music combining soul, jazz and funk styles with samples, rapping (MCing) and DJing (production and record scratching)

hippies the term is associated with a subculture involving a rejection of popular culture and conventional society

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humidity measurement of the amount of water vapour in the air

hydroelectric method of producing electricity by using the force of fast-moving water to turn turbines – dams are used to store water and control the flow of water through the turbines

hypothermia dangerous and potentially fatal condition where the body temperature drops too low

ideology system of beliefs about the world

insecticides chemical substances made and used for killing insects

insulation any material that is used to stop heat from escaping or entering – natural forms of insulation include fur, feathers and blubber

insurgency group in active rebellion against a government

internet piracy using the internet to illegally copy and/or distribute files, including music and film

Iron Curtain the border between the Soviet-aligned territories and the West, fortified by the Soviets to prevent crossing except at a few military checkpoints, and a metaphor for the rigid division of Europe in the Cold War

James Dean 1950s Hollywood star famed for playing rebellious outsiders

keel lengthwise timber or steel structure along the base of a ship that increases stability in the water

Kyoto Protocol December 1997 agreement between United Nations member signatories to set and reach targets to reduce greenhouse gas emissions

larrikin boisterous, often badly behaved young man

liberalisation philosophy of allowing more personal choice and less government regulation

liberty being free to make your own choices about how to live your life

Logie an annual award ceremony celebrating excellence and achievement in Australian television

McCarthyism practise of accusing someone of wrongdoing without any evidence, simply to damage their reputation

means of production the parts of a society that create wealth (for example, factories, workers)

Melbourne Cricket Ground (MCG) large-capacity sport stadium in Melbourne, home to many major sporting events including the AFL Grand Final and the Ashes Boxing Day Test

moral fibre the ability to understand and to do what is seen by a society as morally correct

moral panic public anxiety and fear that the general moral fibre of society is being eroded by a popular event or trend

moratorium suspension of activity during which the reasons for and effects of the activity can be considered before deciding whether to continue or discontinue the activity.

moshing dance style that involves aggressively jumping up and down and deliberately colliding with other dancers

Mother Country postwar term used to describe the United Kingdom, where many Australians and their ancestors had been born

Neanderthal type of prehistoric people who lived in Europe and Asia from about 150 000 to 30 000 years ago

new wave term used to describe a new trend and movement, usually in art or music, that indicates a popular new style

nomadic moving from one place to another rather than living in one single place

nuclear family idealised concept of family characterised by two parents with one or more children

obscenity behaviour, language, or images that are thought to offend the majority of the community

ocker nickname for an Australian male stereotype who is loud, rude and brash

Paris Agreement agreement between United Nations member signatories that came into force in April 2016, designed to build upon promises made in previous agreements for setting and reaching targets for reducing greenhouse gas emissions

perestroika ('restructuring') set of economic reforms in the Soviet Union to modernise the economy

personalisation of the internet process that involves the largescale harvesting of personal data from the internet in order to present an individual user with content, articles, images and videos that match their interest, based on previous internet history

pessimists people who think that bad things are more likely to happen, or who emphasise the bad part of a situation

plutonium radioactive element used in nuclear weapons – exposure can cause radiation sickness and cancer in humans

propaganda deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population

punk music genre that emerged in the mid-1970s, rejecting the perceived excesses of mainstream society through an aggressive dress code and loud, angry, sometimes violent live performances

quiff hairstyle in which the fringe is kept long and then brushed upwards and backwards from the forehead

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radio ban 1970s ban by Australian radio stations of releases from British and American record companies in response to disputes about the cost of the use of American and British records for radio airplay

radioactive substance that produces harmful radiation through the breakdown of atoms

Rage popular and long-running music video program on the ABC

ratify to agree to be bound by the terms of a treaty and incorporate those terms into a nation's own laws

Reagan Doctrine United States Government policy under the Reagan Administration to actively confront and oppose communist governments around the globe in order to reduce their influence

Reaganomics policies of the United States Government under Ronald Reagan, aimed at reducing the size of government and government spending

roadies nickname for 'road crew' – the people who carry and set up music equipment for bands

'Roll over Beethoven' hit song by 'rock 'n' roll' musician Chuck Berry that calls for classical music, like that of composer Beethoven, to be replaced by 'rock 'n' roll'

rollback Reagan Administration policy of actively confronting communism and reducing its influence across the globe

salinity measure of the salt content of a substance, for example soil or water

SBS (Special Broadcasting Service) Australian government-funded television station established in 1978 to 'narrowcast' programs for Australia's growing immigrant community

sharehouse rented house that is lived in by several people who all share the rent and sometimes other property expenses

sit-in form of protest where participants sit in a place they are not supposed to be and refuse to leave until the injustice they are protesting is reversed, or until they are physically removed by law enforcement

slacker culture 1990s apathetic youth culture notable for its members' cynical disinterest in political or social causes

soviet the literal definition of a 'soviet' is an elected council in a communist country

space race competition between the US and the USSR regarding achievements in space

spacewalk procedure in which astronauts/cosmonauts leave their space capsule to perform activities in open space

status quo existing state of affairs, especially regarding social issues

student movements actions taken by university and high school students to protest against social, political or economic issues

subculture cultural group within a larger culture, often having beliefs or interests that vary from those of the larger culture

Summer of Love event during the summer of 1967, when as many as 100 000 people, mostly young people, converged on San Francisco's Haight–Ashbury neighbourhood to listen to music and participate in political protests, also gathering in the parks around San Francisco to attend the Monterrey Pop Festival in June 1967

Sunbury Festival annual Australian music festival held on a private farm in Sunbury, Victoria, between 1972 and 1975

superpower country that exercises massive influence around the world – the term was first applied to the US and the USSR after World War II

tagline catchphrase or slogan used to summarise a film, usually on the film's promotional posters

test cricket traditional format of cricket that lasts five days

Thatcherism policies of the British Government under Margaret Thatcher aimed at reducing the size of government and government spending

The Hottest 100 Triple-J-hosted annual radio countdown of the best 100 songs from the past year

The Invincibles Australian cricket team that toured England in 1948 and returned undefeated after 34 matches

trickle-down economics theory that taxes on businesses and the wealthy should be reduced as a means of stimulating business investments that will indirectly benefit society

Triple J Australia's national youth music radio station, founded in 1989

ultraviolet radiation type of radiation with wavelengths slightly shorter than visible light – the effects of exposure to ultraviolet radiation can include eye damage, skin cancer, sunburn and accelerated aging

underdog competitor thought to have little chance of winning a underdog competitor thought to have little chance of winning a fight or contest

United Nations Security Council division of the United Nations responsible for maintaining global peace and security

USSR (Union of Soviet Socialist Republics also known as the Soviet Union) union of multiple communist republics, the largest of which was Russia, including Ukraine, Latvia, Estonia, and several others

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video cassette recorder (VCR) device that could be used to record television programs so they could be replayed and rewatched at a later time

Western powers collective term commonly used to describe countries in Western Europe, North America, and their allies (such as Australia)

Woman's Day Australian magazine aimed at housewives, covering topics like homemaking, food, nutrition, physical fitness, beauty and fashion

working-class referring to a social group consisting of people who are employed for wages (paid for hours worked), as opposed to for a salary (paid an annual amount), especially people working manual or industrial jobs

World Series Cricket modification of cricket in which games lasted only one day, created by television mogul Kerry Packer specifically for television broadcast

yield quantity or amount of a product produced by a particular process, for example agricultural or industrial processes

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