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S.B.



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*We would like to thank our authors for their extraordinary dedication and their contribution to the development of this project.*



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# PEARSON history

## NEW SOUTH WALES

### Student Book

The student book has been written specifically to meet the requirements of the Board of Studies Syllabus for the Australian Curriculum: History. It features:

- content written for New South Wales teachers by New South Wales teachers
- a dedicated introduction to history skills through the History Skills Toolbox
- units which are clearly linked to the Board of Studies syllabus
- extensive use of primary source study material
- activities built around Bloom's Revised Taxonomy.

### Activity Book

The activity book is a write-in resource designed to:

- reinforce, extend and enrich learning initiated through the student book
- be used as part of an integrated homework program, or for independent classroom use.

### Teacher Companion

The teacher companion makes lesson preparation easy by linking student book pages to teaching and learning strategies. This teacher resource:

- creates explicit links between the student book and Board of Studies syllabus for the Australian Curriculum: History
- contains solutions to student book and activity book activities.



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- worksheets
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# How to use this book

Pearson History New South Wales has been created for the Board of Studies syllabus for Australian Curriculum: History. It provides a fully integrated approach to teaching Historical Concepts and Historical Skills.

The student book chapters are divided into clear two- or four-page units which cover every depth study topic required by the syllabus.



## Chapter opener

Each chapter opens with a dynamic image and a timeline. Both of these sources can be used as a springboard for pre-topic discussion and to develop students' skills in using source material.

## Unit content

Unit content is based on the requirements of the Board of Studies syllabus. The content is supported by written and visual primary and secondary source material, illustrations, maps, timelines and tables to enable and reinforce student learning.

**Unit 4.3**  
**Key environmental issues in Australian agriculture**

**The growth of agriculture in Australia**  
In 1788 when Captain Cook landed in 1788, the continent was largely uninhabited. The first sheep and cattle were introduced by the British. By the 1820s, there was a rise in agricultural production. The growth of agriculture was supported by government policies that encouraged settlement and land clearing.

**Response to environmental issues in agriculture**  
In the 1970s and 1980s, there was a growing awareness of environmental issues. This led to the formation of the Australian Conservation Foundation and other environmental groups. These groups pushed for stronger environmental laws and regulations.

**Soils in the land reserved in the 1970s and 1980s**  
The 1970s and 1980s saw a focus on soil conservation. This was due to concerns about soil erosion and the impact of agricultural practices on soil health. The Australian Conservation Foundation and other groups advocated for better soil management practices.

**Read to value evidence**  
Read the text and identify the main points. Discuss the impact of environmental issues on agriculture and the role of government and environmental groups in addressing these issues.

**ACTIVITIES**  
1. Write a short paragraph about the impact of environmental issues on agriculture.  
2. Discuss the role of government and environmental groups in addressing these issues.

**Chapter 4 The environment, 1960s – present**

# Activities

The activities have been written using Bloom's Revised Taxonomy. Answers require a range of responses that incorporate the requirements of the Board of Studies syllabus. The activities can all be answered within the student book unit being studied. Answers are provided in the Teacher Companion.

**Unit 6.8**  
**1920s Australian innovations**

**QANTAS 1920**  
Qantas was the first Australian airline. It was founded in 1920 and was the first airline to offer scheduled international flights. Qantas was a pioneer in aviation and played a key role in connecting Australia to the rest of the world.

**The background**  
The background of Qantas is rooted in the early days of aviation. The first flight was made in 1903 by the Wright brothers. In Australia, the first flight was made in 1908 by John Gurnea. Qantas was founded in 1920 by Keith Standish and other aviation enthusiasts.

**ACTIVITIES**  
1. Write a short paragraph about the history of Qantas.  
2. Discuss the impact of Qantas on Australian aviation.

**The first flight**  
The first flight of Qantas was made on 17 August 1920. It was a flight from Melbourne to Sydney. The flight was a success and marked the beginning of Qantas's service.

**ACTIVITIES**  
1. Write a short paragraph about the first flight of Qantas.  
2. Discuss the significance of the first flight.

**ACTIVITIES**  
1. Write a short paragraph about the impact of Qantas on Australian aviation.  
2. Discuss the role of Qantas in connecting Australia to the rest of the world.

**Chapter 6 The 1920s**

# Source study unit

The source study unit is designed to actively engage students in exploring a range of written and visual primary and secondary sources. Students are prompted to develop the important historical skill of examining evidence, and to consider concepts such as cause and effect, perspectives and interpretation, empathetic understanding, and significance and contestability.

**Unit 5.8**  
**Migration experiences, 1945 – present**

**A creative project**  
A creative project is a project that allows students to express their understanding of a topic in a creative way. This project is designed to help students understand the migration experiences of people who have come to Australia.

**The personal and the political**  
The personal and the political are two aspects of migration. The personal aspect is the experience of the individual migrant. The political aspect is the impact of migration on the Australian government and society.

**ACTIVITIES**  
1. Write a short paragraph about the personal and political aspects of migration.  
2. Discuss the impact of migration on Australian society.

**Movers and shakers**  
Movers and shakers are people who have had a significant impact on Australian society. These people have shaped the way we live and work in Australia.

**ACTIVITIES**  
1. Write a short paragraph about movers and shakers in Australian history.  
2. Discuss the impact of movers and shakers on Australian society.

**Chapter 5 Migration experiences, 1945 – present**

# Investigating History

At the end of each chapter is a set of investigation tasks based on Bloom's Revised Taxonomy. These tasks incorporate content from the whole chapter and appeal to a variety of learning styles. They can be set for further exploration and assignment work, for individuals, pairs or small groups. The tasks provide opportunities for further research and skills development, as well as interdisciplinary and general capabilities learning.

A glossary of those terms not already defined or explained within the unit is provided at the end of each chapter.

## The historical inquiry process

The historical inquiry process is used to question and investigate the past. The purpose of inquiry in Years 9 and 10 is to improve and extend upon the skills you developed in junior years. The ability to locate, understand and interpret source material created from different perspectives; to use research to further knowledge; and to analyse and contest evidence are integral elements in the development of an informed opinion about the past.

Equally important are the skills required to present an informed argument incorporating appropriate evidence to support your interpretation of the past.

The inquiry process consists of a number of steps. You begin by exploring an inquiry question or questions and developing a plan to guide you through the research and writing process. Once you have found your sources, you will be required to analyse them for usefulness in light of the inquiry question before writing or presenting your conclusions.

### Prepare and examine the research question

- If you have been given a topic, formulate an open-ended inquiry question to provide a focus for your investigation. Don't use 'closed' questions, which require only a short, factual answer.
- Underline the key words in the inquiry question, define them if necessary, and note what you already know in point form.
- Research, brainstorm and list ideas for possible answers or arguments in point form, noting all known information about the topic.

- Mark your best arguments, and note any evidence (primary or secondary sources) you are aware of to support each of these arguments.
- List further questions you will need to answer about your topic in order to complete a thorough inquiry, including specific details of evidence required.
- Be prepared to amend your inquiry question where necessary, or change your question completely if it is unsuitable.
- You could use the inquiry questions at the start of each chapter in this book as they are, or with your own amendments.

### Develop a research plan

A research plan is essential for breaking down the task into manageable pieces, and for scheduling and organising your findings so that the inquiry is completed by the due date.

Include in your plan:

- your list of questions on the topic, accompanied by useful 'search terms' for identifying relevant information more quickly
- an estimate of the time required to complete each task (for example 'research and locate relevant sources—1 week', 'analysis and evaluation of sources and preparation of report—1 week'); diarise these dates
- a list of places in which you will locate your research material, both in person and by accessing online collections or archives; such as at the school library, local library, State Library, National Library of Australia, local and state museums and the National Museum of Australia
- a list of people to contact or interview regarding the topic.

### Locate and sort primary and secondary sources

Begin to action your research plan by identifying and locating appropriate resources to answer your inquiry question, and take notes on relevant information. Collate your information into separate ideas or arguments, and allocate appropriate source material to support each point being made. Attempt to vary the sources selected. For instance, for your primary sources, it may be more interesting to consider a historical event through a painting of it from the period, a news article written at the time and a journal extract from a person involved in the actual event.

Here are some hints for researching and taking notes.

- Refer back frequently to your research plan for direction. Narrow or refine your inquiry question(s) if necessary.
- Know what you are looking for before you begin—have a list of key words and key questions as well as ideas of possible sources to get you started.
- Utilise your people skills—ask for help at the library or museum to save time.
- Skim-read indexes and contents pages of sources for key words related to your topic.
- Use sticky notes with headings to mark important pages in resources.
- Take duplicate copies of useful source material, one to keep with your bibliographical data, and one to annotate, highlight and make notes upon.
- Keep a record of all the sources you have studied for use in your bibliography.
- Organise points in your own words under suitable headings.
- Allow yourself plenty of space under each heading to add information from multiple sources, and note important sources and page numbers next to your summaries in case you need to revise any of your points.
- Link the headings you use to organise your notes back to the inquiry question(s) and check frequently for relevance to ensure you do not get sidetracked.

## Analyse primary and secondary sources

By Year 9 you will need to examine a variety of sources critically in order to support your historical findings, and by Year 10 you should also be evaluating the reliability and relevance of sources. Be selective and question sources in terms of:

- their origin
- their intention
- their context
- their effectiveness for your inquiry study.

You will need to challenge your source material, and explore the historical event in more detail by considering different perspectives on the topic. Look for sources that present different views and consider the reason for these differences. Think about the motives for people's actions, the social rules and conventional beliefs of the time. Use the ADAMANT method to analyse sources:

- **Author** Do we know anything about who created the source, such as their occupation or where they lived?
- **Date** When was the source produced? How does the context in which it was created help make sense of it?
- **Audience** For whom was the source originally created?
- **Message** What did the author wish to communicate to the audience? How would the audience be likely to respond?
- **Agenda** What was the author's reason for producing the source? Do they have a particular point of view?
- **Nature** What type of source is it? How does this affect its content (e.g. a diary is for private purposes).
- **Techniques** How does the author show their point of view in the language or imagery they use?

## Structure a response

Now that you have collected your research material and organised your answer into areas of importance it is time to begin your draft. An inquiry response can take many forms, such as a written report, an oral presentation, a debate, a multimedia presentation or an essay. Regardless of form, you should begin your response by developing a plan.

### The plan

Use the information you have already gathered to flesh out a plan for your response. Structure your plan as you would an essay, as this can then be adapted to suit many other forms. Include the following in your plan.

- An introduction: list key words outlining the inquiry question, issues, events and people linked to the topic and your main contention or argument.
- Body paragraphs: write one or two sentences summarising your points for each body paragraph of your response. Accompany each sentence with at least one piece of evidence that supports that particular point. Depending on the length of your task, you could have between four to six separate body paragraphs in your response.
- A conclusion: write key words summarising your findings or your argument on the inquiry question.

## Communicate your findings

There are various ways in which you may communicate the results of your historical inquiry. You may already have had experience writing factual reports or giving speeches on particular topics, but by Year 9 and Year 10, you require additional skills to enhance the delivery of your material.

You can communicate your findings by:

- oral presentation
- debate
- report
- essay.

### Oral presentation

Prepare your plan for the oral presentation as you would an essay. A speech must still have a beginning, a middle and an end, just like an essay. Write a full draft of your speech, using formal language and separate paragraphs for all new ideas. Remember that for each point or argument you make, you should provide at least one source as evidence.

In an oral presentation it is important to use a variety of types of source material, but visual material can capture your audience's attention more effectively. Consider using a Microsoft® PowerPoint® presentation to showcase your evidence. Extracts from journals, letters or newspapers, photographs or works of art can all be viewed by your audience while you argue your thesis. Ensure that each visual is accompanied by a caption and an acknowledgement of the source's origin.

### Tips for successful oral presentations

- Be organised. Prepare notes on palm cards, use dynamic and interesting words, ensure that any visual evidence is in order and rehearse your presentation a number of times before the day—knowing your material well will keep the nerves at bay!
- If your presentation has a set length, time your rehearsals to ensure you are not under or too far over the time limit.
- Get a friend or family member to record your rehearsal. Watching the presentation can help you to recognise areas in need of improvement.
- Speak slowly and clearly. It is natural when nervous to sometimes speed up the pace of your presentation—avoid this by staying focused upon one point at a time, pausing between arguments and trying to relax.

- Remember to talk to your audience rather than just read your notes. You don't have to look them in the eyes all the time, but you do have to include them by talking 'to', not 'at', them. Your palm cards should be used just to keep you on track and ensure that you don't miss any crucial points.
- Remind yourself that you can do it—you have done the research and prepared thoroughly for the task. Thinking positively can improve your confidence and have a flow-on effect on your audience.

### Debate

To adapt your response to the debate format is a fairly easy process. Once two teams (or sides) of the debate have been allocated, your collated research can be divided among the speakers. The division of roles is similar to the division already made in your plan—a first speaker introduces, a second and/or third speaker explains and proves, and a final speaker concludes.

The roles of each speaker are set out as follows:

- First Speaker (Affirmative or Negative):
  - Introduces the topic by defining and clarifying the issue involved.
  - Explains the team's thesis statement
  - Briefly outlines the main arguments of the remaining speakers.
- Second Speaker (Affirmative or Negative):
  - Begins by defending any attacks by the opposing team (called a rebuttal)
  - Explains one new argument to prove the team's case, accompanied by source evidence
  - Attacks the last point proposed by the opposing team
- Third Speaker (Affirmative or Negative):  
Follows the same directive as the Second Speaker
- Final Speaker (Affirmative or Negative):
  - Rebutts any important points made by the opposing team in the course of the debate
  - Provides an overview of all of their team's arguments and evidence
  - Ends with a strong message outlining the merits of the team's case.

Follow the tips provided for oral presentations to ensure that each speaker has prepared thoroughly for the debate. Rehearse as a team and give each other constructive feedback to improve your team's chances of success. Remember that debates can be lively affairs, so present your arguments in an interesting and effective way in order to persuade your audience.

## Report

A written report should present the results of your inquiry in a logical and comprehensive manner. The report should include, in the following order:

- a cover page—include your name and class and the inquiry question. You can also add an illustration or a picture
- a table of contents
- an introduction—start your report with a general introduction explaining the topic, the inquiry question, the questions you've asked yourself throughout the investigation and the plan of your report
- the core—present your findings, ideas and arguments in separate paragraphs. Support them with evidence (information gleaned from sources), examples, illustrations and graphs. Order your paragraphs and link them with logical, flowing sentences
- a conclusion—provide a summary of your report along with your conclusions on the matter
- appendices—attach a bibliography of your sources, a copy of the texts and photographs of artefacts you have used, and all the necessary supporting material, such as maps and graphs, that you refer to in your paragraphs (if they don't already appear there).

## Essay

Your essay will address a historical question or topic, and will do so with a logical argument supported by your historical knowledge (evidence), skills and understanding. Before you begin, make sure you have thoroughly analysed the question or topic and that you understand what is being asked of you. Confirm your understanding by discussing it with your teacher and/or classmates.

Your next step should always be a plan, which is essential for good essay writing. A historical essay can be developed along similar lines to that described previously in 'Structure a response/The plan'. In a good plan you will:

- set out a clear structure for the essay
- list the key points of the essay's introduction (an assessment of the topic, the line of argument you intend to pursue, and a 'bridge' to the first paragraph in the body of the essay)
- set out the key points and supporting evidence for each following body paragraph. Each paragraph should deal with a separate idea or focus of evidence
- set out the key points in the conclusion, showing how you have persuasively argued your case.

An essay is sometimes described as similar to being on a journey: here is where we are going (introduction)—here is a description of the journey (body of the essay)—here we are at the destination (conclusion).

### Some useful tips

- Draft your work, getting feedback from your teacher and others.
- Include only your strongest, most relevant arguments and evidence. Don't be tempted to include everything you know. Keep your work sharp and lively.
- Read your draft aloud. Does your argument flow from one paragraph to the next? Does it sound interesting? Does it make sense?
- Check your spelling, grammar and expression.
- Write clearly and simply. Avoid long and complex sentences.
- Practise. As with all skills, the more you do it the better you will become.

On the next page is how a plan might look in its simplest form. Note that the number of body paragraphs you use will be determined by the complexity of the topic and your response, but five paragraphs will serve as a useful starting point. Your essay plan may look something like this. Remember that the plan is intended to be an outline only—a 'road map' for you to follow.



My essay plan	
Question	Set out the question or topic at the top of the page.
Main contention	Set out my main contention or argument in response to the question.
Introduction	Show that I understand the question. State what my argument will be. Link to the following paragraph.
Paragraph 1	Use a topic sentence to state my strongest point supporting my argument. Support it with evidence.
Paragraph 2	Use a topic sentence to state my next most important point supporting my argument. Support it with evidence, varying the kind of evidence I am using throughout the essay if I can.
Paragraph 3	Use a topic sentence to state my next strongest point supporting my argument. Support it with evidence.
Paragraph 4	Use a topic sentence to state my next strongest point supporting my argument. Support it with evidence.
Paragraph 5	Use a topic sentence to state my next strongest point supporting my argument. Support it with evidence.
Conclusion	Restate my argument and sum up. Raise any issues arising out of my argument. Concisely state any broader implications or significance of my findings.
Bibliography	Reference all sources of information I have used in my essay.

Sample essay plan: The Roaring Twenties	
Topic	'The Roaring twenties was a decade of great contradictions'. Discuss.
Main contention	The Roaring Twenties was indeed a time of great contradictions.
Introduction	While the end of World War I brought about an economic boom and new technologies brought about changes in society, the decade was also characterised by industrial unrest in the form of worker strikes and the effect on society of a generation affected by war ... (Introduction continues.)
Paragraph 1	Main argument, supported by evidence, discussing the positive aspects of the decade such as the economic boom and the onset of mass production, both of which brought about prosperity, improved living standards and increased leisure time for the middle classes. Link to next paragraph.
Paragraph 2	Next supporting argument—mass production and technological innovations such as the washing machine changed domestic work, changing the lives of women for the better ... Link to next paragraph.
Paragraph 3	Next supporting argument—Increased leisure time meant that the fabric of society changed as families were able to spend more quality time together ... Link to next paragraph.
Paragraph 4	Next supporting argument—However, the working class and the poor were not benefitting from these new advances and the Russian revolution inspired workers strikes and industrial action which affected the stability of society ... Link to next paragraph.
Paragraph 5	Final supporting argument. Many people were unsettled after the war – returned soldiers found it hard to return to civilian life and were often suffering from significant war injuries and women who had taken on traditional male roles during the war were loath to give them up and pushed for more equality at work ...
Conclusion	Reinforce and sum up. Note any issues or limitations arising from argument.

## Examine evidence

Historical sources provide the evidence which helps us to understand the past. As you know, sources may be primary or secondary, and written or non-written. There are three main stages that historians follow in trying to understand, support or prove an interpretation of the past.

Firstly, historians have to examine as much of the available evidence as is realistically possible.

Secondly, they must then ask questions of each source, such as:

- What type of source is it? Is it a primary or secondary source? Is it a newspaper article, a letter, a painting, a film, a web page or something else?
- Where was the source created?
- When was it created?
- Who created it and what was their position in society?
- Why was the source created? What was its purpose?
- What else was happening at the time the source was created?
- Is the source a complete, reliable and useful source of evidence?
- What other questions might be asked of this source?

Study the source on page xiii and try to answer the questions above in relation to this source.

How many of the questions could you answer? Which questions couldn't you answer and why? What would you need to do to be able to answer those remaining questions?

Lastly, the historian has to construct a view of the past based on what the evidence is telling them.

Of course there is rarely one 'correct' view or interpretation of an event or issue that occurred in the past. This is because constructing an interpretation of the past is influenced by a number of factors, including the following.

- Evidence may be incomplete, contradictory, unavailable or missing.
- The skills of individual historians—the knowledge they have of a past event or period; their ability to interpret, accept or reject appropriate evidence; and their ability to empathise with people and analyse societies in the past—may vary markedly.
- Historians are influenced by their own views about the world and its people; their own preferences in regard to social, cultural, military, political or economic history; the expectations placed on them; and their reasons for examining the past.

## Acknowledge sources

A bibliography is a detailed list in alphabetical order (by author) of the written and audiovisual sources you have used in the conduct of your research: books, encyclopedias, websites, CD-ROMs, videos and so on. You should always acknowledge the work of others, and anyone who reads your report should be able to find your sources. The bibliography should be placed at the end of your work, whatever form that work takes.

Bibliographical references should be included in two places:

- 1 where a source is referred to in the assignment
- 2 in a complete bibliography at the end of your work, arranged alphabetically by author then by date.

### Printed book and electronic sources

Each entry should include, in order and separated by commas:

- author's surname
- author's first name initial
- year of publication
- 'Title of Article', if applicable
- Complete Title of the Book or Publication, in italics
- type of publication in brackets, if applicable—for example '(video)' or '(CD-ROM)'
- publisher
- place of publication
- pages used, if applicable.

Note: If a title has more than one author, list them the same way as for a single author. If a title has more than three authors, list the name of the first author, followed by 'et al.', which means 'and others'.

Note: if a source does not have an author, list it in alphabetical order by its title, excluding the words 'A', 'An' and 'The'.

For example, for a multi-author book your bibliography entry would be presented like this:

Van Tol, D., et al., 2014, *Pearson History New South Wales 10*, Pearson, Melbourne.

### Web-based sources

For a source accessed on the internet, include the following elements, separated by full stops.

- author's name, if known, and year of publication, if applicable
- 'Title of Article', if applicable
- Title of site
- [Online]
- Available: the URL, or internet address, of the source [accessed: the date you accessed the source]



200 YEARS OF VIOLENCE

STOP THE KILLING OF ABORIGINA

INFANTS FOR RIGHTS

INTERNATIONAL PEOPLES'S RIGHTS

INDIGENOUS RIGHTS FROM

CENTENARY

## CHAPTER

# 1

# Overview: The modern world and Australia

After World War I (1914–18), the world experienced a social revolution. Women gained greater freedom, technology and transport developed, and new fashions, music and dance emerged. The ‘Roaring Twenties’ was an era of change and of financial boom, which ended with the Great Depression.

At the end of the 1930s, the world dived into another global conflict: World War II (1939–45). There was great loss of military personnel and civilians due to battles, the **Holocaust** and the first use of nuclear bombs. Post-World War II, the world was divided and effectively led by two superpowers—the US and the USSR. As communism spread across parts of Europe and Asia, tensions grew into a period known as the **Cold War**.

Post-war changes in the areas of civil rights, environmental awareness and concern about the sustainability of the Earth’s resources, as well as changes brought about by technology, have affected the way people live and see the world.

Since the end of World War II, Australia has experienced many changes, both at home and in its relations with other countries. It has grown to be an independent country with great influence in Asia-Pacific affairs and a strong voice in international forums such as the United Nations (UN) and the G20, a group of nineteen nations plus the European Union which regularly discusses global issues.

**Source 1.0.1** Australian Indigenous rights advocates in Sydney in a protest against the Bicentennial celebrations in 1988





## UNIT 1.1

# Post-World War II—UN peacekeeping

## The UN and the end of World War II

In June 1945, delegates from 50 countries met in San Francisco to approve the **charter** that founded the UN. The first meeting of the General Assembly and the five-nation **Security Council** took place in London in 1946.

The UN developed during the course of World War II from a series of meetings between the USSR, the US and the UK. Initially, these meetings were to discuss how international relations would be managed after the defeat of Japan and Germany.

The USSR had become the dominant power in Eastern Europe and **communism** was gaining ground in China and South-East Asia. This was perceived as a threat to democratic countries.

In addition, independence movements in some **colonies** had been active during the war, especially in countries such as Vietnam, Laos and Cambodia (**Indochina**) that wanted **self-determination** and a forum to express their ideas. In some countries, the colonial power was at war with these independence movements.

Clearly some kind of forum was needed where countries could discuss disagreements and reduce tensions. From this need, the UN was formed.

## Peacekeeping during the Cold War (1945–91)

Peacekeeping is the monitoring of peace agreements reached by warring groups before the peacekeepers arrive, although peacekeepers often distribute **humanitarian** aid as well. Not all peacekeeping missions are established by the UN. Some are administered by a smaller, local group of countries.

It was hoped that international assistance would prevent the suffering and even genocide that the world had seen during World War II. However, for peacekeepers to be sent to a country in conflict, the five permanent members—US, Russia (previously USSR), China, the UK and France—of the UN Security Council have to agree. After the Cold War began, UN peacekeepers were not sent to countries where the West or the East had an interest.

In Angola, for instance, civil war broke out after independence in 1975. The US supported right-wing groups and the USSR communist groups, and it was not until 1995 that the UN sent peacekeepers. Both countries wanted post-independence Angola to be governed by systems they supported, so victory became more important than peace.

The opposite situation happened in the Middle East, which was the UN's first peacekeeping mission. When Israel was founded in 1948, there was violence and civil unrest within Israel and the surrounding areas that became the countries of Syria, Lebanon and Jordan. The UN was able to send peacekeepers because all the members of the Security Council believed peace was desirable.

In some cases a mission was sent during decolonisation when colonised countries were taking action to become independent. For example, a mission was sent to West New Guinea during 1962–63 in order to supervise the transition from Dutch to Indonesian rule.

Another example is the UN Operation in the Republic of the Congo 1960–64. Belgium was the colonial government and as it began to withdraw, the Congo's neighbours began to invade or support various independence groups to the detriment of the country as a whole. The UN sent peacekeepers to help the Congo move to a stable government, however they had limited success.

### DID YOU KNOW?

Although the Korean War, the first major conflict of the Cold War, officially ended with the signing of an **armistice** on 27 July 1953, a peace treaty was never signed. Technically, South Korea and North Korea are still at war. Australia was part of the UN-sponsored force sent to defend South Korea in 1950, and its peacekeeping presence remained in Korea until 1957.

<b>1948</b> Monitoring Arab–Israeli ceasefire
<b>1949</b> Monitoring India–Pakistan ceasefire in the province of Kashmir
<b>1953</b> Monitoring ceasefire between North Korea and South Korea and its allies
<b>1956</b> Supervising withdrawal of troops after the Suez Crisis
<b>1960–64</b> Protecting the territory of the Congo from its neighbours
<b>1964</b> Preventing conflict between Greek and Turkish Cypriots
<b>1974</b> Maintaining ceasefire between Israel and Syria
<b>1978</b> Supervising Israel’s withdrawal from Lebanon and assisting the Lebanese government to restore authority
<b>1988–90</b> Supervising the Iran–Iraq ceasefire
<b>1991–2003</b> Enforcing the Iraq–Kuwait border after the Gulf War
<b>1991–93</b> Assisting in the establishment of a new government for Cambodia
<b>1993–96</b> Monitoring ceasefire after Rwanda genocide and assisting in relief efforts
<b>1999</b> Monitoring and supervising administration in Kosovo (ex-Yugoslavia)
<b>1999–2012</b> Monitoring and assisting in the transition to independent statehood for East Timor

**Source 1.1.1** Examples of UN peacekeeping missions

## Peacekeeping after the Cold War

The number of UN-sponsored peacekeeping missions increased greatly after the end of the Cold War. Of approximately sixty-eight operations in total, only about eighteen took place during the Cold War.

In some places, the UN was able to intervene because the area was no longer seen as an arena for East-West confrontation. The UN Observer Group in Central America is a good example. A UN team went to Nicaragua to oversee the disarmament of the Contras (1989–92). The Contras were a US-financed group that had been fighting against the government of Nicaragua, which the Americans thought was a communist government modelled on the Soviet model. At the end of the Cold War, tensions had decreased and UN peacekeeping in this area became possible.

Some missions were as a result of the end of the Cold War. Georgia is a country that was formally part of the USSR. After its independence, groups in a region called Abkhazia tried to break away from Georgia. Conflict erupted and, after negotiations, peacekeepers were sent from 1993 until 2009.

Some of the post Cold War conflicts were very bloody. Yugoslavia was a multi-ethnic country that started to break up at the end of the Cold War. There was considerable violence between ethnic groups. This resulted in an ongoing UN peacekeeping presence in ex-Yugoslavia between 1992 and 1995. This is the most prominent example of post-Cold War peacekeeping to date.

## Australia and peacekeeping

Australia’s efforts in peacekeeping have often been concerned with humanitarian issues and the effects of post-colonialism, especially in the Asia-Pacific region.

### Indonesia

Australia’s first mission was in Indonesia between 1947 and 1951. Indonesia was working to establish national independence in the wake of the withdrawal of the Dutch, who had been the colonial power since the nineteenth century. Australia’s presence helped ensure good conduct by the warring sides.

### West New Guinea

In 1962–63, humanitarian aid was provided in West New Guinea when Australia assisted during a cholera outbreak. The UN was the temporary government of the area, in preparation for a vote on self-determination after the Dutch had left. The vote was never held and the area is now part of Indonesia.

### Papua New Guinea

In 1994, Australia provided security in Bougainville, Papua New Guinea, during a peace conference between government officials and rebels who wanted to secede from Papua New Guinea. Peacekeepers returned in 1997–98 and 1998–2003 to monitor the ceasefire and then aid in reconstruction.

### East Timor

Perhaps Australia's greatest national success as peacekeepers has been in East Timor, where it led peacekeeping activities during 1999–2000 until UN forces arrived. The country had previously been a colony of Portugal and then became part of Indonesia. Australia organised a UN-sponsored vote in 1999 on the issue of independence. Despite harassment from Indonesian militias, the vote went ahead and Australia began providing assistance in rebuilding the country and laying the foundations for its political and economic security. This process is ongoing.

### Solomon Islands

Similarly, Australia has allocated peacekeeping forces to the Solomon Islands since 2003. The country had long been in a state of civil unrest, lawlessness and political chaos, and in June 2003 the Solomon Islands government formally requested outside help, a call to which Australia responded.

Aid was initially provided in the form of troops to restore order, and continued in the areas of police training, taking control of surrendered weapons and monitoring a ceasefire between two warring groups that were on the brink of civil war.

1947–51	Indonesia
1949–85	Kashmir
1956–present	Israel and its neighbours
1964–present	Cyprus
1976–79, 1982–86, 1993–present	Sinai
1979–80	Zimbabwe
1989–90	Namibia
1989–97	Cambodia
1990–2013	Iraq
1991–94	Western Sahara
1992–95	Somalia
1994–95	Rwanda
1994, 1997–2003	Bougainville
1994–1995	Haiti
1994–2002	Mozambique
1997–2003	Former Yugoslav Republic and Bosnia-Herzegovina
1999–2013	East Timor (Timor-Leste)
2000–2013	Solomon Islands
2000–2005	Sierra Leone
2001–2005	Ethiopia and Eritrea
2005–present	Sudan
2005–present	Afghanistan

Source 1.1.2 Australian peacekeeping operations





## UNIT 1.2

# Decolonisation, and rights and freedoms

### Decolonisation after 1945

There have been several periods of decolonisation during the modern era, but the term is normally used to describe the period after 1945, when colonial powers relinquished control over dependant territories, often called colonies.

Colonies were generally established on the continents of Africa and Asia. Colonial powers were mainly European powers such as the UK, the Netherlands and France, although Japan also acquired colonies throughout Asia, particularly during World War II. Countries that were previously colonised and wanted independence were seeking self-determination, which is the right to decide their own affairs. Colonial powers responded to this challenge to their control in several different ways.

The UK granted independence to India in 1947 because of a growing political pressure in both India and the UK. In addition, there had been years of tension and civil unrest in India and the UK no longer had the resources to maintain its imperial power. The cost of maintaining a colony proved too much for some imperial powers, and was deemed to outweigh the benefits. In addition to this, war efforts had weakened the position of countries such as the Netherlands and France, which lost Vietnam and eventually Algeria, Morocco and Tunisia as its colonies.

### Major movements for rights and freedoms

#### The UN Human Rights Charter

When the UN was founded in 1945, human rights were mentioned in its charter, but the General Assembly did not proclaim the Universal Declaration of Human Rights until 1948. After World War II and the Holocaust, it became apparent that unprecedented atrocities had been committed on the Jewish people and other groups by Nazi Germany.

Many of the leaders of Germany stood trial during the Nuremberg Trials. The publicity from these trials made it clear to the international community that a well-defined set of human rights had to be articulated.

The purpose of the Declaration can be seen in its first two articles, which refer to 'human dignity, liberty, equality and brotherhood'. In 1948, the UN also legally defined genocide—the process of deliberate and widespread killing of people based on race, religious beliefs or ethnicity—as a crime. When the International Criminal Court was established in 2002, genocide was included in the crimes it was meant to prosecute.

Despite the Declaration, the UN has been criticised for not responding more strongly when serious human rights violations have occurred. Nevertheless, the Declaration remains an important document. It has led to the introduction of human rights laws in individual countries. Most of all, to those searching to have their own rights respected it has provided a foundation for their arguments.

#### DID YOU KNOW?

In 2008, a one-armed man was arrested in Belarus for clapping, which is a sign of peaceful political protest in that country.

### Rights and freedoms in the world

Since World War II, Australia and other countries have seen the development of movements for rights and freedoms.

In the 1960s, the civil rights movement in the US advanced the cause for equality for African Americans. This movement inspired similar movements among indigenous populations in Canada and New Zealand. In Australia, Aboriginal and Torres Strait Islander people's protests led to the right to vote in Federal elections in 1962, and to an important and successful national referendum in 1967.



Source 1.2.1 FIAT advertisement from the 1970s

The women's movement also developed in the 1960s to fight for equality between the sexes. In 1983, Australia signed the UN Convention on the Elimination of all Forms of Discrimination Against Women. In the US, a law was passed against sexual discrimination in 1964. In the UK, a similar law was passed in 1975. In Australia, equal pay for equal work for men and women was phased in after 1969.

Other civil rights movements that experienced significant growth from the 1960s onwards in Australia and throughout the world included those which fought for the rights of migrants, homosexuals and asylum seekers, all of whom strived for equality and fairness of treatment. In many cases, they are still striving for civil rights. Gay rights movements in the US and Australia, for example, now focus on achieving equality in the areas of pensions, immigration rights, parenthood and marriage.



Source 1.2.2 Testing for Australian values, Michael Atchison, *The Advertiser*, September 2006

## ACTIVITIES

### Remembering and understanding

- 1 In your own words, explain the process of decolonisation.
- 2 In your own words, explain the term 'human rights'. Give examples that apply to life in Australia.

### Applying and analysing

- 3 Look at Source 1.2.1. What are the messages of the poster and the graffiti?
- 4 Look at Source 1.2.2. The government had considered testing new migrants for 'Australian values'. What point is the cartoonist making about this idea?



## UNIT 1.3

# The Cold War and Australia

### Eastern and Western blocs

The Cold War lasted from the end of World War II in 1945 until the collapse of the USSR (or Soviet Union) in 1991. Since the end of the war, Europe had been divided by the 'Iron Curtain', a term that was adopted to describe the boundary, both physical and ideological, that separated East from West. In the East, communism was adopted as the political system, based on the Soviet model. In contrast, Western countries promoted multi-party democracies and **capitalism**. This is a simplified view, but the two ideologies were incompatible and this became a source of tension.

The Cold War was an economic, ideological and technological struggle between two power **blocs**, the leaders of which were the USSR and the US. Both sides had a large number of nuclear weapons that were never used, but which were a constant source of tension. At no time during the Cold War did the US and the USSR go to war against each other directly.

### The West

The 'Western bloc' was generally understood to be the US and its allies, although this could be misleading as countries such as Japan and South Korea were important allies of the US and are obviously not in the West. Australia was included in this group. The leading military alliance of the West was the North Atlantic Treaty Organization (NATO).

### The East

The 'Eastern bloc' was the term used to describe the USSR and its communist allies. In the West, these allies were often referred to as **satellites**. These countries included East Germany, Poland, Bulgaria and Romania among others. These countries formed a military alliance officially established by the Warsaw Pact, which was established in 1955.

### Other countries

It is important to realise that there was not a neat division of the world into two opposite camps. China, for example, was a communist power like the USSR, but was not allied to it. Some countries, especially in Africa and South America, were referred to collectively as the **Third World**, and were seen as potential allies and areas for economic and political competition between the two powers. Others, such as Yugoslavia and India, remained neutral.



**Source 1.3.1** A USSR propaganda poster created in 1966 by an unknown artist. The text reads, 'Proletarians of all countries, unite!'

## Origins of the Cold War

During World War II, the UK, the US and the USSR had been allies against Germany and Japan. After the war, the UK and US quickly found that their interests were different from the Soviets. The USSR had lost many more soldiers and civilians and suffered significantly more destruction in fighting Nazi Germany than had the US or the British Commonwealth. The Soviets had a fear of encirclement by unsympathetic nations, having recently been invaded by the Nazis, and were also reluctant to give up the influence they had gained in Eastern Europe during their military occupation. In addition, the Americans had destroyed two Japanese cities with atomic bombs towards the end of the war. Although the bombs may have been seen as necessary to end the war quickly, it was generally felt that the Americans had also been demonstrating their power to intimidate the USSR. Eventually the Soviets created their own atomic bombs, thus beginning the arms race.

### The Korean War

The Korean War was initially fought between North and South Korea. North Korea had fallen to communist forces shortly after China established a communist government in 1949. Australia joined the US and the UN in support of South Korea. Beginning in 1950, the Korean War was therefore a civil war joined by outside forces trying to either advance or stop the spread of communism.

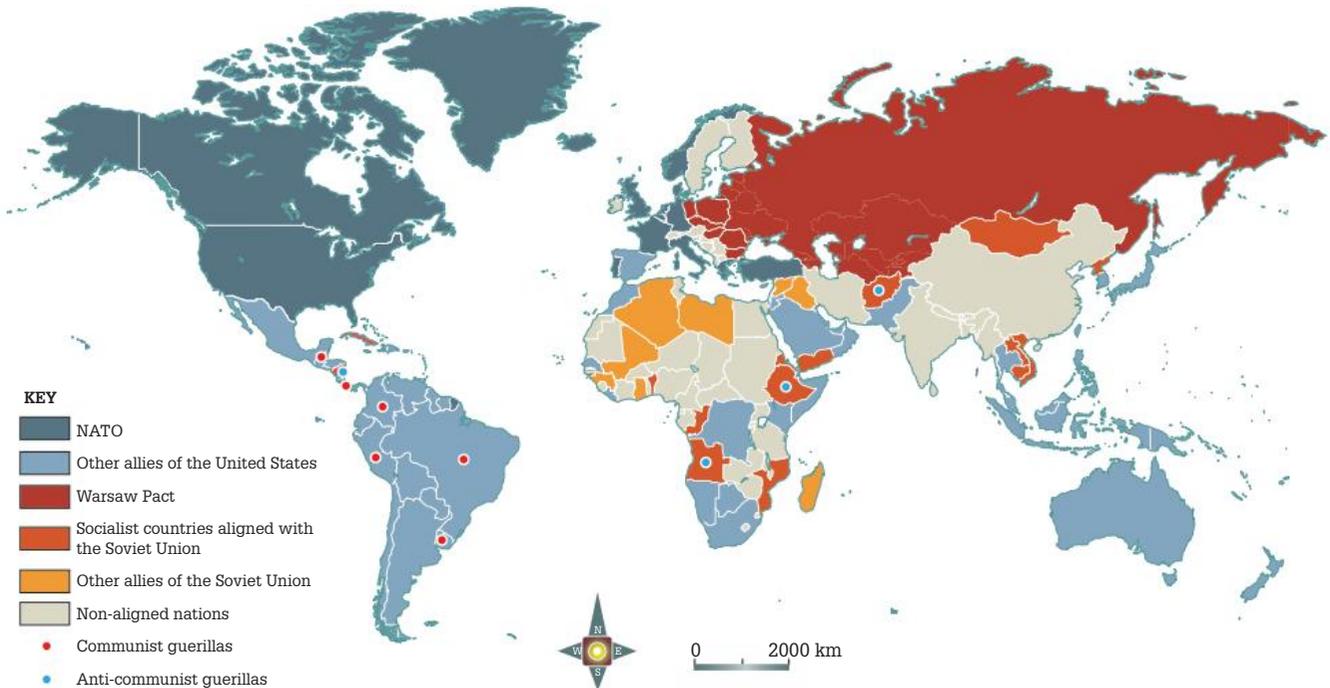
The UN Security Council condemned the war as an act of communist aggression, and despite objections from the USSR, the Security Council passed a resolution allowing member states to give military assistance to South Korea.

Australia participated in the US-led efforts to stop the North Koreans from taking over the entire Korean peninsula. From October 1950, Chinese troops also became directly involved in the war. The war continued until a ceasefire was agreed upon to start from 27 July 1953. To this day, Korea has remained divided between communist North Korea and capitalist, democratic South Korea. The relationship between the two Koreas remains one of distrust and suspicion.

### The Vietnam War

US opposition to communism was a prime cause of the Vietnam War, which is an example of prolonged Cold War conflict. Vietnam had been a French colony and the Vietnamese nationalist movement to oust the French had been active since the 1920s.

Communism was established in China, and the US feared that it would continue to spread. North Korea was a communist ally of the USSR, and received financial backing and military advice from the Soviets. The US, on the opposite side, had given huge financial and military aid to the French, who tried unsuccessfully to claim the north, surrendering in May 1954. The US began sending their own troops to Vietnam in March 1965.



Source 1.3.2 The world during the Cold War



**Source 1.3.3** Protesters and supporters during President Johnson's visit to Australia, 1966

A coalition of countries, including Australia, sent support for South Vietnam to fight alongside the US. Although it began with just 32 men in 1962, Australia's involvement in Vietnam was to last until 1975, when the southern capital of Saigon fell to the victorious North Vietnamese Army.

The Vietnam War was controversial and divided opinion around the world. In Australia some people supported the war, believing communism was a threat to Australia's very survival. Others, particularly young people who were subject to **conscription**, protested against the war. There were demonstrations in Australian cities and the war became increasingly unpopular. The fact that many of the brutalities were televised on the evening news also meant that support for the war quickly disappeared. Altogether 60 000 Australians served in Vietnam, of whom 521 died.

## The end of the Cold War

In 1985, Mikhail Gorbachev came to power in the USSR. He wished to bring substantial changes to economic and political life in his country, and he believed that the financial cost of continuing the Cold War denied basic needs to Russian citizens. He also made it clear to the USSR's satellites in Eastern Europe that they were free to choose their own political paths. Between 1989 and 1990, the Eastern bloc began to crumble as many former Soviet allies moved towards democratic government. This was famously symbolised in November 1989 with the fall of the Berlin Wall.

Gorbachev may not have anticipated that by 1991 the USSR would cease to exist and many of its constituent parts became independent countries. The Cold War was officially over.

## The Gulf Wars and Afghanistan

The first Gulf War began on the 2 August 1990 and lasted until the 28 February 1991. The war was prompted when Iraq invaded Kuwait, its tiny oil-rich neighbour. The UN authorised the use of force to expel Iraq from Kuwait and the war began, led by the US in an operation they called Desert Storm. Iraq surrendered after 42 days.

The war in Afghanistan began on 7 October 2001, in response to the terrorist attacks of 11 September 2001. The attacks, sometimes referred to as 9/11, were carried out by an international terrorist organisation called al-Qaeda, which was based in Afghanistan. The terrorists hijacked commercial aeroplanes and flew them into the World Trade Center buildings in New York, destroying the twin towers and resulting in one of the most shocking attacks on US territory to date. Another aircraft hit **the Pentagon**, and a third flight crashed in Pennsylvania as the passengers fought the hijackers. In total, about 3000 people were killed.

As a result of these attacks, the US led another coalition to invade Afghanistan and oust the government in 2002. They were successful, but despite peacekeeping and reconstruction efforts, Afghanistan is still poor, unstable and without a fully functioning democracy.

In 2003, the US again led a coalition against Iraq, though with less international support than the Gulf War and without UN backing. Iraq was thought to be manufacturing nuclear, biological or chemical weapons (weapons of mass destruction or WMDs) in defiance of international law. The government of Iraq was overthrown and Saddam Hussein was eventually captured by the Americans and executed by the Iraqis themselves. No WMDs were ever found.

## The rising influence of Asia

During the twenty-first century, it is expected that Asia will become an even more important influence in the world. Sixty per cent of the world's population lives in Asia and the members of the Asia-Pacific Economic Cooperation (APEC) organisation account for half the world's gross domestic product.

In particular, China's economy has grown very quickly and now exports its products all over the world. In 1990, the Chinese economy accounted for about 4 per cent of the world's total, but it is projected to be around 17 per cent by 2017. It is now also the world's largest producer of manufactured goods.

## DID YOU KNOW?

Mandarin, the official language spoken in China, has more native speakers than English does. There are over 900 million native speakers of Mandarin, compared to over 350 million native English speakers across the globe.

## ACTIVITIES

### Remembering and understanding

- 1 What was the major military alliance of the Western powers during the Cold War?
- 2 What was the arms race?
- 3 Why did the US and its allies invade Afghanistan?
- 4 Why is Asia poised to become more significant in the future?

### Applying and analysing

- 5 Look at Source 1.3.1. What is the purpose of this poster? Who do you think was its intended audience and what was the key message being conveyed?
- 6 Look at Source 1.3.2. The USSR often complained of feeling encircled. Why do you think that is?
- 7 Who do you think generally supported the communist and anti-communist guerillas? Why?
- 8 Look at Source 1.3.3. How does this source illustrate the divisions of Australian society over the Vietnam War?



## UNIT 1.4

# Developments and challenges in technology and environment

## Technology and its impact on standards of living

### Household goods

After World War II, the prices of many labour-saving consumer goods fell to the extent that ordinary people could afford them. Washing machines, vacuum cleaners, electric ovens and steam irons were now affordable. In a time when women were expected to do most domestic work, these were important time-savers, providing opportunities for more leisure time and paid work outside the home.

### Cars

The car revolutionised life in the West. It made it easy and cheap for middle-class people to travel for work or leisure, changing not only people's leisure activities, but also their work opportunities. This in turn led to extensive road and highway building.

### Housing

People in Western countries, especially in the US and Australia, were more prosperous than they had been before the war, but housing was still expensive. In addition, populations were rapidly increasing as returned servicemen started families and from increased immigration. This led to a housing shortage. Cheaper, easier to build housing was seen as part of the solution. 'Fibro' which is a thin cement sheet reinforced with asbestos fibres, became very popular for building houses and in turn led to expansion of the suburbs.

Fibro was most popular in Australia, where comparatively cheap housing meant 40 per cent of the population owned their homes in 1947 and 70 per cent by 1960. Planned cities such as Levittown in the US, with its cheap housing mass-produced by one company was another approach. Affordable housing probably had the single greatest impact on people's standard of living and suburbs are now a defining characteristic of developed countries.

## Environmental costs

Improved living standards for millions of people have taken their toll on the environment in the form of pollution.

Industrial production, electricity generation and other production processes release carbon dioxide and greenhouse gas emissions into the atmosphere. This results in an increase in the atmospheric temperature of the planet—global warming—which results in climate change. Climate change is having many negative and sometimes disastrous effects on the environment such as floods and fires. Drastic changes in agricultural conditions, including rainfall levels, make it difficult to grow crops in affected areas.

Pollution can also be found in the air in the form of carbon monoxide, sulphur dioxide and hydrocarbons (which are partially responsible for smog), and in the water from sewerage and chemicals such as fertiliser and pesticides, and even in light pollution (over illumination).

Currently, developed nations rely on non-renewable fossil fuels (coal, oil and natural gas). The reserves of these will soon be exhausted, and there are moves to develop alternative forms of energy generation such as biofuels, which are produced from plant crops.

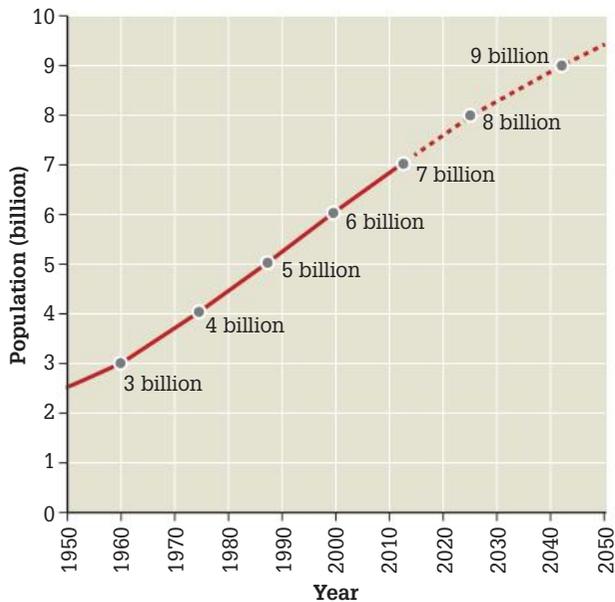
### DID YOU KNOW?

In 2010, Australia recycled only 67.4 per cent of its aluminium cans, even though 93 per cent of Australians had access to kerbside recycling services.

## Future challenges

### Population

Although the population is expected to stabilise during the second half of this century, rapid population growth presents a threat to the natural environment, especially if developing countries with large populations begin to consume resources in the way Western countries presently do. China, which has a booming economy, is an example of this. Its population is over 1.3 billion. The population of India, another rapidly growing economy, is now over 1.2 billion. Both countries are already facing serious environmental threats such as water scarcity and water contamination, the result of pollution caused by their industrial production.



**Source 1.4.1** World population growth

The population of developing nations is expected to see the greatest growth in the next forty years, with Africa's population expected to more than double.

### Resources

At the moment, developed countries with smaller populations, consume much more natural resources per person than people in developing countries. This is particularly true in the case of non-renewable resources such as oil and coal. The US, for example, with 5 per cent of the world's population is responsible for 25 per cent of its oil consumption.

The environment movement is responsible for an increasing awareness of the importance of **sustainability**. This has led to investigations into alternative energy sources in order to reduce dependence on irreplaceable and damaging fossil fuels.



**Source 1.4.2** The level of waste generated by growing populations is a dire problem faced by many societies in developed nations.

## ACTIVITIES

### Remembering and understanding

- 1 Give examples of technology most people did not have before World War II.
- 2 Summarise the effects of industrial and agricultural production and how it affected people's lives in the post-World War II period.

### Applying and analysing

- 3 Examine Source 1.4.2. What activities do you think humans will have to change in order to reduce this problem?
- 4 Look at Source 1.4.3. What kind of countries are the darkest on the map and why?



**Source 1.4.3**

CO<sub>2</sub> emissions per capita, 2009–13



## UNIT 1.5

# The modern world and Australia

## Superpowers in space

- 1 Analyse Source 1.5.1. For what reason was the photograph taken?
- 2 Astronauts in the USSR were called cosmonauts. One of the most famous was Yuri Gagarin, the first human in space and the first human to orbit the Earth in 1961.

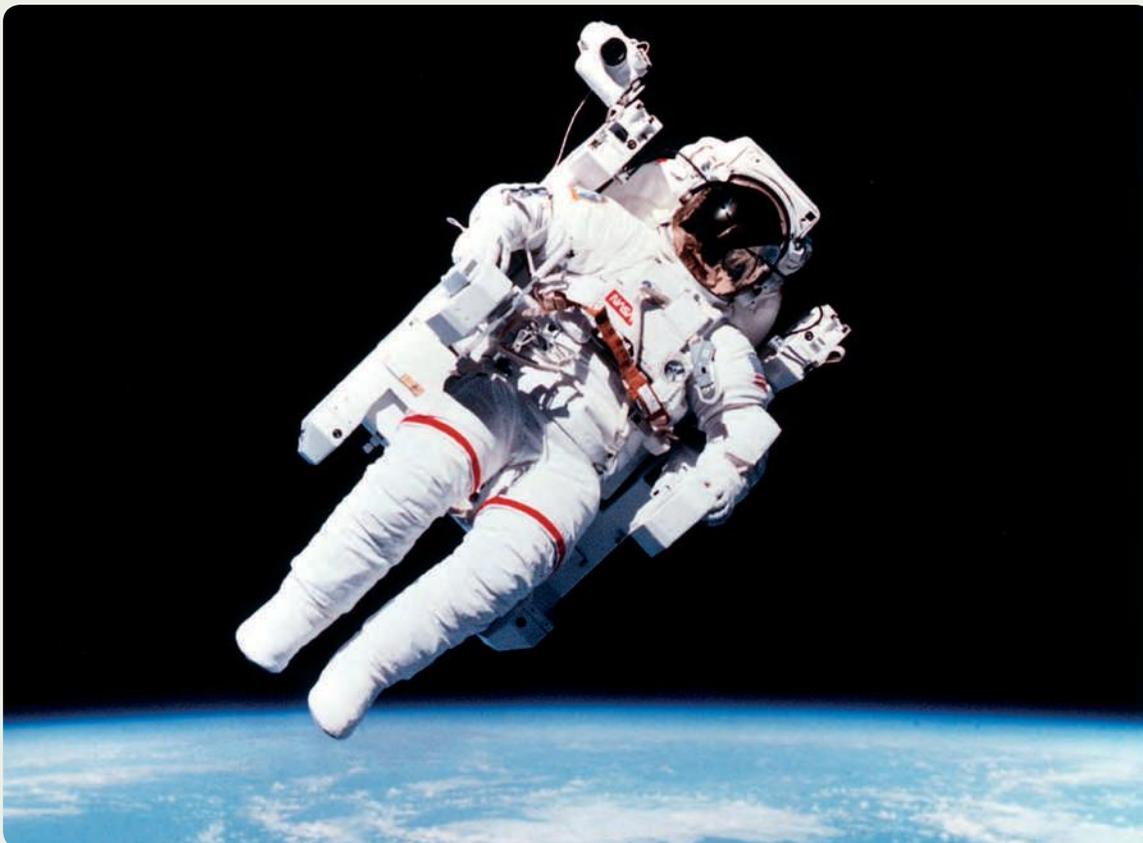
Imagine you are Yuri Gagarin and it is early 1967. You have been invited by the President of the USSR to give a speech to the nation that celebrates Soviet triumphs in space exploration. To do this, use the library and the internet to research key events and achievements between 1953 (Sputnik) and the first soft landing of a spacecraft on the moon in April 1966. Use the following scaffold to help you research and structure your ideas.

- a Identify the key events and record them in your work book as dot points.
- b Outline your experiences and the significance of what you did.
- c Present your ideas in a 2–4 minute speech.

## Cold War mock trial

This is a mock trial activity and the jury will decide on the guilt or innocence of the defendant. You will need a legal team for the USSR, a legal team for the US, and two witnesses representing developing countries or allies/satellites. Your teacher can be the judge and your classmates the jury.

- a The charge is: 'You are responsible for the Cold War'. Flip a coin to decide who will be the defendant—the USSR or the US. The other team will be the plaintiff.
- b The legal teams put forward their case and rebut the opposing arguments. Both sides can call witnesses.



**Source 1.5.1**  
US astronaut during a spacewalk, 1984

Use the following issues to help you construct your argument:

- Western hostility to Soviet Communism since the Russian Revolution
- suffering of the USSR during World War II
- historic Russian/Soviet sense of encirclement
- inability of the US to understand Soviet fears
- Stalin's wish to dominate Europe
- American free-trade policies, meaning that the Americans wished to have capitalist countries with free market policies to trade with
- US use of the atomic bomb on Japan, the beginning of the arms race
- influence of the military-industrial complex (the political and financial connections between the military, legislators and private industry) in the US, which had a vested interest in high defence spending
- conflicting ideological differences
- conflicting geopolitical needs, for example developing countries where Eastern and Western ideologies clashed
- poor communication between the superpowers.

## Consumerism timeline

With a partner, prepare a poster. The poster will feature an illustrated vertical timeline that includes the years 1900, 1950, 1980 and 2013. Put 2013 at the top and 1900 at the bottom.

You should include the following points:

- means of travel
- communications—physical such as letters and electronic
- entertainment
- household labour-saving devices.

As you go back in time, you should notice that there are fewer and fewer consumer and household products available. With another group compare what life was like in the years 1900, 1950 and 1980.

## Glossary

**armistice** agreement to stop fighting; it does not necessarily mean the war is over

**bloc** group of countries or political parties with shared aims

**capitalism** economic system that allows private ownership of property and encourages a free market; often to support democracy

**charter** formal written statement laying out the aims, principles and procedures of an organisation

**colony** country or area controlled by another country

**Cold War** period of political and military tension between the Eastern and Western blocs after World War II and up until 1991

**communism** political system in which all property is in theory owned collectively; in practice, government holds ownership of farms, factories, businesses and banks

**conscription** compulsory enlistment in the military or similar service

**Holocaust** genocide of Jews and others by the Nazis during World War II

**humanitarian** in a political context, an attempt to reduce suffering, usually through aid in the form of food, water, clothing, accommodation and so on

**Indochina** peninsula of South-East Asia, including Vietnam, which was colonised and occupied by the French from 1862 to 1954

**satellite** in a political context, country of Eastern Europe dominated by the USSR

**Security Council** part of the UN with responsibility for peace and security

**self-determination** freedom of a people to decide their own political status

**sustainability** management of the environment and natural resources in order to maintain long-term ecological balance

**The Pentagon** headquarters of the US Department of Defence

**Third World** countries that were not aligned with either the Western or Eastern blocs during the Cold War, usually developing economically



## CHAPTER

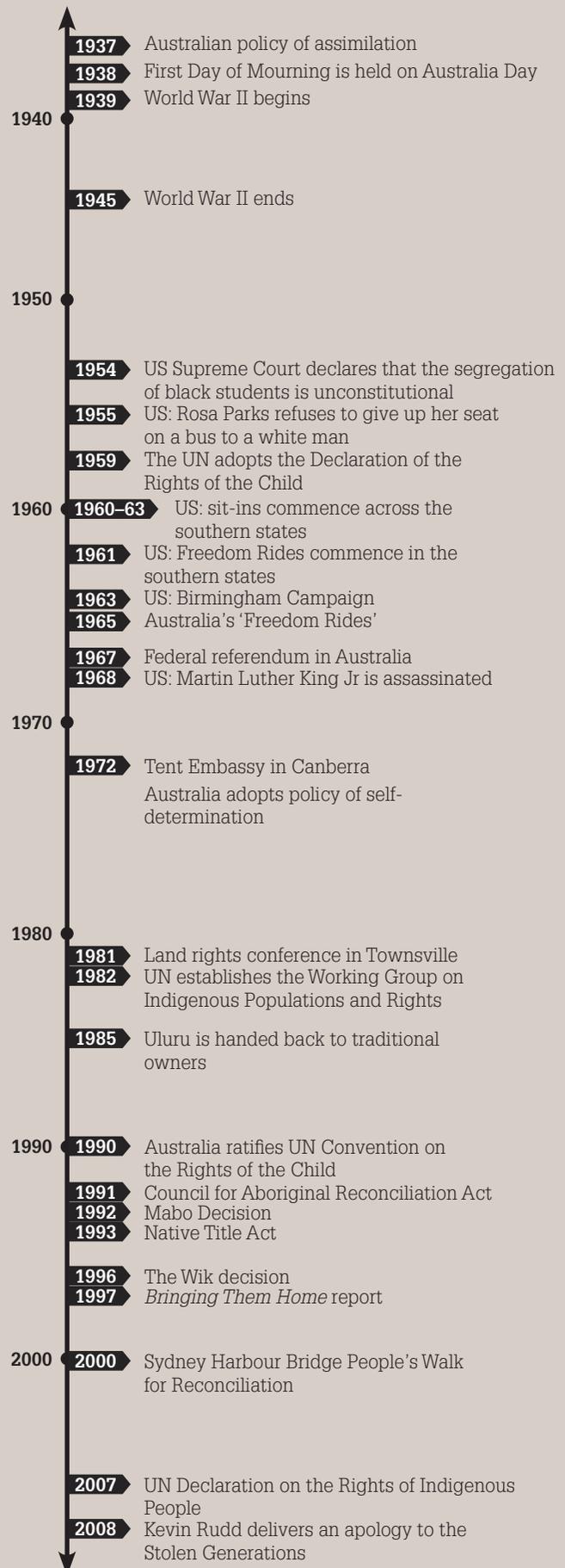
# 2

# Rights and freedoms

The actions undertaken by individual nations before and during World War II sparked international concern regarding human rights. The Holocaust, treatment of prisoners of war and abuse of power by totalitarian governments led to the need for international cooperation and universal standards for the rights and treatment of all people.

In the decades following the war, countries such as Australia were forced to assess the way they treated particular groups within their nation. Aboriginal and Torres Strait Islander people lived in poor conditions, with a lack of proper accommodation, food and health care. **Civil** activism during this time challenged the foundation of Australia's constitution and helped to make significant gains in the rights and freedoms of Indigenous Australians.

**Source 2.0.1** The Convention on the Rights of the Child (1990) was a landmark development towards achieving greater universal rights and freedoms.



**Source 2.0.2** Timeline of rights and freedoms



## UNIT 2.1

# Universal Declaration of Human Rights

... disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind ...

**Source 2.1.1** Extract from the preamble for the Universal Declaration of Human Rights, referring to the atrocities committed in World War II

### Origins and purpose of the UN

The United Nations (UN) was founded in 1945 in the aftermath of World War II. It was clear after three decades of international turbulence and two world wars that there needed to be an international organisation to minimise the chance of global conflict.

The UN replaced the League of Nations, a similar organisation that had been formed after World War I. The League had been established for a similar reason, yet had failed in its purpose to stop another world war.

On 26 June 1945, fifty countries committed to this new organisation, whose purpose was to maintain international peace and security, foster positive relations among nations, and promote social cohesion and human rights. On 5 October Poland signed, and on 24 October 1945 the UN officially came into existence with fifty-one member nations.



**Source 2.1.2** Dr H.V. Evatt, Australia's Minister for External Affairs, signs the UN Charter, 1948

### Origins of the Universal Declaration of Human Rights

During World War II, the world witnessed violations of human rights on a scale never before seen. An estimated 50–80 million people were killed during the course of the war. As allied troops entered territory previously controlled by the Nazis, they soon discovered that millions of Jews, as well as Roma and Sinti people (often referred to as Gypsies), political dissidents, homosexuals and Slavic people, had been killed as part of the Nazi 'final solution' to exterminate the Jews of Europe and get rid of people they saw as 'undesirable'. Around 1.5 million of these were estimated to be children.

The international community was determined to avoid anything like this happening again, and believed a charter should be drawn up to complement the newly formed UN. A draft Declaration on Fundamental Human Rights and Freedoms was presented at the very first meeting of the UN General Assembly in 1946.

### Drafting and adopting the Declaration

Eleanor Roosevelt, widow of American President Franklin D. Roosevelt, was a highly influential figure in the drafting stage of the Declaration. Her husband was the man who coined the name 'United Nations' and, together, they had a deep interest in seeking a universal standard for the rights of all individuals.

A commission was set up to formulate a draft International Bill of Human Rights. Eighteen members, each representing various political, cultural and religious backgrounds worked together to reflect a common understanding and write the Declaration. The members represented countries such as the US, France, the USSR, the UK and Australia, as well as other nations. The commission met for the first time in 1947, and continued to write and redraft Articles of the Declaration until its acceptance by the UN General Assembly on 10 December 1948 (see Source 2.1.2).

### Articles of the Declaration

The first ten articles of the UN Universal Declaration of Human Rights indicate the key rights it seeks to protect.

- 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
- 2 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. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
- 3 Everyone has the right to life, liberty and security of person.
- 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
- 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- 6 Everyone has the right to recognition everywhere as a person before the law.
- 7 All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.
- 8 Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.
- 9 No one shall be subjected to arbitrary arrest, detention or exile.
- 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Source 2.1.3** From the UN Universal Declaration of Human Rights, 1948

## Significance of the Declaration

The Declaration focused on the social, economic, civil and political rights of individuals, regardless of their race or creed (see Source 2.1.3). The universal nature of these rights meant that all member nations would be accountable for upholding them. When the General Assembly voted on the adoption of the Declaration, forty-eight nations voted in favour while six communist countries abstained from voting. Considering the world was then divided into Eastern and Western blocs in a period of tension that marked the early stages of the Cold War, the completion of the Declaration in less than two years was an impressive feat and symbolic of a global desire to uphold such values.

## Australia's involvement

Dr H. V. Evatt, Australia's Minister for External Affairs, played a significant role in the formation of the UN, and headed every Australian delegation to the Assembly from the beginning. He was the elected president of the 3rd General Assembly when the Declaration was signed and became a strong advocate for a proposed international human rights treaty. Evatt was influential in the appointment of Australian diplomat William Hodgson to the drafting committee, ensuring Australia's continued support and input into the development of international rights.

### ACTIVITIES

#### Remembering and understanding

- 1 Which major world event triggered the push to organise and develop the UN?
- 2 Who first coined the phrase 'United Nations'?
- 3 Outline the purpose of the UN.
- 4 Describe Australia's involvement in the formation of the Universal Declaration of Human Rights.

#### Applying and analysing

- 5 Choose the two rights listed in Source 2.1.3 that you believe are the most important and discuss your reasoning with a partner.
- 6 What aspects of the Declaration make it 'universal'? Is there any wording that you find contradictory and why do you think that is the case?



## UNIT 2.2

# Early Aboriginal and Torres Strait Islander activism

### The struggle for rights and freedoms up to 1965

Aboriginal and Torres Strait Islander activism was a direct result of federal government policies on the Australian Indigenous way of life. For over 50 000 years, Australian Aboriginal and Torres Strait Islander people had lived in communities or language groups based on social, cultural and spiritual laws handed down to them by their Ancestors.

Government policies did not take into account these laws and customs, and failed to recognise the deep significance of Indigenous people's connection to the land. Not only were their laws and customs ignored, but severe and devastating conditions were placed on Indigenous people that restricted and governed virtually every aspect of their lives. These included:

- excluding Indigenous children from schools
- making it illegal for children of mixed race to live on Aboriginal reserves
- enforcing a policy of protectionism, where Indigenous people were controlled without rights or responsibilities
- banning Indigenous people from drinking, possessing or supplying alcohol (or methylated spirits)
- banning Indigenous people from carrying firearms
- banning Indigenous people from marrying non-Indigenous people without permission
- paying lower wages to Indigenous labourers, who were paid far less than their white counterparts by law
- controlling reserves and living conditions.

Laws differed across states, making it more complicated and difficult for Aboriginal or Torres Strait Islander people who wanted to move interstate.

Other measures of discrimination included:

- negating Indigenous people's civil rights by not counting them in the census and not allowing them the right to vote
- denying Indigenous people maternity allowance, old-age pensions and invalid welfare payments.

### The Aboriginal Protection Board

By the late nineteenth century, the ideas of **Social Darwinism** were becoming more influential. It was believed that 'inferior' races would die out and that Indigenous people needed to be 'civilised' in order to survive. The Aborigines Protection Board, a NSW government agency, was established. It was responsible for the implementing and administering of laws and policies for Aboriginal and Torres Strait Islander people from 1883 to 1969. It had notable power and control over most aspects of Aboriginal people's lives, including access to health, education, employment, housing on stations and reserves, and the removal of children from their families. This last practice was to become known in later years as the '**Stolen Generations**'.



**Source 2.2.1** Stolen Generation girls at the Cootamundra Domestic Training Home for Aboriginal Girls

### Activist organisations

#### The Australian Aboriginal Progress Association

Known as the first Aboriginal protest movement, the Australian Aboriginal Progress Association (AAPA) commenced in 1925 under the direction of its president Fred Maynard. Maynard had fought to help families rescue their children who had been taken into custody by the board authorities.

The AAPA soon had eleven branches across NSW. The main purpose of the AAPA was fighting to stop the removal of children from their parents and to gain rights to land. The AAPA was significant as it forged links between different communities over a wide area and brought attention to the cause. It promoted the status of Indigenous Australians and sought to abolish the NSW Aborigines Protection Board (see Source 2.2.2).

Although the organisation grew rapidly in 1925, it began to fade out in 1928 after the failure of its appeals to both the State and Federal governments, as well as King George V. Jack Patton later reformed the group in 1937. The AAPA was to prove a significant inspiration for future civil rights **activists**.

... we accept no conditions of inferiority as compared with European people ... the European people by the arts of war destroyed our more ancient civilisation ... [and] by their vices and diseases our people have been decimated ... But neither of these facts are evidence of superiority. Quite contrary is the case ...

**Source 2.2.2** From a letter to NSW Premier Jack Lang in 1927, written by Fred Maynard

### The Australian Aborigines League

In 1932, the Australian Aborigines League (AAL) was founded by William Cooper together with other Aboriginal people who had walked off the Cummeragunja Station. It continued to gain active support from non-Aboriginal individuals and in 1937 sent the federal government a petition with 2000 signatures, to be forwarded to King George VI. The petition requested that the king intervene in their situation as previous petitions to state governments had failed. They requested legal recognition and a representative in parliament to advocate Aboriginal interests. These requests were denied and the petition was never passed on to the king.

### The Aborigines Progressive Association

The Aborigines Progressive Association (APA) was founded in 1937 by leaders of the Australian Workers Union (AWU) and the Shearer's Union. It was a mixture of strong Aboriginal leaders such as William Ferguson, Pearl Gibbs and Jack Patten, who published the first Aboriginal newspaper. Their membership was well publicised and made a significant contribution to Aboriginal rights, including successfully campaigning the NSW government to inquire into the proceedings of its Aborigines Protection Board.

## The 1938 Day of Mourning

The Day of Mourning was a protest organised by Patten and Ferguson from the NSW APA and Cooper, from the AAL of Victoria. Its underlying message was that for 150 years Aboriginal people had been denied basic human rights, enduring 'degradation' and 'misery' (see Source 2.2.3). Having **boycotted** previous Australia Day celebrations and found themselves ignored by media outlets and government officials, they believed that a more substantive and proactive event was required. The 1938 Australia Day sesquicentenary (150 years since white settlement in 1788) was chosen as a significant event to rally support and demand change.

**AUSTRALIAN ABORIGINES CONFERENCE**  
**Sesqui-Centenary**  
**DAY OF MOURNING & PROTEST**  
 to be held in  
**THE AUSTRALIAN HALL, SYDNEY**  
**(No. 148 Elizabeth Street)**  
 on  
**WEDNESDAY, 26th JANUARY, 1938**  
**(Australia Day)**  
 from  
**10 a.m. to 5 p.m.**

THE FOLLOWING RESOLUTION WILL BE MOVED:

"WE, representing THE ABORIGINES OF AUSTRALIA, assembled in Conference at the Australian Hall, Sydney, on the 26th day of January, 1938, this being the 150th Anniversary of the whitemen's seizure of our country, HEREBY MAKE PROTEST against the callous treatment of our people by the whitemen during the past 150 years, AND WE APPEAL to the Australian Nation of today to make new laws for the education and care of Aborigines, and we ask for a new policy which will raise our people to FULL CITIZEN STATUS and EQUALITY WITHIN THE COMMUNITY."

**Aborigines and Persons of Aboriginal Blood only are invited to attend. Please come if you can!**

Signed for and on behalf of  
**THE ABORIGINES PROGRESSIVE ASSOCIATION**  
 J. T. Patten, President.  
 W. Ferguson, Organising Secretary  
 Address: c/o Box 1924 KK  
 General Post Office, Sydney

Stafford Printery, Levey Street, Chippendale.

**Source 2.2.3** J.T. Patten and W. Ferguson, Aborigines Claim Citizen Rights! A Statement of the Case for Aborigines Progressive Association, 1938

The day included a march through the streets of Sydney, a meeting with the Prime Minister Joseph Lyons and a mass rally in Australian Hall. A resolution was moved that protested against the treatment of Aboriginal people and appealed for a new federal policy that included full citizen status and equality within the community.

### DID YOU KNOW?

In 1938, Aboriginal people were brought in to play their parts in the 150 years 'celebration' re-enactments of European settlement. They were threatened with the withholding of food supplies on the reserves if they did not participate.

The event was a significant statement to the white community of Australia and has continued as an annual event.

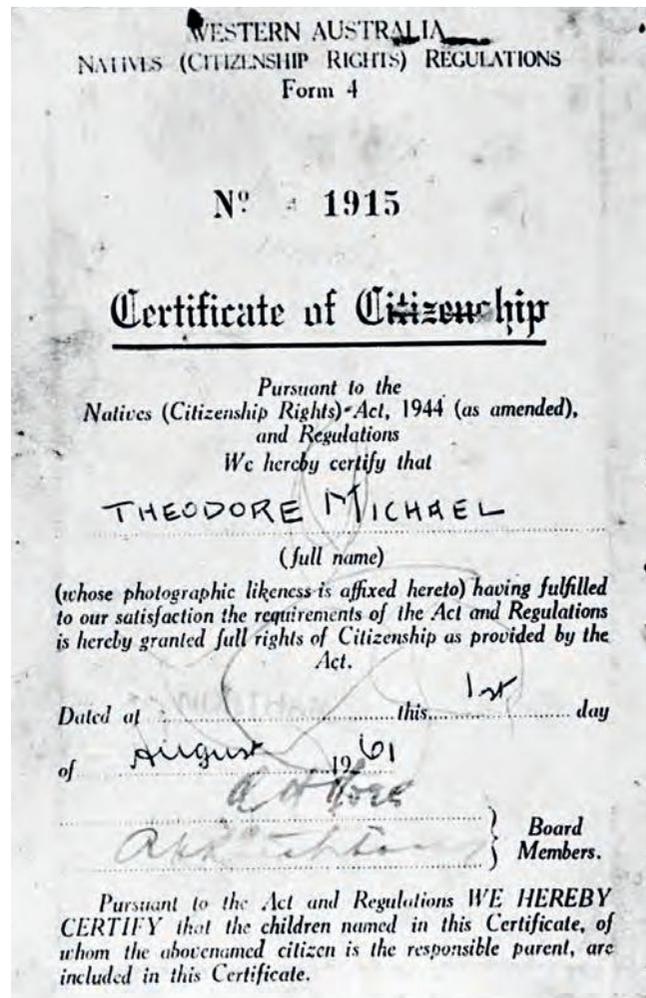
### The Cummeragunja Walk-Off

Cummeragunja, on the NSW side of the Murray River, became famous for being the site of the first-ever mass strike of Aboriginal people in 1939, known as the Cummeragunja Walk-Off. Protesting cruel treatment and exploitation, over 150 residents walked off the Aboriginal Station and crossed over the border into Victoria, contravening the rules of the NSW Aborigines Protection Board.

The significance of this protest lies in the display of strength and organisational skills of the Aboriginal people and their supporters. The Walk-Off frustrated and embarrassed officials, and was supported by the media who carried their stories and exposed the conditions Aboriginal people were being forced to live under. Most importantly, the Cummeragunja Walk-Off brought changes to the Aborigines Act of NSW.

### The assimilation policy

The policy of protection was replaced by one of assimilation. By 1937, each state agreed to adopt the policy that required Aboriginal people to **assimilate** into the white community. This required Aboriginal and Torres Strait Islander people 'not of full blood' to give up their customs and way of life, and to adopt the culture and language of British Australians. This was expected even though Aboriginal people did not receive equal citizenship rights. While the policy was enacted from the 1930s, it was not formalised or fully defined until the 1960s.



**Source 2.2.4** Certificate of citizenship, issued on 1 August 1961 to a member of the Badjaling community in Western Australia, held at the State Library of Western Australia

### DID YOU KNOW?

Certificates of citizenship required the applicant to abandon their communities and kinship groups, and give up traditional cultural practices. They also required the applicant to keep their homes clean, abide by state laws and remain sober. Certificates could be revoked at any time. Many Aboriginal people believed the sacrifice involved in getting a certificate far outweighed the benefits.

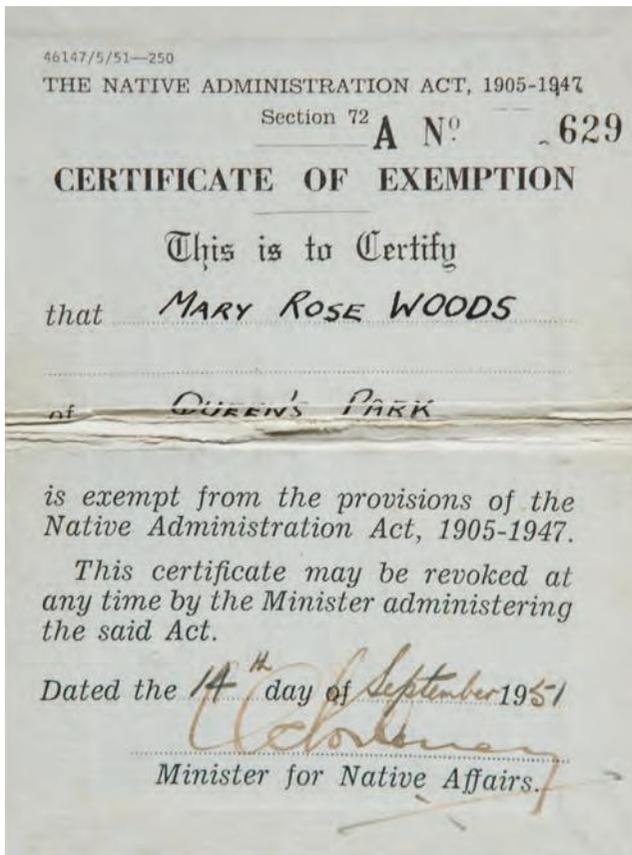
### The right to citizenship

Citizenship was a fundamental right denied to Indigenous people, which limited them to a life subservient to government policies and controls. In 1941–42, some gains were made with commonwealth benefits of child, aged and invalid payments gradually extended to Aboriginal and Torres Strait Islander people.

## Certificates of exemption

Aboriginal and Torres Strait Islander people could also apply to state governments for citizenship certificates, which provided exemption from state protection laws.

These laws, while varying from state to state, greatly restricted the freedoms of Aboriginal and Torres Strait Islander people. Exemption certificates allowed them the right to vote and attend school, but required them to promise to give up their traditional way of life, and not associate with other Indigenous people.



**Source 2.2.5** A certificate of exemption was given by the government to allow an Indigenous person citizenship rights they would otherwise not have.

The certificates were not easy to get and had to be carried on their person at all times and produced when asked. Governments also had the right to revoke them. The exemption certificates were often referred to by Indigenous people as 'dog tags' or 'dog licences', indicating how they felt about their treatment.

## ACTIVITIES

### Remembering and understanding

- 1 What rights and freedoms were denied to Aboriginal and Torres Strait Islander people prior to 1965? List at least three.
- 2 What was the main purpose of the AAPA?
- 3 What was achieved by those who participated in the Cummeragunja Walk-Off?
- 4 What was the 1938 Day of Mourning and why was it significant?

### Applying and analysing

- 5 Read the list of laws and conditions imposed upon Aboriginal and Torres Strait Islander people prior to 1965 (see page 22). In what ways and to what extent do you think these would impact on people's daily lives? Choose three of the laws and conditions and create a short presentation outlining the ways they would affect the Indigenous people they applied to.
- 6 Was the granting of exemption certificates a true restoration of civil rights to Indigenous Australians? Why or why not? Write two or three paragraphs giving your point of view.
- 7 Choose two different events or groups discussed in this unit and write a paragraph on each, explaining its significance in the struggle for rights and freedoms of Indigenous Australians.



# The Stolen Generations

## The forcible removal of children

The term 'Stolen Generations' is used to describe the forced removal of over 100 000 Aboriginal and Torres Strait Islander children, who were taken from their families and placed into the care of government institutions, or adopted by non-Indigenous families, from the 1860s to the 1970s. Children of both Western and Aboriginal descent, commonly referred to using the derogatory term 'half-caste', were sent to missions or reserves to be taught European ways.

## Justification for the removals

The removal of children was undertaken legally. State and territory governments had **protection policies** that gave them authority over the lives of Aboriginal people. These actions were justified as protecting the interests of the children. Children who were removed were not permitted to have contact with their biological parents and were forced to assimilate into Western culture. The practice was underpinned by the racist view that the children's Aboriginality would be 'bred out' of them.

## A 'civilised' upbringing

To the people of Australia in the early part of the twentieth century, it was believed that children of both Western and Aboriginal descent were removed from their Aboriginal communities because they were disadvantaged; they could now receive what was considered a better education, a civilised upbringing and be placed in a loving home or government institution (see Source 2.3.1).

In reality it is much more complex than that. Reasons for removal are now considered to have been socially motivated, reflective of a young commonwealth nation who wished to control each element of society, including 'racial purity'. This reflected the Social Darwinist thinking of the day, where it was believed that some groups had advantage over others due to biological superiority.

There was also much discussion regarding the 'dangers' of having too many 'half-castes' in society, as inter-breeding was believed to lead to downward evolution. Mixed races were considered to be inferior to both people of European decent and Indigenous Australians. **Paternalism**, the policy of controlling in a 'fatherly' way, was used also as a defence for the removals. Children who were removed were trained in skills so that they would be 'effective citizens', and taught work habits that would give them employment with colonial settlers. However, they were effectively used as free or cheap labour, the boys often as farm hands and the girls as domestic servants.

## Discovery and debate about the truth

In 1981, historian Peter Read shocked the Australian public with the release of a pamphlet titled *The Stolen Generations: The Removal of Aboriginal Children in New South Wales 1883 to 1969*. It was the first time the term 'Stolen Generations' had been used and his research was very much 'advocacy' in style. In other words, Read believed that something had to be done about setting right the wrongs of the past.

The pamphlet accused Australian governments of attempted **genocide**, an attempt to wipe out the Aboriginal people of Australia. This accusation was also made at the Commonwealth Government by the Human Rights and Equal Opportunity Commission in 1997, after the release of its report *Bringing Them Home*. While some historians have continued to argue against this premise, steps have been taken by governments towards **Reconciliation**, a topic discussed later in this chapter.

## 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 2.3.1

Newspaper clipping from a Darwin newspaper c. 1930s. The handwritten text states, 'I like the little girl in the centre of group, but if taken by anyone else, any of the others would do, as long as they are strong'.

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

In a mid-western town I met an ex-Kinchela man. When he was ten he had been taken straight from school by a welfare officer, he said, and was never able to say goodbye to his father. He was placed in Kinchela and was an inmate during the period described above. He could not, or would not, talk of his experiences there. He was divorced, had been an alcoholic, and was deeply unhappy ...

As the children approached the age of fourteen or fifteen the question arose of their employment. The girls at Cootamundra were better prepared for the work—described by one of them as 'slavery'—for their training

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

Source 2.3.2 A description of the impact on everyday life of the removal of Aboriginal children in NSW, from Peter Read, *The Stolen Generations*, 1981



**Source 2.3.3** Students standing with their teacher at Hermannsburg Mission, Northern Territory, c. 1920



**Source 2.3.4** Aboriginal and Torres Strait Islander children eating at Yuendumu Native Settlement, Northern Territory, 1958

## ACTIVITIES

### Remembering and understanding

- 1 What term is used to describe the forcible removal of part-Aboriginal children?
- 2 How were the removals justified at the time?
- 3 What happened to the children of both Western and Aboriginal descent once they were taken from their families?
- 4 What was Peter Read's reason for writing his pamphlet *The Stolen Generations*?

### Applying and analysing

- 5 Examine Source 2.3.1.
  - a What is your initial impression of this picture?
  - b What does the typed text beneath the photograph imply about the children's situation?
  - c The source has handwriting scribbled under the photograph. What does it imply about attitudes towards Aboriginal children?
- 6 Examine Sources 2.3.3 and 2.3.4.
  - a Who do you think would have taken each photograph?
  - b Describe what you think is happening in each scene.
- 7 Read Source 2.3.5.
  - a How would you describe the removal of children from the school?
  - b How might you think Australians reacted when reading this story for the first time in the 1980s? Would everyone have responded in the same way? Why?
- 8
  - a What do you think is the purpose of each source?
  - b How might the purpose (motivation) of each author affect the reliability and usefulness of each source in a study of the Stolen Generations?

Between morning school and the lunch break, we heard the unmistakable sound of a motorcar. Out where we were motor cars were very rare at that time, and although we were seething with curiosity we did not dare move from our desks ... I cannot remember everything that went on, but the next thing I do remember was that the policeman and Mr Hill came into the school. Mrs Hill seemed to be in a heated argument with her husband. She was very distressed.

The children were all standing (we always stood up when visitors came and the police were no exception). My sister May and another little girl, an orphan, started to cry. Then others. They may have heard the conversation. I was puzzled to know what they were crying for, until Mr Hill told all the children to leave the school, except myself and May and Myrtle Taylor, who was the same age as May (eleven years). Myrtle was an orphan reared by Mrs Maggie Briggs. She was very fair-skinned and pretty.

I had forgotten about Brungle and the gang of men representing the Aborigines Protection Board who had visited when we were staying there. But then it came to me in a rush! But I didn't believe for a moment that my mother would let us go. She would put a stop to it! All the children who had been dismissed must have run home and told their parents what was happening at school. When I looked out that schoolroom door, every Moonahcullah Aboriginal mother—some with babies in arms—and a sprinkling of elderly men were standing in groups. Most of the younger men were away working on homesteads and sheep stations or farms. Then I started to cry ...

**Source 2.3.5** Story of Margaret Tucker's removal in 1917 when Margaret Clements (original name) was 13, and her sister May was 11, Moonahcullah, NSW



## UNIT 2.4

# US Civil Rights movement

### Aims and methods of the movement

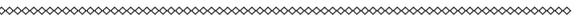
The late 1950s and 1960s was a period of great division in the US over the struggle by African Americans to remove the laws and attitudes that racially discriminated against them and segregated them from society. Activist groups demanded an end to racial inequality and aimed to gain equal access to education, political and legal processes, and economic opportunity. Their methods of achieving these goals included legal means, negotiations, petitions, boycotts, non-violent protests and demonstrations. It was the largest social movement of the twentieth century and inspired similar actions across the world, including Australia, where similar issues of racial inequality existed.

### The Jim Crow laws

Despite the 1776 American Declaration of Independence stating that ‘all men are created equal’, racial inequality existed in extreme forms across the US. Anti-African-American legislation known as the ‘Jim Crow’ laws were implemented in various southern states after the American Civil War, enforcing segregation, the practice of separating people of different races, between white Americans and African Americans. This included attendance at public schools, theatres, hotels, restaurants, transport and even water fountains. In some states it extended to banning white Americans and African Americans from getting married. Abolition of the Jim Crow laws was the underlying motivation of the US Civil Rights movement.

#### DID YOU KNOW?

It is thought that the Jim Crow laws were named after a white man who performed with his face painted black, imitating and mocking the way African Americans sang and danced.



*It shall be unlawful for a negro and white person to play together or in company with each other in any game of cards or dice, dominoes or checkers.*

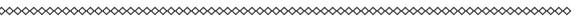
Birmingham, Alabama, 1930

*Marriages are void when one party is a white person and the other is possessed of one-eighth or more negro, Japanese, or Chinese blood.*

Nebraska, 1911

*Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school.*

Missouri, 1929



**Source 2.4.1** Jim Crow laws implemented in the southern states of the US



**Source 2.4.2** Elizabeth Eckford entering Little Rock Central High School, September 1957

## Segregation in schools

Even though segregation in state schools was deemed to be illegal by 1954, some southern states refused to desegregate their schools. Perhaps the most famous example of this is the incident now referred to as the Little Rock Crisis. In 1957, when a group of African-American students arrived to attend school, angry mobs gathered outside the school doors to protest.

**1863** Emancipation Proclamation frees slaves in the US

**1896** Jim Crow laws ‘—separate but equal’

**1909** National Association for the Advancement of Colored People (NAACP) founded by Mary Ovington

**1954** Landmark decision in the US Supreme Court in *Brown v. Board of Education* states that the segregation of black students from white students is unconstitutional

**1955** Rosa Parks refuses to give up her seat on a bus to a white man

**1956** Supreme court intervenes and rules that segregation on buses is unconstitutional

**1957** Little Rock High School clash  
Martin Luther King founds the Southern Christian Leadership Conference (SCLC)

**1960–63** Sit-ins commence across southern US states

**1961** Freedom Rides in southern states commence

**1963** Birmingham Campaign organised by SCLC

**1964** Riots in Harlem (New York), Philadelphia, Chicago and Rochester  
Civil Rights Act passed through congress banning segregation in public spaces

**1965** Los Angeles riots—thirty-four people killed

**1967** State laws forbidding inter-racial marriage declared unconstitutional

**1968** April 4—Martin Luther King J. assassinated  
President Johnson signs the anti-riot act

**Source 2.4.3** Important dates in the US Civil Rights movement

The Governor of Arkansas illegally used state troopers to block the African-American students from entering. The situation escalated and was finally resolved when President Eisenhower ordered federal troops to protect the students' entry.

## Bus boycotts

Despite a Supreme Court ruling in 1954 stating that segregation on interstate buses was unconstitutional, southern states continued with their own policy of transport segregation. This usually involved white Americans sitting at the front and African Americans sitting towards the back of the bus. They also had to give up their seat if a white person wanted it. On 1 December 1955, an African-American seamstress named Rosa Parks quietly refused to give up her seat to a white person and was arrested.

The National Association for the Advancement of Colored People (NAACP) paid her bail and organised a boycott of all buses in Montgomery, Alabama. African Americans made up 75 per cent of bus passengers and their boycott dealt the bus companies a serious economic blow. The boycott continued for more than a year, challenging prevailing laws and attitudes in southern states.

## Martin Luther King Jr

Martin Luther King Jr was an African-American preacher of a southern Baptist church in Montgomery, Alabama. He is the most famous leader of the US Civil Rights movement and remembered for his courage and leadership in the face of racial violence and hatred.



**Source 2.4.4** Martin Luther King Jr. addresses a crowd of angry African-American supporters willing to avenge the attack on his home.

Heavily influenced by the Indian independence leader Mahatma Gandhi, who used methods of passive resistance (non-violence) in his protest for India's independence from Britain, King recognised that great change could be achieved peacefully. King was instrumental in the Montgomery Bus Boycotts, where his non-violent approach was utilised.

King inspired a generation of young people of all races to protest non-violently against racial discrimination. He led a protest rally to Washington in 1963 where he delivered his 'I have a Dream' speech—one of the most famous speeches in history—to over 200 000 supporters. In 1964, he became the youngest person to be awarded the Nobel Peace Prize at aged 35. After surviving numerous death threats and having his home bombed in 1956, King was assassinated prior to delivering a speech on 4 April 1968, while standing on a balcony in a hotel room in Tennessee.



**Source 2.4.5** Sit-in protesters against segregation at a lunch counter in Jackson, Mississippi, have drinks tipped over them, 28 May 1963.

## The Freedom Rides

In an attempt to challenge transport segregation in the southern states, a group called the Congress of Racial Equality (CORE) rode interstate buses in the most segregated states of Mississippi and Alabama. The Freedom Rides as they were known, included about 1000 black and white activists, who faced considerable hostility and danger as they attempted to draw attention to the unfairness of segregation. In May 1961, their bus was attacked by angry protestors and members of the **Ku Klux Klan** in Birmingham, Alabama. The police failed to protect the protestors as they were beaten and their bus fire-bombed. The Federal Government was forced to order federal marshals to accompany the Freedom Riders.



**Source 2.4.6** A 'Freedom Bus' is fire-bombed while travelling in the southern states, 14 May 1961.

## Continued protests and activism

### Emergence of television

In the 1960s, television footage became an important method of portraying images of civil injustice. Viewers were horrified at the level of violence and hostility shown by authorities towards non-violent protestors. The Birmingham campaign organised by the Southern Christian Leadership Conference in the spring of 1963 was widely publicised, and showed high-pressure water hoses and police dogs used on protestors, including over 1000 children, involved in a civil rights' march. As a result, President Kennedy was forced to take action, and moved to bring a Civil Rights Bill before the US Congress, which sought to bring in legislation outlawing racial discrimination.

### Protest marches

Protest marches had a significant impact because of the number of protestors who participated. The Washington March in 1963 to the Lincoln Memorial was important due to the fact that a third of the 200 000 protestors were white. Its aim was to put pressure on Congress to pass President Kennedy's Civil Rights Bill and demonstrated considerable support for and advancement of the Civil Rights movement.

### Civil Rights Act 1964

Before Congress could pass the Civil Rights Bill, President Kennedy was assassinated in Dallas, Texas, on 22 November 1963. The new President, Lyndon Johnson, pushed on with the landmark Bill and the Civil Rights Act was passed in 1964.

The Act banned segregation in all public spaces, prevented any company without a pro-civil rights charter from applying for federal funding and enabled the Attorney-General to file a law suit against states who would not comply with the new legislation.

### Voting Rights Act 1965

The Voting Rights Act made actions to interfere with or prevent African Americans from registering to vote illegal. President Johnson introduced the Bill as a result of highly publicised clashes between protest marchers and police in southern states. Concerned that African Americans were being intimidated and prevented from voting, Martin Luther King had organised a march in Alabama from Selma to Montgomery. The marchers were stopped twice by state police, who arrested protestors for holding an 'illegal parade' and imprisoned hundreds of supporters. Eventually the National Guard was ordered by the President to accompany the marchers for the third stage. The original protest group of 300 was joined by 25 000 people as public opinion grew in support of King and the government's actions to support change.

### Black Power

While the issues of desegregation and voting rights were priorities for African Americans in the southern states, those in the north sought to address poverty, unemployment and discrimination by the police. As a result, their methods differed markedly from those adopted in the south. Younger, urban African-American leaders were also more impatient for change.

- The Student Nonviolent Coordinating Committee (SNCC) broke away from Martin Luther King and renamed themselves Black Power. They expelled their white supporters and argued for a form of Black Nationalism, which involved separatism and self-determination while fighting to take control over issues that affected their communities.
- The Black Panthers adopted a militaristic style, wearing uniforms and carrying guns. They frequently clashed with police but also organised free community programs that assisted black children and families living in poverty. Their message to white police was that they could not be easily intimidated. For African Americans, they provided a forceful alternative to King's philosophy of passive resistance.
- The Nation of Islam rejected the concept of integration and believed that African Americans had the right to defend themselves against white violence. Their leading spokesman, Malcolm X, famously declared that African Americans should use 'any means necessary' to defend themselves, their family and their property. Sadly, members of the Nation of Islam murdered Malcolm X after he modified his views in 1965.



**Source 2.4.7** A 17-year-old student is attacked by a police dog during a mass protest in Birmingham, Alabama, May 1963. This photo appeared on the front page of *The New York Times* and was discussed by President Kennedy during a meeting at the White House.

## ACTIVITIES

### Remembering and understanding

- 1 List the manner in which African Americans were discriminated against.
- 2 Examine the people presented in Source 2.4.2. What type of emotions do you think different people are feeling? Why do you think they feel this way?
- 3 Who were the Freedom Riders and what did they achieve?
- 4 Using the text and Source 2.4.4, discuss who inspired Martin Luther King Jr and what impact he had on the course of the Civil Rights movement?

### Applying and analysing

- 5 Draw up the table as shown below. Using the information on this spread, compare and contrast the aims and methods of African-American civil rights protesters in the north and the south.

	Aims	Methods
Northern protesters		
Southern protesters		

- 6 Examine the sources and the text and write a 250-word report outlining the significance and achievements of Martin Luther King Jr. Include any significant historical events and people in your report.



## UNIT 2.5

# The Australian Freedom Rides

### The Civil Rights movement

The 1960s reflected a time of civil rights activism in many Western countries, as new movements for social and cultural change emerged in response to community injustices. The US Civil Rights movement's push for greater equality and rights for African Americans was highly publicised. Newspaper and television images of mass rallies were viewed across the world, revealing the division and violence associated with racial hatred, segregation and widespread injustice. Australians too witnessed the strategies and gradual successes of civil rights activists in the US, inspiring campaigners to push for greater rights and freedoms for Indigenous Australians.

### Australia inspired by the US

The media coverage of events and issues in the US had a significant effect on Australia's anti-discrimination movement. On 6 May 1964, a group of university students protested against the discrimination of African Americans by staging a mock meeting of the Ku Klux Klan outside the American Consulate in Sydney, during which they burned crosses.

The same group later turned its attention to Australian civil rights issues. Calling itself Student Action for Aborigines (SAFA), the student group elected Aboriginal student Charles Perkins as their president.

The SAFA designed a campaign to expose the poverty and racial discrimination of Aboriginal people in NSW regional towns. Like the American Freedom Rides from whom they drew their inspiration, the SAFA aimed to attract media attention and, in doing so, make it a matter of urgent political action, forcing the federal government to develop a national strategy.

### Aims and principles

On 18 January 1965, in a letter to the Chairman of the NSW Aborigines Welfare Board, Perkins outlined the principles, aims and methods of SAFA. These included:

- chartering a bus for two weeks around the west and north coast of NSW
- developing a comprehensive survey of Aboriginal living conditions in the main towns visited in terms of housing, education, employment, health, and attitudes between European and Aboriginal people



**Source 2.5.1** Students from the University of Sydney preparing to visit towns in NSW on their Freedom Rides, 1965

- referring to the tactics demonstrated by Martin Luther King Jr of passive, non-violent action
- inspiring both Aboriginal and European townspeople to do something practical about Aboriginal discrimination
- ensuring the integration of community facilities that were segregated, such as theatres, swimming pools, clubs and hotels.

## Australian Freedom Rides

On the 12 February 1965, Australia's own Freedom Rides commenced with thirty-three students on a two-week bus journey (see Source 2.5.1). The group included Darce Cassidy, Australian Broadcasting Commission (ABC) reporter, who provided national and international media coverage for both radio and television broadcasters. This attracted extraordinary publicity to an issue that was rarely considered by people in urban areas.

Throughout their journey the students visited seven rural towns, where they conducted surveys and challenged local community attitudes towards Aboriginal people. They picketed Walgett RSL Club which did not allow membership for Aboriginal ex-servicemen and protested outside the Moree swimming pool which allowed Aboriginal children in only at certain hours and after they had showered. The Freedom Riders, with parental permission, transported Aboriginal children from the nearest reserve by bus to the local pool, and refused to leave until the pool had allowed the children entry. Only after the intervention of the town's mayor were children allowed to go into the pool.



**Source 2.5.2** A cartoonist's comments on the Freedom Rides, Melbourne *Herald*, 20 February 1965

*Sydney university students involved in racial violence at Moree, northern NSW, on Saturday, were left stranded yesterday when their hired bus driver walked out because he said their anti-segregation tour was too dangerous ...*

*Mr Charles Perkins, the students' leader said: 'We do not blame Mr Pakenham ... He has been intimidated into leaving for fear of danger to the bus and to himself'.*

**Source 2.5.3** From 'Race tour bus driver walks out', *The Australian*, 22 February 1965

## Impact of the Freedom Rides

The entire journey of the Freedom Riders and community reactions were publicised nationally. This raised awareness of the deep-seated racism in rural Australia. It provided the wider public with reason to support the Aboriginal rights movement to bring about an end to inequality and mistreatment.

The Freedom Rides also had an impact on Aboriginal and Torres Strait Islander people by showing that change was possible and that they did not have to put up with discrimination. Perkins and his group had provided significant media attention to the issue and placed Indigenous rights firmly on the political agenda. It also inspired a younger generation of Indigenous Australians to fight for greater rights and freedoms.

## ACTIVITIES

### Remembering and understanding

- 1 What was the SAFA and what issues was it concerned with?
- 2 Define the terms 'discrimination' and 'picketed'.
- 3 What conditions had been imposed on Aboriginal children at the Moree swimming pool?

### Applying and analysing

- 4 Create a timeline for Australia's Freedom Rides, including significant destinations and events from the trip.
- 5 Prepare a short oral presentation outlining the aims and impacts the Australian Freedom Riders had regarding the rights of Aboriginal and Torres Strait Islander people.



## UNIT 2.6

# The path to the 1967 referendum

### Rights and voting

In January 1901, the Australian Constitution came into existence. This spelled out the authority for all powers, by which laws are made (legislators), how they are implemented (executive government) and how they are upheld (the courts). Central to the document's purpose are the roles and responsibilities of governments and the voting rights of citizens in federal elections and referendums.

Before 1967, the Australian Constitution did not provide the federal government with the power to deal with Aboriginal and Torres Strait Islander people. The states were responsible for Aboriginal affairs. This meant that the rights and experiences of Indigenous people differed significantly from state to state. States governed on matters such as wages, work and marriage.

This was most evident when, in 1962, the federal government amended the electoral voting conditions to allow Aboriginal people the right to vote in federal elections. This was only made available to Aboriginal people who already had the right to vote in state elections and enrolments were not made compulsory. The only way all Aboriginal people in every state could obtain the right to vote at both a state and federal level was through an amendment to the constitution. Such an amendment is only possible through a referendum, in which people are asked to vote either 'yes' or 'no' to a proposed change.

#### DID YOU KNOW?

Indigenous Australian David Unaipon (1872–1967) has been pictured on the \$50 note since 1995. Although he left school at age 13, he revolutionised sheep shearing and conceptualised the helicopter two decades before it became a reality. He regularly appeared in newspaper articles that, while heralding his discoveries, were extremely racist in their remarks. Also a writer, he campaigned actively from the 1920s for Indigenous rights.

### Census figures

Another limitation of the Constitution was that the national census did not include the counting of Aboriginal and Torres Strait Islander people (see Source 2.6.2). Central to a government's ability to make positive change is an accurate knowledge of their country and population. Not having reliable figures to work with prevented the federal government from introducing laws that would improve conditions for Indigenous Australians.

~~~~~  
*No adult person who has or acquires a right to vote at elections for the more numerous House of the Parliament of a State shall, while the right continues, be prevented by any law of the Commonwealth from voting at elections for either House of the Parliament of the Commonwealth.*

~~~~~  
**Source 2.6.1** Section 41 of the Australian Constitution, 1901

~~~~~  
*In reckoning the numbers of people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted.*

~~~~~  
**Source 2.6.2** Section 127 of the Australian Constitution, 1901

### Campaign for constitutional change

The campaign for constitutional change has persisted since the 1920s, despite constant setbacks. In 1929, Archdeacon Lefroy in London argued that Australia owed a 'debt of reparation' and should take national responsibility for the rights of its Indigenous people. William Cooper, during the 1938 Day of Mourning, called for greater federal powers to legislate for Aboriginal Australians.

### A petition to change the Constitution

In 1962, the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) presented a petition to the federal government demanding change to the Constitution. While the campaign was not successful in achieving immediate change, it continued the pressure being applied to the federal government and highlighted significant inconsistencies between the states in relation to Aboriginal rights and freedoms.

### Public awareness and international covenants

Following the 1962 campaign, public awareness was again heightened by the 1965 NSW Freedom Rides and the 1966 Wave Hill strike. Continued international coverage of the US Civil Rights movement and criticism of the South African apartheid system, also stirred a global voice for change.

**Source 2.6.3** Aboriginal children in a protest rally campaigning for a 'Yes' vote, Queensland, 1967

In 1966, the UN published the *International Covenant on Civil and Political Rights* and the *International Covenant on Economic, Social and Cultural Rights*. As a signatory of this covenant, Australia's new Prime Minister Harold Holt had little option but to agree to hold a referendum to change the Constitution.

### The 1967 Referendum

The 1967 referendum was an important step towards equality for Aboriginal and Torres Strait Islander people. In order to change the Constitution, both Houses of Parliament have to agree to the change, and all Australian citizens must vote on the amendment through a referendum, with a majority of people in a majority of states voting 'yes'.

A vigorous campaign was held to promote the 'yes' campaign, with strong support by the churches, the trade union movement and the media. Led by FCAATSI, the 'yes' campaign program included street parades, public meetings and rallies, posters and music.



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

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

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

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

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

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

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

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

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

**YOU MUST VOTE IN RESPECT OF EACH PROPOSED**

**LAW**

**VOTING IS COMPULSORY**

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

**Source 2.6.4** Extract from the 1967 information booklet outlining the proposed changes to the Constitution and presenting a sample referendum ballot paper

## 27 May 1967

On 27 May 1967, Australians were asked to vote on two questions (see Source 2.6.4). Question 1 related to Section 127 of the Constitution and asked people whether Aboriginal people should be counted in the national census. Question 2 addressed Section 51 and asked people whether the federal government should have the power to make laws regarding Aboriginal People.

### The outcome of the referendum

The outcome of the referendum was a 90.77 per cent vote in favour of the changes (see Source 2.6.5). The result reflected overwhelming support for the rights of Indigenous Australians, and granted the federal government the opportunity to make positive changes. The referendum is sometimes confused with the moment Aboriginal people gained citizenship; however, citizenship had already been gained by 1961 and the right to vote granted in 1962.

1967 referendum				
State	Yes		No	
	Votes	%	Votes	%
NSW	1 949 036	91.46	182 010	8.45
Victoria	1 525 026	94.68	85 611	5.32
Queensland	748 612	89.21	90 587	10.79
South Australia	473 440	86.26	75 383	12.74
Western Australia	319 823	80.95	75 282	19.05
Tasmania	167 176	90.21	18 134	9.79
<b>Total</b>	<b>5 183 113</b>	<b>90.77</b>	<b>527 007</b>	<b>9.23</b>

Source 2.6.5 Results of the 1967 referendum

The referendum did not, in fact, provide any direct new rights for Aboriginal and Torres Strait Islander people. However, it was a very significant symbolic victory that saw the establishment of an Aboriginal Affairs Department in 1968, with new powers to oversee the interests of Indigenous Australians. Most importantly, it showed that ordinary people in 'white' society overwhelmingly supported positive change for Aboriginal and Torres Strait Island people.

## ACTIVITIES

### Remembering and understanding

- 1 What is the basic purpose of the Australian Constitution?
- 2 Was the 1962 campaign to change the Constitution successful?
- 3 What was the purpose of the 1967 referendum?
- 4 What were the two questions asked in the 1967 referendum?

### Applying and analysing

- 5 In small groups of two or three, brainstorm the reasons people may have had for voting 'yes' or 'no' to the referendum. Create a table with your results.
- 6 Imagine it is 1967. Prepare a poster to try to influence opinion on the referendum.
- 7 Write a paragraph outlining the events and pressures that led to the referendum.

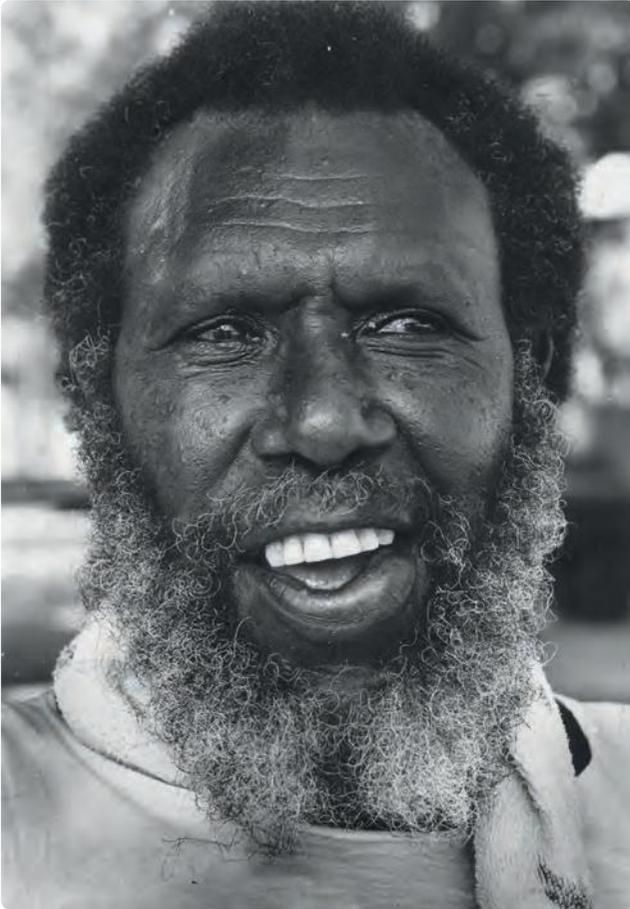






## UNIT 2.8

# Eddie Mabo



Source 2.8.1 Indigenous rights activist Eddie Mabo

### A significant individual in the struggle for Indigenous rights

Eddie Koiki Mabo was born in 1937 on Mer Island (Murray Island) in the Torres Strait. His mother died during childbirth and so Eddie was raised by his uncle, Benny Mabo and his family. During Eddie's teenage years the Queensland government strictly regulated the Torres Strait Islands. The Meriam people lived a traditional lifestyle, seeking to maintain their cultural heritage by working the land, fishing and adhering to their cultural laws of inheritance. At age 16, Eddie broke a customary island law and was exiled to the mainland where he worked odd jobs, including pearl diving and sugar cane cutting.

In 1959, aged 23, Eddie married Bonita Neehow and went on to have ten children with her. He worked to make a difference, becoming a spokesperson for railway workers and the union and opening the first 'Aboriginal only' school in Townsville. At the age of 31, he became a gardener at James Cook University and, although never enrolled as a student, attended lectures and read widely. This would be a significant time in Eddie's life as he was exposed to intellectual discussion surrounding the issue of Aboriginal rights and 'white' law. It also enabled important conversations with historians Professor Noel Loos and Henry Reynolds in 1974, in which Eddie discovered he did not own his land on Mer Island (see Source 2.8.2). This would be a significant turning point in Eddie's life and the beginning a long journey in challenging the Queensland government in the 'white' court system.

.....

*We were having lunch one day in Reynolds' office when Koiki was just speaking about his land back on Murray Island. Henry and I realised that in his mind he thought he owned that land, so we sort of glanced at each other, and then had the difficult responsibility of telling him that he didn't, and that it was Crown land. Koiki was surprised, shocked and ... he said and I remember him saying 'No way, it's not theirs, it's ours'.*

.....

Source 2.8.2 Professor Noel Loos recalls Eddie Mabo's discussion with him and Henry Reynolds in 1974. Koiki was Mabo's middle name.

### Working towards native title

In 1981, Eddie attended a Lands Rights Conference in Townsville, where he delivered a seminar on his understanding of Torres Strait land ownership (see Source 2.8.3). He explained that a system of land ownership existed on Mer that predated white settlement. This traditional system of land ownership meant that male descendants on the island inherited the land of their father.

A lawyer listening to Eddie speak suggested that he take his argument to court as a test case to claim land rights. Firstly, the Queensland government was challenged and legislated that the establishment of the colony in Queensland in 1859 nullified all previous traditional law and claims to land. Following this, the case was brought to the High Court of Australia in 1982.

Eddie's claim was dismissed on the ruling that he was not actually the son of Benny Mabo. Despite the disappointment Eddie chose to stand aside so that the entire case would not be dismissed and could continue with the other plaintiffs. In January 1992, ten years after the court case's commencement, Eddie died of cancer, aged 56.

.....  
*In the Torres Strait, land ownership is the same throughout. It is different from Aboriginal land ownership on the mainland. Although we have tribal regions, we go much further into the clan area and then to individual or family holdings. This system existed as long as we could remember. When the first white men arrived in our islands they found people as village dwellers who lived in permanent houses and in well-kept villages. They also discovered that we were expert gardeners and hunters.*  
.....

**Source 2.8.3** From 'Land rights in the Torres Strait' From a seminar delivered by Eddie Mabo in Townsville, 28–30 August 1981

## The Mabo Judgment

On 3 June 1992, five months after Eddie's death, the High Court handed down its ruling. In it the judges of the High Court recognised the Meriam people as having a native title and were entitled to possess and occupy, use and enjoy the Mer Islands. It was a landmark case and highly significant as it overturned the legal premise that Australia was *terra nullius*. This was the principle by which the British had claimed land ownership at the time of white settlement in 1788. It was the view that Australia was 'nobody's land' as no formal system of land ownership existed at the time of settlement.

### Main principles of the Mabo Judgment

1 While the British government acquired sovereignty of the continent, it did not acquire full ownership of all of the land.

- 2 Where it is determined that native title still exists then Indigenous people are entitled to continue their traditional laws and customs. This may include hunting, fishing or holding ceremonies.
- 3 If a language group loses connection to their land or cannot prove a connection that predates white settlement, then native title is extinguished.
- 4 Native title can be handed over to the Crown but the rights and privileges of native title are non-transferable.

### Australian Human Rights Medal

While Eddie Mabo did not live to see the High Court's decision, his contribution to Australian Indigenous people was profound. In 1992, he was posthumously awarded the Australian Human Rights Medal by the Human Rights and Equal Opportunity Commission. Despite the dedication and courage he showed in his fight for Indigenous rights, he was not appreciated by everyone. Three years after his death, a memorial tombstone was erected in Townsville. The next day it was vandalised and partially destroyed. Eddie was later reburied on Mer Island in a secret place and with a traditional burial service, the first of its kind to be performed in over 80 years.

### Native Title Act 1993

After the High Court ruling, which soon became known as the Mabo Judgment, the Keating government realised that it had to legislate to recognise native title. In 1993, the Native Title Act (Commonwealth) provided a legal means and administration process by which Aboriginal communities could claim native title, or ownership of vacant Crown land. This was land owned by the federal government that was not being leased to miners or **pastoralists**.

The term 'native title' refers to the legal recognition in Australian law that some Indigenous people still hold rights to their land. The *Native Title Act 1993* stated that an Indigenous community could have exclusive rights over a section of land if it could prove that it had an ongoing connection to that land which predated white settlement. This only applied to Crown land, or land owned by the federal government. Aboriginal people had to prove continual occupancy of the land and its use for traditional reasons. More often, there were arrangements for partial access to land to practise customs and laws where an Aboriginal community had native title over a land that a farmer also had a lease over.

## The Wik decision

It was not until the Wik decision in 1996 that the High Court formalised the shared relationship between leases and native title (see Source 2.8.4). In the decision, the Wik people were given access to their traditional lands, which were currently under lease to a pastoralist and mining companies. The Wik decision stated that where native title could be proven on leased Crown land, the pastoralist or miner to whom it was being leased did not have exclusive rights to the land. Instead they had to allow its first owners access in order to practise their traditional customs and laws.

### Reaction to the Wik decision

The Wik decision caused outrage as many within the media mistakenly believed that Indigenous Australians now had the legal ability to claim people's backyards. This was never a provision of the Native Title Act and private land was not at issue in the Wik case. This fear was, however, seized upon by sections of the media and supporters of farming and mining interests (see Sources 2.8.5 and 2.8.6).

*We don't want to keep people off our land.  
We want to share. We don't want to drive the  
pastoralists away. They are not our enemies.  
We helped to build that industry and we need  
it to be strong for our future too. We just asked  
the Court to find that we can live alongside  
pastoral leases on Cape York.*

*We want the government to recognise that  
we are the traditional owners of those lands.  
Our law is first law ...*

**Source 2.8.4** 'What the Wik Decision means to us',  
Denny Bowenda in *Native Title*, 1998



**Source 2.8.5** The Liberal Party's Peter Reith is depicted loading bags of Mabo hysteria into an aerial crop-seeding plane, 1993

## ACTIVITIES

### Remembering and understanding

- 1 Name three ways in which Eddie Mabo was politically active in his early life.
- 2 Describe the traditional system of land ownership that existed on the islands of Mer.
- 3 Why did the Howard government release a 10-point plan in response to the Wik decision?
- 4 What is the attitude of Denny Bowenda towards pastoralists? What do you think he means when he says, 'We helped to build that industry'?

### Applying and analysing

- 5 Make a chronological list or timeline of the key events in Eddie Mabo's life. Include significant people and events, and annotate why they are important historically. Use evidence from the text and the sources provided to complete your chronology.
- 6 Do you think there would have been a different historical outcome if Mabo had never discovered he did not own land on Mer Island? Why do you think this? Write a paragraph outlining your reasons. Use evidence from the sources to support your argument.
- 7 Compare Sources 2.8.4 and 2.8.6. Account for the different perspectives of the authors of each source.
- 8 Examine Source 2.8.5. Explain the cartoonist's perspective about the government's attitude to the Mabo Judgment. Use evidence from the source to support your explanation.

... our [National Farmers' Federation] primary concern has always been certainty for the people who use the land for economic benefit—our farmers—and that means that they simply must have the exclusive occupancy of their land. We've demanded that the Government legislate to overturn the Wik decision, because the concept of coexisting title is simply unworkable ...

... since the Wik decision, many farmers around the country can't [plan for and invest in the future of their farms] because their future ability to manage their [farms] is clouded ...

50 per cent of Victoria is now under native title claim ...

Australia's farmers understand that they are deeply involved in a crucial chapter in our country's history, and they feel a strong obligation to make sure that their decisions are in the best interests of all Australians, wherever they live.

**Source 2.8.6** From 'To conserve or farm', by Donald McGauchie, *The Age*, 22 July 1997. Donald McGauchie was president of the National Farmers' Federation.

## Howard government's 10-point plan

In May 1997, responding to concerns by pastoralists and miners in the wake of the Wik decision, the Howard government released its 10-point plan. The following year it also introduced amendments to the Native Title Act. The Howard government sought to further legislate the manner in which native title could be claimed, seeking to assure mining companies and industries concerned about losing control over the land they leased. In many cases, these leases extended for periods of up to 99 years.

The Bill that went through parliament was highly contested as it sought to add a 'sunset clause', providing a period of six years beyond which native title could no longer be claimed. Opponents of the Bill pointed out that Indigenous Australians had been waiting 200 years for this opportunity and six years was not adequate time to prepare the necessary proof of native title. The sunset clause was expunged, but many activists saw this Act as a backwards step in land rights.



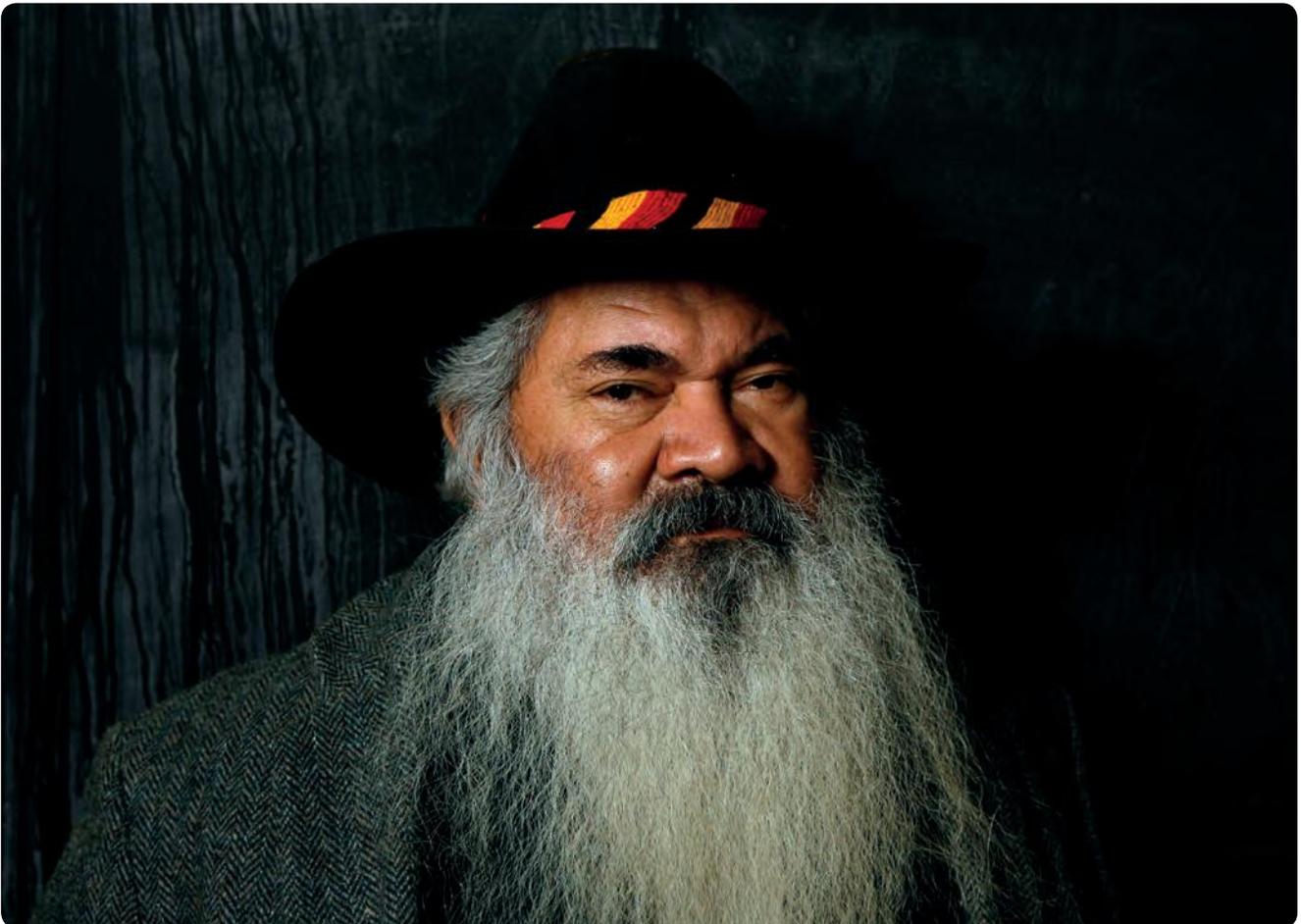
## UNIT 2.9

# Other developments in the struggle for rights and freedoms

### Council for Aboriginal Reconciliation

After the significant legal advancements of the 1990s, as well as achieving recognition of land rights through the Mabo and Wik decisions, Aboriginal and civil rights activists have been focused on achieving Reconciliation with non-Indigenous Australians. Prime Minister Hawke introduced the Reconciliation initiative, seeking to improve relationships between Aboriginal and Torres Strait Islander people and the wider Australian community.

In 1991, parliament formed the Council for Aboriginal Reconciliation and provided a ten-year period during which the Council could consult the Indigenous community before making recommendations back to parliament. The council consisted of twenty-five prominent Indigenous and non-Indigenous Australians, with Patrick Dodson as its first chair (see Source 2.9.1). In 1992, Labor Prime Minister Paul Keating demonstrated his support for this initiative in his famous Redfern speech (see Source 2.9.2).



**Source 2.9.1** Patrick Dodson played a significant role in seeking justice for Aboriginal and Torres Strait Islander people. He won the 2008 Sydney Peace Prize for his 'courageous advocacy' for human rights and is commonly known as the 'Father of Reconciliation'.

The Council for Aboriginal Reconciliation recommended a number of strategies to advance the cause of Reconciliation. Among them was a new preamble to Australia's Constitution, recognising Aboriginal and Torres Strait Islander people as the 'first people' of Australia and also changing the date of Australia Day from 26 January, which marks the landing of the First Fleet at Sydney Cove. It also recommended a formal treaty to assist in resolving current and future issues.

.....  
*Isn't it reasonable to say that if we can build a prosperous and remarkably harmonious multicultural society in Australia, surely we can find just solutions to the problems which beset the first Australians—the people to whom the most injustice has been done ...*

*... 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 prejudice. And our failure to imagine these things being done to us ...*

*We failed to ask—how would I feel if this were done to me? As a consequence, we failed to see that what we were doing degraded all of us ...*

.....  
**Source 2.9.2** From Prime Minister Paul Keating's speech at Redfern Park, NSW, 10 December 1992, delivered at the Australian launch of the International Year for the World's Indigenous People

## Government response

Among the main challenges to true Reconciliation has been the change of government policy towards Indigenous Australians, and the uncertainty caused by the Mabo and Wik decisions. While the Keating government accepted responsibility, the Howard government that followed did not (see Source 2.9.3).

Howard's 10-point plan led to the Native Title Amendment Act which further restricted native title claims, instead favouring pastoralists. After almost two years in the making, the Howard government accepted some of the recommendations put forward in the final report by the Council for Aboriginal Reconciliation but flatly rejected the notion that an official government apology was necessary. In January 2001, the Council body was replaced by a new organisation called Reconciliation Australia, with funding significantly reduced.

.....  
*In facing the realities of the past, however, we must not join those who would portray Australia's history since 1788 as little more than a disgraceful record of imperialism, exploitation and racism ... such an approach will be repudiated by the overwhelming majority of Australians who are proud of what this country has achieved although inevitably acknowledging the blemishes in its past history.*

.....  
**Source 2.9.3** From Prime Minister John Howard's opening address to the Australian Reconciliation Convention, 1997

## Bringing Them Home report

During the 1990s, non-Aboriginal Australians were increasingly made aware of the practice of removing Aboriginal children from their families, later to be known as the 'Stolen Generations'.

In 1995, under increasing public pressure, the Keating government formed the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families through the Human Rights and Equal Opportunity Commission. The inquiry took evidence and submissions from fifty-six churches and government organisations, as well as 535 Aboriginal and Torres Strait Islander people and groups. It focused on the forcible removal of Indigenous children from their families and communities.

## Findings of the Human Rights and Equal Opportunity Commission

In 1997, the Human Rights and Equal Opportunity Commission presented their findings to parliament in a document titled *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*. In it they identified that many officials believed they were doing the right thing at the time and in many cases children who were removed had a happy life with their adopted parents. However, the report also highlighted the many traumatised children who, as a result of being removed from their parents and community, suffered neglect and abuse, cruelty and anxiety. The report identified a connection between the present issues of poor Aboriginal health and welfare with the long-term systematic removal of children from their families.

## Government refusal

When the *Bringing Them Home* report was released, the state governments were quick to respond. Each parliament sought to fulfil certain recommendations of the report, including a formal apology from each premier. The Howard government, however, expressed ‘regret’ over the forcible removal of children but refused to offer a formal apology or provide monetary compensation to victims of forced removal and their families (see Source 2.9.4).

**Source 2.9.5** More than 250 000 people marched over Sydney Harbour Bridge in support of Reconciliation, 28 May 2000

In 1999, Prime Minister Howard, presented a ‘Motion of Reconciliation’ in federal parliament where he again abstained from a formal apology, rather referring to the maltreatment of Indigenous Australians as a ‘blemish’ in Australia’s national history. The federal government’s continued refusal to provide a formal apology became a matter of public debate in discussions about Aboriginal Reconciliation.

.....  
*I have never been willing to embrace a formal national apology, because I do not believe the current generation can accept responsibility for the deeds of earlier generations. And there’s always been a fundamental unwillingness to accept, in this debate, the difference between an expression of sorrow and an assumption of responsibility.*  
.....

**Source 2.9.4** John Howard explains his stance on giving a formal apology, 2007.

## The Apology

On 13 February 2008, Labor Prime Minister Kevin Rudd delivered the much-awaited ‘**Sorry Speech**’ to a joint sitting of both houses of federal parliament (see Source 2.9.6). The Apology was not accompanied by a promise for monetary compensation but was still welcomed by many Australians. Attended by members of the Stolen Generations and watched by many more Australians on television and live streaming, the apology was a significant—and for many, an emotional—moment in Australia’s history.







## UNIT 2.10

# The continuing fight for civil rights and freedoms



**Source 2.10.1** Children in a developing country face many challenges

### Children's rights

The UN *Universal Declaration of Human Rights* in 1948 proclaimed that everyone is entitled to rights and freedoms regardless of their ethnicity, sex, religion or language. It was a landmark document that forged a way forward for civil rights activists throughout the world. It became evident that because of their vulnerability, special safeguards were necessary for the legal protection of children. As a result, the Declaration of the Rights of the Child was adopted by the UN in 1959.

Now, therefore, the General Assembly proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures.

**Source 2.10.2** From preamble to the *Declaration of the Rights of the Child*, adopted by the UN General Assembly in 1959

### The ten principles of the Rights of the Child

The *Declaration on the Rights of the Child* set out ten principles summarised below which they called upon all people to adhere to.

- 1 Every child without exception be entitled to the rights set out in this document.
- 2 A child shall be provided special protection. They will be provided every opportunity to develop physically, mentally, morally, spiritually, and socially in a healthy and normal manner, in freedom and dignity.
- 3 A child is entitled from their birth to a name and nationality.
- 4 A child and his mother are entitled to special care, including adequate housing, nutrition, recreation and medical services.
- 5 A child with special needs is entitled to special treatment, including education and care specific to their particular condition.
- 6 A child requires love and understanding. Where possible a child shall remain with their parents and only under special circumstances be separated from their mother.
- 7 A child is entitled to free and compulsory education.
- 8 A child shall in all circumstances be among the first to receive protection and relief.
- 9 A child shall be protected against all forms of cruelty, neglect and exploitation, and traffic of any form.
- 10 A child is to be protected from any practice that fosters racial, religious or any other form of discrimination.

The UN *Convention on the Rights of the Child* was ratified by Australia in 1990 and is the first legally binding tool to outline, embrace and protect children's rights.

### Declaration on the Rights of Indigenous Peoples

In 1982, the UN Economic and Social Council established a Working Group on Indigenous Populations. Its task was to create a declaration on the rights of Indigenous people. In 1985, with more than 100 Indigenous groups participating, the drafting process began. On 13 September 2007, the *Declaration on the Rights of Indigenous Peoples* was officially adopted by the General Assembly.

## The voting

During the voting process to accept the new document, 143 states voted in favour of its acceptance, four voted against (Australia, Canada, New Zealand and the US—all countries with large non-Indigenous immigrant populations)—and eleven abstained. Some concerns were expressed that the Declaration would give ‘extra’ rights to Indigenous people that non-Indigenous would not be granted.

## The Declaration

The Declaration was significant as it represented an international agreement on the manner in which Indigenous people should be treated and respected worldwide, including the need to recognise, support and protect Indigenous rights globally. It affirmed many statements set out in the *Universal Declaration of Human Rights*, such as rejection of any practice of policy that discriminates based on race, culture or religion.

The document also addressed concerns of Indigenous treatment in the past, recognised the need for Reconciliation between Indigenous and non-Indigenous people and welcomed their contribution to a culturally diverse world. Through forty-one articles in the Declaration (see Source 2.10.3) it sought to recognise the cultural differences between Indigenous groups and past experiences, while still promoting collective rights.

## In Australia

The Declaration posed numerous legal ramifications and many nations, including signatories, issued statements regarding their intention to clarify their interpretation of specific rights, such as self-determination. While the Declaration is not legally binding and had no immediate effect in Australia, as a wealthy Western nation it was still expected to respect the principles outlined in the articles.

The main issue of concern for Australia was the wording of the Declaration and how it could be interpreted. By 2010, all four nations who voted against the document agreed to endorse the Declaration. However, Australia made it clear that the Declaration would not compromise existing laws and would only be used to guide future policy making.

On 17 September 2007 ... Australia was one of four countries that voted against the Declaration.

Today we acknowledge Articles 8 and 10 ...

We support Indigenous peoples' aspiration to develop a level of economic independence so they can manage their own affairs and maintain their strong culture and identity ...

We also respect the desire, both past and present, of Indigenous peoples to maintain and strengthen their distinctive spiritual relationship with land and waters.

The Indigenous land rights movement has a proud place in Australia's history with ... Federal laws recognising traditional ownership ...

Today we celebrate the great privilege all Australians have to live alongside the custodians of the oldest continuing cultures in human history ...

**Source 2.10.3** From the UN *Declaration on the Rights of Indigenous Peoples*. Delivered by Jenny Macklin, Minister for Families, Community Services and Indigenous Affairs, 3 April 2009

## ACTIVITIES

### Remembering and understanding

- 1 Why were the Declaration and the *Convention on the Rights of the Child* created?
- 2 Why was the *Declaration on the Rights of Indigenous Peoples* created?
- 3 Why were some countries initially reluctant to sign the Declaration?

### Applying and analysing

- 4 Prepare a multimedia presentation identifying the reasons behind the creation of the *Convention on the Rights of the Child* and the *Declaration on the Rights of Indigenous Peoples*. Include common principles and aims that are evident in both documents.
- 5 Read the ten articles listed in the text. Rank them in order of importance to you. Write two to three paragraphs explaining your ranking.



## UNIT 2.11

# Rights and freedoms

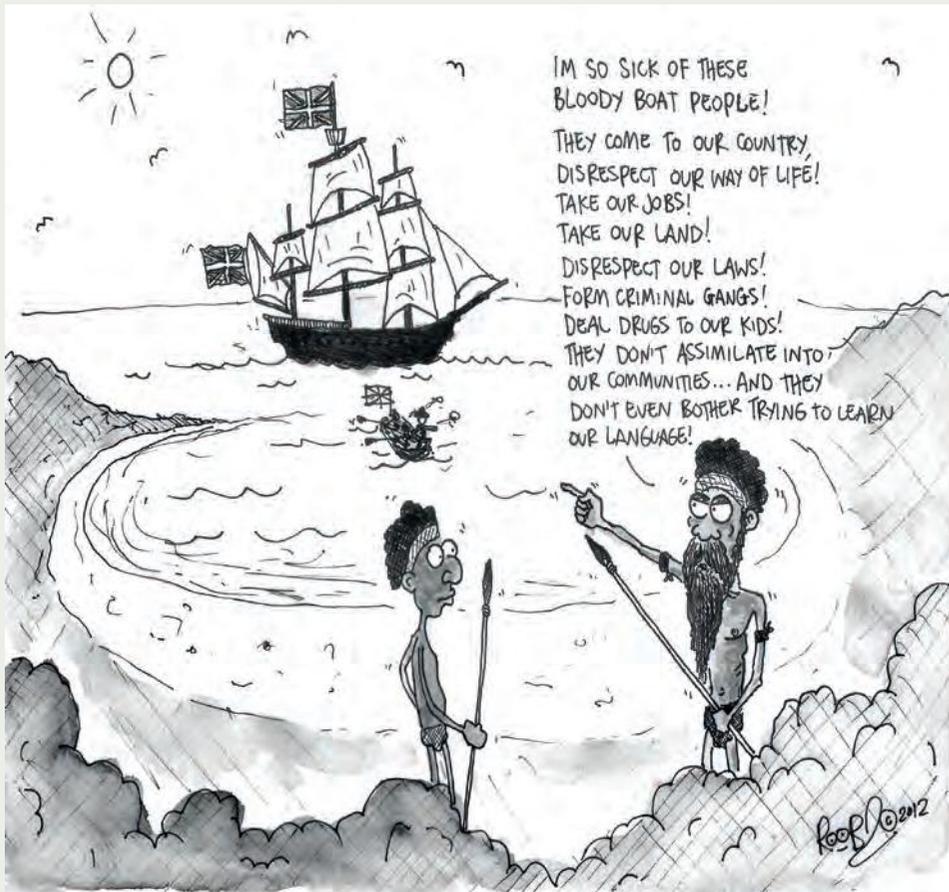
### Visual essay

A visual essay is a collection of images or photographs that construct a view or argument on a particular subject. It uses the power of imagery to communicate with an audience. You still use the same essay structure (introduction, main points, conclusion) but are limited only to visuals and singular words.

- 1 Start by posing a thoughtful question about the issues presented in this chapter. For example, 'How did people respond to the demand by Indigenous Australians for greater equality?' or 'What methods were used by African Americans to achieve change and were they successful?'
- 2 Create an essay scaffold as you would for a written essay. Come up with your main points and evidence to support your ideas.

- 3 Decide on your means of communication. Your essay could be presented in your workbook, as a film or slideshow, as wall art or using another creative outlet.
- 4 Choose your images and construct your draft essay.
- 5 Evaluate your draft. Does it follow a clear structure and communicate your argument? Have you provided multiple dimensions and layers of meaning that are reflected in your choice of colour, image and font style?

Present your finished work to your class and place it on display. Ideally it will generate constructive discussions and inspire others to fight for greater civil rights in the future.



**Source 2.11.1** Modern-day satirical comparison of boat people and Australia's treatment of Aboriginal and Torres Strait Islander people, 3 December 2012

## Analysing a cartoon source

The following devices are often used in political cartoons in order to communicate a particular message:

- symbolism—to represent larger concepts or ideas
- labels—to ensure that the reader knows exactly who or what is being referred to
- exaggeration—to make a person easily recognisable
- analogy—to make the point of the cartoon clearer by comparing two unlike things that share some similarities.

When you analyse cartoons you need to consider a series of questions. Use these questions to help you understand Source 2.11.1.

- 1 What issue is this cartoon about?
- 2 What is the purpose of the cartoon?
- 3 What is the cartoonist trying to say? What does it say about their opinion?
- 4 What other opinion can you imagine another person having on this same issue?
- 5 Who is the cartoon aimed at?
- 6 Explain the ways in which the cartoonist has tried to communicate their message. Were they successful?

Find another cartoon in this text or on the internet related to rights and freedoms. Use the questions above to write a paragraph analysing its message.

## Civil action: a class approach

In class, and under the supervision of your teacher, choose a current civil rights issue and plan a protest campaign using one of the methods from this chapter such as petitions, 'sit-ins', marches, 'Freedom Rides', boycotts, legal challenges and symbolic gestures, such as the Aboriginal Tent Embassy. Examine the moral, ethical and legal issues that you would have to consider and evaluate potential challenges.

Reflect on the following questions.

- a What challenges were you faced with?
- b What moral, ethical or legal questions were raised during this process?
- c How did people respond to you while undertaking your protest?
- d What sort of emotions did you feel before, during and after your protest action.
- e How has completing this activity made you better understand the issues faced by activists in the US and Australia?

## Glossary

**activist** person who actively promotes a cause

**assimilate** to take on the customs of another culture and to give up your own customs and way of life

**Bringing Them Home** report published in 1997 that documents findings from the Keating Labor Government's National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their families

**boycott** deliberately withdrawing from using a service, for example African Americans refusing to travel on buses

**civil** relating to ordinary citizens or their concerns

**genocide** deliberate and systematic attempt to eradicate an entire cultural ethnic group

**Ku Klux Klan** extremist right-wing group in the US who target African Americans

**pastoralist** livestock farmer

**paternalism** policy of controlling in a 'fatherly' way

**protection policies** laws that enabled Australian state governments to control aspects of Aboriginal and Torres Strait Islander people's lives such as where they could live, the wages they could receive and whom they could marry

**Reconciliation** federal government initiative introduced in the early 1990s to improve the relationships between Aboriginal and Torres Strait Islander people and the broader Australian community

**Social Darwinism** theory following the belief that the laws of natural selection were believed to be relevant to groups or races in the same way that they applied to plants and animals; that some groups will have advantage over others as the result of biological superiority

**Sorry Speech** national address delivered by Labor Prime Minister Kevin Rudd on 13 February 2008 to formally apologise to Australia's Stolen Generations and their descendants for the actions of past governments

**Stolen Generations** groups of children forcibly removed from their families under state policies, from the 1880s to the 1970s

**terra nullius** the notion that Australia belonged to no one when the English arrived



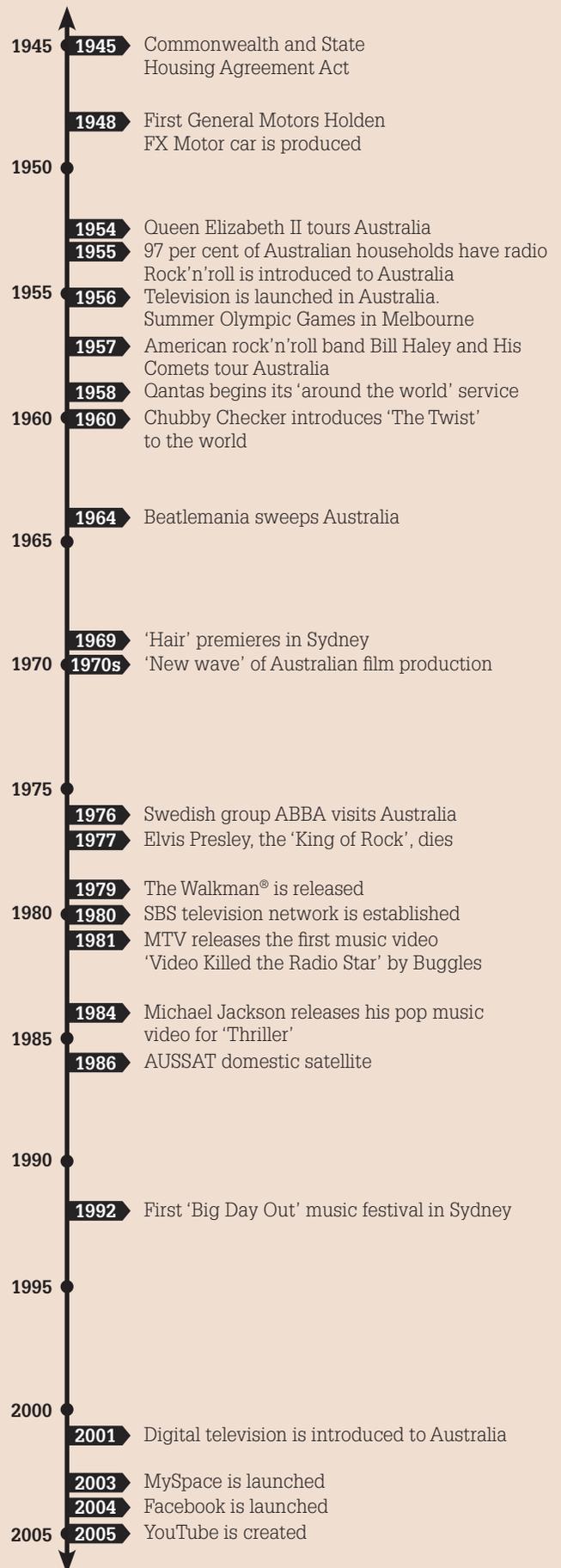
## CHAPTER

# 3

# Popular culture

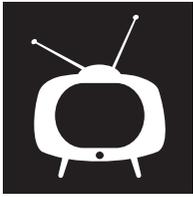
The term '**popular culture**' originated in the nineteenth century to describe the social habits of ordinary people as opposed to the privileged classes. Today, popular culture refers to the ideas, behaviour, values and references shared by any group within society. Popular culture is evident within a range of art forms and leisure activities such as music, sport, film and television, and fashion.

As the generation of **baby boomers** grew up, they set the values, attitudes and way of life that made up the Australian cultural identity. Consumerism emerged with the desire to follow trends from around the world. And as the world got more global, so did popular culture.



**Source 3.0.1** Teenagers dance to a rock'n'roll band, c. 1963

**Source 3.0.2** Timeline of popular culture



## UNIT 3.1

# Australian popular culture post-World War II

### Australia following World War II

The period after the end of World War II was one of reconstruction in Australia. Soldiers needed to be repatriated, find jobs, and be given the opportunity to rebuild their lives after the traumatic experience of war. Having endured two world wars and the Great Depression in the space of thirty years, Australians looked to their leaders for new direction.

Leading into the 1950s, priorities that led many Australians and governments were:

- national security against perceived external threats and Australia's role in the Cold War (1949–90)
- economic growth and stability that would provide employment and business opportunities
- affordable housing and social services for a growing population as a result of a baby boom and the arrival of migrants from across Europe.

### A place to call home

To live the Australian dream in the 1950s meant raising a family in your own home, preferably a brick house on a quarter-acre suburban block. The building industry had come to a standstill during the war and once it was over, governments worked together to ensure that there was adequate housing for everyone.

The Commonwealth and State Housing Agreement Act was passed in 1945, and state governments set up Housing Commissions to support housing at a local level. Returned servicemen were offered cheap war-service home loans to help them begin their new lives.

**Source 3.1.1** Housing Commission estates were established by governments throughout the country. This photograph, taken in 1944, was of an estate built at Fisherman's Bend in Victoria.



### Housing shortage

However, the rapid post-war population growth experienced as a result of the arrival of nearly 200 000 migrants by 1950, plus the emerging baby boom, meant that Australia faced a housing shortage. As a result:

- new suburbs began to sprawl out beyond the existing limits of capital cities
- shortages of traditional building materials such as timber and brick, meant alternatives such as concrete for floors instead of floorboards were used
- high-rise housing called 'flats' catered for people who did not want to move beyond established suburbs or who could not afford a self-contained house
- those struggling felt left out of the Australian dream.

### All the mod cons

With the housing boom also came a range of appliances to use in the newly built houses. Washing machines, refrigerators, toasters, vacuum cleaners, irons and pressure cookers all made life easier. Outside, the famous Victa lawn mower and the Hills Hoist clothesline (both Australian inventions) were features of new homes. The option of buying items on hire purchase and paying them off over time gave people the opportunity to acquire appliances quickly.



**Source 3.1.2** After World War II, many modern appliances became affordable.

### Time for leisure

Modern conveniences and changing Australian homes meant people had more time available for leisure. Improvements in transportation had a profound effect upon the Australian way of life, especially the first wholly Australian-made, mass-produced car, the General Motors Holden FX. The car changed the way in which Australians spent their leisure time and trips to the beach, sporting events and family holidays became much more accessible.



**Source 3.1.3** The General Motors Holden FX rolled off the production line on 29 November 1948.

### Radio

The late 1940s and early 1950s were part of the golden age of radio in Australia. Television had not yet been introduced, so radio was the main form of home entertainment and an important outlet for popular culture.

In 1955, 97 per cent of households had at least one radio that families would gather around in the evenings to listen to the daily news, music, popular game shows, drama serials, comedies or children's shows. Household brands sponsored shows as a way of advertising their products. There were approximately 130 government-funded radio stations and a similar number of locally based commercial stations. By 1948, not surprisingly, the regulatory authority decided that there was no room for extra stations. With no competition from television, the radio industry flourished financially.

### Australian radio shows

Most radio shows were made in Australia. They were often performed live with audiences and in conjunction with other activities, such as dances. Some early Australian television stars such as Bert Newton and Graham Kennedy began their careers in radio.

Popular shows included:

- *ABC Hit Parade*
- *When a Girl Marries*
- *Bob Dyer's Dude Ranch*
- *The Wilfrid Thomas Show*
- *Dad and Dave*
- *The Village Glee Club*.

### Fashion and film

Following the pre-war fashion trend, liberated young people began developing their own style of dressing. Just like their parents did in the 1930s and 1940s, they looked to the actors and actresses from the films of the day for clothing and hairstyles.

Some of the more popular films of the 1950s, such as *The Wild One* (1953) starring Marlon Brando, and *Rebel Without a Cause* (1955) with James Dean, portrayed rebellious youth questioning their place in society and challenging the conservative rules and values of the time. Many adults were worried about the influence these films might have on young people, beyond their fashion influence.

Other films such as *Gentlemen Prefer Blondes* (1953) with Marilyn Monroe, or *Pillow Talk* (1959) starring Doris Day and Rock Hudson, were romantic comedies that many adults felt were more suitable viewing.

### A sporting nation

The prosperity of the 1950s resulted in not only more leisure time for people to enjoy sport, but also meant that there was government money available to develop sporting facilities for the general public. Working-class people were now able to play sports such as tennis, golf and lawn bowls, which had previously only been available to the wealthy. A common piece of advice given to young men of the time was that regardless of what football code they played, a 'well-rounded young man should learn to play tennis and golf, and know how to dance'.

Sport was mostly British or distinctly Australian in origin. For example, surfing became a popular pastime, as Australians were able to travel to more distant locations by car. The US had yet to have an influence on this aspect of Australian culture, as radio and television brought little news of American sports.



**Source 3.1.4** Surfers at Manly Beach, NSW, 1946

European migrants brought their love of soccer, gymnastics and volleyball with them; however, it would be some time before these activities were widely adopted.

Huge numbers of people attended sporting fixtures, but also listened to radio broadcasts of sporting events in their car or while sitting on the beach using portable transistor radios. Sport had become Australia's national pastime.

### Individual sport

#### Tennis

The 1950s and 1960s were part of a golden era for Australian tennis. Australian players such as Ken Rosewall, Rod Laver, Roy Emerson, Lew Hoad and Frank Sedgman dominated international tennis. Australians won the Wimbledon gentlemen's singles titles from 1956 to 1958, along with eight of the singles championships in the 1960s, and claimed the gentlemen's doubles crowns from 1950 to 1956. Australia also defeated the US on eight occasions to win the Davis Cup.

#### Boxing

Tennis was not the only sport where Australians experienced success. Jimmy Carruthers was the world bantamweight boxing champion from 1952 to 1954, with Johnny Famechon and Lionel Rose winning world titles in the 1960s.

### Other individual sports

Jack Brabham won the world Formula One driving championships in 1959, 1960 and 1966, while surfers 'Midget' Farrelly and 'Nat' Young enjoyed international success throughout the 1960s.

### Cricket

Despite the loss of the great Sir Donald Bradman after his retirement in 1948, the Australian cricket team won more series than they lost. Stars of the period included Richie Benaud, Neil Harvey, Bob Simpson and Bill Lawry. Improved transport was having an impact on all sports of the period as sportspeople could travel further to compete in international competitions. Australia started playing cricket against countries such as India, Pakistan and the West Indies, as well as England and South Africa.

### The 1956 summer Olympics

The 1956 summer Olympics took place in Melbourne, the first time the Olympic Games were staged in the southern hemisphere. Australia's quick recovery from World War II was partly responsible for its successful bid for the games.

Hosting the Olympics triggered the introduction of television into Australia allowing the event to be watched across the country.

#### DID YOU KNOW?

Australia's sporting heroes became household names after the Melbourne Olympics. Outstanding performances on the track by athletes such as Shirley Strickland and Betty Cuthbert and in the pool by swimmers such as Dawn Fraser and Murray Rose led to Australia finishing third in the medal tally behind the USSR and the US.

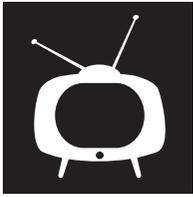
## ACTIVITIES

### Remembering and understanding

- 1 What were the priorities of Australian governments after World War II?
- 2 What did governments do from the 1950s to the 1970s to help people realise the dream of home ownership?
- 3 Why was sport more accessible to Australians following World War II?
- 4
  - a Draw up a table showing the convenience appliances common in Australian homes in the post-war period and those found in Australian homes today.
  - b Are there many items that have been invented since this time?
  - c How would leisure time have been different prior to the invention of many of these appliances?

### Applying and analysing

- 5 Examine Sources 3.1.2 and 3.1.3.
  - a What does each of the sources tell you about popular culture and the life of the average Australian in this period?
  - b Compare and contrast housing and transport between post-war Australia and Australia today.
- 6 Design an advertisement for the purchase of the General Motors Holden FX. Think about how the car changed post-war Australia and why it was such an important development. Promote the advantages of owning such a car.
- 7 Imagine you are an historian in the future studying the current year. Design or find three sources that would show what life was like for teenagers.



## UNIT 3.2

# Influences from the US and Britain

### Cultural cringe

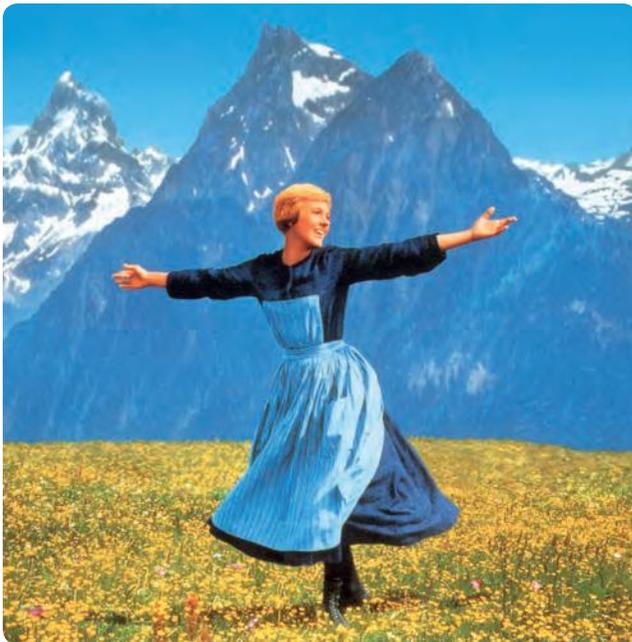
Following World War II and before the introduction of television, radio was the most popular form of home entertainment in Australia. Although most content was uniquely Australian, when American **rock'n'roll** music began to dominate the music charts, some presenters started using American accents to sound more modern. This was the beginning of Australia's '**cultural cringe**', as many Australians began to reject distinctly Australian culture in favour of cultural influences from other countries such as Britain or the US.

### Live from Hollywood

In the 1960s, there was a gradual shift to more Australian content on television. But this did not happen with film. Locally made films were rare and Hollywood still monopolised the silver screen.

Popular films included:

- *Psycho* (1960)
- *Cleopatra* (1963)
- *The Sound of Music* (1965)



Source 3.2.1 Julie Andrews in *The Sound of Music*, 1965

- *2001: A Space Odyssey* (1968)
- *Planet of the Apes* (1968)
- *Butch Cassidy and the Sundance Kid* (1969)
- *Easy Rider* (1969).

### Rock'n'roll from the US

Rock'n'roll music burst onto the cultural landscape in Australia with the release of the film *Blackboard Jungle* in 1955, which featured the hit song 'Rock around the clock' by Bill Haley and His Comets. Although not the first song that could be called rock'n'roll—a fusion of country and western music with African-American rhythm and blues—it signalled a significant shift in the type of music and performers the baby boomer generation was interested in.

With simple, repetitive and often rebellious lyrics, sung by performers with unconventional clothing, hairstyles and dance moves, rock'n'roll was condemned by many of the older generation as offensive and sexually suggestive. Nevertheless, it defined popular culture during the 1950s and early 1960s. Bill Haley and His Comets performed to huge crowds in their 1957 tour of Australia and the film *Rock Around the Clock* (1956) introduced Australian teenagers to other rock'n'roll performers.

### Elvis Presley

The combination of radio, film and television ensured that the influence of rock'n'roll culture spread rapidly, and the arrival on the music scene of the young Elvis Presley in 1956 ensured its popularity, with young girls becoming infatuated with him and young men wanting to emulate him. So controversial was Elvis that when appearing on *The Ed Sullivan Show* in 1957 he was filmed from the waist up so that the audience could not see his gyrating hip movements, popularising his nickname 'Elvis the Pelvis'.

Apart from television appearances and his many hit songs including 'Heartbreak Hotel', 'Love me tender' and 'Jailhouse rock', Elvis also appeared in thirty-three films, taking full advantage of the **mass media** of the period.



**Source 3.2.2** Elvis Presley was a significant rock'n'roll influence from the US.

### Dance moves

Young people adopted the new dance styles seen in Hollywood films and television that were mostly based on versions of swing, jive and a style from the 1940s called 'bopping'. Fad dances such as the 'Hand Jive', 'The Stroll' and eventually, in 1960, Chubby Checker's 'The Twist', were all popular.

### Local rock

Australian performers embraced rock'n'roll with many local stars emerging. The most well known was Johnny O'Keefe who shot to stardom as a support act for the 1957 tour of Bill Haley and His Comets. O'Keefe's nickname, 'The Wild One', was taken from the title of his first hit album and was reinforced through his energetic performances. He eventually hosted the television program *Six O'Clock Rock*, and along with other Australian programs such as Brian Henderson's *Bandstand*, promoted Australian performers.

Entertainers Col Joye and the Joy Boys and Johnny Rebb were portrayed as being more gentlemanly than American stars such as Jerry Lee Lewis and Little Richard, and a popular tour by American evangelist Billy Graham in 1959 who preached traditional family values suggested that perhaps not all Australians were enamoured with the rock'n'roll lifestyle.

### The Mersey beat from England

In 1963, an English 'skiffle' group called The Beatles had their first hit, 'From me to you', in the US. This signalled the beginning of the influence of British bands.



**Source 3.2.3** The Beatles toured Australia to huge crowds in June 1964.

It was not long before 'Beatlemania' swept Australia with their songs dominating the music charts. A subsequent tour in 1964 led to wild scenes of screaming and fainting girls desperate to get a glimpse of the performers. The cheeky English boys dressed in matching suits with their floppy mop-top hairstyles were a precursor to the sexually suggestive 'bad boys' of the Rolling Stones, who were the next big group to come out of Britain. Australian groups such as The Easybeats and Billy Thorpe and The Aztecs created music in a similar style to these British bands and enjoyed considerable success.

### Surfies, folk music and hippies

#### Surfies

Surf culture had its own brand of music, with Californian group The Beach Boys the most famous example. It is not surprising that with an existing surf culture in Australia, homegrown surf artists such as The Atlantics topped the charts in 1963 with their instrumental song 'Bombora'.

Fifteen-year-old schoolgirl Patricia 'Little Pattie' Amphlett made it to number two in the music charts in 1964 with her song 'He's my blond-headed stompie wompie real gone surfer boy'. The music sounded innocent enough, but the panel vans decked out with mattresses that many 'surfer boys' drove worried parents of young girls.

## Folk music

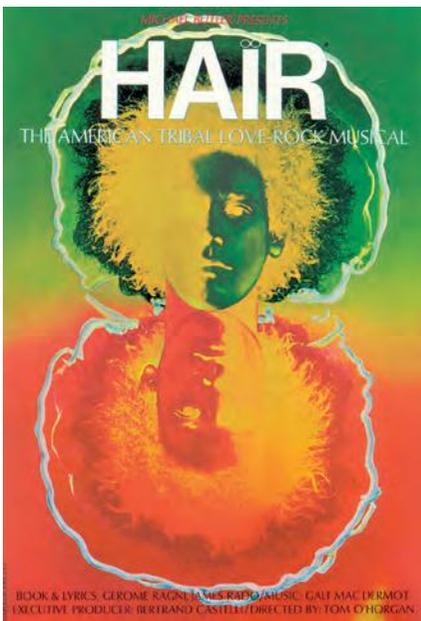
Folk music became very popular during the 1960s, with performers such as Bob Dylan, Joan Baez and the group Peter, Paul and Mary writing songs that seemed to reject mainstream popular culture and attempted to deliver a message to their audience.

~~~~~  
*Come gather 'round people  
Wherever you roam  
And admit that the waters  
Around you have grown  
And accept it that soon  
You'll be drenched to the bone  
If your time to you is worth savin'  
Then you better start swimmin' or you'll sink  
like a stone  
For the times they are a-changin' ...*  
~~~~~

**Source 3.2.4** From 'The times they are a changing', Bob Dylan, 1964

## Hippies

Such music gave rise to the hippie movement, which originated during the 1960s and 1970s on college campuses in the US and became particularly prominent in San Francisco. Hippies sought an alternate lifestyle that became associated with experimental drugs, freedom of sexual expression, exploration of eastern religions and protest against, among other things, nuclear weapons and the Vietnam War.



**Source 3.2.5** The musical *Hair* premiered in Sydney in 1969.

## Hair

The premiere of the musical *Hair* in Sydney in 1969, a theatre production that was set within the hippie movement, shocked audiences (particularly because of its nude scene) and signalled the arrival of the hippie movement in Australia.

## A festival of music

The 1960s ended with songs of protest and the psychedelic music of performers such as The Doors and Jimi Hendrix. The Woodstock music festival in 1969 was the pinnacle of youth culture in the US, and Australia followed suit with festivals in the early to mid 1970s in NSW, South Australia and Victoria.

While much of the music from the late 1960s remained popular, new influences from overseas started to take hold and a proliferation of local bands began developing a distinctive Australian flavour.

~~~~~  
*People try to put us down (Talkin' bout my generation)  
Just because we get around (Talkin' bout my generation)  
Things they do look awful c-c-cold (Talkin' bout my generation)  
I hope I die before I get old (Talkin' bout my generation)*  
~~~~~

**Source 3.2.6** From 'My generation', Peter Dinklage, released in 1965 by British rock group The Who

## From Motown to disco and beyond

Some music of the late 1960s and early 1970s deliberately targeted teenagers with simple, catchy lyrics and dance tunes. It was referred to as 'bubblegum music', the most popular groups being Ohio Express with songs such as 'Yummy, yummy, yummy' and The Archies with 'Sugar, sugar'.

African-American music through the Motown record label was having an influence on popular music, with a young Michael Jackson as the lead singer for his band of brothers, The Jackson 5. Other family-based groups such as The Osmonds and the Carpenters emerged that had a sound that relied upon harmonies and simple, catchy tunes.

The development of more serious 'soft rock' aimed at an older audience saw groups such as The Eagles from the US and Australia's Little River Band enjoy considerable success.

### Disco, heavy rock and glam rock

The global phenomenon of **disco** took off in Australia in the mid-1970s via US artists such as KC and the Sunshine Band and later the Village People, who drew upon influences from the gay subculture of the time. European performers Leo Sayer and ABBA were also popular, perhaps more so in Australia than other parts of the world. Australian-based performers also contributed to the disco movement with artists such as John Paul Young and The Bee Gees, who achieved worldwide recognition for their contribution to the soundtrack for *Saturday Night Fever* (1977).

Disco was certainly very different to the music that had come before it, and it was distinctly 1970s. However, the heavy rock of Deep Purple, Led Zeppelin and homegrown AC/DC took music in a new direction and added another dimension to the image of 1970s popular culture.

**Glam rock** started in Britain with performers such as David Bowie, Gary Glitter and Roxy Music who dressed in elaborate costumes and wore make-up, and whose androgynous nature reflected shifting gender stereotypes. Australian group Skyhooks combined the look of glam rock with controversial lyrics that saw much of their music, including the hit 'You just like me cause I'm good in bed', banned in some parts of the media.

Shock rockers took things a step further in the late 1970s, using elaborate sets and stunts in their performances to excite the audience. The painted faces, costumes and fireworks of KISS were very popular in Australia, but the feigned decapitations of animals on stage by Alice Cooper led to some questioning this type of music.

### Punk

Perhaps the most confronting music to develop during the 1970s was punk. It was rebellious, loud and very threatening to traditional society. Brought to the world by the Sex Pistols and The Clash from Britain, and by the Ramones from the US, punk artists were anti-mainstream and their appearance had a 'do-it-yourself' look that rejected consumerism. It was only ever really popular as part of a subculture

in Australia. The Saints were probably the most successful Australian punk band, but punk did influence Australian musicians such as Nick Cave. Among all of this new and sometimes controversial music, an interesting development occurred when Sister Janet Mead's rock version of 'The Lord's Prayer' spent three weeks as number one in the national charts in 1974.

## ACTIVITIES

### Remembering and understanding

- Define the term 'cultural cringe'.
  - What happened to the Australian film industry after World War II?
  - List some of the Hollywood films of the 1960s.
  - How was rock'n'roll different to music that had preceded it?
- Examine Source 3.2.2.
  - Describe the source.
  - Why did parents of the time object to Elvis Presley?
  - Do you think parents today would be likely to express the same concerns?
- Read Sources 3.2.4 and 3.2.6. What is the common theme of the song lyrics? How were these songs likely to have influenced Australian teenagers?

### Applying and analysing

- Use the information in this unit to draw a cartoon that illustrates the impact of rock'n'roll on popular culture in the 1950s and early 1960s.
- Imagine you were a teenager when The Beatles toured Australia in 1964. Write a diary entry detailing your experiences with Beatlemania.
- Work in pairs to write a story set in a modern school (perhaps your own). Consider the issues and controversies of contemporary Australian schools and society. Don't forget to list the music you would feature.



# The impact of television

## This is television

Black and white television became available in Australia in 1956. The first program, a news broadcast, went to air on 16 September out of Sydney, less than two months before the Olympics began in Melbourne. It was introduced by Bruce Gyngell and read by an American, Chuck Faulkner.



**Source 3.3.1** Bruce Gyngell introduced the first Australian television broadcast.

## TV spreads

The average wage in 1956 in Australia was £25 a week, so televisions were quite expensive at £300 each. Families who purchased one would often find their neighbours visiting in the evening. It was also compulsory to purchase a licence at the cost of £5 to own a television. Despite the cost, by 1960, over 1 million licences had been sold across Australia. More than 50 per cent of homes in Sydney had a television and every capital city apart from Hobart had a television service.

Radio was quickly surpassed as people's favourite form of home entertainment and adjusted its programming to mostly music. In 1959, 15-year-olds were watching nine to twelve hours of television a week. Television changed the way in which people spent their leisure time with many people staying home rather than going out to the cinema or other venues. Many suburban picture theatres closed as a result.

Television is reality. It's the window on the world of current events, the news as it happens. It's a ringside seat for sports events and the whole gamut of entertainments delivered conveniently in your sitting room. But it's much more than all of these. It speaks in a language which does not require any special skill from the hearer. It is said by experts that 86% of the information people absorb is obtained through the eye, and the language of vision is universal.

Television can be the open door to democracy. That is why it should be regarded as something of far greater importance than merely another avenue of entertaining people, or of making a profit from its operation.

Because it is the most potent form of mass communication, it must be handled by people who are capable of appreciating the social responsibilities of such an enterprise, as well as its attractive commercial possibilities.

In handling television on the technical level, the greatest mistake that can be made is to regard it as an extension of round radio .... It is more truly a blend of Theatre, Cinema, Journalism and Radio. It is the museum, art gallery or sports arena, seen by tens of thousands of people instead of hundreds; it is the school, university and lecture room of the multitude rather than the select few; it is the home training and trade manual by which millions of unskilled hands can learn to do things.

Whoever operates it will have to understand ... and be capable of mixing and serving them in a measure which befits a completely new medium, for—TELEVISION is TELEVISION.

**Source 3.3.2** From a report by C.G. Scrimgeour, Chairman and Managing Director of Associated TV, sent to Prime Minister Menzies, 8 December 1954

## Made in the US

The American presence on Australian television from the outset was an indication of the impact that programs made in the US would have on this new industry and, in turn, on Australian popular culture. American programs such as *I Love Lucy* (1951–57), *Perry Mason* (1957–66) and *77 Sunset Strip* (1958–64) proved to be very popular and started to dominate viewing.

~~~~~  
*A 45-minute variety show from the stage of the re-modelled Tivoli Theatre, and Melbourne TV's first 'live' panel show, will be highlights of the opening night on HSV-7 on Sunday, November 4.*

*English comedian, Richard 'Mr Pastry' Hearne, will be among the stars of the variety programme, which has been modelled along the lines of the successful English commercial TV programme, Sunday Night at the London Palladium.*

*The show will start at 7:15 pm, following the official opening of HSV-7 by the Premier (Mr Bolte) and the Lord Mayor (Cr Sir Frank Selleck), at 7 pm.*

*Visiting film star Jean Moorhead will be guest in the panel show, I've Got a Secret, in which members of the panel are required to discover the secret of the 'subject'.*

*Compere is Eric Pearce, and panel members include Miss Olive Wykes, lecturer in French at Melbourne University; former footballer, Jack Dyer, and radio personality, Shirley Cecil.*

*Robin Hood, an English drama based on the legend of Robin Hood, and Our Miss Brooks, a US comedy, are among films to be shown on the opening night.*

*Films from overseas will be presented in World News Round-up (9:30 pm).*

*News and weather information, a twice-daily feature of HSV-7 programmes, will be presented at 10:15 pm.*

~~~~~  
**Source 3.3.3** The early years of television were dominated by programs from other countries. From *The Age*, 1 November 1956

Teenagers began to prefer American products, food, clothing, hairstyles and music, and adopted the interests and slang of the television stars. The attitudes and values of young people also began to be influenced by television programs such as *Leave It to Beaver* (1957–63), which portrayed an idyllic American family lifestyle that bore little resemblance to the lives of most young Australians.

## Mass entertainment revolution

Within three years of its introduction, television had become the primary source of entertainment in Australia. By 1965, approximately nine out of ten Australian families owned a television. The connection of a coaxial cable between Sydney and Melbourne in 1963 allowed effective networking to occur, and by the end of the decade, Australia was connected to the international satellite system. Programs could be broadcast live across the country and Australians received the latest news and events from overseas, such as the moon landing in 1969. There were three commercial stations—Channels 7, 9 and 0 (later to become 10)—and the government-owned Australian Broadcasting Corporation (ABC).

### Australian content in the 1960s

However, Australian television was still dominated by American programming on the commercial networks, with a government report in 1963 finding that 97 per cent of drama serials were imported from the US. The ABC screened mostly British-produced programming, such as *Coronation Street* (started in 1960). Australians were beginning to demand more Australian content. The power of television to influence the nature of Australian culture and the sense of Australian identity could no longer be ignored.

Australian programs for teenagers, such as *Bandstand* and *Six O'Clock Rock*, were popular, as were children's programs such as *Mr. Squiggle* (1959–99), *Play School* (started in 1966) and *Here's Humphrey* (1965–2008). The ABC began its current affairs series *Four Corners* (started in 1961), and the success of the distinctly Australian *Homicide* (1964–77), *The Mavis Bramston Show* (1964–68) and *In Melbourne Tonight* (featuring Graham Kennedy and Bert Newton) indicated that Australians were prepared to embrace their unique culture.

The production of *Skippy the Bush Kangaroo* (1966–70) ready for export in colour in 1968, before Australia even had colour television, signalled that Australians were preparing to launch Australian culture onto the world.



**Source 3.3.4** *Six O'Clock Rock* was popular with teenagers in the 1960s.

### The seventies

Television continued to expand into more remote parts of Australia during the 1970s, reaching Kalgoorlie, Mt Isa and Darwin in 1971. By 1975, colour television was available, and within three years seven out of ten households had switched to colour.

The success of Australian programs in the 1960s encouraged the production of more homegrown content. In 1976, the federal government imposed a quota of 50 per cent local content between 4.00 pm and 10.00 pm. Some of Australia's most popular and iconic television programs first aired in the 1970s, including *Matlock Police* (1971–75), *Young Talent Time* (1971–89), *Hey Hey It's Saturday* (1971–99), *A Current Affair* (started in 1971), *The Young Doctors* (1976–82), *The Sullivans* (1976–83) and *60 Minutes* (started in 1979).

Other programs broke social barriers, such as *Number 96* (1972–77) that featured full nudity and an openly gay character, *The Paul Hogan Show* (1973–84), *The Auntie Jack Show* (1972–73) and *The Norman Gunstan Show* (1975–79), which all used humour to address many of the social and political issues of the period.

Molly Meldrum's *Countdown* (1974–87) was a crucial contributor to popular culture, bringing live musical acts, many of which were Australian, to youth across the country.

Sport broadcasting was becoming more sophisticated and live matches screened more often, which brought more money from advertising into sport. The dominance of overseas programs on Australian television was beginning to be challenged.



**Source 3.3.5** Kylie Minogue played Charlene in the long-running soap opera, *Neighbours*.

### The eighties

As television technology continued to improve, Australians' love affair with television continued. Australian television networks began producing dramatic mini-series during this time. **Soap operas** such as *A Country Practice* (1981–93), *Sons and Daughters* (1982–87), *Neighbours* (started in 1985) and *Home and Away* (started in 1988) all began their successful runs in the 1980s, and launched the careers of many Australian stars such as Kylie Minogue and Guy Pearce.

In 1980, it was estimated that eight out of ten of the most popular programs on Australian television were Australian productions.

### The nineties

Very few Australian households were without a television set in the 1990s, and by 1995 the viewing public could choose to pay for extra channels through subscription television companies such as FOXTEL and AUSTAR.

Regional centres began to develop their own programs for the specific needs of their communities as free-to-air regional stations were established. With a wider choice of programs, popular culture became more diffused.

New Australian drama included the mini-series *The Man from Snowy River* (1993–96) and *Blue Heelers* (1994–2006), keeping Australians connected with life in rural areas past and present.

The ABC continued to develop innovative Australian television with drama, satire, comedy and other genres. Some popular programs included *Police Rescue* (1989–96), *Frontline* (1994–95, 1997), *Good News Week* (1996–2000, 2008–12), *Better Homes and Gardens* (started in 1996) and one of the first reality television shows, *Sylvania Waters* (1992).

### Digital and reality television, 2000 and beyond

Television ownership and the development of newer technologies (such as **digital television**, plasma and high definition) meant that Australians continue to devote a great deal of time to watching television.

Regardless of American influences, Australian programs such as *All Saints* (1998–2009), *Rove* (2000–09), *Kath and Kim* (2002–07), *Summer Heights High* (2007), *Packed to the Rafters* (started in 2008), *Ja'mie: Private School Girl* (2013), *Miss Fisher's Murder Mysteries* (started in 2012) and the *Underbelly* mini-series (started in 2008) have received excellent ratings.

The prominence of reality television programs such as *Big Brother* (started in 2001) challenged Australians' perception of what was and was not considered entertainment and where ethical lines should be drawn. Other incarnations of reality shows include talent programs such as *Australia's Got Talent* (started in 2007) and *MasterChef Australia* (started in 2009), and makeover programs *The Block* (started in 2003) and *The Renovators* (started in 2011). This type of programming has become very popular, particularly with young people, and has led to the phenomenon of some celebrities 'being famous for being famous'.



**Source 3.3.6** Reality television shows such as *MasterChef Australia* have been hugely successful.

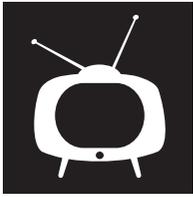
## ACTIVITIES

### Remembering and understanding

- 1 **a** Examine Source 3.3.3. List the different programs that were shown on the first night of television in Australia and the nation they came from.
- b** Examine a current TV guide. Complete a table that shows the country of origin of the programs in peak viewing time. Has this changed since television was first introduced? Explain your answer.
- 2 Draw up a PMI (plus, minus and interesting) chart outlining the advantages and disadvantages of the introduction of television in Australia.
- 3 Construct a timeline of events in the development of television in Australia using dates and events in this unit. Write a summary of the significant periods.

### Applying and analysing

- 4 Examine Source 3.3.2. Describe in your own words what C.G. Scrimgeour says television is and whether or not you agree with him.
- 5 Choose one Australian program from each of the decades listed. How do you believe this program has contributed to a sense of Australian identity?
- 6 What is reality television and why do you think it is criticised by some people? What do you think are the positive and negative aspects of reality television?
- 7 **a** Create a proposal for a new Australian reality television series. You will need to explain:
  - where the series would be set
  - the type of people who would star in it
  - who would host it (if there is need for a host)
  - how it would be filmed
  - the life experiences viewers would be exposed to through watching the series
  - whether there would be rewards or prizes for those involved, and what they would be
  - any other information you think is relevant to explain or 'sell' the concept.
- b** Produce an advertisement to promote the series aimed at your target audience. It could be a television advertisement filmed at school or home, a print advertisement for newspapers and/or magazines, or an online advertisement using a range of images, texts, animations and video.
- 8 Construct a mind map to demonstrate the impact that television has had on popular culture in Australia.



## UNIT 3.4

# Changing Australian fashions

### Post-war fashions

Following the austerity of the war years, Australia experienced a new prosperity and a rebirth of the fashion industry. Fashions changed considerably with a return to fine clothing, and the introduction of new fabrics and influences from the US and UK through films and music.

### Bodgies and widgies in the 1950s

For many Australians in the 1950s, fashion was influenced by Hollywood stars such as Marilyn Monroe and Grace Kelly, although hats and gloves for women and suits for men were still regarded as essential items. People began to become more interested in fashion trends. Fashion tips in magazines such as *The Australian Women's Weekly* began to appear along with fashion parades at department stores. Fashions for young people began to emerge as a specific market.

In the 1950s, groups of young men who adopted the trends and fashions of the rock'n'roll era became known as **bodgies**, and their female counterparts were referred to as **widgies**. The first bodgies were ex-World War II Australian sailors who impersonated Americans in the late 1940s while running a black market.

The 'Woolloomooloo Yanks' regularly visited milk bars in Kings Cross, Sydney and as the US began to influence Australian popular culture more and more, groups of young people adopted the rock'n'roll image, particularly in inner city areas. Newspapers such as *The Sydney Morning Herald* asserted that by copying American styles, bodgies and widgies achieved an instant status that may have otherwise been unattainable.

There were significant variations in bodgie dress, from leather jackets, denim jeans, studded belts and boots, to drape suits with pegged trousers and moccasins or pointed-toe winklepicker shoes. Hair was styled to look like a ducktail with hair grease. Widgies cut their hair shorter than other girls of the time and wore a range of fashions from tight black skirts with a slit at the back and loose three-quarter sleeve shirts, to tight black pants or jeans rolled up at the bottom.

Apart from their fashions, bodgies and widgies became associated with youth violence and lawlessness. Although there certainly was some misbehaviour, today it is generally accepted that a lot of the hysteria surrounding the violence associated with bodgies and widgies was due to sensationalist newspaper headlines, and that many teenagers did little but wear the fashions of the time.



**Source 3.4.1** Bodgies and widgies had a distinctive fashion look.

## Fashion controversy in the 1960s

The generally conservative nature of Australian fashion was highlighted in 1965 when Jean Shrimpton, a British model, attended an event at Melbourne's Flemington racecourse. Shrimpton, then 22, appeared at Derby Day on a promotional visit to Australia. Dressed in a sleeveless white mini-dress that was four inches (just over 10 centimetres) above her knee, and with no hat, gloves or stockings, Shrimpton's outfit was considerably shorter and more casual than was common in Australia at the time and caused a scandal.

Shrimpton was accused in the media of being a child with bad manners and not knowing how to dress properly. Shrimpton responded by saying that she felt perhaps Melbourne was not ready for her and that it was years behind London.

.....  
*'The day of the races was a hot one, so I didn't bother to wear any stockings. My legs were still brown from the summer, and as the dress was short it was hardly formal. I had no hat or gloves with me, for the very good reason that I owned neither. I went downstairs cheerfully from my hotel room, all regardless of what was to come.'*  
.....

**Source 3.4.2** Jean Shrimpton recalls what happened at the races in 1965.



**Source 3.4.3** Jean Shrimpton at Derby Day, 1965

**1950s** Hollywood stars and bodgies and widgees

**1960s** Carnaby Street look from England—bellbottoms, miniskirts and hippies

**1970s** Liberation, hippies, flared pants and long hair

**1980s** Earrings, fluoro, shoulder pads and brand names

**1990s** Individual style, power dressing and street culture

**Source 3.4.4** Fashion in Australia has seen many changes since the end of World War II

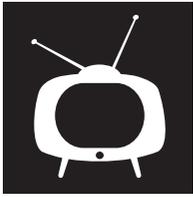
## ACTIVITIES

### Remembering and understanding

- Define the terms 'bodgie' and 'widgee'.
  - Describe the fashion of bodgies and widgees in the 1950s. How did it differ from the fashion of older Australians during this era?
- Examine Sources 3.4.2 and 3.4.3.
  - Describe the difference between Jean Shrimpton's outfit and that of the Australian women in the background of the photograph.
  - Why did Jean Shrimpton not wear traditional stockings, gloves and a hat to the race event?
  - Explain why you believe the model's outfit caused such controversy in 1965. Would such an outfit cause the same reaction today? Explain your answer.
- In 2013, American singer Miley Cyrus caused outrage with her choice of clothing and actions during a television performance. List and discuss with a partner any other fashion controversies that have taken place in popular culture in Australia.

### Applying and analysing

- Examine Source 3.4.4. Compare and contrast the fashion of two decades on the timeline. Explain what aspect of popular culture was likely to have been influencing fashion in each decade.
  - Complete the timeline by adding a section for the 2000s. Which three items do you think should be included and why? Which image would you choose to represent the whole of this decade?
- Develop a fashion wiki for teenage fashion today. Consider the clothes and hairstyles popular with young people.



## UNIT 3.5

# The impact of changing communications

### Development of technology

The influence of communication technology on the evolution of popular culture has been evident throughout the post-World War II period. When the war ended, the main forms of communication were the post, the telephone, telegrams, radio and later, the telex.

Since then, communications technology has undergone major developments. By the end of the twentieth century, mobile phones, the internet, fax machines and satellite communication (among others) were available.

Since the late 1990s, the internet, and since the 2000s YouTube, social networking sites such as Facebook and Twitter, and the introduction of **smartphones** have meant that music and video are truly global and can be shared instantaneously.

#### DID YOU KNOW?

The term 'Generation Y' or 'GEN Y' started appearing in the early 1990s. It describes the generation of teenagers born in the 1980s and 1990s. This generation has also been referred to as the 'MyPod' generation due to their teenage years coinciding with the prominence of MP3 technology.

*They're hip, smart-talking, brash and sometimes seem to suffer from an overdose of self-esteem. And if there's a generalisation to be made about young Generation Y people, it's that they don't like waiting ...*

*They grew up with mobile phones, the internet, pay TV, bottled water, laptops and Eminem in a world of AIDS, terrorism and addiction to crack and ice.*

*Technology has played an important part in empowering them. About three-quarters of Gen Ys regularly use the internet. They are the most educated-minded generation in history and are more optimistic about life and work than their predecessors, Generation X.*

*They are generally socially aware, and tolerant and accepting of cultural differences.*

*They are the first generation to have been in the sights of advertisers while in the womb;*

*but they are cynical of marketers because they have been exposed to TV and mass marketing since they were born ...*

*They are the most technology-fluent, multi-tasking, adaptable and team-oriented group in history ...*

*The only problem might be their impatience with the old ways: they want instant gratification, think email is snail mail and want to be chief executive of the company by 25. And, of course, all in no more than 35 hours a week. What they lack in experience, they believe they make up in enthusiasm. They will leave jobs quickly if the boss is nasty, the hours inflexible or the pay unsatisfactory.*

*Almost half of baby boomers believe they should stay in a job with the one employer for at least five years, but only a quarter of Gen Ys would consider such a long stay ...*

**Source 3.5.1** From 'A-Z of Generation Y' by Bryan Patterson, *Sunday Herald Sun*, 8 July 2007

<b>1954</b> Telex machine in Australia
<b>1956</b> Television in Australia
<b>Late 1950s</b> Portable transistor radio
<b>Mid 1960s</b> STD (long distance) phone calls
<b>1960s</b> Satellite technology (moon landing seen in 1969 across the world)
<b>1970s</b> FM radio
<b>Late 1970s</b> Push button phone
<b>1980s</b> Answering machines and early mobile phones Computers in schools
<b>1984</b> Personal computers (PCs) in homes
<b>Mid 1990s</b> Internet and tablet computers
<b>1997</b> Smartphone
<b>By 1999</b> Nearly half of all Australians own a mobile phone
<b>2001</b> iPod
<b>2007</b> iPhone

**Source 3.5.2** Means of communication have changed rapidly around the world since World War II.

## Changes to music technology

The influence of ‘music television’ in the 1980s was significant. The MTV network, both the US and Australian versions, and the music video program *Rage* (started 1987), brought local music and music from around the world to Australians. It also generated a new priority for many performers, the production of music videos, which often became more important than the quality of the music itself.

Michael Jackson and Madonna became hugely influential stars during this period, as did British groups such as Duran Duran and Spandau Ballet with their big budget video clips viewed at home or at nightclubs. ‘Boy bands’ such as Bros, New Kids on the Block, and Wham! were specifically created to take advantage of this medium.

## Music videos and the Walkman

Music videos strengthened the relationship between performers, advertisers, and of course the young audience, with stars performing in advertisements for all sorts of products, which often blurred the line between music and blatant commercialism.

Portable listening devices such as the Walkman were another 1980s development. It gave young people the opportunity to listen to music without others hearing it. People from older generations considered this to be anti-social and often assumed that there must be something sinister about the music that they could not hear.

## Synthesisers

The distinctive sound of synthesisers became an addition to the music of many performers during the 1980s. Music from this period experienced its own new wave as artists combined rock, punk and disco influences from the 1970s with synthesiser beats. British bands The Police, Simple Minds and Tears For Fears became popular, as did American performers Talking Heads, Prince and The Bangles. Australian bands also developed in this style of music, one of the most successful being INXS. Some groups such as Depeche Mode, Pet Shop Boys and Australia’s Pseudo Echo were classed as ‘synthpop’ for their heavy use of synthesisers, which saw their music being prominent in nightclubs. Others were closer to punk, such as The Cure and Billy Idol.



**Source 3.5.3** Australian rock band INXS, an international success in 1988

## Changes to film technology

Films remained an important aspect of popular culture in the 1990s despite the dominance of home entertainment mediums such as television and videocassette recorders.

New multiplex cinemas were built in many suburbs, making it easier for people to see a range of different films at different times of the day and night.

### New production models

Hollywood still dominated the cinema listings—only 15 per cent of films viewed were Australian made. However, productions coming out of Hollywood were not always telling American stories and many were intended for worldwide distribution. For example, *The Matrix* (1999) was filmed in Australia, but was primarily an American production for a global audience.

*Babe* (1995) was most definitely an Australian story filmed in Australia, but used facilities, production skills and technology from Britain and the US in its making. The face of popular culture in film was becoming more diverse.

### CGI

The new technology of the film industry was the use of computer-generated imagery (CGI), which gave producers and directors almost limitless potential to create special effects and fantasy characters and worlds. *Jurassic Park* (1993), *Forrest Gump* (1994), *Titanic* (1997) and *Star Wars: Episode I—The Phantom Menace* (1999) are early examples of films that drew heavily on CGI technology. The success of the CGI-animated film *Toy Story* (1995) contributed to a boom in animated films utilising the same technology.

## Changes to television technology

### AUSSAT

Television technology continued to improve in the 1980s. In 1986, a new domestic satellite, AUSSAT, was able to deliver popular culture to more Australians in remote areas. Live broadcasts of the 1983 America's Cup, 1984 and 1988 Olympic Games, 1986 Commonwealth Games, and the Live Aid concert in 1985 are examples of Australians being as up to date with world events as most others in the Western world. Although spectators had to stay up late to watch international events due to time differences, the 'tyranny of distance' was being slowly chipped away.

By 2004, 99 per cent of Australian households owned a television and 23 per cent subscribed to pay television. On average, teenagers were watching nearly two hours of television each day, on top of another two hours of computer-based entertainment.

### Digital and HD

Television still contributed an enormous amount to Australian popular culture and the introduction of digital television at the turn of the millennia resulted in more channels being available to the public on free-to-air television, increasing choices even further.

The production of programs in high definition (HD) combined with improvements in television set technology such as plasma and LCD flat screens, as well as 3D televisions and programs, has led to many households setting up home theatres.

At the same time, many young people have been able to watch programs via computers and smartphones and out of the view of parents online, lessening the control that parents have over their children's access to popular culture.

## The internet

The internet has completely changed the way in which we communicate and many people cannot imagine life without it. The precise history of the invention of the internet is unclear. Research for the internet is believed to have begun in the early 1960s in response to the need to be able to communicate in the event of an atomic bomb destroying communications infrastructure.

What these early researchers came up with was a network for transmitting and receiving messages through message packets. The packets get to their final destination using various pathways.

Since the late 1990s, the broad use of the internet and, in particular, search engines such as Google and sites such as YouTube, has enabled people to search for, access and share music and videos from every corner of the world. Popular culture is no longer only found on television and radio and in films, but also in an online environment. People use social networking sites such as Facebook or Twitter to share their tastes instantaneously, radically changing the pace at which things evolve. Some popular stars of the twenty-first century, such as Justin Bieber, first came to prominence via the internet. The emergence of smartphones has encouraged this trend. In 2013, over 14 million Australians had access to the internet at home and 7.5 million used the internet via their mobile phone. These figures keep increasing.

One of Britain's leading inventors has warned that a 'Google generation' who rely on the internet for everything are in danger of becoming 'brain-dead'.

Trevor Baylis, who invented the wind-up radio, said children are losing creativity and practical skills because they spend too much time in front of screens.

The 75-year-old said he fears that the next generation of inventors is being lost, with young people often unable to make anything with their hands.

But he said children could rediscover vital skills if schools used Meccano and other practical toys.

Mr Baylis said: 'Children have got to be taught hands-on, and not to become mobile phone or computer dependent.

'They should use computers as and when, but there are so many people playing with their computers nowadays that spend all their time sitting there with a stomach.

'They are dependent on Google searches. A lot of kids will become fairly brain-dead if they become so dependent on the internet, because they will not be able to do things the old-fashioned way.

**Source 3.5.4** Inventor Trevor Baylis claimed that the internet is leaving children brain dead, *Mail Online*, 25 December 2012.

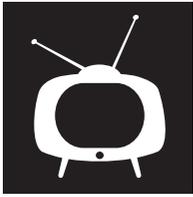
## ACTIVITIES

### Remembering and understanding

- 1 What were the common forms of communication at the end of World War II?
  - a Compile a list of the most common forms of communication you use today.
  - b Write a short paragraph to explain how communication forms have changed from the 1950s to today.
- 2 What is digital television? What effect did its introduction have on television?
- 3
  - a Why is the history of the internet not clear?
  - b Summarise one theory of the invention of the internet.
- 4 Draw a table that illustrates the important changes in music, film and television technology since 1945.

### Applying and analysing

- 5 Examine Source 3.5.1.
  - a According to the source, how are Generation Y people different to the baby boomers and Generation X?
  - b Using the source, complete a PMI (plus, minus and interesting) chart of the qualities of Generation Y.
- 6 Examine Source 3.5.4.
  - a List the main points that Trevor Baylis is making.
  - b Write a letter to the editor of the newspaper either agreeing or disagreeing with the inventor. Be sure to support your beliefs with reasoned argument.
- 7 You are a music producer. Write a press release outlining the next big thing in music technology. Explain how it will change music.
- 8 Using the information in this unit, construct a mind map to show how changes in communication technology have had an impact on popular culture.



## UNIT 3.6

# The changing nature of Australian popular culture

### Globalisation

The term 'globalisation' refers to the way in which the world is becoming increasingly smaller. In general terms, globalisation is the integration of systems such as the economy, politics and culture across the globe. It refers to the way in which large corporations have established a presence globally so that Western countries, in particular, are becoming so similar that it is sometimes difficult to distinguish between them. Some authors have described this practice as compressing the world into a single place.

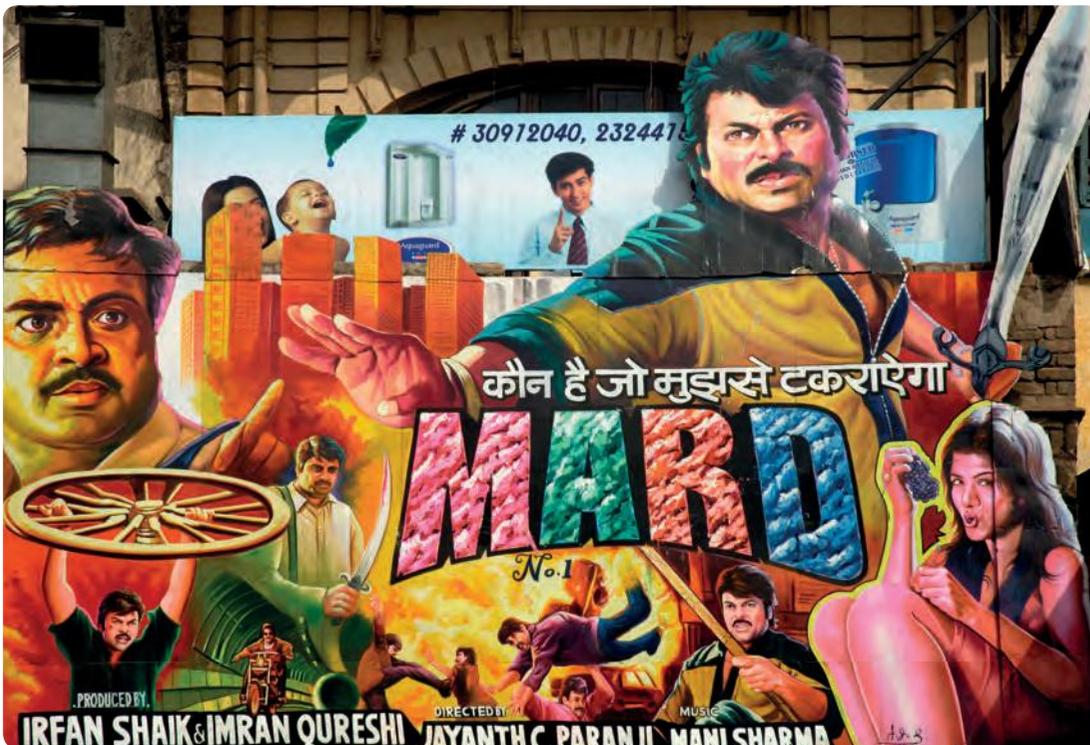
### Cultural homogenisation

'Cultural homogenisation' is a similar term which refers to the absorbing or transforming of a local culture into that of a dominant outside culture, for example, the **Americanisation** of Australian culture. Cultural homogenisation usually refers to Western cultures dominating and extinguishing other cultures.

Cultural homogenisation can affect national identity and traditional values by diluting the culture of a nation and making it uniform with the dominant influences. Some critics of cultural homogenisation argue that non-Western countries can also exchange various cultural elements and that homogenisation is less about the spread of a single culture and more about technology enabling countries to exchange cultural ideas.

### Globalisation and Australian stories

At the beginning of the twenty-first century, film started to become more multinational, as production studios in Hollywood increasingly drew upon technical and creative talent from around the world. The size of the Indian film industry, and commonly Bollywood, challenged that of the US. One of the most highly acclaimed films of the 2000s, *Slumdog Millionaire* (2008), was set in India, had a British director and multinational production crew, and took inspiration from Bollywood themes and styles.



Source 3.6.1

Bollywood is one contributor to the exchange of cultural ideas between nations.

The Australian film industry and business sector have also developed closer ties with Bollywood through collaborative productions and financing films. Bollywood films such as *Heyy Babyy* (2007) and *Love Story 2050* (2008) employed large Australian crews and showcased scenery from both rural and urban Australia.

Although martial arts films made in Asia have always been popular with Australian audiences, the success of *Crouching Tiger, Hidden Dragon* (2000) also signalled a shift towards the globalisation of the film industry and a widening of influences upon popular culture.

## The state of Australian culture

For much of its European history, Australia has been influenced by the culture of other, larger countries. Even though the speed of globalisation has increased with improvements in technology and transport, exchanges between Australia and other countries have always taken place.

Some supporters of globalisation have argued that globalisation has benefited Australia through multiculturalism and the closing of the 'tyranny of distance', which for many years saw the country isolated due to its distance from the northern hemisphere.

Despite the benefits, there are still arguments against globalisation and its influence on Australian culture.

- The consolidation of media and entertainment ownership has increased the volume of cultural products such as films and music into and out of Australia, potentially diluting the Australian culture.
- Leisure time is increasingly about products and commodities because of the influence of cultures such as the US.

**Source 3.6.2** The game of cricket is a part of our cultural heritage that originated in another country.





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## Killing Our Identity: 'Mad Max' and Cultural Homogenization

*At this year's E3 gaming conference, a huge number of upcoming videogames were introduced. One of these titles was Mad Max: The Game. ... there was the briefest glimpse of a hugely problematic change that is being made with the license. See, the Mad Max film franchise is an Australian cultural icon, a behemoth of Aussie iconography and stylisation. It almost singlehandedly released a tidal wave of cinematic output from Australian filmmakers in the 80s.*

*And in the new videogame, Max, the titular character, has an American accent.*

*'So what?' you might think. After all, something as insignificant as an accent isn't going to affect your enjoyment of the game. However, this change is indicative of an unsettling and destructive trend in mainstream entertainment of homogenising cultural identities, creating an apathetic stew of uninspired, globalised properties ...*

*... The removal of cultural specificity from the Mad Max franchise is telling Australians that their culture has no value or use on-screen. That the film is better if it exists in a cultural vacuum; a globalised, universal hodge-podge of ungrounded characters and settings. It takes away from the audience the joy of recognising their culture or identity on-screen, or alternatively to see an alternative culture ...*

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**Source 3.6.4** There is concern that globalisation will pose a threat to Australia's cultural identity, Andrew Couzens, *The Artifice* 18 June 2013.

**Source 3.6.3** *X Factor* is one example of popular culture reality television.

## ACTIVITIES

### Remembering and understanding

- 1 Define 'globalisation' and 'cultural homogenisation'.
- 2 How can cultural homogenisation affect national identity?

### Applying and analysing

- 3 How might Australian audiences identify with films made in Asia or Bollywood?
- 4 List some of the positives of globalisation and cultural homogenisation.
- 5 Examine Source 3.6.4.
  - a What does the author of the source claim is killing Australia's national identity?
  - b What does the author believe removing the Australian accent from the character is telling Australians?
  - c Argue for or against the view of the author. Do you believe Australia's culture is threatened by globalisation? Explain your answer.
- 6 There have been concerns in recent times that many Australian filmmakers leave Australia to pursue careers overseas. This movement of people touches many industries and is known as the 'brain drain'. It is argued that these people leave because they are unable to make a living in Australia and cannot compete against industries such as Hollywood. Considering the cultural homogenisation of the world, brainstorm the effect the brain drain might have on Australia's culture.



## UNIT 3.7

# Australia's contribution to popular culture

### A view from the land down under

While Australian popular culture has been heavily influenced by film, music and television from other countries, Australians have also taken their unique culture to the global community. Australian talent has made a deliberate effort to leave a lasting impression, or at the very least shake things up, and in doing so has influenced global popular culture.

### Exporting music

In the late 1950s, the success of rock'n'rollers Johnny O'Keefe and the Dee Jays in the US signalled to the world the arrival of Australians on the international music scene. The Easybeats were the first Australian group to do well in Britain with their song 'Friday on my mind'.

The Seekers became well-known folk music artists in the 1960s with 'I'll never find another you' and 'Georgy Girl' becoming hits in Britain, the US and Australia all at the same time.

The Bee Gees became one of the most influential contributors to popular culture in the 1970s with the inclusion of their songs in the soundtrack for the film *Saturday Night Fever*. The film and music is generally credited as launching disco into mainstream popular culture. The Bee Gees became one of the biggest selling music artists of all time and the group was inducted into the Rock and Roll Hall of Fame in the US in 1997.

**Source 3.7.1** The Bee Gees—Robin, Barry and Maurice Gibb in 1970





**Source 3.7.2** AC/DC is an Australian band that has enjoyed international success.

Peter Allen was a prolific writer of hit songs and a performer in Broadway musicals and concerts. He won an Academy Award for co-writing 'Arthur's Theme (best that you can do)' that featured in the film *Arthur* (1981), and was immortalised after his death in the hit musical *The Boy from Oz*, which toured Australia in the 1990s.

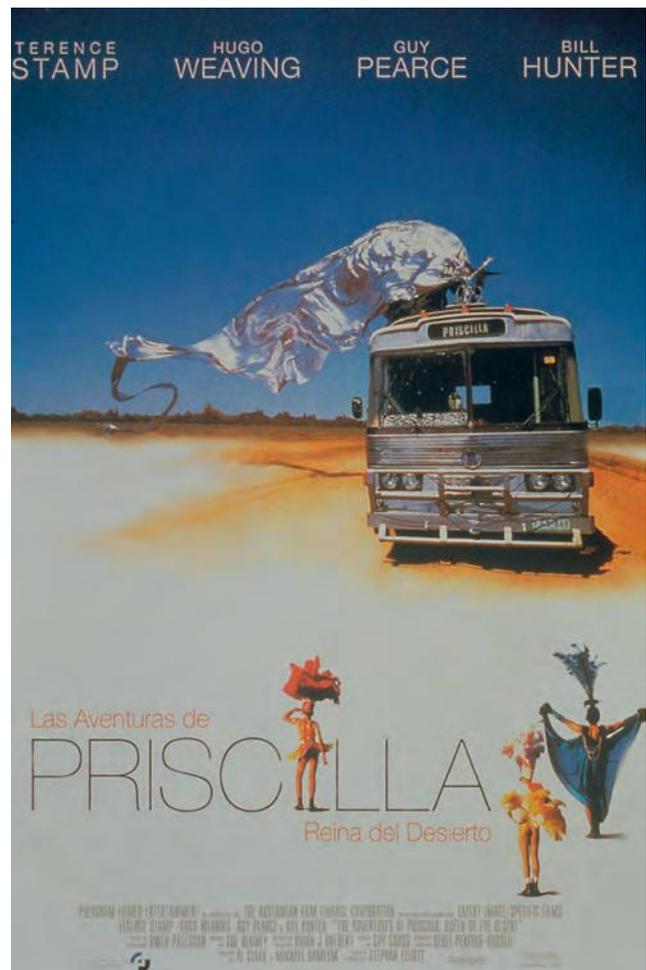
Helen Reddy became the voice of the women's movement worldwide with her song 'I am woman' in 1972. Australians were starting to break the mould and lead popular culture rather than simply follow it.

From the 1980s to the present day, performers such as AC/DC, INXS, Midnight Oil, Hoodoo Gurus, Savage Garden, Crowded House, Jet, Keith Urban, The Presets, and children's entertainers The Wiggles have achieved great international success, adding an Australian flavour to global popular culture.

Men at Work claim a broader place in Australian and global popular culture. Their hit song 'Down under' sits alongside Peter Allen's 'I still call Australia home' as an anthem for Australia and for Australians living overseas.

### Australian film influences

Films such as *Crocodile Dundee*, *Australia* and *The Adventures of Priscilla, Queen of the Desert* present Australian characters and stories in distinctly Australian locations. They, along with a range of other films, have shown the world who Australians are, what Australia is like as a country, and claimed a place in global popular culture. How accurate these representations are is another issue.



**Source 3.7.3** A Spanish poster advertising *The Adventures of Priscilla, Queen of the Desert* (1984)

## Australian talent overseas

Australian influence goes beyond Australian productions. Australian actors and actresses such as Eric Bana, Cate Blanchett, Toni Collette, Russell Crowe, Judy Davis, Peter Finch, Mel Gibson, Hugh Jackman, Nicole Kidman, Heath Ledger and Geoffrey Rush have received accolades and won awards for their performances in films that cover a variety of genres. As Australians contributing to the telling of other people's stories, or simply as entertainers, their faces, voices and interpretations of characters have become part of global popular culture.

## Film production

Australian film directors, such as Bruce Beresford, Baz Luhrmann, George Miller, and Peter Weir have also won international awards and enjoyed success overseas. As directors, they arguably have had more influence over popular culture through their control of aspects of a film as it is being made. Other highly sought after professionals who contribute to both Australian and multinational productions include Catherine Martin, who has won several prestigious awards for costume design and art direction, John Seale for his work on the cinematography of films such as *Witness* (1985) and *The English Patient* (1996); and John Cox for his work on visual and special effects.

Australian production studios, such as Fox Studios in Sydney, have hosted the making of blockbuster films *The Matrix*, *Mission: Impossible II* (2000), *Moulin Rouge!* (2001) and *Superman Returns* (2006), drawing upon Australia's technical talent and scenic locations.

## Australian television overseas

Australian television programs have had some success overseas; however, many are comedies, which do not always translate well in other countries. Some comedies have been remade overseas using local actors and storylines. The earliest Australian-made program to be sold overseas for prime-time viewing was the variety program *Revue '61* (1961–62), which was sold to Canada in 1962. *Skippy the Bush Kangaroo* was the first series to become popular overseas. It aired in over eighty countries, including the US. However, the most consistently popular type of Australian programming with overseas audiences has been soap operas, particularly in the UK. Images of 'typical Australian life' in programs such as *Neighbours* and *Home and Away* have had great appeal in the UK from the 1980s onwards.



**Source 3.7.4** *The Castle* (1997) is an example of a film that did not translate well overseas.

## From the crocodile hunter to Dame Edna

Two of the most recognisable Australian faces on global television in recent history have been Steve Irwin and Barry Humphries, albeit dressed as the character Dame Edna Everage.

Before his untimely death in 2006, Steve Irwin's wildlife documentary series *The Crocodile Hunter* (1997–2004) aired in 130 countries, including the US and the UK, and was regularly watched by 500 million people in the late 1990s to mid-2000s. His energetic message of conserving the habitat of wild animals was punctuated with the catchphrase 'Crikey!'. Irwin's legacy is carried on by his family, and his daughter Bindi is a well-known ambassador for Australia Zoo and conservation.

Barry Humphries has had a long career in the arts, using film, live theatre and most recently television to satirise aspects of society in both Australia and the UK. His 'chat show' format television specials in the UK in the late 1990s to 2007 were not only popular, but usually had live celebrity audiences who would become the butt of his characters' jokes. Although sometimes rude and offensive, his characters have become part of global popular culture and are immediately recognisable as Australian.

## The importance of Australian sport overseas

Sport has always been an important part of the Australian identity—playing, watching, reading about it and betting on it. Sport allows people to play out values of mateship and egalitarianism both socially with friends in polite games, and publicly in serious, top-level competition.

For a relatively small country, Australia has consistently performed well in the international sporting arena. Athletic success has not only strengthened national morale, but has led to characteristics including strength, courage and resilience being regarded as ‘Australian’.

Success in sport prior to World War II was certainly a means for the country to prove its worth to the rest of the world, particularly against the British, in sports such as cricket where figures such as Sir Donald Bradman became national heroes.

### Sport since World War II

Since World War II, sport has continued as a constant of Australian popular culture and is often referred to as the ‘national pastime’. Most Australians have an interest in at least one if not many sports. In 2005, *The Sydney Morning Herald* reported that out of the forty most watched individual television programs from 2001 to 2005, eighteen were sports events. For the entire twentieth century, nine out of the top twenty individual programs were sports events.



**Source 3.7.5** The Australian national rugby league team (the Kangaroos) is an example of a team that plays internationally.

Although the international success of Australian sports stars is a source of national pride, Australians are also interested in the manner in which sportspeople behave in winning or losing, and whether or not they display the qualities that people associate with being Australian.

The ongoing success and high profiles of Australian Indigenous sportspeople within a country whose people have not always treated their ancestors with the respect they deserve has improved relations between Aboriginal and Torres Strait Islander people and the broader Australian community.

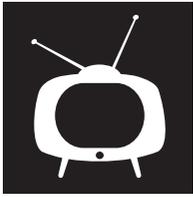
## ACTIVITIES

### Remembering and understanding

- 1 Describe the ways in which Australians have influenced global popular culture.
- 2 Why was Helen Reddy important in Australian music?
- 3 Explain why films with Australian stories are important in terms of promoting Australian popular culture.
- 4 Discuss the importance of Australia’s involvement in sport internationally.

### Applying and analysing

- 5 Outline the type of Australian musicians that were popular overseas in the 1950s, 1960s and 1970s. Why do you believe this was the case?
- 6 Examine Sources 3.7.1, 3.7.2 and 3.7.3. Analyse and explain what these sources might tell the rest of the world about Australia.
- 7 Construct a PMI (plus, minus and interesting) chart analysing the positive and negative aspects of the success of entertainers such as Steve Irwin and Barry Humphries in relation to Australia’s national identity.
- 8 Examine an Australian (or group of Australians) who is currently contributing to promoting Australian culture overseas (for example, a current television or film star or one of the latest bands). Write a short analytical newspaper article examining their success and explaining what they tell the rest of the world about Australia.



## UNIT 3.8

# Americanisation of culture

### The same the world over

Americanisation refers to the assimilation of American culture into the culture of another country, for example, Australia. The term describes how American culture is dominating the world through the global spread of many brands, values and ideas. McDonald's, Coca Cola, Nike, Starbucks and Apple Computers are all examples of American brands, which through their advertising and appeal have permeated the culture of many countries.



**Source 3.8.1** The American television program *The Simpsons* was first shown in Australia in 1991.

Popular culture such as music, television and film are all greatly influenced by American culture. Programs such as *The Simpsons* and *The Oprah Winfrey Show* are very familiar to Australian audiences, as are films made by Hollywood and American music acts.

Another aspect of popular culture that is affected by Americanisation is language and the spelling of words and phrases.

Many people argue that globalisation has a negative impact on the national identity of many countries, including Australia.

### From crikey to cookies

American words used in daily conversations in Australia such as 'cookie' and 'dude' and phrases such as 'chill out', 'like totally' and 'you go girl' are examples of the Americanisation of our culture.

Computers also bring a strong American influence with most major computer applications originating from the US and therefore, encouraging the spread of American English in the spelling of words. For example, American English uses 'z' in words such as 'organization', and this is becoming increasingly acceptable in Australian English.

#### DID YOU KNOW?

Halloween (or All Hallows Eve) is a yearly event observed on 31 October by many countries to honour the dead. The celebration began as a Celtic European festival and many people argue that it has been hijacked by the US to turn it into a commercial event that bears little resemblance to its original purpose. Halloween was brought to North America by Irish immigrants during the nineteenth century and became popular in the 1940s. Critics argue that it is an unwanted American pop-culture influence that has little relevance to Australian culture.

... Linguists see language melding and invention as natural. But new words and terms don't always enrich our lexicon—sometimes they replace other words ... Native speech is the first cultural artefact targeted in ethnic cleansing, typically by prohibiting its teaching to children. And yet, here in Australia, wide-eyed Australians besotted in particular by Americanese consign their mother tongue to the op-shop bin of cultural memory.

Often the difference is subtle. Sandpit becomes sandbox, and blackboard, chalkboard.

... The loss of a dialect makes the world poorer, and not just linguistically. When a word is usurped, the cultural values it defines vanish, too. When Australian vernacular is replaced by franchised American terms, exotic tropes are too often introduced into our social and political ecology. Twenty years ago, Australia didn't need the terms homey, mugging, drive-by shooting, gated community and panhandling because these were foreign concepts. But they are not so strange to us now.

... 'Buddy' doesn't mean the same thing as 'mate', mate.

**Source 3.8.2** Many American words and phrases have become entrenched in Australian culture. From Andrew Herrick, 'With American lingo, we've imported toxic US culture', *The Sydney Morning Herald*, 6 August 2010.

## Overconsumption of food

Obesity, with the diseases that accompany it, is a worldwide epidemic that is of great concern in Australia. It has more than doubled in the past twenty years. Today, three in five adults in Australia are overweight or obese, and at least 20 per cent of Australian children are overweight with near to 10 per cent considered obese. Changes in lifestyle, which have seen children exercise less and eat more, have combined with the phenomena of supersizing by junk food companies.

'Supersizing' is the practice of fast food chains greatly increasing the size of a food item so that it appears to be better value to the consumer. The practice began in the US and has reached Australia, particularly in fast food and entertainment venues.

## Responses to obesity

The obesity crisis has seen governments intervening to regulate the food industry and make consumers more aware of what they are eating with initiatives such as *Get Set 4 Life—Habits for Healthy Kids Guide*, Healthy Spaces & Places and the Stephanie Alexander Kitchen Garden National Program for primary schools.

### ACTIVITIES

#### Remembering and understanding

- 1 Explain the term 'Americanisation' in your own words.
- 2 What are some examples of the Americanisation of Australian culture?
- 3
  - a How is Halloween believed to have originated?
  - b Which season does Halloween celebrate the end of?
  - c Does this translate to Australia?

#### Applying and analysing

- 4 Create a Venn diagram with the headings Australian programs, American programs and other. How much of the television you watch comes from the US?
- 5 How Americanised is your language? Write a list of words that you use that you think might have come from American culture. Compare your list with another class member. Are there any words you are unsure of?
- 6 Examine Source 3.8.2.
  - a Summarise what the article is saying.
  - b Do you agree with the writer? Explain your answer.
  - c Examine the article as an historical source using ADAMANT. How useful is it for historians examining the Americanisation of Australian culture? Are there any reasons why the source may not be useful?
- 7 Write a short summary outlining what you see as the celebration of Halloween in Australia. Explain whether you think the day should be celebrated in Australia.
- 8 How is supersizing affecting Australian culture?
- 9 Respond to the following statement by writing an argument either agreeing or disagreeing: 'Australia is the most Americanised nation in the world. It is only a matter of time before Australia becomes the 51st state of America'.



## UNIT 3.9

# Popular culture

### Analysing Australian films

Develop a multimedia presentation to assess the Australian film industry's representation of Australian stereotypes and how this has affected Australian culture in this country and overseas. You will need to:

- examine a range of Australian films from post-World War II to the present
- identify the way in which the films represent Australians and Australian society and culture
- include a range of primary and secondary sources
- combine all of your research into a multimedia presentation that includes your opinion on the topic.

### Creating Australian stamps

You have been commissioned to design a series of postage stamps that reflect Australian popular culture since World War II. You will need to:

- design a series of five stamps depicting different aspects of Australian popular culture
- design one stamp for each of the categories of music, film, television, sport, fashion
- ensure that your design is easily recognisable as an aspect of popular culture for that category
- make your design colourful and attractive
- write a short summary paragraph for each stamp explaining why you have included it in your series.



**Source 3.9.1** Cathy Freeman winning gold in the 400 metres at the 2000 Olympics in Sydney was a defining moment in Australian sporting identity.

## Significant Australians

Imagine that a national competition has been launched to develop a list of the most significant individual contributors to Australian culture since the end of World War II. In pairs or small groups, research the life of one Australian to prepare a submission about. Your submission will need to:

- describe the extent of the Australian's achievements and success
- identify the impact the person has made in their area of expertise (in Australia and globally)
- provide a strong argument in favour of your person being included on the list.

Some notable Australians are Johnny O'Keefe, The Easybeats, The Seekers, AC/DC, Skyhooks, Kylie Minogue, Molly Meldrum, Steve Irwin, Cathy Freeman, Lionel Rose, Ian Thorpe, Mel Gibson, Cate Blanchett, Hugh Jackman and Geoffrey Rush.

## Glossary

**Americanisation** assimilation of American culture into the culture of another country, for example, Australia

**baby boomer** people born during the rapid period of population growth that followed World War I

**bodgie** male equivalent of a widge; young man who adopted a particular fashion trend in the 1950s

**cultural cringe** rejection of Australian culture in favour of cultural influences from other countries, such as Britain or the US

**digital television** television broadcasts sent and received as digitally encoded signals

**disco** genre of music that was popular in dance clubs in the 1970s

**glam rock** genre of popular music that emerged in the 1970s, characterised by performers dressed in elaborate costumes

**mass media** technologies that are intended to reach large audiences via mass communication

**popular culture** set of behaviours and values shared by a group or groups within society at a particular period of time

**rock'n'roll** fusion of country and western music with African-American rhythm and blues, a popular style of music from the 1950s onwards

**smartphone** mobile telephone that has the functionality of a computer and can give users access to the internet

**soap opera** dramatic fiction radio or TV serial presented as ongoing episodes

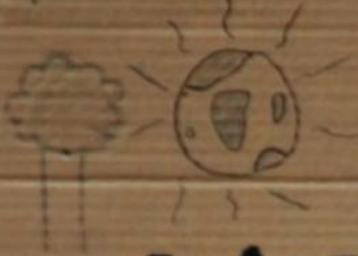
**widge** female equivalent of bodgie; young woman who adopted a particular fashion trend in the 1950s

Uncook the planet! Save our climate

**NATURE**

doesn't

**NEGOTIATE!**



NO  
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## CHAPTER

# 4

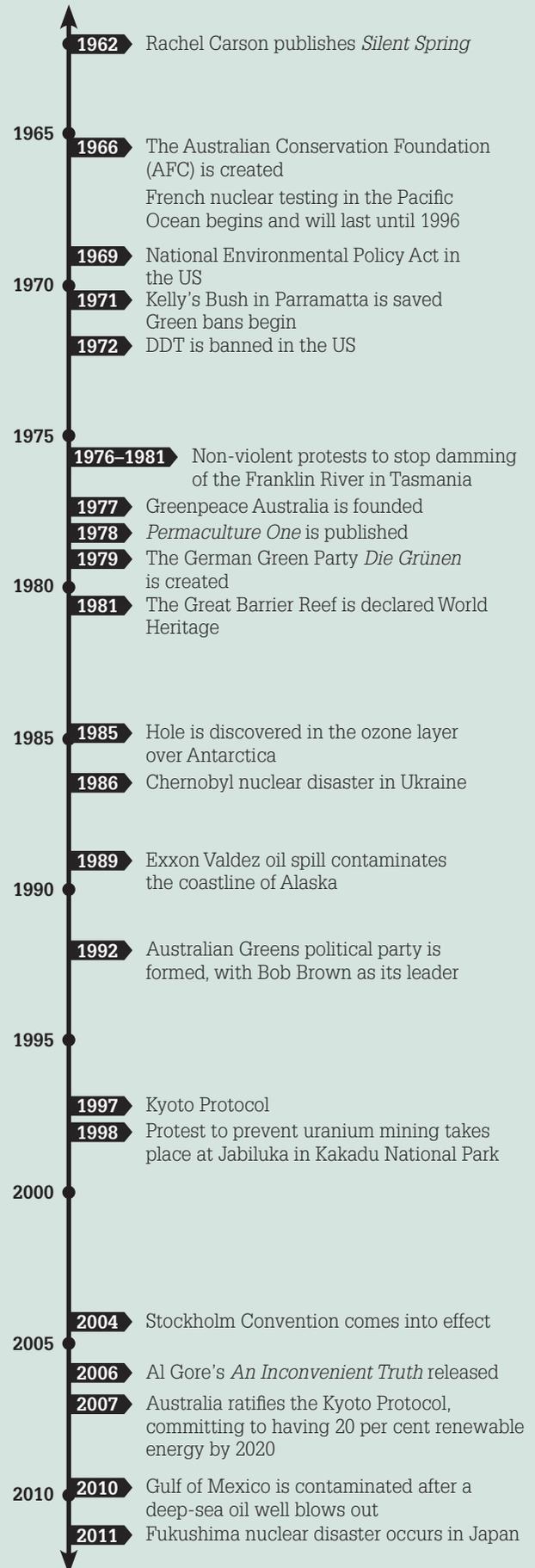
# The environment movement, 1960s – present

The 1960s and 1970s were a period of strong social awareness and political activism. There was a growing awareness of how rapid change was affecting the environment. Rising populations, widespread industrialisation and urbanisation were having significant impact on the environment, and the political mood of the time led to the growth of the environment movement.

The environment movement developed rapidly in the Western world with debate about the protection of the natural world a key political and social issue. Various groups and individuals have had significant impact in changing the attitudes and values of Australians, and people throughout the world, during the second half of the twentieth century.

Environmental activism is now stronger than ever, as debate about the environment continues in political and public arenas. The advent of social media has also meant that mobilising public opinion and raising awareness at a grass-roots level is easier than ever before.

**Source 4.0.1** Walk Against Warming Climate rally in Melbourne, 12 December 2009



**Source 4.0.2** Timeline of the environment movement



## UNIT 4.1

# Emerging environmental awareness

### Origins and development of environmental activism

The formation of the environment movement in Western countries has its origins in the late nineteenth and early twentieth centuries. During this period, ideas were changing about how humans should interact with the natural world. The modern environment movement emerged in the Western world during the 1960s. This movement has raised awareness about the importance of the natural world and the impact humans have on the environment, as outlined in Source 4.1.1. During the twenty-first century, the environment movement has influenced political decisions and the way people live their lives.

### Growing awareness of threats to the natural environment

From the late eighteenth century to the early twentieth century, the Industrial Revolution spread from the UK to Europe, and then to the rest of the world, with significant consequences for the environment.

### Demand for resources

Factories, farm machinery and new types of transportation required huge amounts of coal to power their steam engines. New machinery and building techniques required iron ore, while mass production of goods in factories fed a growing demand for new products. Raw materials were taken from the natural world as 'progress' was seen as being able to exploit the environment of its resources.

### Changing landscape

New job opportunities were created at factories and related industries causing people to increasingly live in cities rather than country villages. Air and water pollution was caused by industry and disposal of waste products, and land was cleared in the search for raw materials such as timber.

### Growth of populations

Improved production of food, the faster production of goods and new medicines resulted in significant population increases, which put further pressure on the environment.

Impact on the environment		
Period	Impact	Example
Prehistoric world	Humans started farming crops, domesticating animals, cutting down trees and mining minerals.	Sumerians built irrigation canals redirecting water to grow surplus food.
Ancient world	Towns and cities developed causing pollution, deforestation and soil degradation.	In parts of Ancient Greece cutting down too many trees caused soil erosion.
Medieval world	Urbanisation grew and the beginnings of manufacturing increased air and water pollution as people lived close together. Nature was to be tamed by people.	In Peru, farmland was terraced to prevent soil erosion.
Early modern world	Scientific observation of the environment improved using new inventions, including the telescope and microscope. The belief developed that nature's structure could be identified and then harnessed to become productive and profitable.	The British, French and Spanish stripped the Americas of their natural resources. They saw it as their right to exploit nature. Spanish attempts to reclaim lakes in Mexico for farmland resulted in eroded, salty wastelands.

Source 4.1.1 The developing world and its impact on the environment throughout history

## Nineteenth century national parks movement

### The purpose of American national parks

Even though there were great benefits to the Industrial Revolution there were some people—mainly writers, artists and **naturalists**—who felt this progress was at the expense of the natural environment.

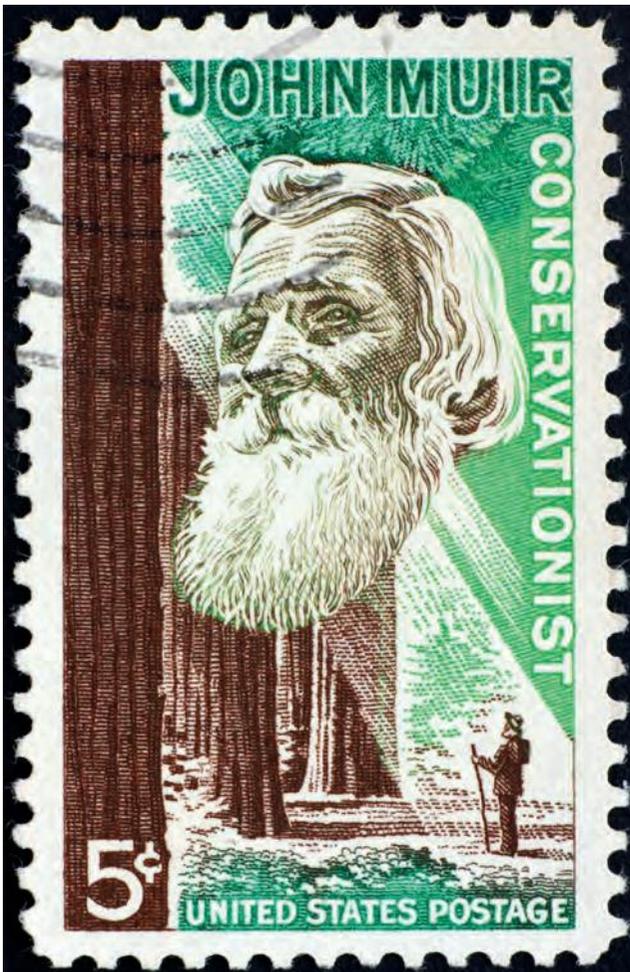
Their work created a growing awareness of the environment. Charles Darwin argued in *On the Origin of Species by Means of Natural Selection* that human survival depended on adapting to nature rather than separating ourselves from it.

**Source 4.1.2** Women hiking at Yosemite National Park, US, c. 1900



### Establishing parks

The idea of establishing an area, the purpose of which was to protect an environment, its plants and animals, became attractive to people who were wary of the environmental impacts of new systems of production. In the US and Australia in particular, individuals and groups pressured governments to issue laws to create national parks, protecting areas of untouched **wilderness**. Through art, music and song, the romantic movement of the nineteenth century in England and Europe also emphasised the beauty and spiritual benefits of landscapes untouched by industrialisation. While not directly advocating the creation of national parks, the Romantics, in another way, highlighted the destruction that humans were inflicting on nature.



**Source 4.1.3** A 1954 US stamp commemorating John Muir's contribution to conservation awareness

### Preservation vs. conservation

In the late nineteenth century, debate emerged between those who believed in **preservation** and those who believed in **conservation**.

Preservationists, such as the popular American naturalist John Muir (1838–1914), believed that the environment should be protected so that it remained untouched, to be used only for education and recreation.

Conservationists, however, believed human interaction with the environment should ensure sustainable management of natural resources. A leading conservationist, American Gifford Pinchot (1865–1946), argued that the felling of trees was acceptable only as long as the forest remained healthy in the long term. Pinchot argued that in this way the general public would benefit from the natural resources, not just those wealthy enough to visit wilderness areas.

### The world's first national park

Popular American naturalist John Muir wrote of how the wilderness was essential for the soul. Muir and geologist Ferdinand Hayden were key advocates in convincing the public and US Congress to protect the natural environment, particularly from grazing livestock. In 1872, President Grant created the world's first national park—Yellowstone National Park—covering 2 million acres.

Thousands of tired, nerve-shaken, over-civilised people are beginning to find out that going to the mountains is going home; that wildness is a necessity; and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life ... This is fine and natural and full of promise. So also is the growing interest in the care and preservation of forests and wild places in general, and in the half wild parks and gardens of towns.

**Source 4.1.4** From John Muir, *Our Forests and National Parks*, 1901

### National parks in Australia

Following in US footsteps, Australian naturalists and bush-walking societies lobbied colonial (and later state) governments to protect wilderness areas from settlement. Destruction of habitats, the culling of koalas to official extinction in South Australia and the extinction of the thylacine or Tasmanian Tiger due to hunting, caused widespread public outcry.

The Royal National Park in Sydney was established in 1879 and later more national parks and nature reserves were created around the country. Huge areas of Australia were also set aside as Crown land. In Commonwealth nations this means public lands that are considered to belong to the Crown. However, despite some acts of conservation, Crown land was seen as valuable largely for its potential to be developed.

## ACTIVITIES

### Remembering and understanding

- 1 Outline three key consequences on the environment of the Industrial Revolution.
- 2 Create a flow chart that explores the effects of the Industrial Revolution on the environment. Be as specific as possible in your chart.
- 3 Describe how preservationists were able to change the way humans used the natural environment during the nineteenth century in the US and Australia.

### Applying and analysing

- 4 Draw a Venn diagram to identify the similarities and differences between conservation and preservation.
- 5 ADAMANT is a technique used by historians to interpret primary and secondary sources. ADAMANT stands for author, date, audience, message, agenda, nature and technique. Using ADAMANT, evaluate Source 4.1.3.
- 6 Describe how Source 4.1.4 reflects what you know about the contribution of John Muir to the preservation of the environment.



## UNIT 4.2

# Environmental effects in the twentieth century

### Urbanisation and the growth of cities

The actions of individuals, groups, corporations and governments impact on the environment in positive and negative, intentional and unintentional ways.

The growth of cities has far-reaching environmental effects that spread well beyond the edges of cities. Throughout the nineteenth century, people flocked from agricultural areas to the first industrialised cities (such as London), which grew rapidly with little or no planning. These cities were heavily polluted as a result of burning coal for heating and industries. This caused lung disease to soar and a lack of sunshine meant that children developed rickets, which meant that their bones did not develop properly. Although cities drained areas of natural resources and water and dumped their wastes locally, their impact on the environment was mostly limited to specific areas until well into the twentieth century.

### Environmental effects of urban sprawl

After World War II, suburbanisation increased at a rapid rate as a result of government policies. In the US, the Veterans Bill (which made interest on mortgages tax deductible) and the building of highways made new areas more accessible in the 1950s and 1960s. The mechanisation of housing construction by the 1980s and 1990s enabled massive developments that:

- swallowed up greenfield areas
- reduced animal and plant species
- increased soil erosion
- increased water pollution.

These developments are characterised by consumption of non-renewable resources and generation of large amounts of waste. The movement of sprawling urban populations to warmer, dryer locations in the US and Australia has meant increased reliance on air-conditioning technology and has put pressure on water reserves. In recent decades, urban environmental change has been characterised by a decrease in the density of the population but an increase in land use, as seen in places such as Sydney's western suburbs and in many other cities around the world (see Source 4.2.1).

### Creating more sustainable cities

As the world becomes more urbanised there have been attempts towards building more sustainable cities. Governments have made moves to restore a sense of community in urban neighbourhoods by revitalising the inner city, reducing car use, improving public transport and placing an emphasis on renewable resources and recycling. Over the past ten years, the City of Melbourne has improved public transport and introduced car-free zones and there are plans for Moreland to become carbon neutral.



**Source 4.2.1** Aerial view of suburban sprawl—a housing estate at the edge of Panama City, 2007

### The global demand for resources

Since the nineteenth century, changes in the way we live have placed increasing and enormous pressure on resources such as land, water, energy sources and minerals. From 1850, changes in agricultural production, new transportation networks and the growing importance of national institutions started to have environmental repercussions. Agricultural productivity was boosted at the turn of the twentieth century with the introduction of farm machinery to replace manual labour assisted by draught animals. This increased the impact upon the environment as more could be grown, meaning more land had to be cleared for farming.

Agriculture was almost completely industrialised from 1950 onwards, boosting production but leaving a much bigger footprint on the environment. Cheap oil made modern agriculture possible with the use of machinery. Developments in agricultural science and technology have had significant impact on the environment, with the widespread use of chemicals in fertilisers and **pesticides** having disastrous effects on groundwater supplies.

### American agricultural projects during the 1930s

In October 1929, Wall Street crashed and the Great Depression began. In the US, industrial production fell by 50 per cent and unemployment rose to 25 per cent. During 1933–36, President Franklin D. Roosevelt introduced programs aimed at creating employment.

#### TURN OF TWENTIETH CENTURY PROGRESSIVISM

Progressivism is a movement that believes in gradual change through government reform. This movement of progress influenced American society and politics. It led to President Roosevelt (1901–09) commissioning a report providing a list of the nation's natural resources in order to carefully and efficiently manage scarce resources. He also set aside fifty-three reserves and five new national parks and founded the Forestry Service.

#### WORLD WAR I

Massive destruction of urban and rural areas accompanied the millions of deaths. New military technologies of poison gases, grenades, airplanes and tanks transformed the landscape into a treeless wasteland devoid of animals and their habitats. The Great War had an impact on nations as industrial production was stepped up to meet wartime needs, placing pressure on natural resources and the environment.

#### ROARING TWENTIES

The 1920s was a period of economic and industrial boom with assembly line mass production creating and heightening consumer demand with advertising. Depletion of natural resources, loss of wilderness and pollution were seen as a small price to pay for manufacturers' profits and urban consumers having easy access to goods. Conservation regulations of the progressive era were ignored as cities grew.

**Source 4.2.2** Consumption and production from the turn of the twentieth century until the 1920s

One of these projects was the Civilian Conservation Corps that employed 3 million young men to restore national parks and forests. States in the US funded projects such as revitalising poor agricultural areas with tree planting. The New Deal helped to reinvigorate the conservation drive of the progressive era.

### Australian agriculture policies

In Australia, Aboriginal and Torres Strait Islander people had used firestick farming to convert open forests to grasslands to make hunting and gathering easier. After Europeans arrived in Australia, land was cleared for new settlements and farming. At the turn of the twentieth century, Australian governments provided bounties and grants for producing certain goods, and subsidised railway freight to promote agriculture. Most farmers used European farming practices that did not suit the Australian soils and, as a result, major soil erosion occurred.

By the 1930s, soil erosion was a national issue, and in 1936 federal and state governments met with the Commonwealth Scientific and Industrial Research Organisation (CSIRO) to discuss the problem and find solutions. In 1939, the Soil Conservation Act was introduced. The Committee overseeing the implementation of the Act noted that it was more important to concentrate on educating landholders, rather than having compulsory prevention.

### Environmental effects of industrial production and global trade

The proliferation of coal and oil-powered transport in the developed and developing world—steamships, trains and street cars—enabled new areas to be opened up for economic use. The use of fossil fuels meant millions of people could live in cities, with food transported across great distances and luxury goods such as cotton, tea, sugar and flour brought from faraway continents.

### Increased demand for timber

Before the turn of the nineteenth century, forests in Europe used to have mixed uses where livestock grazed among the trees and people gathered resources from the forest by hand. More efficient systems were introduced by the Early Modern Era (1500–1789), creating a professional forestry industry to produce maximum timber for increasing markets.

Imperialism at the end of the nineteenth century and falling costs of transportation by ship and train meant that there was an increasing international trade in global wood. The spread of railways through Europe caused even small villages to be drawn into the wood trade, as it no longer depended on river systems. This meant that peripheral forests were gradually integrated into global economic development. French and German forests were further depleted after World War II as reconstruction occurred.

### Oil, coal and environmental impacts

From the 1950s onwards, there was a more resource-intensive approach that exploited nature using scientific and technological expertise. The impact that coal and oil had on the environment was as a result of the activities that they made possible. For example, oil enabled the use of personal motorcars and car culture, which changed the air quality, the way land was used and city layouts.

### DID YOU KNOW?

Between 1936 and 1937, there were about 200 dust storms in the Great Plains of the US as a result of overfarming of delicate grasslands. Approximately 400 000 people deserted their farms in search of work. In 1937, the US government planted thousands of trees to stop further damage, but they were not able to reverse the damage completely.

### Deforestation

In many parts of the developing world, **deforestation** is a significant environmental and social issue.

However, it is often seen as less important in the face of progress or the growth of a nation's economy. Since the 1950s the Brazilian government has enacted laws to encourage the profitable use of the Amazon at the expense of the rainforest. The UN reported that Brazil lost 2.6 million hectares of forest between 2000 and 2010 due to small farmers using slash and burn clearing to make way for raising cattle.

Decisions about how to manage forests have been driven by global trends in trade and transport, and the way resources are viewed as part of the economy. The international environment movement that emerged in 1970s has been influential and has changed perceptions about the use of forests.



**Source 4.2.3** People protesting against the drilling of oil in Yasuni National Park in the Amazon rainforest. Oil is Ecuador's main export and Yasuni oilfields hold an estimated 846 million barrels of crude oil.



**Source 4.2.4** Brazil loses millions of hectares of forest each year.

As a result, sustainable practices have been integrated into many forestry departments. China introduced a tree-planting holiday resulting in increased forest coverage from 12 per cent to 16.5 per cent over the two decades to 2001. In 2010, the UN reported that 76 countries had enacted forestry laws since 2000 to address the impact of humans on forests.

### Federal government responses to deforestation

The most significant causes of deforestation in Australia are the clearing of land for agriculture and ecologically unsustainable harvesting of trees. In 1992, Australia attended the Rio Earth Summit and afterwards established a national framework to promote the conservation and sustainable management of forests by controlling the amount of clearing that can occur. The *Environmental Protection and Biodiversity Conservation Act 1999* indirectly controls land clearing by protecting threatened species that live on land that some want to clear.



Source 4.2.5 Revegetation project in Perth, Australia

The federal government has a national target to triple tree plantations by 2020 (see Source 4.2.5) and a national strategy to engage Indigenous communities in forestry.

In 2008, as part of a global solution, the federal government announced investment of \$4.5 million to help research how to reduce deforestation. The funds were particularly aimed at developing nations in our region in Papua New Guinea and Indonesia. The *Illegal Logging Prohibition Act 2012* aims to protect forests in developing nations by ensuring that all timber is legally harvested before timber products are accepted into Australia for sale.

## ACTIVITIES

### Remembering and understanding

- 1 List examples of the intensification of environmental effects during the second half of the twentieth century.
- 2 Describe some of the ways in which governments have acted during the twentieth century to minimise the negative impact of humans on the environment.
- 3 What impact did the industrialisation of agriculture from the 1950s onwards have on the environment?
- 4 What were some of the negative effects of urbanisation on the environment?

### Applying and analysing

- 5 Rank each of the following technologies from least to most damaging to the environment: trains, steamships, agricultural machinery, cars. Provide reasons for your rankings.
- 6 Using a graphic organiser of your choice, create a diagram showing the development of cities and urban sprawl, and its changing impact on the environment.
- 7 Explain the position taken by the Australian government in the last two decades in balancing the demand for timber resources and the management of forests.



## UNIT 4.3

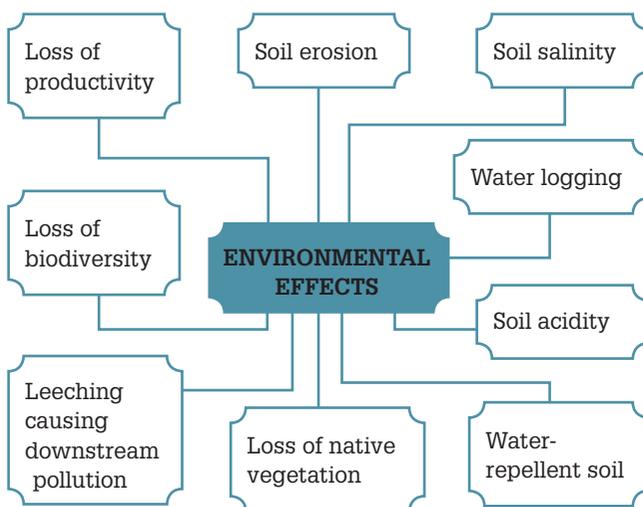
# Key environmental issues in Australian agriculture

### The growth of agriculture in Australia

In 1788, when Europeans first settled in NSW they immediately began clearing the land to plant crops and graze animals. More land was explored throughout the nineteenth century as farmers sought more fertile soil and agriculture continued to grow throughout the country. In the 1950s, there was a boom in agricultural production because of improved knowledge about fertilisers and pesticides, and the introduction of aeroplanes on farms. However, as outlined in Source 4.3.1, increased agricultural production has been accompanied by negative effects on the environment.

### Rural to urban migration

The number of people living in Australian cities compared to rural areas has always been high. Due to increased mechanisation on farms, rural populations have declined as more and more people move to the cities. As a result Australia is one of the most urbanised countries in the world with approximately 85 per cent of the population living in towns and cities. The low-density urban sprawl of Australian cities contributes to land clearing, pollution, high energy consumption, reliance on cars and invasive species, leaving a large environmental footprint.



Source 4.3.1 Concept map showing environmental effects of increased agricultural production

### Responses to environmental issues in agriculture

As concerns over environmental issues, particularly agriculture, escalated in the twentieth century, there was a range of responses.

### Back-to-the-land movement in the 1970s and 1980s

During the 1970s and 1980s, small numbers of people left Australian cities to live on farms. Many of them chose to grow food organically. Those who made this choice were generally middle-class, university-educated young people who were reacting against the modern industrial world characterised by over-exploitation of resources and environmental destruction. This movement was part of the desire for broad social change during the 1970s. 'Back-to-the-landers' withdrew from the failure of modern urban living and sometimes saw their lifestyle choice as a political statement. They aimed for self-sufficiency, independence and a connection with nature in an attempt to overhaul cultural values.



Source 4.3.2 Spraying crops with chemical pesticides in Australia

The pollution won't go away, the water will continue to taste bad, the streets will remain dirty, the noise level high. But inside your private world, a house and a backyard in the suburbs ... you can ignore it while making plans to move out.

**Source 4.3.3** From *Earth Garden* magazine, no. 1, 1972. *Earth Garden* is an Australian magazine founded over 40 years ago to support those seeking a more environmentally conscious lifestyle.

### Organic farming

Organic farming means growing food without using manufactured chemical fertilisers or pesticides. Organic farmers want to protect natural ecosystems on the farm and beyond. They believe that using an organic approach produces a healthier product and reduces the harmful effects of chemicals. There are three principles of organic farming.

- Soil

Rich, fertile soil is created by using compost, animal manure and green cover crops rather than the artificial fertilisers used by conventional farmers that have varied negative impacts on the environment

- Chemical-free

Plants are grown and animals raised without the use of man-made fertilisers, pesticides, herbicides and fungicides that have a negative impact on the health of people and the environment.

- Ecological well-being

People need to find a balance in the relationship with the environment, as all things are interconnected and interdependent.

### Australian standards

The development of Australian standards for commercial organic farming in 1986 was a response to the growth of the global trade in organic food. Certification has allowed organic growers to profit commercially from what they believe to be healthier food production.

### Sustainable living

For some people, organic farming is an extension of environmental activism and a response to what they see as a harmful mainstream approach to interaction with the environment. Organic farming and **permaculture** are linked to conservation and sustainable living as some people believe it is a way to combat **climate change** by reducing carbon emissions and offers an alternative to high energy consumption.



**Source 4.3.4** These protestors are pro-organic farming and against genetically modified farming.

### Permaculture

In the mid-1970s, Tasmanians Bill Mollison and David Holmgren developed ideas about farming drawing on scientific observations, Indigenous knowledge and traditional folk wisdom and published *Permaculture One* in 1978. Permaculture aims to set up a system that respects nature and can be sustained indefinitely by finding natural patterns to grow combinations of trees with crops. This was in response to the increased use of industrial methods of farming dependent on non-renewable resources that were poisoning the environment and resulting in loss of topsoil. In 1978, Mollison founded an institute to teach the concepts of permaculture in Australia and around the world.

## ACTIVITIES

### Remembering and understanding

- 1 Outline the key ways in which agriculture has created environmental issues in Australia.
- 2 Explain the principles of organic and permaculture farming.

### Applying and analysing

- 3 Compare the response to the intensification of environmental effects by back-to-the-landers with organic/permaculture farmers. Use a Venn diagram to display your findings.
- 4 Conduct a SWOC analysis on the actions of back-to-the-landers. Draw up a table with four columns headed Strengths, Weaknesses, Opportunities (for change), Consequences (of actions).



## Dams and environmental consequences

### Dams

The seemingly endless water supply and cheap energy has made dams attractive to all types of government systems. Dams can supply hydroelectricity, created by the force of water falling or flowing. This is an attractive proposition for many countries, as hydroelectricity has been traditionally viewed as a renewable, cost-effective way to generate power. There is, however, debate about whether the costs of building dams to produce power outweigh the benefits.

The social and environmental costs are dismissed by governments because dams provide jobs and hydroelectricity, and improve the lives of people living in cities. The alternative, negative view of dam building has been the displacement of millions of citizens,

siltation caused by river sediments, destruction of local fisheries, salinisation of irrigated fields, deforestation and malaria, as well as the loss of forests and habitats reducing biodiversity.

### The Three Gorges Dam

The Three Gorges Dam on the Yangtze River in central China was finished in May 2006. It highlights both the negative and positive aspects of dam building. It provides hydroelectricity and aids in the prevention of flooding downstream, but it necessitated the submersion of villages, hundreds of factories, mines and dumps that are polluting the 600-kilometre long and 1.1-kilometre wide reservoir. The dam is thought to have increased seismic activity in the region, and exacerbated droughts and riverbank landslides downstream.



Source 4.4.1 Waters being released from China's Three Gorges hydroelectric dam

## Different opinions

Debate has long raged around the world about the pros and cons of building dams. Their sheer dramatic size, presence and spectacle seem to inspire strong reaction and opinion. Some people, such as the US President Franklin D. Roosevelt, have been inspired to passionately praise the achievement of building such structures that store and channel the precious resource of water. At the Boulder Dam (later renamed Hoover Dam) in 1935, President Roosevelt expressed wonder at the positive transformation brought about by the dam.

Other people maintain that the building of such massive structures does irreversible harm to both the natural environment and the culture of the region in which it is built.

### Ilisu Dam

Opposition to the Ilisu Dam, first proposed by Turkey's State Water Works in 1954, has been fierce, global and has lasted decades. The impact on ecosystems, the displacement of up to 78 000 people to make way for the works, and the resulting flooding of 400 kilometres of the Tigris River has meant that the Ilisu Dam has been a controversial one. Still under construction, the Ilisu Dam has also incited protest because the mammoth area it will use is of massive cultural significance—it will flood many archaeological sites including the ancient city of Hasankeyf, whose history stretches back over 12 000 years, and destroy unique archaeological heritage forever.

~~~~~  
*This morning I came, I saw, and I was conquered, as everyone would be who sees for the first time this great feat of mankind. ... We are here to celebrate the completion of the greatest dam in the world, rising 726 feet above the bedrock of the river and altering the geography of a whole region; we are here to see the creation of the largest artificial lake in the world—115 miles long, holding enough water, for example, to cover the State of Connecticut to a depth of ten feet; and we are here to see nearing completion a power house which will contain the largest generators yet installed in this country ... Ten years ago the place where we gathered was an unpeopled, forbidding desert. In the bottom of the gloomy canyon whose precipitous walls rose to a height of more than a thousand feet, flowed a turbulent, dangerous river. ... The site of Boulder City was a cactus-covered waste. And the transformation wrought here in these years is a twentieth century marvel.*  
~~~~~

**Source 4.4.2** Speech by Roosevelt at the dedication of Boulder Dam, 30 September 1935



**Source 4.4.3** Works on the Ilisu Dam have inspired protests around the world.

*Large dams are the biggest temples of modern India, where man works for the good of mankind.*

**Source 4.4.4** Excerpt from a speech by Indian Prime Minister Jawaharlal Nehru, delivered at the opening of the Nangal Canal, 8 July 1954

*The 'disease of gigantism [where the] idea of doing big undertakings or doing big tasks for the sake of showing that we can do big things is not a good outlook at all ... [It is] the small irrigation projects, the small industries and the small plants for electric power which will change the face of the country, far more than a dozen big projects in half a dozen places ... the national upsets, upsets of the people moving out and their rehabilitation and many other things [are] associated with a big project.*

**Source 4.4.5** Speech by Indian Prime Minister Jawaharlal Nehru, November 1958

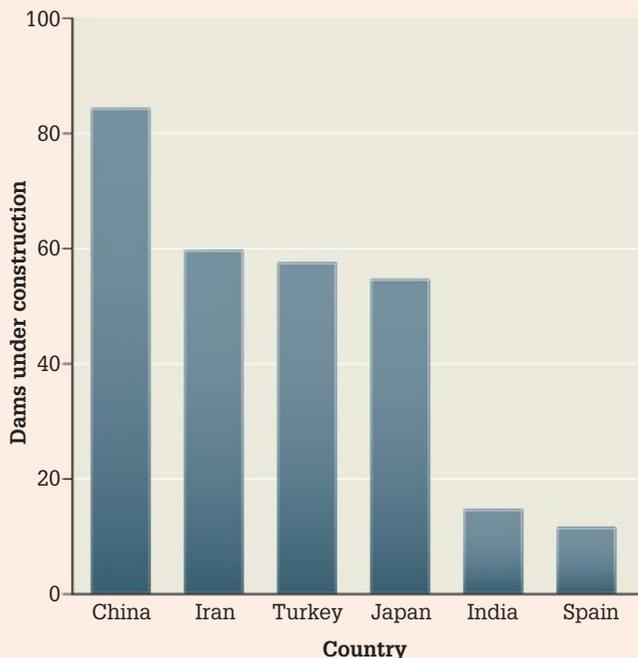


**Source 4.4.6** Indian students protesting on 9 July 2011 against the use of turbines in the Lower Subansiri dam. They were highlighting the government's rejection of experts' concerns about the impact of a mega-dam on the seismically sensitive Himalayan foothills.

## ACTIVITIES

*Large dams ... severely violate the rights to water and to health by destroying access to safe water, ... [and] the right to take part in cultural life by destroying access to cultural and natural sites; dams in the Göksu-Ergene and Tigris basins additionally infringe upon the cultural rights of the nomadic population by impeding the continuation of the nomadic lifestyle. ... [The Turkish Government] fails to fulfil its extraterritorial obligations in respecting the right to food and water in Iraq, where hundreds and thousands of farmers would be affected by construction of the Ilisu dam, as it has failed to conclude an agreement with the neighbouring country on a fair and equitable sharing of the water.*

**Source 4.4.7** From the report *Implementation of the International Covenant on Economic, Social and Cultural Rights*, submitted to the UN by a German-based NGO opposed to the Ilisu Dam in Turkey, 20 May 2011



**Source 4.4.8** Dams over 60 metres in height under construction during 2005

### Remembering and understanding

- 1 List the environmental pros and cons for the construction of dams.

### Applying and analysing

- 2 Reread Source 4.4.2.
  - a Describe Roosevelt's reaction to visiting Boulder Dam. Why do you think he calls it a 'twentieth century marvel'?
  - b Infer what Roosevelt's speech reveals about his attitude to the relationship people have with the environment.
  - c What type of source is this? Who do you think the intended audience was? Describe the intended effect.
- 3 Read Sources 4.4.4 and 4.4.5.
  - a Interpret what Nehru meant by a 'disease of gigantism'.
  - b In what ways did Prime Minister Nehru's attitude towards dams change over time? Account for this shift in his attitude.
- 4 Consider Source 4.4.7.
  - a According to its authors, what will be the negative impacts as a result of building the Ilisu Dam?
  - b Consider who authored this source and in which publication it is presented. Do you think this adds to the reliability of the report? Provide a reason.
- 5 Consider Source 4.4.8.
  - a Why might countries such as China and Iran have a large number of dams under construction?
  - b Why might countries such as India and Spain have a smaller number of dams under construction?



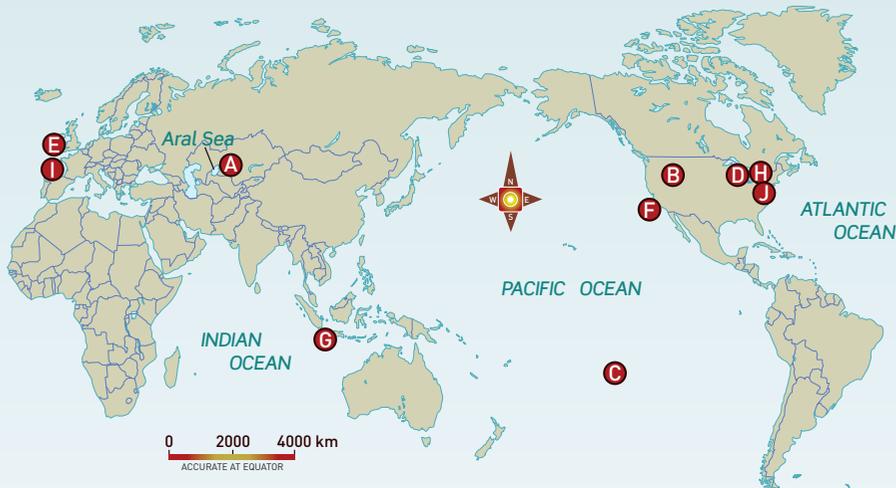
## UNIT 4.5

# Growth and influence of the environment movement

### Growing awareness before 1975

The 1960s and 1970s were a time of great social change. Post-war baby boomers became adults around this time. They were educated and prepared to protest and fight for changes. Longstanding social norms began to be challenged. Many Australians demanded political change (including an end to conscription and withdrawing from the Vietnam War), social change (including equal pay for equal work or land rights for Indigenous Australians) and environmental change.

The environmental problems of the 1960s and 1970s were on a larger scale than ever before, often crossing national borders. As illustrated in Source 4.5.1, a number of global events drew public attention to the relationship people had with nature and the impact that people had on the environment. Environmental disasters attracted a high level of public attention due to the coverage provided by television news and current affairs programs. This increased level of general awareness created a turning point in environmental history.



- A** In the 1960s, the Soviet Government diverted two rivers away from the Aral Sea for an irrigation scheme that resulted in the near destruction of the surrounding ecosystem.
- B** In 1961, the Low-Power Reactor Number One nuclear reactor in Idaho Falls, USA, exploded, releasing radioactive material into the atmosphere.
- C** French nuclear testing in the Pacific Ocean began in 1966. There were fears the radioactive waste would destroy the marine ecosystem.
- D** In 1966, the Enrico Fermi Nuclear Generating Station in Michigan, USA, suffered a partial meltdown.
- E** In 1967, the oil tanker *Torrey Canyon* struck a reef off the English coast and polluted hundreds of kilometres of coastline. The clean-up chemicals caused further environmental damage.
- F** In 1969, the Union Oil Company's Pacific Ocean oil platform off the coast of California experienced a well blow-out. Thousands of sea birds and marine animals died.
- G** In the early 1970s, large areas of Indonesia's rainforest were logged for timber or burnt-off for farmland. Over the decades that followed, 72 per cent of the original forests were lost, resulting in ecosystem destruction.
- H** The 1970s Love Canal toxic waste seepage in the town of Niagara Falls was declared a state of emergency.
- I** In 1978, the super tanker *Amoco Cadiz* became stranded off the French coast. Wild seas ripped open the hull, spreading crude oil over 300 kilometres of coastline.
- J** In 1979, the cooling malfunction at the Three Mile Island nuclear plant in Pennsylvania, USA, narrowly missed being declared a complete meltdown.

Source 4.5.1 Serious environmental disasters in the 1960s and 1970s

## Groups campaigning for change

There were a number of sectors of Western society campaigning for greater environmental awareness and for change. There were local, grass-roots movements mobilised by single or local issues. There were scientists whose arguments were supported by research, and who lent academic rigour to the environmental movement. **Activist** organisations such as Greenpeace and Friends of the Earth brought people with similar aims together. International bodies such as the United Nations (UN) Environmental Program also existed. Additionally, green political parties formed around this time.

## DDT and *Silent Spring*

DDT is a chemical that was first synthesised in 1874 but not used widely until 1939 to control disease outbreaks during World War II. After the war it was found to kill insects and it was applied by airplane and truck. From 1945–60, pesticide use had increased fivefold in the US and became a lucrative industry. However, the chemical clouds drifted far beyond the target field, laying poison on plants and animals, as well as people.

**Source 4.5.2** Children play near a truck spraying DDT at Jones Beach in New York, 1945.

### DID YOU KNOW?

During the 1950s and 1960s, trucks drove through the streets spraying DDT in a thick white cloud to kill mosquitoes. Children would chase the truck and play in the dense cloud it left behind.

### Concerns

During the 1960s, large numbers of birds, fish and some amphibians were found inexplicably dead. Farmers in the US found that their plants would not grow and fruit would not bud. Bee populations plummeted to almost nothing without wild clover in fields and ditches.

### *Silent Spring*

In 1962, American scientist and conservationist Rachel Carson published *Silent Spring*. Many historians consider that the growth of environmental awareness was triggered by *Silent Spring*. Carson wrote of the effects of synthetic pesticides and insecticides such as DDT. She warned that these chemicals pollute the environment and interfere with the interrelationship of living organisms. She helped the public understand the interconnectedness of soil, water and wildlife. Carson attacked the integrity of the chemical industry. Despite the personal attacks on Carson by chemical manufacturers, she gained environmentalism credibility with the general public.



As crude a weapon as the cave man'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 capacities of life have been ignored by the practitioners of chemical control who have brought to their task no 'high-minded orientation', no humility before the vast forces with which they tamper.

**Source 4.5.3** From *Silent Spring*, Rachel Carson, 1962

### The effects of DDT confirmed

US President John F. Kennedy had the claims of Carson's book investigated and studies showed that DDT caused cancer in mice. DDT is dangerous as it does not break down but accumulates in the food chain, especially in predatory birds and also in humans. In 1972 DDT was banned in the US and the Clean Air and Clean Water Acts were passed in that country. DDT was not banned in the UK until 1984 and was only banned in Australia in 1987. DDT was not banned worldwide until 2004 with the implementation of the environmental treaty, the Stockholm Convention.

### Growth of the anti-nuclear movement

The nuclear bombing of Hiroshima during World War II in 1945 killed approximately 75 000 people. Over the following decades, the devastating and widespread effects of radiation became more widely known and understood. As the Cold War progressed, countries tested and stockpiled nuclear weapons.

Between 1966 and 1996, the French government tested about 190 nuclear weapons in the Pacific. Contamination from these bombs led to a global protest movement against nuclear testing and weapons. Large anti-nuclear campaigns took place in Australia, New Zealand and Fiji. Protest groups involved included Friends of the Earth and Greenpeace. Activists sailed ships, including the *Rainbow Warrior*, into exclusion zones to disrupt testing.

In 1972, the New Zealand and Australian governments applied internationally for a halt to nuclear testing. The French government ignored the court ruling to cease testing, but moved the tests from above-ground to below-ground sites after 1975.

As a consequence of the French program, in 1984 the New Zealand government banned nuclear-powered ships from entering New Zealand waters. In 1987, entry of any nuclear material into New Zealand was banned.

### Establishment of Environmental Protection Agencies

The Environmental Protection Agency (EPA) in the US and a Department of Environment in Britain were both founded in 1970. In Australia each of the states established an EPA during the early 1970s.

### Key events in Australia

Events both in Australia and globally led to a greater awareness of the need to protect the environment. By the late 1960s, 'wilderness' causes came to the fore because of the destruction of Australian fauna and their habitats. Protest strategies included highly successful public awareness campaigns using posters, bumper stickers and public seminars. (See Source 4.5.4.)

**1960s** *Silent Spring* stimulated the formation of campaigns and lobby groups in Australia against chemicals and pollutants such as DDT.

**1966** The Australian Conservation Foundation (ACF) was created and brought campaigners together from around the nation. It was the first national organisation of its kind in the world.

**1950s–1977** The ACF worked to end sand mining on Fraser Island. The Whitlam government established Australia's first environmental impact inquiry which recommended that mining on Fraser Island cease.

**1967–72** Protests against the flooding of Lake Pedder in Tasmania for a hydroelectric scheme were ultimately unsuccessful.

**1970s** The ACF lobbied to protect large areas of the Mallee woodlands and shrublands in Victoria. The ACF protested against uranium mining, especially in Kakadu and pressed for the creation of a national park there.

**1973** Prime Minister Whitlam launched the first issue of *Habitat*, a conservation magazine.

**1974** The ACF secured the Great Barrier Reef as a marine park, protecting it from limestone mining and drilling for oil and gas. It was recognised as a World Heritage Area in 1981.

**Source 4.5.4** Key environmental events in Australia during the 1960s and 1970s

## Influence of environmental ideas

A number of ideas about the environment were developed during the 1970s that contributed to the growth of environmental awareness globally.

### The Gaia theory

The Gaia theory developed existing ideas of **ecology**—the interdependence of all living things with each other and their surroundings. In 1979, an English biologist James Lovelock published a book *Gaia: A New Look at Life on Earth* suggesting that all life on earth worked as a single living entity. Lovelock proposed that for life to survive, the elements of the complex system (the earth's crust, atmosphere, oceans and temperature) all needed to remain balanced and function in their own self-regulating way. The Gaia hypothesis was highly controversial, however, and its principles are still being considered today in relation to issues such as climate change.

### Limits to Growth

*Limits to Growth* was a book published in 1972 by a group of scientists that used computer modelling to simulate the consequences of uncontrolled economic and population growth. Using a variety of scenarios, the authors tried to predict how to find a balance in the use of resources and resulting pollution to achieve stability.

### Sustainability

**Sustainability** refers to the ability of nature to endure over a long period of time and the need to balance use of resources with their ability to replenish for future generations. While the term 'sustainability' came to widespread use following the 1987 publication of the UN-sponsored World Commission on Environment and Development report, *Our Common Future*, a national policy for environmental sustainability was first established in the US in 1969, when the National Environmental Policy Act was passed.

## Rights of nature

**Rights of nature** is a concept that suggests the environment has rights to survive, in contrast with the mainstream Western view that nature is property to be used by humans. This concept was presented in a 1972 legal case argued by C.D. Stone. In his submission 'Should trees have standing?', he argued that inanimate objects, such as the environment, do have rights. In 2012, Whanganui River in New Zealand was found to have rights to protect itself.

## ACTIVITIES

### Remembering and understanding

- What is DDT?
  - What are its benefits?
  - What are its long-term effects?
- Who was Rachel Carson?
  - What is her significance in relation to environmental issues?

### Applying and analysing

- Consider the global environmental events in Source 4.5.1. How do you think this sequence of events might have changed the public's view of environmental issues?
- Why do you think it was important that there was a range of groups in society campaigning for environmental change?
- Consider Source 4.5.3.
  - Why do you think Carson uses the phrase 'as crude a weapon as the cave man's club'?
  - Which parts of this extract show that she believes nature is powerful? How can you tell she is critical of chemical manufacturers?
  - Make a list of evidence you could use to determine the reliability of Carson's opinion.
- Examine each of the four environmental ideas outlined on this page.
  - Explain which you find most convincing and justify your reasoning.
  - Explain which you find least convincing and justify your reasoning.



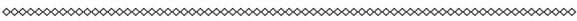
## UNIT 4.6

# Modern environmentalism and political awareness

### Significant environmental events and campaigns

#### The '1970s diagnosis'

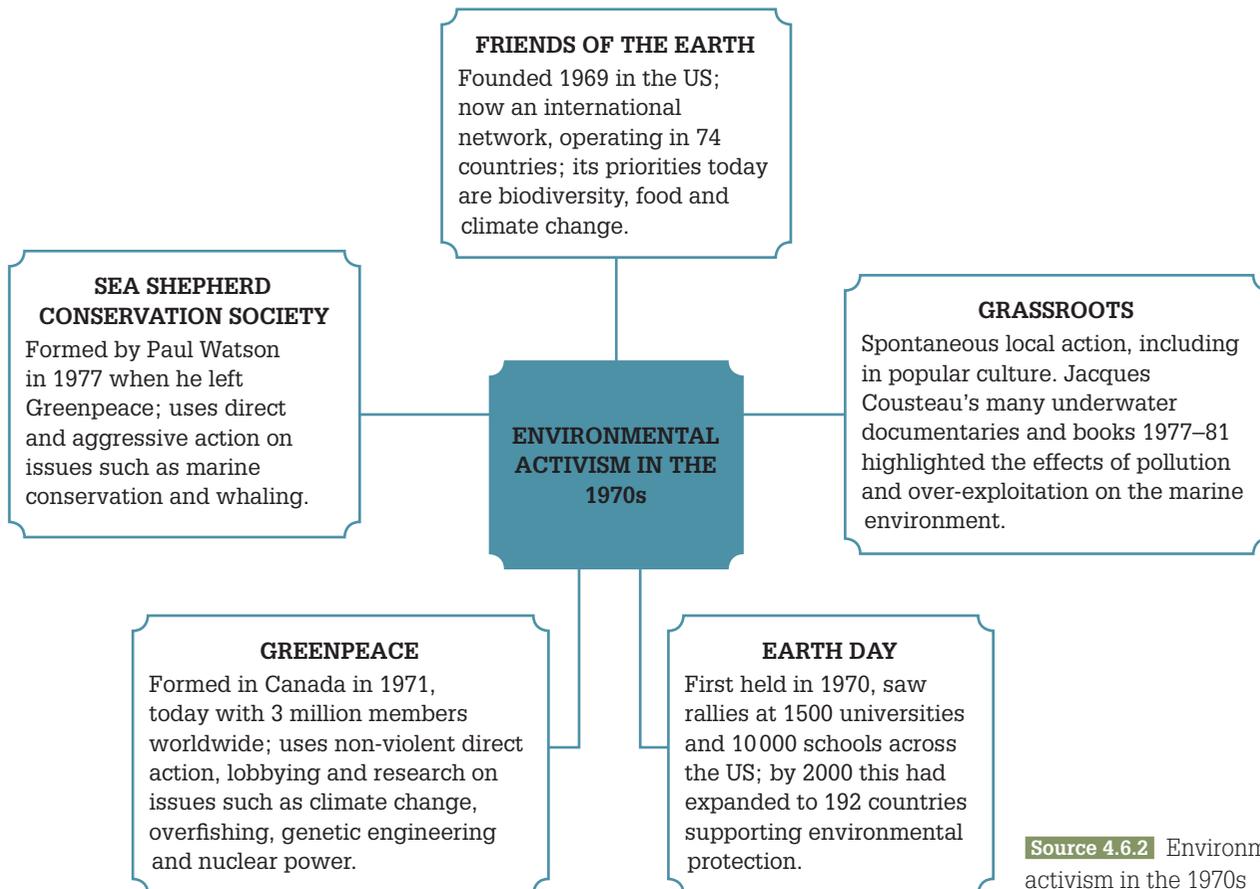
The development of modern environment movements grew out of the alarm that many people felt during the 1970s about the state of the earth. An environmental consciousness developed that redirected people's attitudes towards nature and the environment. It was in direct contrast to previous thinking that people had a right to dominate the earth and exploit its resources. The decline of the natural environment became a key political issue, with public opinion transformed by the idea of environmental destruction. This is called the '1970s diagnosis' by some historians, a phrase coined by Patrick Kupper.



*It [Rachel Carson's book Silent Spring] just rang true. It slowly led to the formation of green politics globally; the establishment of departments of the environment and ministers, the US's Environmental Protection Agency and eventually their Clean Air Act. Then the formation of the world's first green party in Tasmania in 1972. It was the watershed in modern eco-history.*



**Source 4.6.1** Bob Brown, former leader of Australia's Greens Party, explains the importance of the book *Silent Spring*, *The Global Mail*, September 2012.



**Source 4.6.2** Environmental activism in the 1970s

## Modern environmentalism

Modern environmentalism is characterised by four elements:

- the use of 'the environment' as an umbrella term, allowing a variety of issues to be looked at together and interconnections clearly seen
- the discussion about protecting the environment gaining a global perspective, with the idea of humankind as a whole being in danger
- environmental protection becoming scientific and based on facts, rather than being against all things modern and urban
- questions about the environment no longer being seen as only for technical experts but rather for public and political debate.

## Origins of Green political parties

Many environmental groups became more organised in their approach during the 1980s. Although protests and direct action were still used, lobbying of governments, public education programs and research increased. International organisations became more important as global problems became more obvious. The world's first 'green' political party was the United Tasmania Group (UTG), which was formed in 1972.

It was formed with the involvement of Bob Brown, who went on to become the leader of Australia's Greens Party. The UTG grew out of the campaign to save Lake Pedder from a proposed hydroelectric scheme.

The UTG became the Tasmanian Greens and inspired the development of green parties in other states of Australia. For example, the Queensland Greens formed in 1985, the South Australian Greens in 1989 and the Western Australian Greens in 1990. The eight state and territory green parties were organised into a federation in 1992. A national party, the Australian Greens, also followed in 1992.

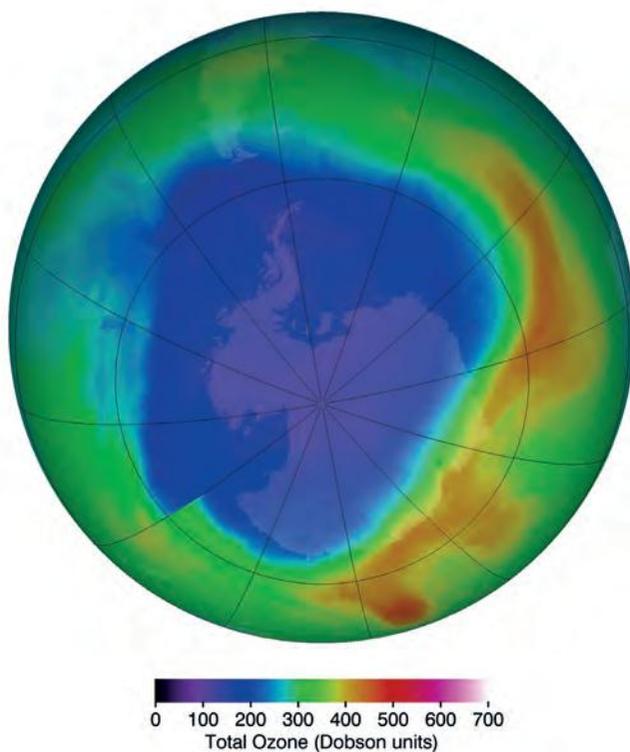
In 1980, the newly formed West German Green party (*Die Grünen*) stated that their political program was based on the findings of science and ecology (the study of interactions of species with their environment). In 1983, they won 27 seats, which was equivalent to 5.7 per cent of the vote in the national parliament.

## The role of the United Nations

In 1972, following a conference in Stockholm, the UN established the UN Environment Programme (UNEP), which oversees the UN's efforts to protect the environment and respond to disasters.

One international environmental issue dealt with during the 1980s was the hole in the ozone layer. During the 1970s and into the 1980s, scientists realised a variety of industrial substances were causing a chemical reaction in the atmosphere that depleted ozone and caused a hole in the protective layer of gases around the earth. During 1985, the UN held a conference in Vienna that resulted in the Montreal Protocol. This was a procedure for phasing out the use of damaging substances such as chlorofluorocarbons (CFCs). After only 18 months, 196 nations agreed to the banning of CFCs and other chemicals to protect the environment.

In 1992, the Rio de Janeiro 'Earth Summit' devised a document called Agenda 21, which provides a plan for environmental sustainability. In 2009, the UN Climate Change Summit was held in Copenhagen. The participants in the summit recognised that climate change is a significant threat, but were unable to reach meaningful agreement about action.



**Source 4.6.3** Image taken by NASA 16 September 2013 showing the hole in the ozone layer, represented in dark blue. The hole is the largest on record and is three times the size of the US.

## Nuclear catastrophes

### Chernobyl nuclear disaster

On 26 April 1986, there was an explosion and fire at the Chernobyl Nuclear Power Plant in the Ukraine. This accident created a radioactive cloud that spread out over western USSR and the rest of Europe. It released more than 100 times the radiation of the Hiroshima and Nagasaki atomic bombs. This explosion is considered to be the worst nuclear disaster, prior to Japan's Fukushima Daiichi meltdown of 2011. The radiation also affected agriculture and national economies as other nations banned the sale of goods grown in affected areas.

The Chernobyl disaster was a pivotal event for green parties, as the environment became a central political issue.

- All Western governments abandoned any plans for utilising nuclear power and expanded their efforts to protect the environment.
- There were large anti-nuclear protests, such as one held in Rome opposing Italy's use of nuclear energy with an estimated 200 000 demonstrators.
- The disaster added momentum to the influence of the German Green Party, which campaigned for the closure of all German nuclear facilities. There were violent protests around Germany, one at the Brokdorf facility in June 1986 that attracted 40 000 demonstrators who demanded all nuclear power plants worldwide be turned off.



**Source 4.6.4** Greenpeace protests against nuclear power in Moscow, April 2011

### Russian green politics

The Chernobyl disaster was a turning point in the USSR. Before Chernobyl, the Soviet policy of secrecy meant environmental disasters had been kept secret from the public. President Gorbachev introduced a new policy of *glasnost* (openness in government decision-making) in the late 1980s that reduced censorship and enabled the government to acknowledge the disaster.

Gorbachev also established a new Ministry, the State Committee on Nature in 1988. This change in government approach began environmental activism as public debate was allowed and citizens were permitted to organise environmental groups, petitions and demonstrations. In 1988, environmental groups combined to form the Socio-Ecological Union and were given semi-official monitoring and reporting tasks.

### Fukushima nuclear disaster

Concerns over the safety of nuclear energy were raised again when on 11 March 2011 there was a meltdown at the Fukushima nuclear plant in Japan. It was caused by a magnitude 9 earthquake and a 7-metre tsunami that resulted in the plant cooling systems failing. The International Atomic Energy Agency ranked this incident as higher in severity to Chernobyl and both had major releases of radiation into the air with subsequent environmental and health effects.

### Government responses

After Fukushima, anti-nuclear sentiment became prominent again with major protests in Germany, Taiwan, Tokyo, India, Spain, the US and Switzerland. The disaster and the public response have contributed to some governments pursuing green policies.

- Australia continued a commitment to developing renewable energy sources rather than nuclear power plants.
- Germany permanently shut down eight of its reactors and will phase out the rest by 2022.
- Mexico ended construction plans for ten reactors in favour of developing natural gas power plants.

In the US, polls revealed that public support for nuclear energy had dropped significantly. In France, which previously had been pro-nuclear energy, debate began about phasing out its use.

### Exxon Valdez oil spill

In 1989, the American oil tanker *Exxon Valdez*, owned by Exxon Mobil, hit Bligh Reef in Prince William Sound off the Alaskan coast. This caused a major spill of about 11 million gallons of crude oil. This disaster polluted over 2000 kilometres of coastline where the remote location, only accessible by boat and plane, made the clean-up very difficult. Hundreds of animal species were affected or killed, including sea birds, seals and sea otters, bald eagles, salmon and killer whales.



Source 4.6.5 Exxon Valdez oil spill, 1989

Exxon Mobil spent approximately 3.5 billion dollars in response to the accident but only 10 per cent of the oil spill was cleaned up. It took three to four years for the Arctic environment to start to recover. In 2003, the University of North Carolina estimated it would take a further thirty years before the area was fully recovered.

### Responses to the spill

The response to the disaster was quick and came from a variety of groups.

- Some US consumers boycotted Exxon Mobil petrol stations.
- The Alaskan state government made it mandatory that two tug boats escort every oil tanker through the narrow straits of Prince William Sound and the Alaskan Department of Environmental Conservation organised regular drills to train for any future spills.
- US Congress passed the *Oil Pollution Act 1990*, which prohibited any tanker that had been involved in a spill from travelling in Prince William Sound and set a schedule to phase in double-hulled tankers by 2015 to prevent or lessen spillage when accidents occur.
- Prince William Sound Regional Citizens' advisory council reviews and monitors the operation of the oil pipeline to advise on spill prevention and increase public awareness.

### DID YOU KNOW?

In 1990, Australian band Midnight Oil played an impromptu lunchtime performance in front of Exxon Oil's headquarters in New York to protest about the Exxon Valdez oil spill. They played on the back of a flatbed truck for an hour and had a banner that read 'Midnight Oil makes you dance, Exxon Oil makes us sick'. Between songs lead singer Peter Garrett criticised Exxon executives and media coverage of the event was seen around the world.

### ACTIVITIES

#### Remembering and understanding

- 1 Make a list of the different actions taken by various groups to protect the environment.
- 2 According to Bob Brown in Source 4.6.1, how important was Carson's book *Silent Spring* to the growth of green politics?
- 3 Explain how nuclear catastrophes have influenced governments to change their policies relating to nuclear energy.

#### Applying and analysing

- 4 Create a table, listing individuals and organisations from this unit who are involved in environmental protection. List the strengths and weaknesses of the approach to environmental protection taken by each individual or organisation.
- 5 The USSR government's approach changed under Gorbachev to increased protection of the environment. Evaluate the importance of this change.
- 6 Choose the international event that you think had the most significant impact on the emergence of green politics. Write 100 words justifying your choice.
- 7 Discuss the statement: 'The environment is best protected when governments pass laws'. Provide a list of arguments that both support and oppose the statement.



## UNIT 4.7

# Significant developments in Australia

### The Australian environment movement

The Australian environment movement has changed over time in response to specific events and threats to the environment. The changing political landscape has had a bearing on how decisions regarding environmental issues have been made. The Australian public, too, has made significant contributions to the movement since the 1960s, spurred on by a growing belief that the environment should be protected, rather than exploited for so-called progress and profit.

In particular, there has been a focus on preserving wilderness areas, including the Barrier Reef in Queensland and Kakadu National Park in the Northern Territory, both sites rich in natural resources. The Great Barrier Reef was first threatened by oil drilling in the 1960s. The Wildlife Preservation Society of Queensland (WPSQ), which was formed in the early 1960s, lobbied extensively for the protection of the reef. It still lobbies government on environmental issues today. A law was passed in 1975 making the reef a Marine Park and it was given World Heritage status by the UN Educational, Scientific and Cultural Organization (UNESCO) in 1981. However, the reef still remains a site of tension between potential developers and conservationists, with current concerns relating to the dumping of dredging materials, pollution from mining and the effects of climate change.

### The Kelly's Bush Campaign and the Green Bans

The early 1970s was a tempestuous time for the environment movement in Australia. In 1971, the development company A.V. Jennings proposed the construction of a large housing complex at Kelly's Bush, the last remaining bushland in the Sydney suburb of Hunters Hill. The local residents wanted to preserve the area as open bushland and so opposed the development. A group of local women had appealed to the local council, the mayor and the Premier of NSW with no success.

The group of women called a public meeting where 600 residents formally asked Jack Munday, the leader of the NSW Builder's Labourers' Federation (BLF), to prevent construction on the site. A.V. Jennings said they would use non-union labour to break the strike but eventually they abandoned plans to develop the site due to the controversy it caused.

.....

*I didn't start off as some great environmentalist forward thinker. I became a part of an urban movement. It's a learning process. I was convinced of it by the actions of the people, so we grew into it together ... what's the use of winning higher wages and better conditions, if we live in cities devoid of parks and denuded of trees?*

.....

**Source 4.7.1** Transcript of part of an interview with Jack Munday on the ABC TV program *Talking Heads*, screened 17 August 2009

The BLF strike action was called the Green Bans. A green ban is a strike or protest action taken by a trade union to protect the environment, as opposed to winning higher wages or better working conditions. The success at Kelly's Bush resulted in the BLF holding Green Bans at forty-two other sites. These strikes protected a number of heritage sites in Sydney, including nineteenth century buildings in the Rocks that were to be demolished, a section of the Royal Botanical Gardens that was intended as a car park and a large section of Centennial Park where a sports stadium was to be built.

The bans only ended in 1974 when Jack Munday was dismissed as president of the BLF. Munday went on to be elected president of the Australian Conservation Foundation.



**Source 4.7.2** Jack Mundey being arrested at The Rocks in Sydney, 23 October 1973

### **Effects of the Green Bans**

The Green Bans revealed that the development process needed reform and the voice of the community needed to be heard. The Green Bans had an influence on state and national development by transforming urban planning. Whitlam's Labor government passed the *Environment Protection (Impact of Proposals) Act 1974*, which gave the Department of the Environment powers to intervene in disputes about development plans. The NSW Government passed the *Environmental Planning and Assessment Act 1979*, which increased the importance of assessing the impact of town planning on the environment.

The bans also had an impact on international politics, as they were responsible for introducing the term 'green' to Europe. Petra Kelly created the German Green Party in 1979 after witnessing the Sydney Green Bans.

### **The Tasmanian Dam Case**

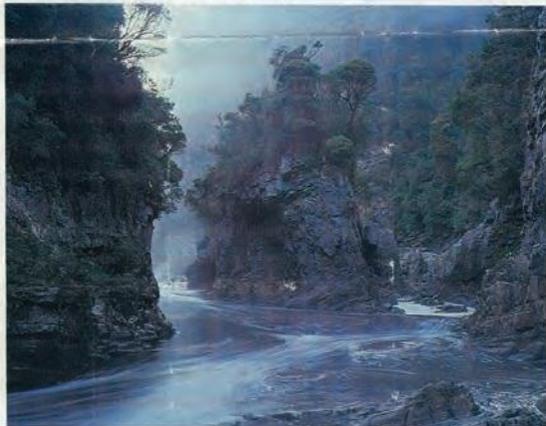
In 1978 the Tasmanian government approved the construction of a dam on the Gordon River just below the point at which the Franklin River flowed into it. The consequent struggle to save Tasmania's last wild river and prevent the flooding of the world's last extensive temperate rainforest was to become one of the most significant environmental campaigns in Australian history. From 1976 to 1983 the conservationists' battle to save the Franklin dominated Australian politics.

# How to vote for democracy.

Freedom of Choice is the very heart of democracy. In the Dams Referendum, Tasmanians will be denied that freedom. They will not have the option to vote for cheaper alternatives.

Without that option, the Referendum is a farce. We therefore ask you to vote for democracy by placing the words "No Dams" on your ballot paper.

This is a responsible, lawful way to vote. The Dams Referendum is a grievous blow to our democratic system. For the people of Tasmania to let it pass without protest would make the effects of that blow even more severe.



**Source 4.7.3** A leaflet produced in 1981 by the TWS before the referendum advising people how to vote

## The 'Dam' or 'No dam' referendum

Once the plans to build the dam were known, conservationists formed the Tasmanian Wilderness Society (TWS) led by Bob Brown and began a public awareness program. Tasmanian Labor Premier Doug Lowe proposed a compromise—moving the dam point—but both pro-and anti-dam groups opposed the plan. A state referendum in December 1981 attempted to find consensus: 8 per cent were in favour of the Premier's compromise plan, 47 per cent were for the original plan and 33 per cent (on advice from the TWS) wrote 'no dam' on the ballot paper.

In May 1982, an election was called, as the parliament could not come to an agreement on how to proceed. When the Liberal Party led by Robin Gray won, they announced the original plan to dam would go ahead in order to create jobs and ensure the supply of electricity.

## The conservationist response

The TWS responded with mass rallies around Australia and Bob Brown toured, raising support for the anti-dam campaign but was unsuccessful in his attempts to convince Liberal Prime Minister Malcolm Fraser to intervene. By the end of 1982, the environment was a mainstream issue gaining media attention. Brown spoke at a dinner with 500 guests in Sydney, ABC radio broadcast a concert held for the Franklin, while large rallies were organised around Australia, such as in Hobart in February 1983 where 20 000 people attended. On 14 December 1982, the TWS began a blockade of the Franklin River with over 2500 people taking part. The protest continued until March, by which time 1217 people had been arrested. In December 1982, UNESCO listed the proposed dam site as a World Heritage area.

Christine Milne, who had been a protestor at the 1983 Franklin River blockade, was elected to the Tasmanian Parliament as a Green in 1989. She became the leader of the Tasmanian Greens when Bob Brown moved to federal politics. Milne moved into federal politics herself in 2000, and became leader of the Australian Greens in 2012.

## Constitutional challenge

The federal election on 31 March 1983 saw the Labor Party forming government, with Bob Hawke, who had campaigned against the dam, as Prime Minister. Hawke's government passed the *World Heritage Properties Conservation Act 1983* that prohibited the development of the dam that the Tasmanian State government had authorised. Tasmanian Premier Robin Gray went to the High Court and challenged the federal government's powers as described in the Constitution to pass this legislation. In a landmark decision the High Court found the federal legislation to be constitutional, confirming the rights of federal over state government in environmental affairs. Central to the ruling was the status of the wilderness area as a UNESCO World Heritage site.



**Source 4.7.4**

Protestors at the landing station on the Franklin River, close to the proposed dam site. During 1983, rubber duckyies were used to block the arrival of bulldozers at the site.

The proposed Gordon-below-Franklin Dam project is a prime example of how the environment movement in Australia has galvanised both the public and political parties, with action that encompassed ground-level rallies and protest, and reached all the way to the High Court. It also demonstrates how passionately Australians have felt, and continue to feel, about protecting the country's natural wilderness and its inhabitants against the lure of financial reward for its exploitation.

### DID YOU KNOW?

A Greenpeace cyber campaign during the Sydney 2000 Olympics successfully pressured Coca-Cola, McDonald's and Unilever to end their reliance on CFC refrigeration. Greenpeace took advantage of the high-profile Olympics to step up their campaign against the previously resistant multinational companies.

## ACTIVITIES

### Remembering and understanding

- 1 Why do you think the BLF supported the locals at Kelly's Bush? Outline how the BLF came to support the locals at Kelly's Bush.
- 2 What is the proposed Gordon-Franklin Dam project a prime example of?

### Applying and analysing

- 3 Write a paragraph outlining the significance of the Kelly's Bush campaign.
- 4 Create a flowchart of events in the campaign to save the Franklin River.
- 5 Draw up a pros and cons table for the damming of the Franklin River.
- 6 Consider Source 4.7.3.
  - a What does this poster ask voters to do?
  - b Why do you think the image of the Franklin River by photographer Peter Dombrovskis titled 'Morning Mist, Rock Island Bend' was used on the poster?
  - c Do you think the poster is effective in conveying its message? Why or why not?
- 7 Consider Source 4.7.4. Explain the meaning of the banner 'Think globally, act locally'.
- 8 Create a PMI (plus, minus and interesting) chart showing the contributions of individuals, groups and governments to environmental campaigns in Australia.



## UNIT 4.8

# Responses to environmental threats

### International organisations

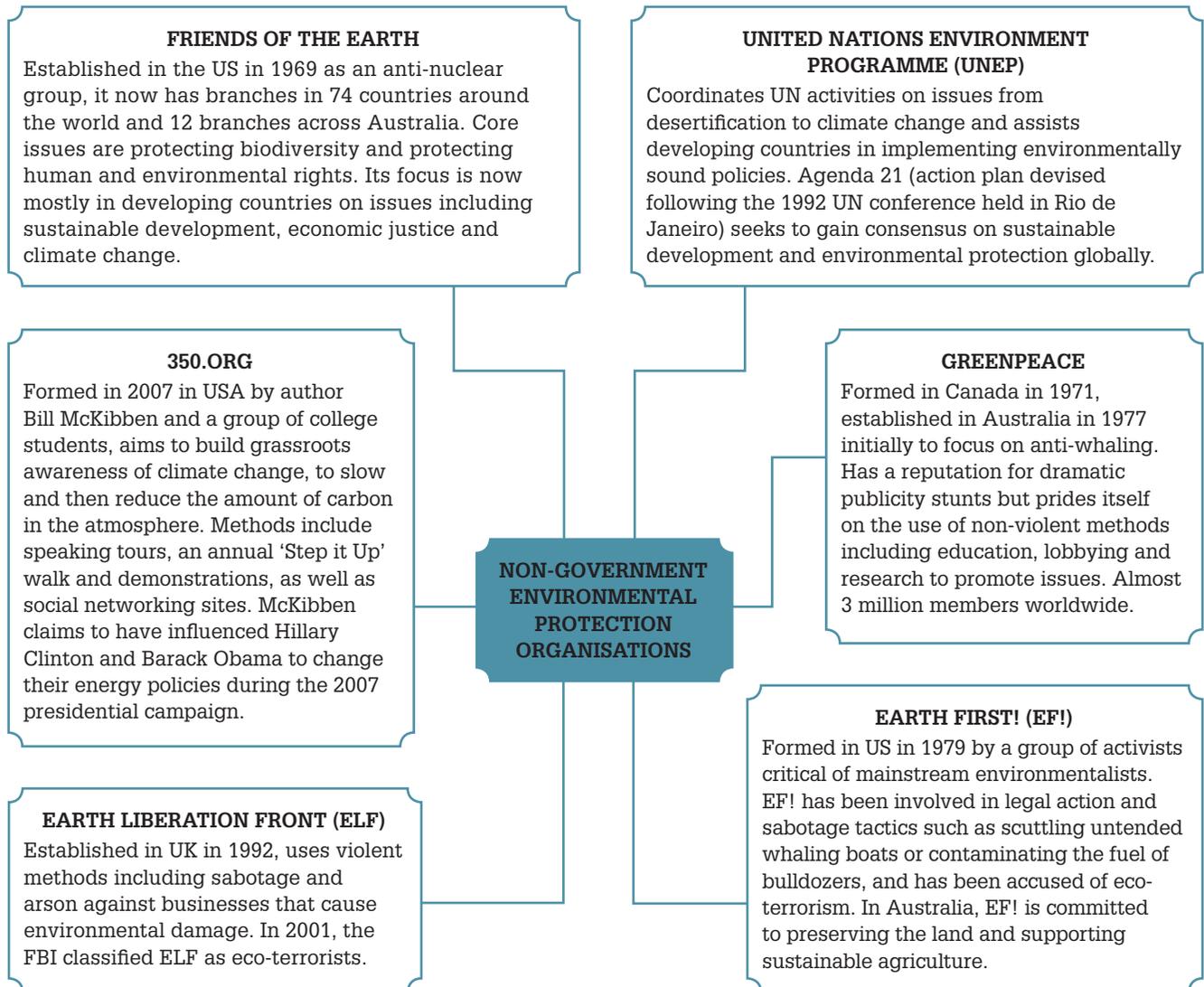
In the first few decades of the environment movement, grass roots or local action dominated. Gradually, organisations formed and governments began to respond to environmental issues in a more organised fashion. Today there are over a hundred non-government international organisations that have responded to environmental threats. Although each group varies in its aims and methods, they all seek to build awareness, pressure governments to change legislation and protect the environment.

### Climate change

#### International responses

The existence of changed weather patterns was identified in the 1980s when scientific evidence pointed to elevated concentrations of gasses, including carbon dioxide and human-made CFCs. A 2007 UN report prepared by 1300 scientists concluded that there was a 90 per cent chance that climate change has been caused by human activities over the last 250 years.

**Source 4.8.1** There are a number of non-government organisations that respond to environmental issues.



The UN has taken a major role in attempting to tackle climate change, including the 1997 Kyoto Protocol to limit greenhouse gas emissions and the December 2009 Copenhagen Summit's attempt to create an action plan to keep the global rise in temperature below 2 degrees Celsius. A significant individual who has campaigned on climate change is former US presidential candidate Al Gore, who was awarded a Nobel Peace Prize for his work in 2007. Gore argued unsuccessfully to have the US ratify the Kyoto Protocol.

### Australia's response to climate change

Climate change is noticeable in Australia with more frequent extreme weather events, such as the 2002–06 drought or the 2010–11 Queensland floods. Most Australians believe that the government needs to do more to tackle the problem. Government responses to climate change vary.

- Prime Minister John Howard (March 1996 – December 2007) refused to ratify the Kyoto Protocol even though Australia has one of the highest emissions per person in the world. Public pressure forced Howard in 2007 to announce a carbon-trading scheme, to come into effect in 2011.
- Prime Minister Kevin Rudd (December 2007 – June 2010) ratified the Kyoto Protocol, set a 20 per cent renewable energy target by 2020 and created a new Department of Climate Change and Energy Efficiency.
- Prime Minister Julia Gillard (June 2010 – June 2013) introduced a minerals resource rent tax on 1 July 2012.
- Prime Minister Tony Abbott (elected September 2013) made international headlines as a climate change denier. He declared that scrapping the carbon tax was his top legislative priority. He abolished the Climate Commission, whose purpose was to provide information on global warming.



**Source 4.8.2** A National Day of Climate Action was held across Australia on 17 November 2013. An estimated 30 000 people attended the rally in Melbourne's Treasury Gardens.

Government initiatives over the years to support alternate energy sources that reduce our reliance on fossil fuels have included subsidised house insulation and solar panels, development of wind farms, and the creation of the Climate Change Authority.

## Deforestation

Deforestation causes a range of problems, including extinction, erosion, water pollution and displacement of populations.

### International response

The UN and the World Bank have played a role in trying to curb deforestation, particularly in developing countries, by providing money for forestation and also by monitoring by satellite and other means to check compliance with agreed forestation targets. These organisations also promote sustainable forestry practices.

### Australian response to deforestation

Federal and state laws regulate land clearing in Australia. Australian governments have invested in tree-planting programs over the last 30 years. However, commentators have noted that there has been declining interest in revegetation projects by state governments. Community organisations such as Greening Australia aim to protect and restore the diversity of Australia's landscape, through tree-planting programs and community engagement and education.

## ACTIVITIES

### Remembering and understanding

- 1 Consider Source 4.8.1. Make a list of similarities and differences among the various international organisations.

### Applying and analysing

- 2 How effective do you think creating a documentary would be in raising awareness of issues such as climate change and deforestation? Justify your reasoning.
- 3 Explain why there have been such different responses by Australian governments to the issue of climate change.
- 4 Evaluate the effectiveness of Australia's response to threats to the environment as outlined in this unit.



## UNIT 4.9

# The environment movement, 1960s – present

## Music with a conscience

Many musicians have written songs that reflect on or make comments about important environmental events. Choose a song written since the 1960s that explores an environmental issue.

- Describe the event/issue that is the focus of the song. What concerns does the artist have? Support this with evidence from the lyrics.
- Conduct an investigation of the event/issue covered in your chosen song. Present the findings in a concept map.
- In a paragraph, analyse the perspective provided by the song in comparison to other sources on the same issue/event.

## Individuals make a difference!

- Choose one person from the list below and conduct a historical investigation into their life, achievements and contribution to the environment movement since the 1960s. Include a photograph of the person and present your findings in an annotated timeline.  
  
Bob Brown, Peter Garrett, David Suzuki, Jane Goodall, Tim Flannery, Rachael Carson, David Attenborough, Al Gore, Paul Watson, Wangari Maathai, Marina Silva, Lois Gibbs.
- Include a range of written and visual primary and secondary sources that show different perspectives on your chosen individual. Categorise each source as either for or against your chosen individual.
- Overall, how has history viewed the person you chose? Evaluate the significance your individual has had as part of the environment movement. Consider issues such as raising awareness, conservation of wildlife and pressuring governments to pass legislation.

## Court is in session

Imagine the Australian federal government has decided to reinvestigate building a nuclear power plant as an alternative to coal-powered electricity stations.

- Two notable people have been asked to speak to a Royal Commission (an investigative panel) to argue for and against the proposal. Choose from Dick Smith or former Prime Minister John Howard (for nuclear energy) and Peter Garrett or Aboriginal Elder Kevin Buzzacott (against nuclear energy). Research the real arguments made by your chosen speakers and write two 100–150 word speeches.  
  
Include relevant issues such as British nuclear testing conducted in Australia in the 1950s, uranium mining, international successes and failures of nuclear power stations, nuclear by-product levels, Australia's energy requirements and other power options.
- Evaluate the evidence presented in the speeches and write a 50–100 word recommendation about whether or not Australia should build a nuclear reactor.

## Your local environment

- Create a photograph essay on the environment movement. Take photographs in your local area or at home that represent changes in the level of awareness of environmental issues, increased efforts to conserve the environment or behaviours that reflect laws to protect the environment. Create a list of things that you did not or could not photograph.
- Arrange your photographs into groups to reflect the type of environmental action they portray. You may like to use the following table as a starting point:

	Positive	Negative
Carbon footprint		
Impact on wildlife		
Conservation		

- Evaluate the level of impact that people are having on the environment in your area. Write a 200-word letter to your local member of parliament containing your evaluation and making suggestions about possible future actions.



**Source 4.9.1** Greenpeace activists attempt to disrupt a Japanese whaling ship from hauling in a whale in 2000. The federal government has maintained a steady pressure on Japan against claims of ‘scientific’ whaling in the Southern Ocean.

## Glossary

**activist** person who campaigns vigorously to bring about social or political change

**biodiversity** variety of plant and animal species in an environment

**climate change** long-term change in weather patterns impacting on sea levels due to an increase in the average atmospheric temperature

**conservation** protection of natural environments and resources through careful management

**deforestation** cutting down and removal of all or most of the trees from a forested area, which can result in soil erosion, desertification, pollution of waterways and loss of biodiversity

**ecology** study of the relations and interactions between living things and their environment

**naturalist** person who studies or is an expert on nature; works to protect the natural environment

**permaculture** system of agriculture that aims to be renewable and self-sustaining

**pesticide** chemical sprayed on plants to kill insect, fungal or plant pests

**preservation** maintaining areas of the earth in a state untouched by humans, preventing use by humans

**rights of nature** legal and political theory that advocates giving nature legal standing, rather than viewing nature as property to be exploited

**sustainability** protection of the environment and natural resources in order to maintain long-term ecological balance

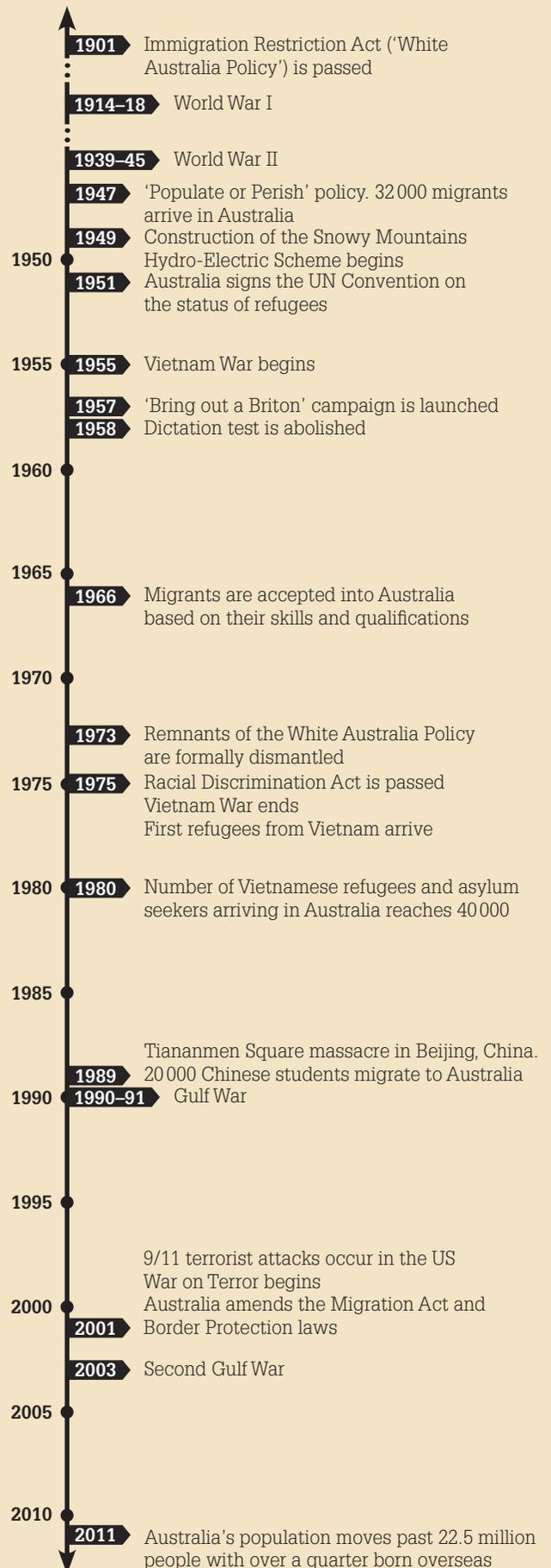
**wilderness** wild, uncultivated and uninhabited area



# Migration experiences, 1945 – present

Australia is one of the most culturally diverse nations in the world. Within a population of more than 23 million people, over 400 languages are spoken, with English as the common and national language. Over a quarter of its population was born in another country.

The story of Australia's growth as a modern country in the twentieth century is closely tied to the stories of the nearly 7 million immigrants who have travelled from across the globe since the end of World War II in 1945 to make Australia their home.



**Source 5.0.1** Europeans arriving in Australia on a sponsored migration scheme in the 1950s

**Source 5.0.2** Timeline of Australia's immigration history, 1901 to the present



## UNIT 5.1

# Australia's changing population since 1945

### Background and policies

Since the arrival of Europeans in 1788, Australia has become a country of immigration. Apart from its original inhabitants, Aboriginal and Torres Strait Islander people, the population of modern Australia is made up of people whose **forebears** originally came from somewhere else. The evolution of the nation has taken place through a process of migration, as the combination of Australia's need to supplement its own small population with the desire of people generally from places of conflict to start life in what hopefully will provide them with a better future, has meant a long history of migration.

However, the process has not always been smooth. In the early twentieth century, for instance, the belief held by many that Australia should remain predominantly 'white and British' led to the passing of the Immigration Restriction Act by the newly formed federal government in 1901. For many years, political forces and public opinion saw a push for a 'White Australia', and this continued from the early twentieth century, through the post-war period and beyond. Australia's focus on increasing the country's population maintained a strong focus on European, preferably British, **migrants**.

### Australia's population in 1945

In 1945 at the end of World War II, Australia's population was 7.4 million people. The 1947 census revealed that 0.51 per cent of Australia's population was of a 'foreign' nationality. Source 5.1.2 provides an overview of the total British (those born in and outside of Australia), and 'foreign' populations of Australia at the time. The total population of Australia was 7 579 358; however, Aboriginal and Torres Strait Islander people were not counted in the census. They are estimated to have accounted for 0.8 per cent of the total population of Australia in 1947.

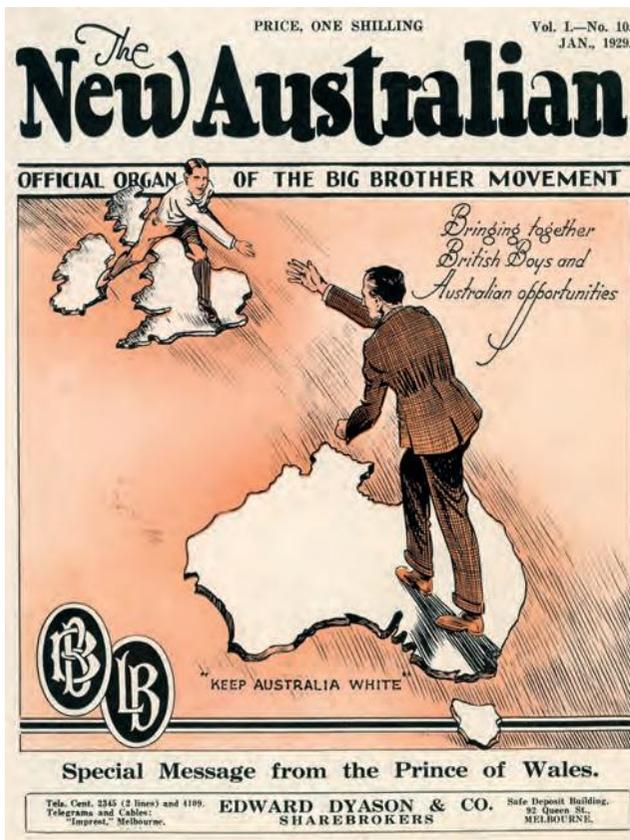
The largest groups of non-Aboriginal, non-British nationals living in Australia in 1945 were Italians, followed by Chinese and Greek people. Cubans were the least represented followed closely by Peruvians, Chileans (Chileans) and Afghans.

The turbulent nature of the world after World War II brought **refugees** and migrants to Australia from virtually every country in the world.

### Migration 1945–85

#### Low birth rates and a fear of Japan

Low birth rates during the Great Depression and the impact of World War II meant slow population growth. As well, Australian shores had been directly threatened with Japanese invasion during the war, the first time in history that the country had been physically targeted. These circumstances made the people and government of the day fearful, as Source 5.1.3 attests.



**Source 5.1.1** This cover of the *New Australian* demonstrates Australia's public push to recruit British immigrants.

Nationality	No. of people
British (born in Australia)	6 835 171
British (born outside Australia)	705 534
Afghan	7
Albanian	694
American	3 351
Arabian	14
Argentinian	27
Austrian	656
Belgian	113
Brazilian	17
Bulgarian	156
Chilean	7
Chinese	4 858
Cuban	2
Czechoslovakian	374
Danish	482
Dutch	2 001
Egyptian	31
Estonian	255
Filipino	32
Finnish	424
French	1 321
German	2 361
Greek	4 504
Hungarian	327
Italian	7 172
Japanese	78
Latvian	61
Lithuanian	38
Mexican	12
Norwegian	745
Paraguayan	15
Peruvian	6
Polish	1 560
Portuguese	244
Rumanian	70
Russian	543
Spanish	208
Swedish	595
Swiss	448
Syrian	391
Turkish	42
Yugoslavian	2 096
Other	367
Stateless	1 948

**Source 5.1.2** Breakdown of population figures on Australia by nationality, not including Aboriginal and Torres Strait Islander people, 1947

### Australia's need of population

*Canberra, December 5. Immigration could be a matter of Australia's survival as a nation, said the Prime Minister (Mr Chifley) tonight in a report-to-the-nation broadcast.*

*He warned that they must populate Australia as rapidly as possible before someone else decided to populate it for them.*

*He added: 'It must be remembered that only seven years ago a powerful enemy looked hungrily towards Australia. It could be in tomorrow's gun flash that threat will come again.'...*

**Source 5.1.3** *Morning Bulletin*, Queensland, 6 December 1948

### A need for skilled labour

These concerns were coupled with a general neglect of infrastructure during the war years, resulting in badly needed building programs and a lack of skilled labour to carry them out. In 1945, the government established the Department of Immigration, headed up by Arthur Calwell.

### New targets

The Department decided that in order to build up its population and address the vulnerability of such a small nation, Australia should have an annual population growth of 2 per cent, the most reasonably achievable rate. Of this, only half would come from natural increase (births in Australia). Hence it was decided that the annual immigration target, in the first few years, would be to admit approximately 70 000 migrants. Calwell, in line with the policy of preserving a 'white Australia', initiated a program of attracting and recruiting migrants from Europe.

#### DID YOU KNOW?

Immigrant, emigrant or migrant?

These three words are often used interchangeably but there is a difference. An immigrant is a person who comes to live permanently in a foreign country. An emigrant leaves their own country in order to settle permanently in another. A migrant moves from one place to another in order to find work or better living conditions. However, in Australian English, the term 'migrant' is also used to name an immigrant, especially when they have arrived in Australia recently.

## Arthur Calwell

Arthur Augustus Calwell (1896–1973) was an Australian politician and member of the House of Representatives from 1940 to 1972. He was an energetic and active member of the Labor Party when J.B. Chifley became Prime Minister in July 1945. Calwell was appointed Australia's inaugural Minister for Immigration (1945–49).

During his time Calwell broadened the range of countries from which Australia accepted migrants. Previous to World War II, the majority of immigrants came from the British Isles. Under Calwell's ministerial leadership, Australia accepted substantial numbers of immigrants from eastern and southern Europe. Calwell relentlessly promoted the policy of mass immigration under the slogan 'populate or perish'.

However, Asian nationals' applications to enter Australia were invariably denied. Calwell vigorously pursued a policy of preserving a 'white Australia' and was deporting many Malayan, **Indochinese** and Chinese wartime refugees, some of whom had married Australian citizens and had children.

## Assimilation

Calwell coined the term 'New Australian' in response to his concept of assimilation. Assimilation is the process by which a migrant adopts already established Australian customs: they are expected to speak the same language (English), eat the same food and follow the same ideologies.

## Post-war immigration (1945–55)

The 1940s saw the opening up of Australia to immigrants of non-British birth. This was also the start of the **Displaced Persons Immigration Program**. Australia entered into international agreements to give free or assisted passage to people from European countries, notably those who had suffered from the Holocaust. The government assisted in the global effort to resettle **displaced persons** from camps in Europe. By 1949, nearly 120 000 assisted migrants had arrived in Australia and by 1954, this number had swelled to 170 000. Many found employment with the Snowy Mountains Hydro-Electric Scheme, which began in 1949 and was completed in 1974. The scheme employed 100 000 people coming from more than thirty different countries.



**Source 5.1.4** Italian migrant workers on the Snowy Mountains Hydro-Electric Scheme.

## Reunion immigration and Hungarian refugees (1956–65)

The next wave of migrants to come to Australia was fuelled by the Operation Reunion program that offered to reunite settlers in Australia with their relatives from overseas. The Bring out a Briton campaign was launched in 1957 with great success.

During this period, 14 000 Hungarians were also accepted into Australia following the Hungarian Uprising in 1956. The turn of the decade saw Mr Otto Kampe, the 250 000th refugee, arrive in Melbourne. By 1961, Australia's population reached 10.5 million, a 43 per cent increase from the 7.4 million population in 1945. The 1945 target to increase Australia's population by 2 per cent per year had been well exceeded.

## 'Populate or perish' (1966–75)

The period 1966–75 saw a shift in the nationalities accepted under Australia's immigration program. The government of the day began to accept applications from well-qualified people irrespective of their country of origin. The imperative to 'populate or perish' had been met and from this period onwards, successive federal governments have capped immigration numbers so that the Australian economy and community can absorb and adjust to the arrivals of migrants.

During this period, the government continued to respond to international situations. After the intervention in Czechoslovakia by the Warsaw Pact of 1968 and the overthrow of the Chilean Government in 1971, approximately 6000 Czechs and 1000 Chileans migrated to Australia.



**Source 5.1.5** Refugees from Vietnam arriving in Darwin Harbour, November 1977

### **Skilled immigration and Indochinese refugees (1976–85)**

In 1976, the Department of Immigration became the Department of Immigration and Ethnic Affairs. The immigration program was reviewed and, in 1979, a Numerical Multifactor Assessment System came into effect. The new program considered the applicant's family links to Australia, their skills, knowledge of English, successful settlement prospects and literacy.

In the period 1976–85, and for the first time since 1945, the number of applicants wishing to migrate to Australia exceeded the places available. As a result, the number of visitors overstaying their visa increased. In 1976 and 1980, the department ran two programs offering amnesty to people who had overstayed their visas, which allowed these people to regularise their status.

The Vietnam War was the major international event that affected the wave of migration in this period. More than 155 000 refugees have been resettled from Indochina since 1975.

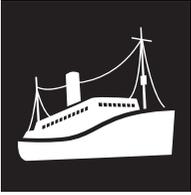
## **ACTIVITIES**

### **Remembering and understanding**

- 1 Why did the government want to increase immigration to Australia post-World War II?
- 2 Identify the difference between the terms 'immigrant', 'emigrant' and 'migrant'.
- 3 In your own words, define the purpose of the Displaced Persons Immigration Program.
- 4 What considerations were included in the Numerical Multifactor Assessment System?

### **Applying and analysing**

- 5 With reference to statistical information given in this unit, outline the evidence that proves Australia's new approach to immigration in the post-World War II era was successful.
- 6 Use a flow chart to track the development of Australia's immigration policies and acceptance of migrant applications in the post-World War II era.
- 7 Create a storyboard to illustrate the waves of migration in the forty years since World War II.



## UNIT 5.2

# Government immigration policies

### White Australia Policy

Although Charles Darwin never applied his theories on the survival of the fittest to human beings and society, some people did and used them to justify the belief that some cultures and races were naturally superior to others and therefore deserved to be dominant. Such ideas, called Social Darwinism, rationalised the mistreatment of indigenous people around the world, and the lack of respect shown for their cultures by many Europeans as they colonised the globe. It also led to a belief in the need for racial and cultural purity to protect the superiority and strength of 'white' European races and cultures (see Source 5.2.1).

### Chinese immigrants in the nineteenth century

Throughout the 1800s, migrants from around the world began to arrive in Australia in search of better lives, new opportunities and wealth.

A steady rise in the number of Chinese people coming to Australia in search of wealth from the 1850s gold rushes in Victoria, NSW, Queensland and Western Australia, began to concern many Anglo-Celtic Australians. By 1861, there were 38 258 Chinese-born people living in Australia, accounting for 3.4 per cent of the total population (a figure that has never been surpassed).



**Source 5.2.2** During the Gold Rush era, 1851–60, Chinese immigrants made up the largest non-British group in Australia.



**Source 5.2.1** Cartoon defending a 'White Australia'. 'NSW and her duty to posterity', *The Daily Telegraph*, 20 June 1899

### Arguments to restrict immigration

Prior to 1901, the inconsistency of immigration laws from colony to colony called for a federal government that could consistently coordinate immigration for all Australian colonies, with a view to keeping Australia 'white'.

The arguments to restrict immigration included:

- the belief that non-British workers could be paid less and this would worsen employment prospects for Anglo-Celtic Australians
- the belief that 'white' races were superior and that inter-marriage between races should be prevented to protect racial purity
- the belief that the British-based 'way of life' would be threatened by too many people of non-British races living in Australia.

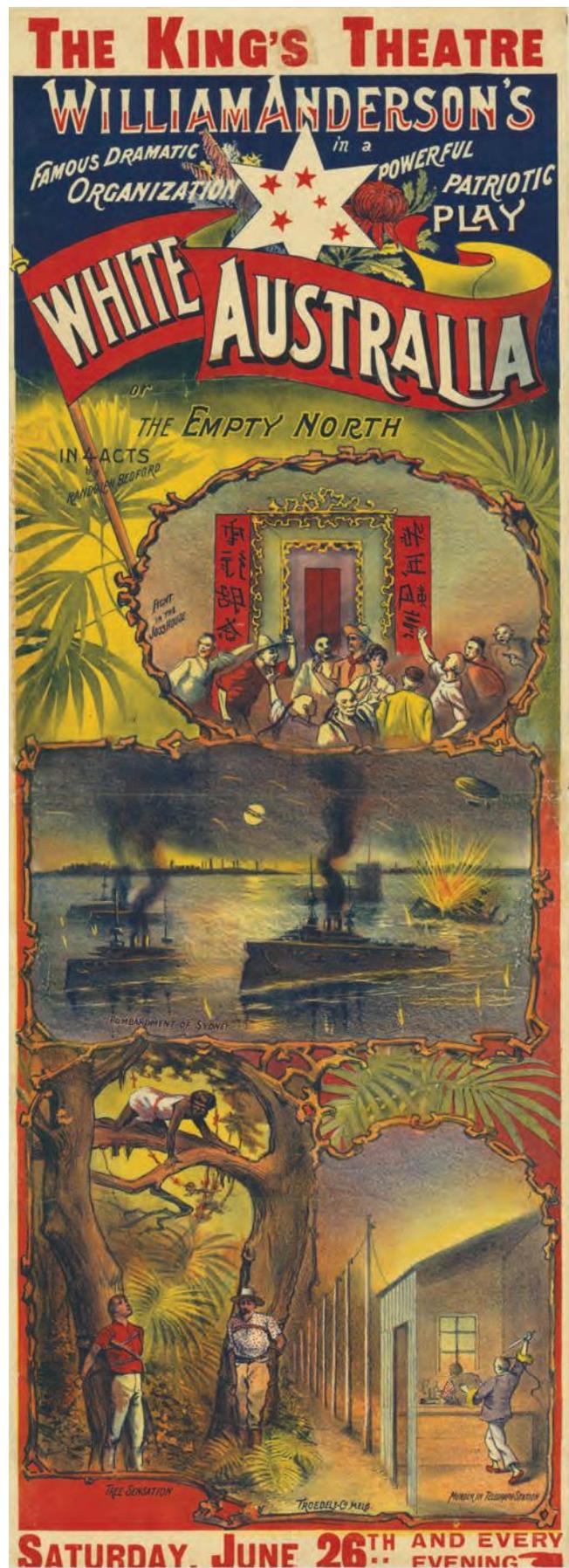
### Immigration laws

At the time of federation, one of the first things the new federal government addressed was the passing of two laws specifically designed to restrict migration into Australia.

- The Pacific Islander Labourers Act was passed on 17 December 1901. The Act allowed Kanaka labourers to keep working on the Queensland sugar cane plantations as cheap labour. In 1906, the Act was amended and enforced the deportation of all Pacific Islander workers unless they had lived in Australia for a continuous period of twenty years, owned property, or had married women from other races.
- The Immigration Restriction Act became law on 23 December 1901 and remained in place until 1958. The Act allowed the government greater powers over who could and could not come to Australia. In particular, the use of a fifty-word dictation test where applicants had to correctly write a passage read to them in any European language gave immigration officials enormous discretion over who they deemed suitable to enter Australia. If the applicant was considered 'undesirable' the test was given in a language they were unlikely to understand.

Most people and political groups in Australia around the turn of the twentieth century believed that Australia should be a country for 'whites only', which also meant British. The emergence of laws and regulations designed to discourage and restrict non-British people from coming to Australia collectively became known as the White Australia Policy.

**Source 5.2.3** A poster advertising a play produced in Melbourne in 1909. Its theme was the invasion of Australia.



## 'Populate or perish'

'Populate or perish', new Federal Minister for Immigration Calwell's catchcry, became the slogan used to promote the push to increase Australia's population.

His main arguments for increasing Australia's population were:

- a larger population and workforce were required to help stimulate post-war economic growth and wealth
- new workers would bring new skills and talents to help Australia's development
- a larger population would make Australia less of a target for the populous Asian nations to the north, providing more people for defence and justifying the possession of so much land.



**Source 5.2.4** Calwell's 'Populate or perish' pamphlet, September 1949

## Reasons to emigrate to Australia

After World War II, the reasons for people wanting to emigrate differed from country to country. These 'push factors' were usually economic or political.

### Economic factors

There may have been an economic downturn in a country, which led to rising unemployment and limited opportunities to earn a living.

### Political factors

There may have been a change in government, or specific laws or policies, which led to people wanting to move to a new country either for their own safety or because of a desire to live in a different political environment.

'Pull factors' are those that contribute to the attractiveness of a country as a destination for migrants and refugees.

Immediately following World War II, the fact that Australia was relatively untouched by the war and very distant from the problems of Europe made it an attractive place to live. The knowledge that Australia had a need for skilled people, and was offering assisted passage and the opportunity of employment also added to the country's appeal.

## Undoing the White Australia Policy

The contributions and commitment made to Australia throughout the 1950s by migrants could not be ignored, not to mention the size of the non-Australian-born population.

- In 1952, Japanese war brides were given permission to stay in Australia on five-year permits.
- In 1957, the Menzies Liberal government amended the citizenship rules so that non-Europeans who had lived in Australia for fifteen years could become citizens.
- In 1958, the abolition of the dictation test and the avoidance of references to race that had been part of policy since 1901 were a significant sign that times were changing.

## Influence of the Colombo Plan

The Colombo Plan was an initiative first proposed by the federal government at a meeting of Commonwealth foreign ministers in 1950 in Colombo, Sri Lanka. The intension of the agreement was to promote economic and political cooperation within the Asia-Pacific region.

One component of the Colombo Plan was the provision of educational scholarships. Between 1951 and 1964:

- Australia hosted nearly 5500 students and trainees from over fifteen South and South-East Asian countries
- Malaysian and Indonesian students were in the majority, representing 27 per cent and 17 per cent respectively
- overseas students represented 4 to 6 per cent of the main student body, with a high proportion of these students coming from Asia.

The significance of this provision was not only the government's desire to become more politically active in Asia, but it was also a means of facilitating improved cultural understanding.

### End of the White Australia Policy

During the 1960s, associations for immigration reform were formed in most states, and many started to argue that the qualities of the individual rather than their racial background should form the basis of someone's suitability to immigrate to Australia. This was reflected in public opinion polls of the 1950s. In 1954, support for the White Australia Policy was at 61 per cent; by 1959, this had decreased to 34 per cent.

The 1970s were a time of changing perceptions about national identity in Australia. The new Whitlam Labor government was elected under the slogan of 'It's Time' in December 1972, and set about recognising the fact that Australia was no longer an outpost of the British Empire.

In 1973, the government enacted the final steps to end Australia's discriminatory migration policy. The government:

- 1 legislated that all immigrants, of whatever origin, be eligible to obtain citizenship after three years of permanent residence
- 2 issued policy instructions to overseas posts to totally disregard race as a factor in the selection of migrants
- 3 ratified all international agreements relating to immigration and race.

In 1974, 'God Save the Queen' was replaced with 'Advance Australia Fair' as the national anthem. In 1975, an Australian honours system was introduced to replace the British system.

The increase in the number of migrants from non-European countries did not happen until the Fraser government came into office in 1975; this year coincided with the end of the Vietnam War.

## ACTIVITIES

### Remembering and understanding

- 1 Explain how Charles Darwin's theory of the survival of the fittest was used to justify the mistreatment of some cultural or racial groups in the nineteenth and early twentieth centuries.
- 2 Explain the intention of the White Australia Policy and how it was implemented.
- 3 What were the reasons for the implementation of the *Immigration Restriction Act 1901*?
- 4 How could the dictation test be used to discriminate against races thought to be unacceptable?
- 5 Define the slogan 'Populate or perish'.
- 6 Identify and list the key steps in the dismantling of Australia's White Australia Policy.

### Applying and analysing

- 7 What does Source 5.2.1 reveal about racial attitudes in the early twentieth century?
- 8 Imagine you are living in Australia in the 1960s or 1970s. Design two posters that present opposing views on ending the White Australia policy. Posters should include a slogan, images and creative methods of persuading the viewer to believe the view conveyed.
- 9 In small groups, create a rhyming rap that outlines the attitudes and actions of the Australian people and government towards immigration in the years following the end of World War II.



## UNIT 5.3

# Post-war immigration

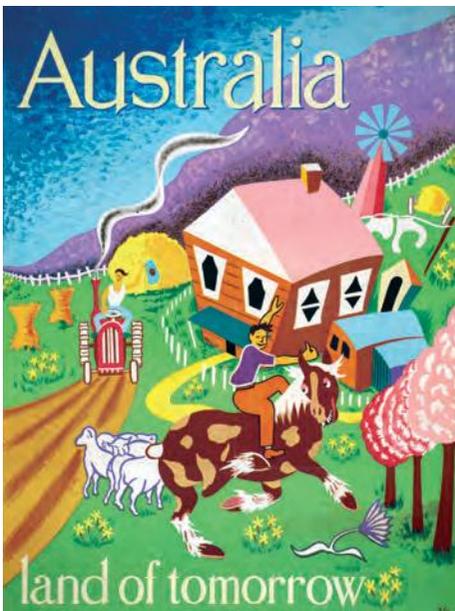
### Impact of world events

Significant world events of the post-World War II era have had a demonstrable effect on immigration to Australia. World War II (1939–45), the **Cold War** (1945–91), the Vietnam War (1954–75), the Gulf War (1991) and the war in Afghanistan (2001–) have all contributed to the increase and diversity of migrants settling in Australia.

### World War II

Australia had begun receiving small numbers of migrants fleeing the Nazi regime in Europe before the outbreak of World War II. Once World War II began, immigration virtually ceased. Towards the end of the war and just after, Australia experienced a clear migration loss.

The government of Australia decided that it needed to drastically increase the population of Australia in order to reconstruct the country and protect itself from foreign invasion. Arthur Calwell headed up the newly formed Department of Immigration and in the decade following the war, substantial numbers of Europeans arrived in Australia.



**Source 5.3.1** Poster inviting people to emigrate to Australia, by Joe Greenberg, 1948



**Source 5.3.2** Minister for Immigration Arthur Calwell greets Egyptian arrivals in 1947.

Some people saw Australia as a safer place to live. The federal government offered assisted passage and settlement, whereby most of a migrant's fare was paid and, in return, the person was required to stay and work in Australia for at least two years, working in any jobs the government placed them in. Australia was also enjoying a period of economic growth and high employment, which made it an attractive prospect for people who were trying to escape the shadow of communism in some parts of Europe. Immigrants from Baltic countries were preferred because their resemblance to British people eased Australian public concerns about non-British migration. People from other countries were chosen when they 'looked like they could fit in'.

### The Cold War

The end of World War II saw the end of Nazism and the division of Europe into two **blocs**. The Eastern or communist bloc was led by the USSR and the Western bloc was allied with the US. These two powers became the superpowers of the modern world. The USSR followed a communist political system, whereas the Western bloc followed a capitalist democratic political system.

The Cold War, between the US and the USSR, meant that nuclear war was a real threat. As a result of the growing tension, some conflicts erupted around the world.

Country of birth	No. of people
Albania	1 319
Austria	23 554
Belgium	3 078
Bulgaria	1 356
Czechoslovakia	12 173
Denmark	5 401
England	681 526
Estonia	5 725
Finland	5 925
France	6 637
Germany	108 709
Greece	140 089
Hungary	29 841
Ireland, Republic of	8 340
Ireland (undefined)	29 776
Italy	267 325
Latvia	15 395
Lithuania	7 367
Malta	55 104
Netherlands	99 549
Northern Ireland	17 059
Norway	3 166
Poland	61 641
Portugal	2 181
Romania	4 708
Scotland	152 275
Spain	10 914
Sweden	2 558
Switzerland	4 653
USSR	29 311
Wales	19 688
Yugoslavia	71 277
Other countries in Europe	5 891
<b>Total</b>	<b>1 893 511</b>

**Source 5.3.3** European population of Australia by country of birth, ABS Census, 30 June 1966. The total population of Australia in 1966 was approximately 11.5 million.

## The Vietnam War

Refugees from Vietnam began arriving in Australia in 1975. There were a number of reasons why people chose to leave their home countries.

- People living in South Vietnam who had assisted the Americans and their allies were scared of retribution from the communist North Vietnamese.
- People did not want to live under communist rule.
- Communism outlaws religion and many Christians and Buddhists believed they would be persecuted under the new North Vietnamese communist regime.
- After North Vietnam took control of South Vietnam '**re-education camps**' were set up by the communists for anyone who had served in the government or the army of the Republic of Vietnam. (Many people never returned from these camps.)
- Relations between Vietnam and China deteriorated and people of Chinese ethnicity began to face persecution.
- Vietnam was so devastated as a result of the war that the people experienced extreme poverty and hardship in the years that followed.

### Australia's role

As Australia had been involved in the war supporting the non-communist South Vietnamese government, and was a signatory to the UN Convention Relating to the Status of Refugees, Australia had an obligation to assist. Originally accepting 1000 refugees, including about 300 children, this commitment soon increased as '**boat people**' started arriving in Darwin in 1976 and continued to do so into the 1980s. They travelled to Australia crammed into boats that were mostly not designed for the open seas, often enduring terrible conditions and treatment along the way.



**Source 5.3.4** Customs Officer Frank Dalton holds a Vietnamese refugee child, Xye Than Hueon, on the deck of the *Tu Do* in Darwin, November 1977.

## The Tiananmen Square massacre

Unusual events have also sometimes contributed to immigration in Australia. In 1989, Chinese students led a popular demonstration in Beijing, China, protesting for freedom of speech and freedom of the press and against entrenched government corruption, among other concerns. The Chinese government condemned the protests as a counter-revolutionary riot. The protests were forcibly suppressed by the military and on 3–4 June, troops and tanks bore down on the demonstrators who had been camping in the square for the previous seven weeks. Estimates of the death toll range from several hundreds to the thousands.

Other students were sent to re-education camps (*laogai*) and many others sought to flee the country to safety.

In response to the massacre, Australian Prime Minister Bob Hawke allowed 20 000 Chinese students to stay in Australia. This decision was disapproved of by some Australians who saw it as opening the door to increased immigration of Chinese people to Australia; others saw it as an important humanitarian act.

**Source 5.3.5** A man blocks a line of tanks in Beijing after Chinese forces crushed a pro-democracy demonstration in Tiananmen Square in 1989.



## The Gulf War

As war broke out in the Persian Gulf in 1991, there was an increase in refugees fleeing from the Middle East. Iraqi troops invaded Kuwait on 2 August, partly because Iraq owed significant amounts of money to Saudi Arabia and Kuwait after the Iran–Iraq war and also because Iraq claimed sections of Kuwait as Iraqi territory. Iraq’s invasion was devastating. The Kuwaiti military was quickly overrun and the Iraqi leader, Saddam Hussein established a puppet regime to rule Kuwait.

Human rights abuses were committed in Kuwait by the invading Iraqi military. The political and physical insecurity of living in a war zone, coupled with human rights abuses, led many people living in the Middle East to seek refuge in a safer country.

## The war in Afghanistan

The war in Afghanistan refers to the involvement of NATO and allied forces in the Afghan political struggle following the terrorist attacks of 11 September 2001 in the US. The aim of intervention has been to dismantle the al-Qaeda terrorist organisation and remove the Taliban government from power.

The conflict has had a shattering impact on Afghan society. Recorded civilian killings number in excess of 3000. Approximately 60 per cent of the population has been directly affected by war in the region. In 2013, the United Nations High Commissioner for Refugees (UNHCR) estimated that 2.2 million Afghans are of refugee status. Many have sought refuge in Australia.

## ACTIVITIES

### Remembering and understanding

- 1 Define the following terms:
  - Cold War
  - bloc
  - boat people.
- 2 What does the 1948 poster in Source 5.3.1 suggest to potential Australian immigrants?
- 3 Why were people living in Europe during the Cold War era fearful?
- 4 Why did people want to flee Vietnam in the mid to late 1970s?
- 5 Why did Prime Minister Bob Hawke allow 20 000 Chinese students to stay in Australia in 1989?

### Applying and analysing

- 6 Use Source 5.3.3 to describe the changing size and composition of Australia’s population from 1945 to 1966.
- 7 How could a historian use Sources 5.3.1, 5.3.2 and 5.3.4 to argue that migrants were warmly welcomed into Australia in the decades following World War II?
- 8 How reliable are Sources 5.3.1, 5.3.2 and 5.3.4 as evidence for the treatment of new migrants to Australia in the decades following World War II? Write one or two paragraphs explaining your thoughts.



Source 5.3.6 Afghani refugees in Australia



## UNIT 5.4

# Italian immigrants to Australia in the 1950s

Although this unit focuses on the experience of Italian migrants, many other migrant groups share a similar story.

### Reasons Italian people chose to emigrate

In the decades following the end of World War II, there was a great deal of social, political and economic uncertainty in Italy. Times were difficult for those living in Italy and the majority of Italian migrants who journeyed to Australia did so in the hope of creating a better life for their family (see Source 5.4.1). About 360 000 Italians emigrated to Australia between 1945 and 1976.

.....

*Egidio Della Franca's father told him: 'You are alright in Italy but I don't see a future for you.'*

*Giovanni Marinelli saw the posters encouraging Italians to migrate to Australia under the Assisted Migration Scheme. He 'knew very little about Australia' and despite his parent's disapproval, he decided to migrate to Australia.*

*Maria Raffaele's family could afford few luxuries, 'if the weather was bad and we didn't harvest enough there was no money ... Every little lira counted for us ... I had no doll or anything when I was small'.*

.....

**Source 5.4.1** Some Italian migrants share their reasons for leaving their homeland, from 'Italian Lives', University of Western Australia.

### Hardships experienced by Italian migrants

For many migrants, Australia was not the land of opportunity they had hoped for.

- Many highly educated migrants, such as medical doctors and other professionals, soon discovered that their qualifications were not recognised in Australia and found themselves deployed as 'factory fodder' and other forms of manual labour.
- Families were often separated shortly after arrival. Men were sometimes sent many hundreds of kilometres from the migrant camps. This caused considerable hardship as some men did not see their families until after their two-year agreement concluded.
- Some migrants were taken advantage of in the workplace; women in particular were often paid lower wages than they were entitled to and were deprived of the working conditions enjoyed by other Australians.
- Many Italians found themselves unable to move beyond the most lowly paid jobs with few prospects for improving their situation, and usually they were the first to be laid-off if business was going badly.
- Trade unions had little interest in the particular problems faced by migrants. With poor English-language skills and only limited union support, many found themselves working long hours with minimal rewards, making them feel powerless and unhappy.

### Settling in

The majority of Italian migrants came from rural towns and so they looked for agricultural work in Australia. In the 1950s and 1960s, Italians often worked as market gardeners or in the fishing industry. Many also found employment on the Snowy Mountains Hydro-Electric Scheme. Some families set up businesses and in many suburbs by the late 1960s you could find an Italian greengrocer, general store, fishmonger, baker, delicatessen or boot maker.

Life for Italian migrants in Australia was often isolating, physically draining and disappointing. It was not the life that the posters (such as Source 5.3.1 in Unit 5.3) promised.



Source 5.4.2 The Rizzuto fruit shop



Source 5.4.3 The founders of Vittoria Coffee, Orazio and Carmelo Cantarella, at a trade show in Sydney in the late 1950s

~~~~~  
*Egidio Della Franca recalls that when he arrived in Australia, 'I had half a mind to ... if it was close enough that I could have walked there, I would have gone home, you know'.*

*Giovanni Marinelli said, 'They told us a bit about Australia ... They said there was bush and forests but not that we had to knock them down'.*

*Maria Raffaele 'won't forget one hot day in 1955, the 4th November, when Dad was working on the railway and we had no electricity, no running water, no fridge, no language ... We only had ourselves!'*

~~~~~

**Source 5.4.4** Some Italian migrants share their experiences of setting up life in Australia, from 'Italian Lives', University of Western Australia.

## Resistance to assimilation

The policy of assimilation may have made perfect sense to the government and people of Australia. However, Italians came to Australia with their own very rich culture. Apart from 'visible luggage' such as food and clothes, they also brought with them 'invisible luggage'. These were things that the government was expecting such as their ideas, skills and energy, but they also brought their language, religion, beliefs, customs, music, art, literature and sport. Unwilling, and more so, unable to give these up, Italian immigrants formed communities to share their common identity. They started social and sporting clubs, set up newspapers, held cultural events, organised the importation or production of traditional foods, and established restaurants to serve their cuisine.

With more than 2.5 million Australians having been born overseas by 1970, aspects of their cultures had an impact on the whole community. Prior to World War II, the diet of most Australians was based on British traditions; they did not dine out at restaurants very often, and drinking wine with meals was unusual. But, as time went on, Australians increasingly came to enjoy the foods and recipes of migrant cultures, and dined out with family and friends at, for example, the local Italian or Greek restaurant. The interest in foreign cuisine created a market for quality wine production in Australia.

New types of vegetables such as zucchini and capsicums, fruits, nuts, and even flowers broadened choices and tastes. Meanwhile, those who liked to be well dressed now looked to a more European style of clothing and valued the skills and flair of immigrant tailors and dressmakers.

## Cultural enclaves

Another example of the failure of assimilation as a policy was the growing number of suburbs that became dominated by one particular cultural group. As Italian migrants arrived in Australia, they tended to settle in suburbs with their relatives or other people they knew from their homeland, forming enclaves with churches, clubs and sporting teams. They wanted to be near those who spoke the same Italian dialect and shared the same cultural background, beliefs and values. It also made it easier for them to share resources or gain access to specific traditional products.

In general, the Australian community was embracing the richness of culture and range of choices that came with the arrival of new ethnic groups, including Italians, to their shores. In this way, not only did Australian society change what it ate and how it dressed, but also the Australian 'way of life' began to evolve and would continue to do so as new groups of immigrants settled in Australia.

## Integration

Over time, it became clear that the policy of assimilation was not working for all Italians who had immigrated to Australia, or for the broader Australian community. While some found it relatively easy to adapt to the Australian lifestyle, many others struggled and clung to their traditional culture and communities. Many became marginalised, and for them, leaving Australia and returning to Italy seemed like the best option.

It was also becoming obvious that the contributions made to cultural life in Australia by immigrants, including Italian migrants, were increasingly valued, and so the government gradually moved towards a policy of integration. Integration acknowledged that different cultural groups had something to offer Australian society and should be encouraged to do so. No longer were they expected to give up their traditional customs, values and beliefs for those of the dominant, established Australian culture.

## Changing government policies

Government policies and community expectations of migrants gradually changed during the 1960s and, in 1968, the Division of Assimilation within the Department of Immigration was renamed the Division of Integration.

Programs in Italian (and other languages) began to be broadcast on the radio, with the goal of keeping non-English speaking Italians connected to their broader community and current events. Some schools started catering for students from non-English speaking backgrounds, and workplaces were more aware of the specific needs of migrant workers, for example by printing safety signs in foreign languages. The Australian Broadcasting Corporation (ABC) introduced a television program to help people learn English. Although such provisions did not solve all problems for migrants, their situation and particular needs were better recognised by the community at large.

**Source 5.4.5** Advertisement for a NSW Migration Heritage Centre exhibition on the history of Italian migration in NSW

## ACTIVITIES

### Remembering and understanding

- 1 Create a mind map illustrating the reasons why Italian migrants left their homeland.
- 2 Explain the reasons for hardships experienced by migrants in Australia.
- 3 In reference to the Assimilation Policy, define: 'visible luggage' and 'invisible luggage'.
- 4 Why did migrants resist assimilation?
- 5 How has Australia benefitted from the arrival of Italian migrants?
- 6 Identify and list the evidence for the failure of the Assimilation Policy.

### Applying and analysing

- 7 Compare Sources 5.4.1 and 5.4.4. Do you think these Italian people were satisfied with their immigration experience? Provide evidence from the sources to support your answer.
- 8 From the point of view of an Italian migrant write three diary entries over three consecutive months that focus on your expectations and experiences of migrating to and living in Australia.
- 9 Outline the reasons for the greater success of the Integration Policy.
- 10 Design a poster from the point of view of a newly arrived Italian migrant to Australia. What would they want to communicate to their family and friends back home about immigrating to Australia? Make sure to include a slogan, an image and a one or two sentence explanation.





## UNIT 5.5

# Impact of the Vietnam War

### The end of the White Australia Policy

The Vietnam War happened as the Australian government was enacting the final steps to end the White Australia Policy.

The increase in the number of migrants from non-European countries happened in 1975, which marked the end of the Vietnam War.

### Impact of the war on Australian immigration

When the Vietnam War ended, Vietnamese people living in South Vietnam who had either provided support to the US and its allies or who had fought in the army of the Republic of Vietnam were fearful of reprisals from the North Vietnamese. Punishments they could incur included being sent to re-education camps where detainees did hard labour for years or decades and from which some never returned.

#### The arrival of refugees

Australia had been involved in the war and had supported South Vietnam. In 1976, the Liberal government led by Malcolm Fraser acknowledged its obligations to the Indochinese refugees from Vietnam, Cambodia and Laos. The government agreed to accept responsibility for refugees from Vietnam who came to Australia illegally, as well as those who were organised to stay in government-controlled **refugee camps**. Most countries, including Australia, adhered to the definition of ‘refugee’ as prescribed in the UN Convention Relating to the Status of Refugees.

According to the 1951 Convention, a refugee is a person who:

*owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country.*

In response to its obligations, the Fraser government implemented a program of controlled immigration and began taking refugees from the camps in South-East Asia. By 1978, Australia was involved in the Orderly Departure Program from Vietnam.

.....  
*The Orderly Departure Program (ODP) was established under a 1979 Memorandum of understanding between the United Nations High Commissioner for Refugees and the government of Vietnam to provide a safe and legal means for people to leave Vietnam rather than clandestinely by boat. The agreement provides for the departure of immigrants and refugees for family reunion and humanitarian reasons. In addition to serving as an orderly, predictable means for those wishing to depart the country, it also serves to relieve the flow of refugees into first asylum countries and to save the Vietnamese government the embarrassment of the uncontrolled illegal exodus of thousands of its citizens.*  
.....

**Source 5.5.1** From *Refugee Program: The Orderly Departure Program from Vietnam*, US General Accounting Office report, April 1990

## Classifications of Vietnamese refugees

Vietnamese refugees who arrived in Australia in the post-war period can be classified into four main groups.

- The first group, arriving in 1975, were mostly wealthy Vietnamese, Chinese businessmen and Catholics who faced severe reprisals from their new government.
- The second group arriving 1976–78 were a gradually increasing outflow of refugees from camps outside Vietnam.

- The third group, arriving in 1978, were mostly owners of private businesses, especially Chinese, expelled by the new Vietnamese Government.
- The fourth group, mostly small traders, rural and urban workers and the unemployed, were 'economic refugees' who had made their way to refugee camps in Indonesia and Hong Kong and were looking for a more permanent home.

Over 90 000 Indochinese refugees came to Australia in the ten years following the Vietnam War.



**Source 5.5.2** A Vietnamese migrant family and their hosts at a community function, Canberra, 1980. As part of the refugee settlement program of the late 1970s, many Vietnamese families were hosted by local church or community groups.

	1976	1981	1986	1991	1996
NSW	1 023	16 926	33 994	49 185	61 148
VIC.	379	12 840	27 899	44 394	55 141
QLD	466	3 509	6 237	8 654	11 048
SA	237	3 844	6 986	9 271	10 667
WA	77	2 778	5 913	8 215	10 066
TAS.	48	212	234	250	209
NT	21	193	436	427	523
ACT	176	794	1 358	1 929	2 251
<b>TOTAL</b>	<b>2 427</b>	<b>41 096</b>	<b>83 057</b>	<b>122 325</b>	<b>151 053</b>

**Source 5.5.3** Number of Vietnamese-born people in Australia, 1976–96, ABS Census

## Australians' reaction

The change in government policy towards the acceptance of refugees and the dismantlement of the White Australia Policy did not mean that all Australians were in support of such change. Australians had been told for years, and most therefore believed, that Asia represented the **'yellow peril'**. 'Yellow' was a colour metaphor for race and together with 'peril' the term indicates the fear Western countries (such as Australia) had of mass immigration, or worse still invasion, from Asian countries. A large majority of Australians believed that if they allowed the immigration of non-European people, Asian powers would eventually take over and destroy Western civilisation, replacing it with their way of life and values.

## A multicultural society

Despite continuing fears about Asian immigration in some parts of the population, by the 1980s, Australia was seen as a multicultural society. Australia's population was, and continues to be, made up of a wide range of ethnic groups, including those from British backgrounds.

Multiculturalism as government policy means that the government recognises and respects the cultural diversity of the population and supports programs to assist ethnic minorities. From when it was first introduced in the 1970s, the policy of multiculturalism has changed as different governments have adapted it to suit their political aims.

## Challenges to multiculturalism

In the 1980s, some conservative politicians and media commentators echoed views expressed by the historian Geoffrey Blainey. Blainey was of the opinion that multiculturalism encouraged differences between ethnic groups, and was dividing Australian society. He questioned the cost of grants to ethnic organisations and the influence of ethnic lobbies on politicians, and he criticised what he called the 'Asianisation of Australia'. Blainey argued multiculturalism was based on views held by a minority of Australians. At the time, his arguments were fiercely debated.

As the Bicentenary of European settlement in Australia approached in 1988, evidence emerged that many Australians resented multiculturalism as a political strategy because, to a majority of Australians, it was an irrelevant issue. Some held the view that by disproportionately embracing and placing great value on the cultures of non-British immigrants, the part played by British culture in creating modern Australia and the benefits of British traditions were being devalued and ignored.

Blainey's sentiments were echoed with the advent of Pauline Hanson, who fronted the right-wing One Nation Party, which was registered as a political party in April 1997. Hanson's political platform was staunchly anti-immigration and gained notoriety for statements such as 'Australia would be swamped by Asians'.

Hanson's opposition to increasing ties with Asia was seen as politically naïve, but violent protests and strong debate over her statements and policies demonstrated that feelings remained conflicted in many regarding the pros and cons of a multicultural society.

- .....
- (a) *Multiculturalism is an appropriate policy for those residents who hold two sets of national loyalties and two passports. For the millions of Australians who only have one loyalty this policy is a national insult.*
- (b) *The more emphasis that is placed on the rights of minorities and the need for affirmative action to enhance those rights, the more is the concept of democracy—and the rights of the majority—in danger of being weakened.*
- .....

**Source 5.5.4** Comments made by Geoffrey Blainey about multiculturalism. (a) 'Australian Australians must begin to shout loudly', *The Weekend Australian*, 2–3 July 1988  
 (b) Latham Memorial Lecture, cited in *The Australian*, 29 April 1993

- .....
- White Australia Policy stirs in its grave**  
**Why can't they face up to the migrant issue?**  
**The Asian immigration debate: is it really a race debate?**  
**Blainey's spark lights racial fuse**  
**The Asian issue won't go away**  
**'Too many Asians' Immigration Policy questioned**  
**Asian entry threatens tolerance: Blainey**  
**Warnings on return to White Australia Policy**
- .....

**Source 5.5.5** Media headlines at the time of the 'Blainey debate'

## ACTIVITIES

### Remembering and understanding

- 1 Define the following terms: 'Orderly Departure Program', 'yellow peril' and 'multiculturalism'.
- 2 How did the final dismantling of the White Australia Policy increase the number of non-European migrants accepted into Australia?
- 3 How did the end of the Vietnam War affect immigration to Australia?
- 4 What type of people became refugees after the Vietnam War finished?
- 5 Construct a mind map summarising the challenges to multiculturalism since the 1980s.
- 6 Which migrant group seems to be the focus of the attention in the headlines in Source 5.5.5?

### Applying and analysing

- 7 Select three states or territories from Source 5.5.3 and compare the census data for 1976–96. What is evident from the data regarding the ongoing success of the migration of Vietnamese refugees to Australia?
- 8 **a** What is the common point being made in parts (a) and (b) of Source 5.5.4?  
**b** Explain how Blainey has expressed this key point differently in each extract.
- 9 Imagine you are a Vietnamese refugee who fled Vietnam for fear of reprisals from the North Vietnamese government. Write a letter to the editor of your local newspaper in response to Geoffrey Blainey's arguments in Source 5.5.4.
- 10 Create a cartoon that portrays one of the following aspects of this unit:
  - the reception and difficulties faced by newly arrived Indochinese refugees during their first few years in Australia
  - the benefits of multiculturalism for a cohesive Australian society.
- 11 Debate the following topic: 'That Australia should accept migrants and refugees from any part of the world'. Approach the debate as if living in the 1980s and use the information and sources in this unit to construct persuasive arguments. Your language should be passionate and your argument should include some statistics.



## UNIT 5.6

# Experiences of Vietnamese 'boat people'

## Vietnamese 'boat people'

In the late 1970s, the term 'boat people' came into use to describe asylum seekers (people who had not been granted refugee status) from Vietnam who arrived in Australia by boat without permission to enter the country. Coming from all classes of Vietnamese society, nearly 40 000 Vietnamese refugees and asylum seekers arrived in Australia between 1975 and 1980, fleeing persecution under the new communist government. When they arrived they were accommodated in hostels. Many eventually settled into Australian society with employment and the chance of a new life.

From 1985, more Vietnamese migrants came to join family members who had arrived earlier, and eventually about 50 000 Vietnamese people settled in Australia. They became the third largest migrant group of the 1980s, after British and Yugoslavian migrants.



**Source 5.6.1** A Vietnamese mother and child wait to be processed at Melbourne airport in the 1970s.



**Source 5.6.2** Vietnamese refugees aboard the refugee boat *Kien Giang*, 1979



**Source 5.6.3** Young Vietnamese refugees arriving in Darwin, 1977

**THE AUSTRALIAN**  
 NUMBER 2211 WEDNESDAY MAY 7 1975 10 CENTS

**Ampol allowed a 3c rise on petrol**  
 by FIVE MARKS  
 THE Prime Minister's Office announced today that Ampol petrol prices will rise by three cents per litre from 10c 1/2 to 13c 1/2.

**PM relents on Vietnamese**  
**We will help refugees if other countries do**  
**PRG recognised as Government**  
**Kissinger takes the night off**

**By HANNOY DISPATCH and PETER TERRY**  
 AUSTRALIA will accept Vietnamese refugees, but only if other countries do, Prime Minister Malcolm Fraser said today.

**U.S. TALKS**  
 The United States and the Provisional Revolutionary Government (PRG) of Vietnam are in talks about a possible agreement to allow the PRG to be recognised as the government of North Vietnam.

**ASSUMPTION**  
 The Prime Minister's Office today announced that the Government will accept Vietnamese refugees, but only if other countries do.

**Hunters win round two**  
 The Australian Hunters' Club has won the second round of the national rifle championship.

**MPs vote to expel Stonehouse**  
 The House of Representatives today voted to expel the Member for Stonehouse, Mr. Douglas Brass.

**Big white collar group rejects pay restraint**  
 A large group of white collar workers today rejected a proposed pay restraint.

**PM, ministers to meet on sand island mining**  
 The Prime Minister and his ministers will meet today to discuss the proposed sand island mining scheme.

**Inquiry call over new doctors' fees**  
 The Federal Government today called for an inquiry into the proposed new fees for doctors.

**Ford says he'll run in '76**  
 President Gerald R. Ford today said he would run for re-election in 1976.

**Connor acting PM for a week**  
 The Prime Minister today announced that the Hon. Ian MacLennan will act as Prime Minister for a week.

**Weather Forecast**  
 AVIS WEATHER FORECAST

Source 5.6.4 Vietnamese refugees were a hot topic in the Australian news.

**THE AUSTRALIAN**  
 NUMBER 2212 WEDNESDAY APRIL 23 1975 10 CENTS

**WHY 100 PEOPLE DIED**  
 AN ALARMING REPORT ON MENTAL HEALTH IN AUSTRALIA BEGINS TODAY ON PAGE 11

**Baby leave, time off until October 1976**  
 A 20-YEAR-OLD Federal Public Service secretary has been able to secure 200 days of leave a year.

**Some Viet refugees can come: Whitlam**  
**RAAF begins airlift from Saigon today**  
 by BRUCE SHANNON and WARWICK COOPER  
 SEVEN RAAF Hercules transport planes departed today for Saigon to begin the airlift of Vietnamese refugees to Australia.

**Communists poised for attack**  
 by BRUCE SHANNON  
 COMMUNIST forces in North Vietnam are poised for an attack on South Vietnam, although President Ford said yesterday military action was not to be taken.

**PM, ministers to meet on sand island mining**  
 by ROSE DUNN  
 THE Prime Minister and his ministers will meet today to discuss the proposed sand island mining scheme.

**Inquiry call over new doctors' fees**  
 by JENNIFER HANCOCK  
 THE Federal Government today called for an inquiry into the proposed new fees for doctors.

**Ford says he'll run in '76**  
 by JENNIFER HANCOCK  
 PRESIDENT Gerald R. Ford today said he would run for re-election in 1976.

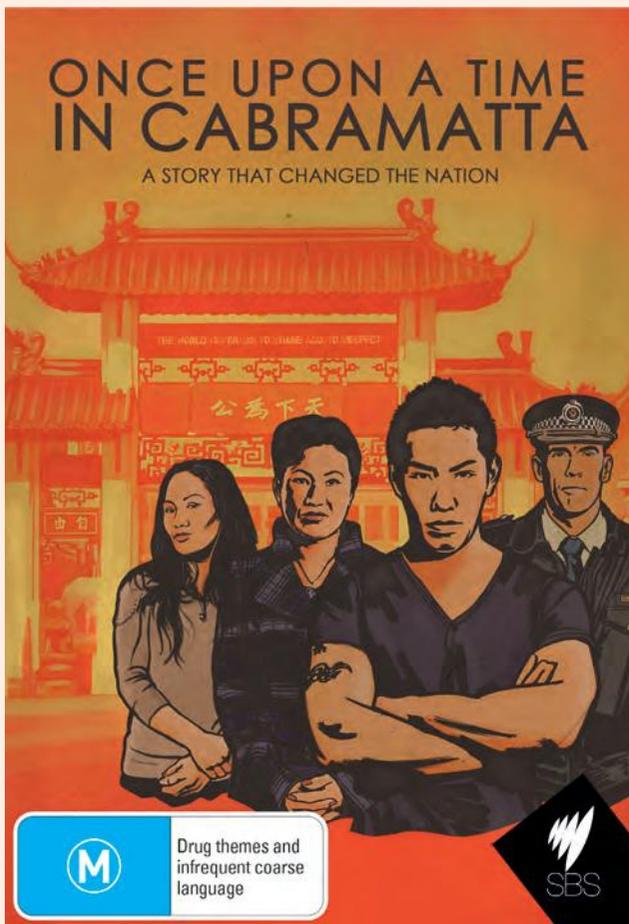
**Connor acting PM for a week**  
 by JENNIFER HANCOCK  
 THE Prime Minister today announced that the Hon. Ian MacLennan will act as Prime Minister for a week.

**Weather Forecast**  
 AVIS WEATHER FORECAST

**Settling into life in Australia**

Like other migrants before them, the Vietnamese often settled in suburbs with a relatively high percentage of Vietnamese or Indochinese people already living there. Suburbs such as Cabramatta and Fairfield in NSW, and Springvale, Footscray and Richmond in Victoria, have become centres for Vietnamese communities and culture.

As Vietnamese refugees became more proficient with English and familiar with the Australian lifestyle, they moved beyond their communities and have integrated into mainstream society while maintaining their culture and heritage. Generally, Vietnamese immigrants have been successful in finding employment and have actively sought Australian citizenship.



**Source 5.6.5** *Once Upon a Time in Cabramatta* (2012) is a documentary series that tells how the Vietnamese community overcame the odds and found their place in multicultural Australia.



**Source 5.6.6** Vietnamese New Year at the Lunar Festival in Richmond, Melbourne



**Source 5.6.7** Phong Nguyen, an active member of the Vietnamese community in Victoria, was one of the first Vietnamese to arrive in Darwin by boat in the 1970s.

*Phong Nguyen knew nothing of Australia's White Australia Policy when he flew into Adelaide a few days before Christmas in 1979.*

*Nor did he perceive any traces of it in the warm welcome offered him by a largely monocultural society—'so big, tall and hairy,' he recalls, 'and very white.'*

*... Then in July 1979 the Prime Minister agreed to take 14 000 Vietnamese refugees, a move which ushered in a new era in multiculturalism and effectively marked the end-point for the White Australia Policy.*

*At the time of the decree Phong Nguyen, his three siblings and their mother were in an Indonesian refugee camp awaiting resettlement.*

*His father, a brigadier in the South Vietnamese army, had been jailed by the Communist regime in 1975, and the family had fled the country by boat under false Chinese identities ...*

*The Nguyens would ultimately be among 70 000 Vietnamese refugees who would find a new home in Australia during Fraser's tenure.*

**Source 5.6.8** From 'Warm welcome helped bury White Australia Policy', Drew Warne-Smith, *The Australian*, 21 January 2011



**Source 5.6.9** Nga Chu, also known as Nahji, Miss Chu and the Queen of the Rice Paper Rolls

*Nga Chu, known to everyone as Nahji, Miss Chu and the Queen of the Rice Paper Rolls, is a restaurateur and caterer ... Born in Luang Prahbang, Laos, in 1970, Nahji and her family escaped the Pathet Laos Regime in 1975. They sustained themselves on the meagre living conditions afforded by the various Thai refugee camps they inhabited over a four-year period before the Chu family's number came up and the Australian government made them one of the first Vietnamese-Laotian refugees to settle in Australia.*

*The Chu family own and operate several Vietnamese restaurants ... The Miss Chu tuckshop in Bourke Street, Darlinghurst, opened in 2009 and in 2010 at the new Opera Kitchen at the Sydney Opera House ....*

*Nahji's rich Vietnamese heritage is the basis for the Miss Chu menu, which also features the Refugee Visa that the family entered Australian on in 1978. A talented filmmaker, Nahji has produced a charcoal animation telling her story and that of many other Vietnamese refugees.*

**Source 5.6.10** Nga 'Nahji' Chu, a Refugee Week Ambassador

## ACTIVITIES

### Remembering and understanding

- 1 Why did Vietnamese 'boat people' arrive in Australia as refugees during the 1970s?
- 2 What does the condition of the boat depicted in Source 5.6.2 tell you about the motivation for the refugees to leave Vietnam?
- 3 Read Source 5.6.8. How does the source communicate the direct impact of the Australian Prime Minister's actions on the Vietnamese held in Indonesian refugee camps?
- 4 Why did Vietnamese refugees settle in suburbs such as Cabramatta in Sydney and Richmond in Melbourne?

### Applying and analysing

- 5 How would a historian use Sources 5.6.1, 5.6.3 and 5.6.4 to investigate the tensions surrounding the arrival of Vietnamese boat people in Australia during the 1970s?
- 6 How could Sources 5.6.6, 5.6.8 and 5.6.10 be used to argue for the successful integration of Vietnamese refugees into Australian society?
- 7 Examine Sources 5.6.5, 5.6.6 and 5.6.7. How do they demonstrate the long-term impact of the Vietnamese refugees on Australian culture? Write 200–300 words describing your thoughts.
- 8 What evidence can you see in Source 5.6.10 that maintaining culture has great importance for Vietnamese and Indochinese immigrants? How is this demonstrated by Nga Chu's story?
- 9 Which of the sources provided in this unit is most useful to historians studying Vietnamese immigration to Australia? Explain your choice.
- 10 Which of the sources provided in this unit is least useful to historians studying Vietnamese immigration to Australia? Explain your choice.



## UNIT 5.7

# The contribution of migration to the Australian identity

### Australia's national identity

In 2013, Australia's population moved past 23 million, and of this 6.4 million people were born overseas in over 200 different countries. There are more than 250 different ancestries and 400 different languages spoken in homes across the nation. People born in the UK were the largest group of overseas-born residents, accounting for 1.2 million people. The next largest group was born in New Zealand (598 000), followed by China (414 000), India (368 000) and Vietnam (207 000).

### Post-World War II

There is little doubt that since the end of World War II, Australia has become a country significantly influenced by the arrival of migrants, bringing with them their cultures, beliefs, values and way of life. Importantly, they also brought a desire to make a better life for themselves and their families, and a work ethic that drove the development of modern Australia.

Immigrants have made valuable contributions to the building of post-World War II Australia, creating a rich and vibrant society drawing from the best that the world has to offer, and stimulating and supporting economic growth for the benefit of all. This has also resulted in a shift in the way Australians view themselves; the sense of national identity that one associates as being typically Australian.

### Social and cultural contribution

The most obvious ways that immigrants have contributed to Australian society is through their impact on culture and lifestyle. New foods, beverages, clothing and fashion, literature and art, languages and music, religions, festivals and sports are relatively easy to identify from those of the predominantly Anglo-Celtic cultural landscape of Australia before World War II.



**Source 5.7.1** *Harvest of Endurance*, a 50-metre-long scroll representing the history of Chinese immigration to Australia. This scroll was sponsored by the Australia–China Friendship Society and is held at the National Museum of Australia.

With each new wave of migrants have come new additions to the eclectic mix of lifestyles that have evolved and blended to become the Australia of today. Most would agree that the contribution of immigrants to Australian culture has been a positive outcome of the 'migrant experience'.

Migrants and children of migrants are successful academics, professionals, entrepreneurs, politicians, community leaders, tradespeople, media personalities, writers, artists, sportspeople and entertainers. Many immigrants have become very well known and are role models for young Australians. This is not only evidence of the commitment to hard work that most migrants have brought to Australia, but also of the valuable contributions they have made to the development of modern Australian society.



**Source 5.7.2** Nam Le, author of *The Boat*, a collection of short stories that won the Dylan Thomas Prize for young writers in 2008. Born in 1978, Nam le arrived with his parents in Australia in 1979 as a boat refugee.



**Source 5.7.4** Sydney-based Natalie Tran, whose parents were both refugees from Vietnam, is a YouTube blogging star. As of 2013, the videos on her YouTube channel (communitychannel) had received almost 490 million views.



- *Born in 1979 in Ho Chi Minh City*
- *Left Vietnam at 2 years of age on a fishing boat with his parents*
- *Won a scholarship to St Aloysius College in Sydney and went on to study Arts/Law at University of Sydney*
- *Developed a passion for theatre, film and comedy*
- *Worked with youth developing English skills in Cabramatta, NSW*
- *In 2000, was named Young Vietnamese-Australian of the Year*
- *In 2001, was nominated for an AFI Award for his screenplay for the short film Delivery Day*
- *In 2002, began voluntary work with disadvantaged kids at Cabramatta's Open Family Youth Social Services Centre*
- *In 2004, was nominated for two AFI Awards, three Film Critics' Circle Awards and two Australian Writers' Guild Awards for the internationally acclaimed film The Finished People*

**Source 5.7.3** Khoa Do, Young Australian of the Year, 2005

## Contribution to the Australian economy

The original goal of increasing immigration to Australia after World War II was in part to strengthen the economic growth of the country. Immigration today continues to have a positive impact on both the supply and demand aspects of the economy. Generally, more immigrants lead to an increase in population. This generates greater demand for goods and services, which encourages the growth of businesses to meet the demand.

### Skilled workers

Migrants also contribute to the supply of goods and services as their labour and skills are used in the workforce. Skilled workers in particular, such as professionals and tradespeople, are extremely valuable in bringing new skills and knowledge to the Australian workforce at little cost to the Australian community as their training and education has often been paid for in their country of origin. The Australian economy benefits not only from their expertise, but from the taxes they pay and the money they spend.

### Time to integrate

Despite the fears of many Australians surrounding increased migration as a threat to their employment prospects, studies have shown that this is not the case. In fact, recently arrived migrants are the people most likely to find themselves unemployed in times of economic hardship. On average, it takes immigrants four to five years to establish a life for themselves in Australia in terms of consistent employment, accommodation and community ties.

#### DID YOU KNOW?

In December 2005, a series of violent incidents between youths at the Sydney beach suburb of Cronulla resulted in a racially inspired riot. Young men of Middle-Eastern appearance were sought out and attacked by rival groups of young men. Retaliatory action saw the violence spread to neighbouring suburbs as groups of young men, often armed, went on a rampage. Ugly images and references to racially inflammatory comments made by participants were broadcast across the country and the globe, undermining the image of Australia as a racially tolerant and cohesive multicultural society.

Those with existing support networks in Australia, such as family or good English language skills, tend to take less time to adjust. It is during this period of establishment that immigrants rely upon government-funded services before they can contribute to the economy.

### Migrants' profiles

Migrants work in every Australian industry, contributing to mining, farming, construction and manufacturing, fishing, logging, and often establishing their own businesses. They have built homes and communities, clubs and shopping centres, railways and bridges, roads and skyscrapers, dams and power stations. They have engaged in retraining and education to improve their skills and knowledge, and their children and grandchildren have done likewise to enter every profession and trade.

Their knowledge of languages, understanding of cultures and traditions, and connections to business, people and governments across the globe have contributed to Australia's international trade, establishing relationships that may have otherwise taken many years to develop.

The prosperity of modern Australia is very closely linked to its immigration history.

## Australia's changing immigration policies

The concept of a multicultural Australia has had a positive effect on relationships with countries in the Asia-Pacific region. Australia is no longer regarded as being simply a British outpost. Australia's evolving migrant heritage has contributed significantly to the development of closer ties with Asian nations, such as China and India. Improved understanding of international cultures, beliefs and values have led to economic and political benefits.

In defining Australian identity, Australia's immigration history is a key aspect. Migrants have made important cultural and economic contributions to the country, and have influenced the way Australia interacts with the rest of the world.

The reasons for Australia's changing policies in regards to accepting and integrating migrants say a lot about how the country has grown, how attitudes and values have developed, and how Australians as a nation of migrants have learnt to embrace and respect the many cultures that constitute Australia's diverse population.



**Source 5.7.5** Girls wear the burqini, a swimsuit specially designed for Muslim female lifeguards, on Cronulla Beach, Sydney, 2007.

## ACTIVITIES

### Remembering and understanding

- 1 Describe the size and composition of Australia's population in 2013.
- 2 Describe the influence of immigration on the Australian way of life.
- 3 How has Australian culture changed with the arrival of migrants in the post-World War II era?
- 4 Use a mind-map to brainstorm the contribution immigrants have made to the Australian economy.
- 5 Why are fears that migrants threaten employment prospects for people living in Australia unfounded?
- 6 How have Australia's changing immigration policies in the post-World War II era affected its relationship with other nations?

### Applying and analysing

- 7 Explain how the people in Sources 5.7.2, 5.7.3 and 5.7.4 have contributed to Australian society.
- 8 How does Source 5.7.5 challenge some stereotypes associated with Australian identity?
- 9 What do you believe have been the five most significant contributions made by migrants to Australia? Justify your answers. Compare your list with the rest of the class.
- 10 Create an illustration that best represents your views on what Australia's national identity is today. For example:
  - a collage of famous Australians from different cultural backgrounds
  - a picture similar to that of Source 5.7.1 showing a range of scenes representing multicultural Australia.



## UNIT 5.8

# Migration experiences, 1945 – present

## A creative project

Many people throughout history have chosen to react to historical events or express their frustration, fear or anger through artistic expression, during and after the actual events. Wartime songs, paintings inspired by themes of conflict, and films depicting the drama of war are common ways that people make sense of the events of their time, as Source 5.8.1 attests.

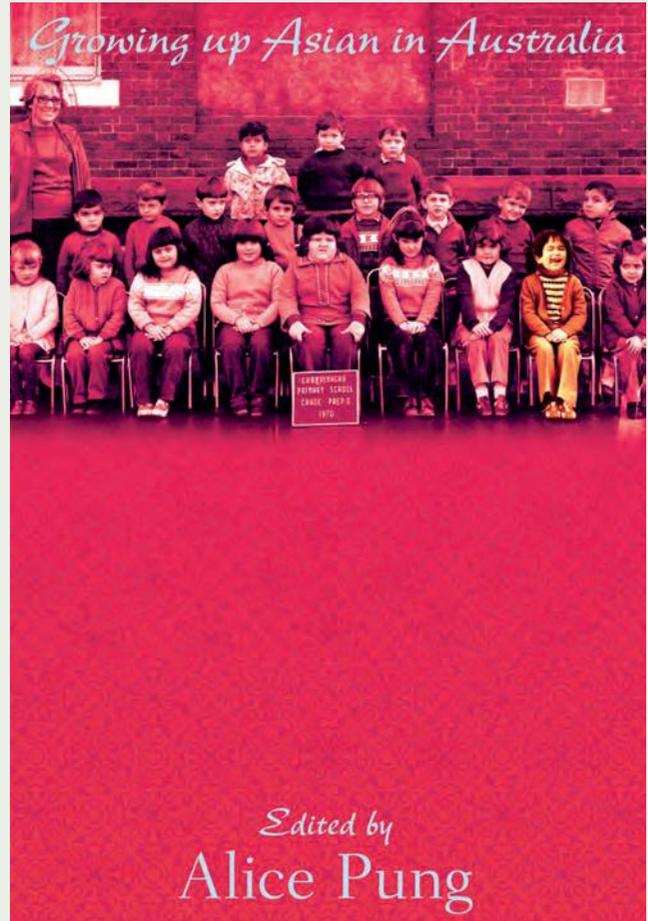
Create your own artistic project about one of the events or issues you have studied in this chapter.

- a Begin by creating a list of questions that will prompt your exploration on your chosen topic. For example:
  - How many refugees from Vietnam arrived in Australia during the 1970s and early 1980s?
  - Did they leave from their own homes, or were they previously staying in refugee camps?
  - In what ways did Vietnamese refugees struggle to maintain the culture and traditions of their homeland?
  - How does the experience of their parents inform the way children of Vietnamese refugees feel about their own Australian identity?
- b Once you have created your questions, jot down some thoughts to answer each one and use these as a basis to create a poster, a short one or two-page play, a song or a one-page outline for a film script idea.

## A rich culture

Select an aspect of cultural life (food, sport, literature, music, film, art, fashion etc.) and research the contributions made by migrants to the development of this aspect of life in Australia.

Present your findings as a multimedia presentation, a wiki a blog or a video documentary.



**Source 5.8.1** *Growing up Asian in Australia*, a collection of texts written by various authors and compiled by award-winning author Alice Pung, 2006.

## Movers and shakers

Create a short profile on a post-World War II migrant who has made a significant contribution to Australia in one of the following areas: business, sport, education, science, the arts, politics, entertainment or another field of your choosing. Include any difficulties they had to overcome to achieve success in their chosen field. The person may or may not be famous.

Present your profile on an A4 page, and include a picture of the person. You may want to incorporate a timeline that summarises their migration history and notable events or achievements in their life.

## The personal and the political

History is being written all the time. What is happening right now in the political landscape will be analysed in the future, and the importance and impacts of events and the people involved in them will be documented and discussed. The way history remembers political figures is no exception.

- a Choose one of the politicians listed below:
  - Arthur Calwell
  - Gough Whitlam
  - Pauline Hansen
- b Conduct your own research and create a timeline of this politician's career. Include their involvement in the key historical events that happened in the course of their political career, and the immigration policies and events that took place during their time.
- c Include a range of primary and secondary sources to illustrate your timeline. Select sources that demonstrate key events in the career of your chosen politician including immigration policies and programs, and show different perspectives of their actions.
- d Write a brief summary to support and explain your timeline. You may choose to create a table and categorise whether the sources you have gathered present a positive, negative, or neutral historical profile. How significant was their contribution to the political events of their time and to the migration experiences of immigrants (1945 – present)?

## Glossary

**bloc** group of countries or political parties with shared aims

**boat people** asylum seekers (people who had not been granted refugee status) from Vietnam who arrived in Australia by boat without permission to enter the country

**Cold War** period of political and military tension between the Eastern and Western blocs after World War II until 1991

**displaced person** person who is forced to leave their home because of war or political persecution, and seeks refuge within their own country

**Displaced Persons Immigration Program** international agreement to assist the global effort to resettle displaced people from internment camps in Europe

**forebear** ancestor or relative from whom a person is descended

**Indochinese** people from the South-East Asian peninsula that includes Vietnam and Laos

**migrant** person who moves from one place or country to another one; in Australia an immigrant, especially one who has arrived recently

**re-education camp** official name given to prison camps run by the Vietnamese government following the Vietnam War

**refugee** person who is forced to leave their home country because of the dangers of war, or of political or religious persecution, and who asks for safe refuge in another country

**refugee camp** camp or temporary shelter built for housing refugees or displaced persons

**'yellow peril'** nickname given to the fear that large numbers of Asian immigrants would threaten the Australian way of life



## CHAPTER

# 6

# The Roaring Twenties

The 1920s was a decade of contradiction and division in both the US and Australia. The Roaring Twenties are typically remembered as a time of economic growth, **flappers**, gangsters, architectural grandeur and a new dance called the Charleston. It saw the emergence of technological and medical innovations such as the radio, penicillin and insulin, and vaccinations against diphtheria and tuberculosis. *Time Magazine* and the BBC were founded.

For those who could afford it, life indeed was carefree and fun. But lurking beneath the optimism was the sinister reality of a decade characterised by overt racism, fear, inequality and crime. This era of progress and success ended with the Wall Street crash, which started the period known as the Great Depression.

**Source 6.0.1** Detail of cover image of *Theatre World and Illustrated Stage Review*, Issue no. 1, February 1925

**1919** Treaty of Versailles is signed

**1920** Prohibition is introduced in the US  
19th Amendment to the US constitution is ratified granting women voting rights  
Australian Communist Party is formed  
QANTAS is founded

**1921** Edith Cowan is the first woman elected to an Australian parliament

**1922** British Broadcasting Company (BBC) is founded

**1923** Vegemite appears on the Australian market  
Construction of the Sydney Harbour Bridge commences  
First radio broadcast in Australia

**1924** Compulsory voting is introduced in Australia, excluding Indigenous Australians

**1925** Commonwealth Immigration Restriction Act is altered to deport aliens involved in industrial unrest

**1926** Ford Motor Company announces the 40-hour work week for workers  
Commonwealth Scientific and Industrial Research Organisation (CSIRO) is established

**1927** Opening of Parliament House in Canberra  
First talkie *The Jazz Singer* opens in Sydney  
Charles Lindbergh flies the first nonstop and solo transatlantic flight

**1928** Flying doctor service begins  
Charles Kingsford Smith flies the first transpacific flight  
Penicillin is discovered

**1929** New York Stock Market collapses and the Great Depression begins

**Source 6.0.2** Timeline of the Roaring Twenties



## UNIT 6.1

# A new beginning

### The end of World War I

After the immense devastation of World War I, the 1920s was an opportunity for the Western world to start afresh. Over 70 million people had fought in the war and 9 million had died. It was Australia's most costly war with over 60 000 killed and 156 000 wounded, gassed or taken as prisoners of war. Post-war recovery had a direct impact upon the mood of society, as well as the direction of politics and the economy during the 1920s.

### Changes in Europe and repercussions on Australia

Europe underwent significant change after the war. The disintegration of the Austro-Hungarian and German empires resulted in the emergence of Czechoslovakia while the collapse of the Russian empire led to the formation of nations such as Finland, Poland and Latvia. Romania and Yugoslavia were created from the Ottoman Empire.

In some parts of the continent this upheaval created conditions where ideologies such as **communism** became an attractive alternative, but its declared opposition to liberal governments contributed to a sense of unease within democracies worldwide.

### The Paris Peace Conference

In January 1919, leaders of the victorious allied nations meet in Paris to decide the fate of defeated Germany and its allies. The representatives of nearly forty countries attended the Peace Treaty talks at the Palace of Versailles. The 'Big Three', Georges Clemenceau of France, David Lloyd of Britain and Woodrow Wilson of the US, dominated the discussions.

Enshrined in his Fourteen Point Plan, American President Woodrow Wilson had a personal mission to negotiate a lasting peace based on collective security and international justice. However, the Conference was dominated by jealousy and the need for vengeance. France had suffered the most at the hands of German invasion, losing 1 358 000 men and Clemenceau demanded that Germany pay the economic cost of the war and bear the moral responsibility for it.



**Source 6.1.1** 'The signing of the Treaty of Peace at Versailles', 28 June 1919, Joseph Finnemore

Under the terms of the Treaty of Versailles, Germany was forced to pay reparations totalling US\$32 billion, in addition to military limitations. Germany declared the treaty a 'diktat', too harsh a penalty.

### Australia at the Paris Peace Conference

Prime Minister Billy Hughes demanded that Australia have independent representation at the Conference, as opposed to being represented by Britain. He wanted to pursue specific regional interests and believed that the overall contribution of Australia to the war effort justified a role in the peace process. He used the opportunity to try to assert a new identity for Australia.

Hughes had three aims.

#### Preserve the White Australia Policy

Japan had requested that a racial equality clause be inserted into the preamble of the Covenant for the League of Nations. Hughes believed this would invalidate the White Australia Policy and objected.

#### Take control of New Guinea

Hughes argued the area was essential to Australia's security and demanded that Australia control the region outright. Prior to World War I, northern Papua New Guinea had been a German colony. This demand was rejected and Australia was given a **mandate** as a compromise.

#### Obtain reparations from Germany

Hughes wanted Germany to pay the cost of war and argued that they should be forced to cover all war expenses, including pensions and repatriation costs. Australia received £5.5 million in reparations. The war had cost the country over £550 million.

## The 1920s: a decade of change

Coming out of the dark times of war, the 1920s were epitomised by economic wealth, seemingly carefree attitudes and relaxed moral standards, and a resurgence in the arts, music and architecture. For this reason, it was later called the 'Roaring Twenties'. However, the decade was one of great contradictions.

There was a sense of renewed hope and optimism generated by an economic boom and the onset of mass production. Developments in the use of electricity supported technological innovations and **mass production** in factories made products such as washing machines more accessible, which revolutionised domestic work. These developments prospered the white middle classes of America and Australia, improving living standards and increasing leisure time.

However, economic prosperity was fragile with the decade characterised by strikes and industrial unrest. Russia, after having experienced a revolution, established a new communist state. In the US and in Australia, while white middle class society was benefitting from technological and medical innovations and advances, the poorer class was left behind. African Americans, Jews, Indigenous Australians, immigrants and **refugees** continued to live in poverty and were openly discriminated against. During the 1920s, these groups struggled to achieve basic human rights and equality.

## Emerging issues in Australia

After World War I, the very fabric of Australian society changed.

### Returned soldiers

Men who had survived the war found it hard to return to civilian life. The federal government spent almost \$50 million on Soldier Settlement schemes in an attempt to integrate returned soldiers. Land was provided as well as cheap loans to purchase equipment and stock. However, the scheme was a failure as most soldiers were not farmers and the land apportioned to them was not suitable for farming or too small to support families.

### Women

The war had a significant impact on women as they had assumed responsibilities, especially in the workforce, normally undertaken by men. Many came to enjoy the freedom that employment provided whereas few young men were available to start a family. The decade saw women push for increased participation in public life and equality at work.



Source 6.1.2 'Repatriated', *The Bulletin*, 23 January 1919

## ACTIVITIES

### Remembering and understanding

- 1 Explain why the 1920s can be seen as a 'decade of contradiction'.
- 2 Outline the aims of Australian Prime Minister Hughes at the Paris Peace Conference.

### Applying and analysing

- 3 Study Source 6.1.1 and discuss how it provides further insight into why the negotiations at the Paris Peace Conference were so difficult.
- 4 Examine Source 6.1.2.
  - a Explain the meaning of the source.
  - b Do you believe this to be an accurate representation of the experience of most returned soldiers? Why?



## UNIT 6.2 The Jazz Age

### Jazz music in the US

The 1920s are often referred to as the ‘Jazz Age’ due to the increasing popularity of jazz music over the decade and social change that came with it.

#### Jazz music

This new style of music originated with African Americans who used music as a medium to express their experiences and struggles. In addition to its African-American heritage, it challenged traditional forms of music with its use of syncopation and improvisation. New instruments were showcased and musicians experimented with different sounds. It was the first time that a style of music explored social and moral issues, as it was denouncing social inequalities and racism, bringing people from different social categories and origins together in a free and personal style. As a result, its introduction in mainstream society incited scandal and division.

#### Division

Some people from the white middle class believed that jazz marked the degeneration of civilisation. These reactionary groups claimed that jazz excited the basic human carnal instincts, forcing people to lose all self-control.

Some conservative groups blamed it for all of society’s problems—increasing violence, rape and other crime, breakdown of the family, suicide, missing persons and illegitimate births.

.....  
*Jazz music causes drunkenness ... [by sending] a continuous whirl of impressionable stimulations to the brain, producing thoughts and imaginations which overpower the will. Reason and reflection are lost and the actions of the person are directed by the stronger animal passions.*  
.....

**Source 6.2.1** A physician’s views on jazz music in the 1920s

### Jazz and speakeasies

Objections also arose in relation to the lifestyle and social movement that accompanied jazz music. It was played at speakeasies, which were illegal clubs in the US that sold alcohol after it had been banned, and saw people from different social and racial background enjoy each other’s company for the first time. Dances such as the Charleston, one-step and back bottom were performed to the music and were considered quite unsuitable by most people due to the close partnering that was required. The association between jazz and speakeasies merely reinforced what many people believed was its sinister nature and unlawfulness.

### Racist attitudes

The backlash against jazz music demonstrated the racist attitudes that existed within white middle class America at the time. Traditionally, music was seen to reflect the highest order of white society. It was structured and controlled. Jazz music was viewed to be formless and erratic and came from the lowest class of society. Some leading medical experts and scientific authorities warned that continued exposure to such ‘evil’ would tear the whole social fabric apart.

### Move to ban jazz in America

A movement was established in the US to ban jazz. The National Association of Dancing Masters passed a resolution to stop what they believed was ‘vulgar dancing’. They printed booklets with approved dance steps that were distributed through local churches. Some people went as far as suggesting a prohibition of dancing altogether.

In 1922, the New York State legislature passed the Cotillo Bill, which sought to regulate both jazz and dancing. Both were banned on Broadway after midnight. By 1929, at least sixty communities had regulations banning jazz in public dance halls.

However, this was to no avail, as the popularity of jazz music continued to grow in the US, Australia, Europe and beyond.

## Radio entertainment

In the early 1920s, the radio, also called the wireless, became available to Australian audiences in 1923 and changed the nature of entertainment. People could now experience events as they happened. This new technology was incorporated into everyday life with radios placed in homes and even in some cars.

It provided advertising and commerce with an additional medium for marketing opportunities. Radio announcers became household personalities who were able to influence millions.

Broadcasts were designed to suit a wide variety of listeners. Programs included baritone and harmonica solos, sporting events, church services, wrestling bouts, football matches, soprano recitals, plays, lectures and bedtime stories.

By the end of the 1920s, 50 million Americans had a radio, and in Australia, 300 000 had paid for a licence to own and listen to a wireless.

### The importance of radio

Radio became popular for many reasons.

- It gave instant access to a range of excellent music. It was an important contribution to the rising popularity of jazz music.
- People could follow the progress of sports teams without having to travel.
- Radio provided a reliable source of information and entertainment for illiterate people.
- Politicians began to use the radio during their election campaigns. In 1928, Hebert Hoover's campaign managers announced that Hoover would campaign mostly on radio. They sought to tap into people's emotions by playing short grabs of passionate speeches, which were different to the usual lengthy political oratory. Radio became the latest form of political propaganda.



Source 6.2.2 A family listening to the radio in the 1920s



Source 6.2.3

Poster for the film *The Jazz Singer*, released in 1927

## Film

Films had existed since the end of the previous century. However, it was the development of the longer feature film and continued improvements to film techniques that saw their popularity increase during the 1920s.

### The domination of Hollywood

The American film industry in Hollywood triumphed in the wake of World War I. Unlike the situation in Europe, the war had not interrupted the US's ability to make feature films. Production companies became a prominent feature of the film industry, taking control of all aspects of a film. By the 1920s, Hollywood was producing 800 films annually. It was also the time when studios began using actors as a form of publicity to advertise their films. This period saw the rise of the silent stars of cinema. Charlie Chaplin became one of the most recognised comedic actors of all time and actress Clara Bow epitomised the modern woman.

Hollywood films also came to dominate Australian cinemas. Americans could offer far greater diversity, technical expertise and competition than the Australian market. A royal commission into the Australian film industry was established in 1927 but its quota recommendations were not implemented.

The release of the first feature talking film, *The Jazz Singer* in 1927, further inflated film attendance. By 1929, 110 million Americans were attending the cinema every week. In 1929, the first Academy Awards were held.

## Film in Australia

The majority of films were silent throughout the 1920s, so movie theatres contained pianos or organs to create atmosphere. Some more expensive cinemas even had full orchestras. Comfortable seats and embellishments such as Art Deco decorations with exotic designs that took inspiration from the ancient Egyptian, Persian, Chinese and other great civilisations, geometric and floral light fittings and other fixtures added to the attraction.

Australians had the highest rates of cinema attendance in the world. In the mid-1920s the population was around 6 million and approximately 2.25 million visited cinemas weekly. Going to the movies was an affordable leisure activity.

The two biggest Australian films of the decade were *On Our Selection*, an adaptation of the popular radio series *Dad and Dave*, released in 1920 and *For the Term of his Natural Life* released in 1927.

## Cars

The rise of the automobile rapidly changed the face of Western society. Wartime industry had improved factory production to the benefit of the 1920s consumer. Although buying a car was still beyond the reach of many, the growing availability of credit meant that by the close of the decade, the dream of owning a car was achievable for most middle-class families. For many, the car had become an important status symbol and was a sign of modern times—fast and convenient.

The automobile underpinned the prosperity of the 1920s and contributed to the mood of excitement and hope. By the end of the decade, a few people could even tune their car radios to listen to the news and jazz music.

The automobile provided new employment.

- Ford and General Motors established production plants in Australia.
- Highway construction linked cities and rural areas.
- Roads were tarred making them easier and safer to drive on.
- Demand for oil, glass, steel and rubber increased.
- Petrol stations were established, providing new business opportunities.
- Traffic lights, road signs and car parks were built and maintained.
- Accommodation and eateries catering to travelling families opened.

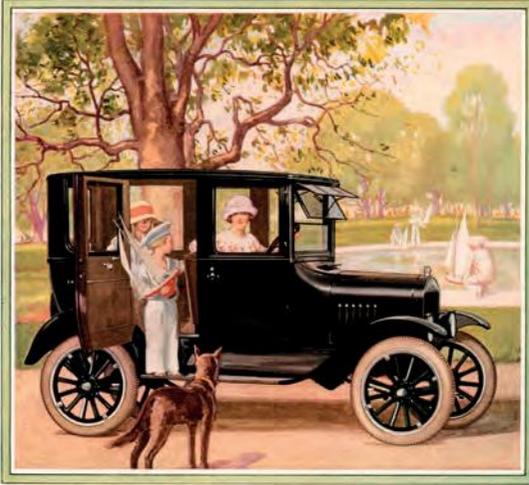
Improved infrastructure also meant that sick and injured people living in rural communities could access hospitals and doctors quickly via ambulance.

## Hire purchase

Initially, banks were reluctant to provide loans to buy cars so car companies developed a hire purchase scheme that allowed people to purchase cars without getting a loan from the bank. By 1926, three quarters of the cars purchased in the US were bought through the 'Buy now, pay later' scheme. Australians followed this trend with enthusiasm.



**Source 6.2.4** The Model T Ford captured the feeling of fun and adventure of the 1920s.



AS COOL in summer, as it is snug and weatherproof in winter, the Ford Closed Car has an unfailling appeal to women and children, who appreciate its many features of comfort. Furnishings and equipment of the Sedan are of the highest order, including soft, durable cushions, revolving type window lifts, windshield visor, cowl ventilator, rugs, dome light, door locks, electric starting and lighting equipment. And the Ford Closed Car costs so little to own and operate that mother and children can use it daily for every errand of business or pleasure.

TUDOR SEDAN, \$990 FORDOR SEDAN, \$665 COUPE, \$925 (All prices f. o. b. Detroit)



**Source 6.2.5** A Ford car advertisement from 1924

Hire purchase was quickly adapted to include other products, predominantly electrical appliances. People loved the idea of having all of life's luxuries without having to pay for them immediately.

### Car ownership in Australia

The Model T was the first car produced in Australia in 1924. Known as the Tin Lizzie, it cost £185. The average Australian wage at the time was £5 a week. Despite the cost of ownership, in 1929, over 300 000 vehicles were registered in Australia. At the time, the Australian population was nearly 6.5 million people.

## Housing

### The growth of suburbs

Just as the car was a material sign of wealth and success, a home in the suburbs became the new symbol of middle-class values.

After the war the War Service Homes Commission built houses on separate blocks of land and sold them to returned soldiers. These houses became the basis for new suburbs. And as the population grew, so did the suburbs.

They offered space that was not found in the city and represented the desire of the middle class to escape the poverty of the cities. At the same time, car ownership allowed people to live further away from their place of employment.

### Suburban homes

The suburban home was seen as offering a healthy lifestyle with fresh air and open space. In an era characterised by uncertainty and rapidly changing culture, the home was considered a haven. The suburbs came to symbolise order and cohesion against the chaos of the city. It melded into the liberal political tradition of individualism attained through hard work and sacrifice.

Although employment opportunities in rural sectors had declined, there were new prospects to be had in the suburbs. Construction companies were created in order to meet the increasing demand for new houses and the labour-saving devices that accompanied them.

Suburban houses were built in the style of the Californian bungalow characterised by a gabled roof, veranda and solid columns. Whereas the old inner city terraces lacked proper sanitation, running water or electricity, suburban houses came with hot water, gas for cooking and heating plus the newest sign of modern living—a garage. The development of new building materials such as fibro and pre-fabricated framework allowed for faster construction times and lower costs. The suburban dream was born.

## ACTIVITIES

### Remembering and understanding

- 1 Describe why jazz music was so controversial during the 1920s.
- 2 Why was the introduction of the radio so important to 1920s society?
- 3 How did cars and new housing provide job opportunities?
- 4 Explain the reasons for the growth of the suburbs.

### Applying and analysing

- 5 Explain how Sources 6.2.4 and 6.2.5 demonstrate changing attitudes towards the automobile in the latter 1920s.
- 6 Assess the impact of the technological innovations on 1920s Western society.



## UNIT 6.3

# New values and attitudes towards women

### The modern woman

The 1920s was a time when traditional values were challenged by new ideas about gender roles and the individual in society. Conflict developed between the generations defending the morality of pre-World War I and those who represented 'flapperdom'. The rift came to be symbolised in the affluence and technology of the decade, with fashion and music leading the way.

World War I had forced women into the workforce, instilling them with a new sense of confidence and independence. Three things had a major impact on women's daily life in the 1920s:

- the ability to pursue a higher education
- the growing availability of white collar jobs for females
- technological innovation, which provided more time for leisure activities and family life.

### New rights: voting and education

#### Voting

The biggest political development for the modern white woman was pursuing the right to vote. Many women had come to believe that it was their right and duty to participate in politics, with a growing understanding that political decisions had a significant impact upon their daily lives.

Australia and New Zealand pioneered **suffrage** for women worldwide. New Zealand granted women the right to vote in 1893, with South Australian women following in 1895 and Western Australian women in 1899. In 1902, the Commonwealth Voting Act was passed and women voted across the country in 1903. However, Aboriginal women still did not have the right to vote, as Indigenous people were not considered citizens of the Commonwealth at the time.

In the US, the Nineteenth Amendment was passed in 1920. It gave women the right to vote in Presidential elections for the first time. This signalled a new era for women, marking the beginning of their fight for equality and improved political representation.

Not all people celebrated the achievement. There were still conservative elements of society, including some women, in the US and Australia who believed that women had no part to play in politics. Their view was that the women's sphere related to religion, the home and children.

#### The effects on society

In the US, the following became clear about women's involvement in the political realm in the 1920s:

- women did not vote in the same proportion as men
- women who voted often nominated the same candidates as their fathers or husbands.

For some women, achieving the vote was their goal and they now wanted to enjoy the benefits of a consumer lifestyle. For others, it was the beginning of a long road to improve the status of women through increased representation in the political realm. Upon receiving the vote, some women involved themselves in the following areas:

- supporting the peace movement
- fighting against military training, and supporting arms limitations, a naval treaty and the Kellogg-Briand Pact which pledged nations to renounce war
- supporting **Prohibition**
- demanding social reform, including protective laws for child labour and prison reform.

In Australia, women were exercising their right to vote and to stand for political office. Many feminist activist and lobby groups emerged. They campaigned for:

- mothers' pensions for impoverished dependent women
- education for women
- industrial reform
- wage and hourly laws for working women
- a range of child health programs
- a broad extension of women's legal rights.

In 1921, Edith Cowan was elected to the state parliament of Western Australia and became the first woman elected to an Australian parliament.



## Changes to women's fashion

Women's fashion in the 1920s became relaxed and risqué, with women seeking to demonstrate their newly acquired sense of independence attained through their participation in World War I.

Fashion came to reflect this new confidence. The corset was abandoned for more practical clothing and freedom of movement. Women sought to achieve a masculine silhouette by wearing tubular, sack-like dresses with a dropped waistline. Androgyny became the most sought after look.

Hair was cut into a very short bob often covered with a cloche hat and makeup was visible. By 1925, the skirt had moved above the knee and women wore nylon stockings.

The new fashions also contributed to a rise in women's participation in sport. The comfortable and more practical style of clothing allowed for greater ease of movement.

### The flapper

The flapper embodied the new modern woman. Motivated by post-war attitudes of relaxed morality and a desire to enjoy life, flappers smoked and drank cocktails in public bars. They earned an income of their own with wages spent on new consumer goods such as store-bought dresses, fan magazines and film tickets. They dieted to stay slim, danced the Charleston at illegal speakeasies and enjoyed jazz music. Some upper class women also rode motorbikes and flew planes.

However, the flapper rebellion was not only about style but also about substance. Many flappers led the way in an intellectual revolution, affirming the role of women in the modern society.



Old-fashioned Aunt, "GOOD HEAVENS, CHILD! YOU'RE NOT GOING ON LEEK THAT? YOU LOOK LIKE A CHORUS-GIRL!"  
Modern Maiden, "Oh, COME, AUNT! I DON'T LOOK AS HORRIBLY RESPECTABLE AS THAT, BEBELY!"

**Source 6.3.3** A cartoon reflecting society's attitude towards the flapper, *Punch Magazine*, 1920

Although women of the 1920s are often represented as though they were all flappers, this was not the case. Most women did not have the time or finance required to sustain a flapper's lifestyle.

### Reaction to the new fashions

The change in clothes fashion was unsettling for many people, particularly the older generation. What made people uneasy was not so much the fashion itself but what it symbolised.

### The media

During the 1920s, the press and the advertising industry presented conflicting views on women. On one hand, they depicted the demise of the family unit, blaming the flapper and her loose morals. On the other hand, they created a new image of the professional woman in her home.

With the assistance of women's magazines, homemaking was elevated to a new career. The role of the housewife was glamorised with advertisements featuring sophisticated women performing their house chores with graceful ease. The modern wife and mother was shown as a scientist, with her knowledge of vitamins, food groups and calorie counting. She was also an interior decorator, events manager and supporter of her husband's career.

New technological advances had also made housework much easier and therefore women had more time to pursue their own leisure activities.

THE SATURDAY EVENING POST December 16, 1928

### The gift that simplifies housekeeping ... and safeguards health

IF you could wrap lighter house tasks in a nice little box and close them with a never-to-be-opened all-Christmas seal, wouldn't you like to send them to someone you love? Well, you can come pretty close to doing just that. A General Electric Refrigerator is one sure way of making life easier for the woman who runs the home.

It even her marketing trips, it simplifies her menu planning, it gives her ease and variety in her cooking. She knows all the food her family can't be sickly, healthful, fresh. And now that you've decided on an electric refrigerator, consider especially this new-day General Electric. It is radically different from all others—really "your own" in design. It is so completely automatic that it never even needs oiling.

All its machinery is safely sealed in its airtight metal casing, on the top, away from floor dirt. The cabinets are top on legs with a genuine stream of fresh air under them. And the grade spread corners of its wheels roll from the top coils prevent dust from settling.

These revolutionary refrigerators are developed, produced and guaranteed by General Electric... a strong assurance of their truly superior quality.

For a completely descriptive catalog, just drop us a card taking the Booklet S-12.

## GENERAL ELECTRIC Refrigerator

"Makes it Safe to be Hungry"

ELECTRIC REFRIGERATION DEPARTMENT OF GENERAL ELECTRIC COMPANY - HANNA BUILDING - CLEVELAND, OHIO

**Source 6.3.4** An advertisement for General Electric, US, 1928

## Hollywood and the rise of the fan magazine

Going to see a film became a popular pastime for women due to its affordability and this had a significant impact on women. It reinforced romantic illusions of marriage, which was still an expectation of the wider community.

Despite often portraying women at work, scenarios were not investigating the actual occupations. The workplace was often presented as the location to find a husband. Films perpetuated the double standard that appeared to plague the modern woman. It was displayed as a good thing to be young and have fun for a short time but at the end of the film, women were always 'saved' by marriage. They were encouraged to believe that their economic security and social status depended on a successful marriage.

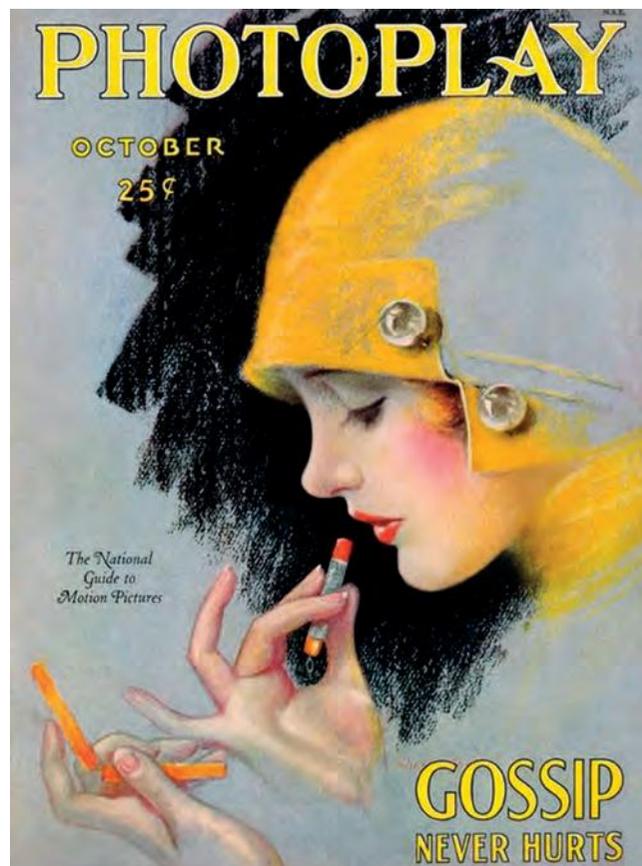
Fan magazines increased in popularity as a means to tap into the growing curiosity surrounding film stars. These magazines became important because:

- they normalised curiosity about how others lived (in pre-war times, this type of public interference was considered inappropriate)
- they allowed women to escape the routine of daily life
- they created a desire for acquiring commercial goods, including new clothes and make-up. Women were lured by the promise of being able to resemble their favourite film star.

## The reality

The promise of liberation that many women felt at the beginning of the decade went unfulfilled for most of them. The prevailing mood of the 1920s was still conservative and unwilling to acknowledge the changes that had taken place. Despite new fashions and the emergence of the flapper, and women starting businesses, studying full-time, embracing their voting rights and getting involved in political and social issues, many people were still reluctant to accept women having an active role in society. And this included some of the women themselves. What had become evident during the 1920s was that women still viewed their position in society as being different to the position of men.

Despite this reaction, there was some evidence in the media of the emergence of a 'new woman', with examples such as Amelia Earhart's flights across the Atlantic and artist Margaret Preston leading the Australian Modernist movement in the 1920s. A freeing up of social etiquette was slowly occurring.



**Source 6.3.5** *Photoplay* was a popular 1920s film magazine. It contained all the gossip and latest trends straight from Hollywood. This edition is from 1925.

## ACTIVITIES

### Reading and understanding

- 1 Why was securing the right to vote an important milestone for women?
- 2 How did women's entry into the workforce create concern within society?
- 3 Describe the 1920s flapper.

### Applying and analysing

- 4 Study Source 6.3.3
  - a What is implied about the morality of the modern woman?
  - b Explain the usefulness of this source for an historian studying the changing role of women in the 1920s.
- 5 Study Source 6.3.5. How does it help to illustrate the impact of Hollywood and the media on women?
- 6 Evaluate the achievements of women at the end of the decade.



## UNIT 6.4

# Crime and Prohibition

### Alcohol and Prohibition in the US

The Prohibition movement in the US had a long history. Prior to the War of Independence, which broke out in 1775, the growth of cities had led to increased rates of poverty, crime and unemployment. Over time, cities came to be associated with the problems caused by the abuse of alcohol. Other factors also produced a change in attitudes towards drinking.

- Social control over alcohol had decreased.  
Traditionally drinking had been closely tied to the family unit and local communities who unofficially monitored consumption. The rise of the city saw an increase of people drinking in isolation.
- The laws and punishment for drunkenness were relaxed.
- Middle and upper-class Americans reduced their drinking as it was not believed to be in line with living a productive life.

### Initial moves towards Prohibition

Calls for a national Prohibition began in the 1870s with the Anti-Saloon League becoming the most dominant of the lobby groups. Formed in 1893, the league focused on the abolition of the sale of alcohol. They gained the backing of the protestant churches and also affiliated themselves with individual politicians rather than political parties. This allowed them to gain a wider support network. By 1917, eighteen states in the US had achieved complete Prohibition.

### What was Prohibition?

In January 1920, the Eighteenth Amendment of the US Constitution came into force. It prohibited the manufacturing, selling, importing or transporting of intoxicating liquors. The Volstead Act of 1920 followed. It outlined the enforcement of the Eighteenth Amendment. Prohibition had two major objectives: to stop direct sales of alcohol and to close down saloons.

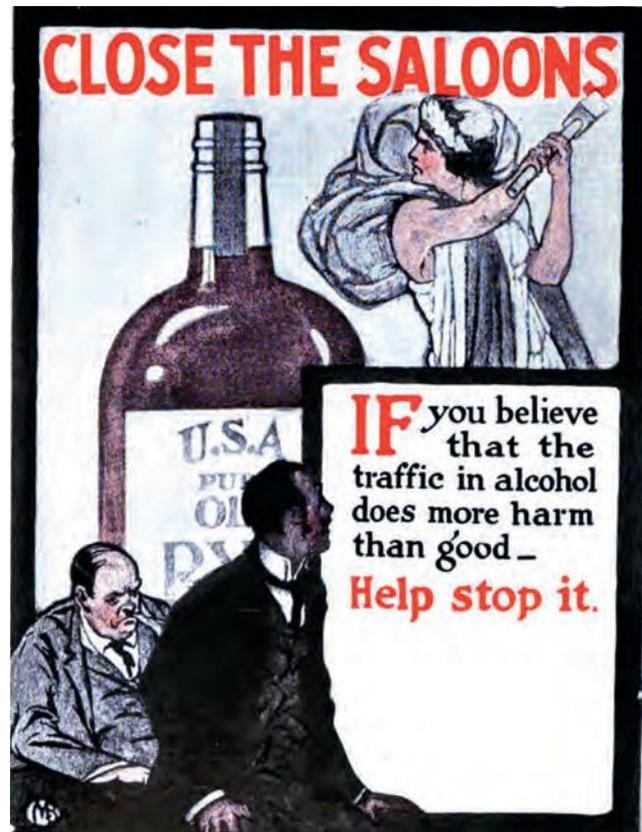
#### DID YOU KNOW?

On the eve of Prohibition some towns actually sold their jails because they thought that crime would stop once alcohol was banned.

### Reasons for Prohibition

Prohibition was introduced because:

- drunkenness was viewed as a personal and social evil by the middle class and many protestant churches
- women and children needed protection from the abusive effects of alcohol
- saloons were viewed as places of moral disintegration that, in association with alcohol, encouraged prostitution and gambling
- employers wanted to have a sober workforce and to eliminate the high absenteeism rate, which they believed was a result of alcohol abuse
- health problems associated with excessive drinking needed to be addressed.



Source 6.4.1 Poster supporting Prohibition

### Effects of Prohibition on society

Prohibition had varied effects upon American society. Initially there was a decrease in the amount of drinking as workers were not able to afford the cost of illegally produced and traded alcohol. However, people developed inventive ways to get alcohol. Corrupt doctors provided whiskey for medicinal purposes and saloons disguised themselves with names such as the Bombay Bicycle Club.

In order to camouflage poor alcohol quality, the cocktail was invented and cocktail parties became a new and fashionable pastime for the middle class. Social division further increased. The middle class were able to afford the cost while believing that they were 'looking after' the poor who could not.

Organised crime and groups of gangsters flourished. They smuggled alcohol from neighbouring countries, and supported illegal manufacturing in the US. Speakeasies, illegal drinking clubs, replaced saloons. There were 30 000 speakeasies in New York alone.

### The end of Prohibition

Despite its initial popularity, it became clear that Prohibition was not working. There were a number of reasons for this.

#### Growing fanaticism

Supporters of Prohibition became more extreme, proposing some outrageous punishments for those caught drinking. The Ku Klux Klan was a strong supporter of Prohibition and gained members because of their support. Their proposed punishments included torching saloons, and killing or torturing people who drank alcohol.

#### Problems of enforcement

Insufficient funding and manpower was provided by the US Congress to properly enforce Prohibition. There was an inconsistent national approach with only some states upholding the law. In addition, enforcement agencies were making substantial money taking bribes from bootleggers.

#### Growing support for repeal

Campaigns to bring about end the end of Prohibition were well financed and effective.

#### The role of the press

The press had originally supported Prohibition, but by 1924 they began to criticise the law, demanding modifications. They increasingly blamed the growing crime wave on Prohibition.



**Source 6.4.2** This photograph shows a bank temporarily acting as a liquor store at the end of Prohibition.

### The Great Depression

The **Great Depression** turned public opinion against Prohibition. Under the strain of extreme economic hardship, the tax benefits incurred by legalising alcohol outweighed the moral concerns over drinking.

### Prohibition: success or failure?

For many Prohibition was deemed a failure, an experiment that went wrong. Others saw Prohibition as achieving notable success.

#### Success

- The number of arrests for alcohol-related incidents dropped and alcohol-related illnesses decreased.
- The original supporters of the policy were trying to stamp out excessive and harmful drinking. Evidence shows that drinking among the working class did decline during the Prohibition era.
- Initially, liquor was hard to find and very expensive which meant consumption and abuse was sparse.
- The era of the saloon was over.

#### Failure

- People did not stop drinking and were prepared to break the law to obtain alcohol.
- The social costs outweighed the social benefits. Drinking may have decreased but the rise of gangsters, crime, disrespect for the law and corruption of police, politicians and juries was too high a price to pay.
- The press argued Prohibition was the source of a crime wave.
- The gangster was romanticised in literature, which had the effect of normalising their criminal behaviour and undermining the value of the law.
- **Bootlegging** increased greatly and was controlled by criminal syndicates. By making importation, manufacturing and selling of alcohol illegal, it associated ordinary people with criminal elements they would never have come into contact with otherwise.
- The saloon was replaced by the speakeasy.

## Crime and the rise of bootlegging

Prohibition contributed to the rise of bootlegging. Bootleggers produced, smuggled and sold illegal alcohol. The massive revenue raised out of illegal bootlegging during the 1920s allowed mobsters to organise their criminal activities like a business. Violence and crime increased during the Prohibition era as gangs fought to control the source and distribution of alcohol. Chicago became infamous for the high level of corruption and influence that mobsters had spread to government and legitimate business.

### Al Capone

Epitomising the 1920s gangster was the US's most infamous crime lord and bootlegger—Al Capone. He moved from New York to Chicago specifically to exploit Prohibition. He wanted to convince the public that he was a respectable businessman, and wore expensive suits to present a professional image. By the end of the decade, Capone's tactics of violence and intimidation ensured that he largely controlled the sale of liquor to Chicago's speakeasies. His enemy, Bugs Moran, was also notorious for conducting such activities.

.....  
*I make my money by supplying public demand. If I break the law, my customers, who number hundreds of the best people in Chicago, are as guilty as I am. The only difference between us is that I sell and they buy. Everybody calls me a racketeer. I call myself a businessman. When I sell liquor it's bootlegging. When my patrons serve it on a silver tray on Lake Shore Drive, it's hospitality.*  
.....

**Source 6.4.3** Al Capone defends his 'business'.

## The temperance movement in Australia

Temperance refers to a social movement that aims to reduce alcohol consumption. Activists often pressure governments to enact legislation to force the population to change their drinking habits.

In Australia, the temperance movement began in the 1830s. Although inspired by the Prohibition movement in the US, Australian activists promoted moderate drinking rather than complete abstinence. However, the necessary support needed to implement the temperance movement was not achieved.

## Factors contributing to the rise in crime

Much of this change in crime was as a result of legislation introduced to clean up Sydney.

### Vagrancy Act 1905

This Act was passed after church groups demanded that prostitutes stop walking the streets and allowing men to live off the profits.

### Betting and Gaming Act 1906

This made any off-course racetrack betting illegal.

### Liquor Referendum Act 1916

Originally designed to aid the war effort and to keep social decorum in check, all pubs were closed at 6 pm. However, the law remained in place long after World War I. It resulted in the 'six o'clock swill' whereby patrons would rush to drinking establishments after work and consume alcohol heavily and rapidly in anticipation of the closing time. As a result 'sly grog' appeared. This was alcohol sold illegally to customers after 6 pm. Criminals profited by selling alcohol illegally at inflated prices after 6 pm.

### Pistol Licensing Act 1927

Under this law, people were no longer permitted to carry a pistol unless they had a permit. This resulted in criminals using razors as an alternative weapon, which resulted in the disfigurement of victims rather than being killed by gunshot.

### Dangerous Drugs Amendment Act 1927

Before 1927, cocaine and opium were used for medicinal purposes and sold in pharmacies. By the early 1920s, conservative groups believed that users of the drug formed an addiction. Drug traders emerged in order to take advantage of the continued demand for illicit substances. The Act aimed to regulate the manufacture, sale and possession of dangerous drugs.

## Razorhurst: the Sydney underworld

As had happened in the US, the desire of conservative groups to remove the unseemly elements of city life transformed criminal activity. Crime became more organised with gangland warfare a new feature on Sydney streets. Newspapers contributed to the public's growing fear with headlines of murder, gangsters and prostitution. At one stage, Sydney was termed the Chicago of the South, in reference to Al Capone and his mobsters.



**Source 6.4.4**  
Kate Leigh (left) and mug shot of Tilly Devine (right)

### The Razor Gang Wars, 1927–31

The Razor Gang Wars described the period of violence in Sydney as a result of organised crime between 1927 and 1931. Darlinghurst temporarily acquired the name of Razorhurst. Culminating with the Kellet Street Brawl of 1929, Sydney experienced violence, shooting and rioting. This open display of criminal activity led to NSW Premier Jack Lang vowing to clamp down on gang war in Sydney. His reforms were a complete success and saw this type of open gangland warfare all but disappear.

### The two madams

In a world that was dominated by men and violence, two women emerged as significant figures in Sydney's underworld.

#### Kate Leigh

Kate Leigh exploited six o' clock closing by selling 'sly grog' out of her 'fruit and vegetable shop' in Surry Hills. Asking 'Is mum in?' gave patrons access to sly grog, after hours drinking venues, illegal betting and gambling. From the mid-1920s, after the changes to drug laws, Leigh also began trafficking cocaine. She successfully ran twenty-six groggeries catering to the lowest and highest levels of Sydney society.

#### Tilly Devine

Tilly Devine took advantage of the Vagrancy Act by opening a brothel on Palmer Street in Darlinghurst to target troubled women in Crown St women's hospital. Devine revolutionised the way prostitution was run in Sydney by offering board and lodging to her workers and taking a cut of their earnings. Cocaine was offered as a form of payment instead of cash, and she strategically placed her brothels around factories in order to attract the working men who passed by.

## ACTIVITIES

### Remembering and understanding

- 1 Why was Prohibition introduced in the US in 1920?
- 2 Outline the factors that contributed to Australia's rising crime rate in the 1920s.

### Applying and analysing

- 3 Analyse Source 6.4.1.
  - a Who is the source appealing to?
  - b What is the purpose of the source? Is it effective?
- 4 Study Source 6.4.3.
  - a How does Al Capone explain the difference between himself and others in society?
  - b Are his claims justifiable?
- 5 'Prohibition was a noble cause doomed to fail.' Evaluate the accuracy of this statement.



## UNIT 6.5

# Racial attitudes

### The white middle class

The 1920s in the US was marked by the affluence and **materialism** experienced by the white middle class. Despite the promise of freedom and equality, the US was a time of extreme hardship and discrimination for immigrants, African Americans and indigenous groups.

### African American life in the South

#### The Jim Crow laws

During the 1920s, approximately 75 per cent of the African American population lived in the southern states of the US, enduring abject poverty and discrimination. When the American Civil War had ended in 1865 slavery had been formally abolished, yet the southern states were refusing to accept African Americans as equals. The Jim Crow laws—laws that enforced racial **segregation** against African Americans—were enforced from the 1880s, pervading every aspect of life. ‘Jump Jim Crow’ was the name of a song and dance performed in the 1820s, which caricatured and ridiculed black people and ‘Jim Crow’ had become a satirical and pejorative epithet for African Americans and their segregated life. With these laws, racism and intolerance were once again legalised.

The laws affected the lives of African Americans during the 1920s in numerous ways. The laws:

- made marriage between different racial groups illegal in thirty American states
- enforced separate schools and universities for white and black children
- meant that all passenger stations had separate waiting rooms and ticket offices for black and white people
- meant that restaurants had different sections for black and white people.



**Source 6.5.1** Signs from the 1920s that demonstrate the Jim Crow laws

### Lynching

In 1919 alone, seventy African Americans were killed by **lynching**. Often carried out by a mob directed by the Ku Klux Klan, a white supremacy group who support appalling and illegal treatment of black people, including murder. Methods of execution included hanging, shooting, castration or burning at the stake. The purpose of lynching was to enforce white supremacy and instil fear among the black population.

### African American life in the North

In the northern states, African Americans had more rights as citizens but faced issues of poverty and racism.

### Employment

During World War I, African Americans were encouraged to move to the north to fill the vacated jobs left by white men. When the soldiers returned, many of these African Americans became unemployed. They experienced discrimination generally and, if they had employment, it was usually on a part-time basis. A further contribution to the problem was a lack of education that kept African Americans in low-paying jobs. Unions were hostile to black workers and their participation in strikes further fuelled animosity from employers and the white community in general.

### Housing

Housing for African Americans was abysmal. White people refused to sell or lease them property in an attempt to protect their communities. Increasingly, African Americans were forced to live in the outskirts of the city in ghettos. Acute housing shortages in the ghettos meant landlords charged high rents.

Between 40 and 45 per cent of African American people's earnings were spent on rent alone. Discrimination in the north extended to schools, housing, restaurants, theatres and swimming pools, all of which often excluded African Americans.

### Harlem

Harlem was the city with the largest African-American population and became their cultural centre during the 1920s. In 1904, a real estate slump had allowed an African-American real estate agent to help Black families move into newly built properties. In the following years, many Black tenants came to live in Harlem. During the 1920s, Harlem became a hub for intellectual and artistic expression. However, by the end of the era, there were severe problems with widespread illness and disease, and the infant mortality rate rose to twice that of the rest of New York. This was due to a combination of unemployment and high rents leading to overcrowding and unsanitary housing.

### The Chicago race riots

In July 1919, race riots followed the death of a 17-year-old African-American boy in the swimming zone of Lake Michigan that was reserved for white people. It is uncertain whether or not he was hit by a stone and drowned but African Americans on the shore accused white people of stoning him to death. The fact that the police refused to intervene sparked a thirteen-day riot. African Americans were mobbed, beaten and stabbed, and their districts raided by white people with guns. Black people reciprocated and shot them in turn. In all, 537 people were injured with twenty-three black people and fifteen white people killed. As a consequence, race riots erupted in twenty towns and cities throughout the country.

### Fighting back

During the 1920s, African Americans launched a campaign to end the discrimination and inequality. The groups, however, were not united in their approach nor did they agree on how to achieve racial equality.

### The National Association of the Advancement of Colored People

A multiracial and multi-religious group of social and political activists formed the National Association of the Advancement of Colored People (NAACP) in 1909 to promote equal rights. They aimed to use the law to achieve their goals and specifically focused on fighting discrimination in schools, housing and transport.

The NAACP also fought the lack of enforcement of criminal laws in cases of lynching in the south but without success. By the end of the 1920s, their appeal had waned. They were criticised for appealing to the middle class only and for not attempting to fix the economic problems that afflicted poorer black people.

### Marcus Garvey

Marcus Garvey had a more radical approach to reform, calling for separate political and economic institutions for African Americans. From Jamaica, he formed the Universal Negro Improvement Association (UNIA) in 1914 before moving to Harlem in 1916 to spread the message of black separateness and black racial pride, promoting a return to motherland Africa. By 1920, the UNIA had hundreds of divisions worldwide. By 1922, the organisation had approximately one million followers, most of whom were poor and lacked education. However, it faced internal dissension, critics and government harassment. Garvey was eventually sentenced to jail and later deported to Jamaica. The UNIA tried to go on without him without success. However, it had implanted the roots of Black Nationalism in the US.

### The revival of the Ku Klux Klan

The Ku Klux Klan is a racist and terrorist group created in 1865 whose goal was to preserve the 'racial purity' of the US, in other words a white America. Reaching a peak of about 5 million people in 1923, membership only extended to white Anglo-Saxon Protestant males. The Klan appealed to the poor and uneducated white man who felt threatened by change and the rise of the city. They exploited the racial, cultural and religious resentment that was growing in the US during the 1920s.



**Source 6.5.2** The Klan marching through the streets in New York, 1924

## DID YOU KNOW?

The Klan had its own 'Kalendar'. The days of the week were 'Dark, Deadly, Dismal, Doleful, Desolate Dreadful and Desperate'. The twelve months were 'Bloody, Gloomy, Hideous, Fearful, Furious, Alarming, Terrible, Horrible, Mourn, Sorrowful, Frightful and Appalling'. Weeks also had specific names.

The Klan used brutality to punish their enemies, including harassment, lynching, flogging and branding with acid. Thousands of African Americans were hanged without trial while most southern police and courts ignored it. Their appeal began to wane in 1925 when a popular Klan leader, David Stephenson, was found guilty of the brutal kidnapping, rape and murder of a young woman.

## The eugenics movement

Sir Francis Galton first coined the term 'eugenics' in the 1880s. Meaning 'well born', the eugenics theory used science to argue that social success and societal problems could be traced to biology. It effectively divided society into two categories—those deemed 'fit' for reproduction and those who were not. The 'fit' were the healthy, white upper and middle classes and the 'unfit' were the rest.

In the US, eugenics was used to justify the introduction of legislation that prevented interracial marriage (miscegenation) and carried out mass sterilisation of those deemed 'unfit'. The grounds for sterilisation included vague classifications such as idiocy, immorality, feeble-mindedness, excessive masturbation and hereditary degeneracy. Eugenicians also supported limits on immigration from Italy, Greece, Eastern Europe and non-European countries and a restriction on welfare benefits for the poor.

### Implementation

Radical ideas were suggested by the American Breeders Association to rid society of the so-called 'degenerates', including euthanasia and locally operated gas chambers. These methods were not implemented.

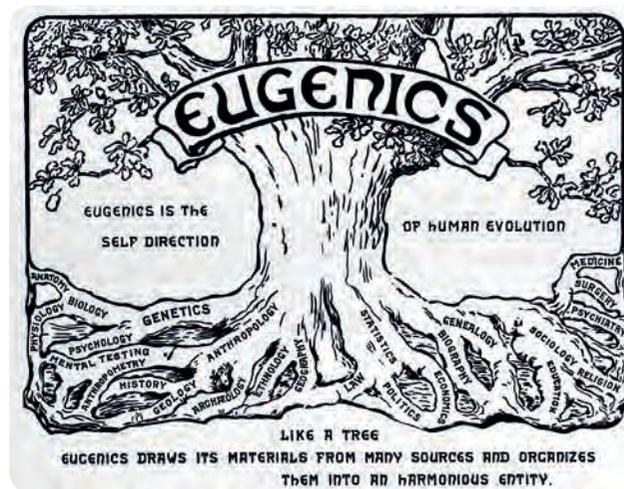
### Eugenics Record Office 1910

The Eugenics Record Office (ERO) was established in 1910 by Charles Davenport and focused on two campaigns:

- restriction of the immigration of the unfit into the US—this led to the *Johnson Reed Immigration Restriction Act 1924*
- compulsory sterilisation of 'degenerate' American citizens—in California alone 9782 women were sterilised.

## The American Eugenics Society

The American Eugenics Society was established in 1922. It was aimed at promoting better health, genetics education and racial betterment through education and lectures. Eugenics was widely taught in schools as part of the national curriculum. By 1928, it was a topic in 376 college courses. At the end of the decade, the society counted 1260 members.



**Source 6.5.3** The eugenics logo demonstrates the values of the movement during the 1920s.

### Link to the Nazis

When he came into power in Germany in 1933, Hitler used the American model of eugenics as the basis of Nazi policies of racial purity to create a master race and eradicate racial, social and political enemies, including Jews, Slavs, Roma people, political dissidents, the disabled, criminals and homosexuals.

## The Australian eugenics movement

### Eugenics and the White Australia Policy

Elements of eugenic thought can be found in the White Australia Policy of 1901. The government wanted to lay the foundation for a strong nation based on prevailing Darwinian theories of racial fitness. It was believed that blood from non-white racial groups compromised that fitness. Prevailing fears of northern invasion from Asian populations led to the introduction of the Immigration Restriction Act that sought to cap non-white immigration.

The other aspect of the policy exhibiting eugenic traits was the exclusion of people based on their mental and physical health. Anyone who had been in a mental asylum or suffered from a venereal disease was denied entry to Australia. It was feared that they would be a financial burden on the Australian public and that if allowed into Australia they would pass their illnesses onto the next generation.

### Eugenics movement in Victoria

Richard Berry, Professor of Anatomy at Melbourne University was the chief proponent of the eugenics movement in Melbourne. With the support of Premier Stanley Argyle, he sought to legalise eugenics in three Mental Deficiency Bills that were presented in 1926, 1929 and 1939. The bill aimed to institutionalise and potentially sterilise a significant portion of the population—Indigenous Australians, slum dwellers, prostitutes, homosexuals, alcoholics, and those with ‘small heads’ and low IQs.

Research conducted by eugenic supporters demonstrated that working-class children were unfit for secondary education.

### Eugenics movement in NSW

The Racial Hygiene Association of NSW was founded in 1926 under the name Racial Improvement Society (until 1928). It offered sex and eugenics education to the public and published many booklets. It was renamed the Family Planning Association in 1960 and lost its eugenics roots in the 1990s.

## Indigenous Australians and eugenics

The dominant-held belief in Australia was that the Indigenous population would eventually die out as argued by Darwinism. While the numbers of Aboriginal people had in fact decreased, Aboriginal people of mixed heritage were increasing in number.

As a consequence, scientists in Australia redefined the racial origins of Indigenous Australians. Classifying them as proto Caucasians, or the first Caucasians, it was argued that there was nothing racially inferior about their genetics. Authorities promoted mixed marriage between women of Aboriginal heritage and single, white males in northern Australia as a way of breeding out Aboriginality and preserving ‘white racial purity’.

### The Stolen Generations

During the 1920s, under the authorisation of the Aboriginal Protection Board, children with both Aboriginal and non-Aboriginal heritage were forcibly removed from their families, placed in institutions and educated in British ways.

The Aboriginal Protection Board stated that Indigenous Australians had to develop from ‘their former primitive state to the standards of the white man’. Great lengths were taken to ensure that any trace or link to the children’s Aboriginality was removed. This included separation of brothers and sisters and the provision of new names and dates of birth.

They were given basic skills training, as formal education was regarded as a waste. In NSW alone, 10000 children were removed from their families.



Source 6.5.4 Phil May, ‘A curiosity in her own country’ (c.1980)

## ACTIVITIES

### Remembering and understanding

- 1 Describe what life was like for African Americans during the 1920s.
- 2 What were the Jim Crow Laws and what impact did they have on African Americans?
- 3 Who did the Ku Klux Klan appeal to?
- 4 Explain the aims of the eugenics movement.

### Applying and analysing

- 5 Study Source 6.5.3 and answer the following questions.
  - a What is the importance of selecting a tree to symbolise such ideas?
  - b What does the eugenics tree reveal about the beliefs of the movement?
- 6 Explain how treatment of Indigenous people in Australia was consistent with the idea of eugenics.
- 7 Why was racism such a dominant force in 1920s Western society?



## UNIT 6.6

# A new enemy within

## Revolution in Russia

In February 1917, the Russian tsar Nicholas II abdicated as a result of a revolution that took place in the capital. A Provisional Government was installed to govern until democratic elections could be held. These elections, however, did not eventuate. In October of the same year, Russia experienced the world's first communist revolution. It was organised and carried out by the **Bolshevik** Party. Its leaders, Lenin and Trotsky, hoped to orchestrate a world revolution whereby all countries would adopt communism as the basis of government.

## Communism

Communism is a political and economic theory that was developed by Karl Marx and Friedrich Engels in 1848. They believed that workers (the proletariat) were exploited by their employers (the capitalists). They called this oppression the class struggle. During the time that Marx and Engels were writing, many workers were receiving poor incomes and lived in impoverished conditions while their employers made large profits at their expense. Marx and Engels believed that the working class would eventually grow so large and hostile that they would overthrow the capitalists and form a new classless society. In this new cooperative society, people would work according to their ability and receive enough to meet their needs.

It was these ideas that had originally inspired the Russian revolutionaries in 1917 but the reality of communism was different. Civil War erupted in Russia in 1921 with the communist 'reds' fighting to defend their new and vulnerable government. It was during the Civil War that the international community became aware of the nature of communist rule. Stories of the Red Terror, persecution of the Orthodox Church and widespread famine reached the democratic world. This resulted in a growing fear and suspicion of communism in the West.

## US response

### American politics in the 1920s

Warren Harding replaced Woodrow Wilson as American President in the 1920 election, calling for a 'return to normalcy'. This implied a reduction of American involvement in international affairs and a return to prosperity. He favoured very little government intervention in the economy or in the regulation of businesses. This is known as *laissez-faire* capitalism. Harding believed that too much government intervention resembled the command economies of communism. As a result, he sought to make economic conditions more favourable for businessmen at the expense of workers.

### Immigrants and the 'Red Scare'

Following World War I, a large number of migrants arrived in the US seeking a better lifestyle than they could hope to achieve in Europe, which had been devastated by the war. This created a sense of panic among American citizens, with claims emerging that 'red' spies and insurgents were arriving daily. Many of these communist fears were used to justify racism and further restrict immigration laws.

In a drastic change to policy, an immigration test was introduced in 1917, and three more laws added in the 1920s. Previously, Americans had prided themselves on being a 'melting pot' of cultural groups with immigrants forming an important part of their heritage. This, however, was when the majority of immigrants originated from England, Ireland and Scandinavia. As the new wave of post-war migrants arrived from eastern and southern Europe, enthusiasm waned. Often poor, illiterate and with very little English, the newcomers had different ethnic and religious backgrounds, which Americans believed made it hard for the newcomers to assimilate into their lifestyle.



**Source 6.6.1** An American propaganda cartoon, 'Put them out and keep them out', *Literary Digest*, 25 October 1919

### A difficult intergration

New immigrants had difficulty finding good jobs and resentment from the American public built when they decided to fight to improve their working conditions by joining trade unions. When strikes and demonstrations were held, middle-class Americans viewed this as undermining traditional values of democracy and blamed the communists.

*The whole purpose of communism appears to be a mass formation of the criminals of the world to overthrow the decencies of private life, to usurp property that they have not earned, to disrupt the present order of life ... By a literature that promises wildest dreams of such low aspirations, that can occur to only the criminal minds, communism distorts our social law.*

**Source 6.6.2** This comment was published by the US Attorney-General in *The Case Against the Reds*, 1920

### Palmer's witch-hunts

The year 1919 was an unsettling and disruptive one in the US. Four million Americans were involved in strikes and many prominent conservative leaders received bomb threats in the mail. Tension culminated when Attorney-General Mitchell Palmer's home was attacked by an Italian immigrant and **anarchist**. Palmer went on a crusade to rid the US of the 'communist peril'. At the time, President Wilson authorised a division led by Palmer to investigate **radicalism** in the US.

Palmer used the war-time Sedition Act to justify his actions, which resulted in some of the worst violations of civil liberties in US history.

- In November, he began a series of raids on the Union of Russian Workers and 250 men were arrested and beaten up.
- In December, 249 illegal immigrants were deported by boat, only a handful of whom were actually communists. The boat was referred to as the 'Soviet Ark'.
- In Indiana, a jury deliberated for two minutes before acquitting a defendant who shot and killed a man for yelling 'to hell with the United States!'

.....  
*In the last week of 1919 [he] secured warrants for the arrest of more than 3000 aliens who were members either of the Communist Party or the Communist Labor Party. On a single night in January 1920, more than 4000 alleged communists were arrested in a dramatic coast-to-coast raid in 33 cities ... Citizens were turned over to state authorities for prosecution under anti-syndicalist laws; if they were aliens they were held for deportation.*

*In Detroit, 3000 people were arrested on false charges, held for a week in jail, forced to sleep on the bare floor of a vile corridor and denied food for 24 hours, only to be found innocent of any involvement.*

.....

**Source 6.6.3** The fight against communism in the US, January 1920, *The perils of prosperity 1914–1932*

Teachers were made to sign allegiance oaths and students called for radical professors to be dismissed. Communists were supposedly holding 10 000 meetings a week and 350 radical newspapers had been founded in the previous six months. It was believed that communists had allies everywhere. Books and films had to be censored, with Hollywood actor Charlie Chaplin mentioned in the communist files.

By 1920, the fear had abated. Senators had demonstrated that the constitution had been abused by Palmer and the Prohibition debate on alcohol consumption had replaced fears of the red menace. Communists themselves started to lose hope of success and ordinary Americans became interested in the new innovations of the decade.

### **The overall effect**

Although the panic calmed down, the ‘red peril’ of the 1920s left its mark. The US remained suspicious of foreigners and still viewed any organised labour with distrust. The government used the mood as a way of reducing their level of participation in regulating the economy and protecting workers. They also used it to block many new laws and reforms which threatened the status quo. Governments were reluctant to exercise too much interference out of fear of resembling the Soviets, who controlled all facets of Russian society.

## **The Australian response**

During the 1920s, ordinary Australians viewed foreigners with distrust. World War I led to a growth in anti-trade unionism due to its opposition to conscription and also for its support of immigrant workers. The media sensationalised the rising tide of ‘red evil’, which they claimed had infiltrated the nation via immigration and trade unions.

### **Australian trade unions**

World War I had radicalised Australian workers and soldiers. They believed that they had been sacrificed in a war that was based on false promises. Further adding to their dissatisfaction was the 1919 Royal Commission report which found that workers’ salaries were 40 per cent less than what they should be.

The decade came to be characterised by the struggle between the trade unions who argued for a decent standard of living for their members and the employers who argued that they could not afford to pay the increase. The Bruce Page government of the time accepted the employers’ arguments that wage increases would weaken the economy. Their refusal to compromise with the trade unions contributed to increased tension over the decade. As a result, the union movement increased from 600 000 members in 1920 to over 900 000 in 1929.

The link between trade unions and communism was made in Brisbane in 1919 when demonstrations took place to end the War Precautions Act. The Act had been introduced as a result of government concern about the negative effect of trade unionism on wartime production and had used it to settle disputes. In September 1918, it was extended to ban the flying of red flags due to their association with the trade union movement and bolshevism. Demonstrators believed that the Act was being used to suppress the trade unions. They marched with red banners which conservative elements and many returned soldiers believed to be a flouting of the law. This act of open rebellion saw the trade unions associated with communism.

### **The police and seamen’s strikes**

The police strike in 1923 and the seamen’s strike that commenced in 1925 helped to fuel the public fear of communism. The two events made it seem as though communism was a real and active force working within Australia.

# The Bulletin

Registered at the General Post Office, Sydney, N.S.W., Australia, for Transmission by Post as a Newspaper.

No. 10,000.

THURSDAY, MAY 1, 1919.

Price 6s.



**Source 6.6.4** David Low, 'Could you oblige me with a match?' The cartoon shows the fears that some Australians had of revolution.

## Police strike, 1923

Prompted by inadequate wages and pensions, the Victorian police force decided to strike in 1923. Their concerns were intensified by the fact that special supervisors, perceived to be spies, were checking on performance and making reports.

The police were the protectors of law and order in society. Many people reasoned that if communism had managed to infiltrate their ranks and encourage a strike, how would society be able to defend other institutions from its grip?

## Seamen's strike, 1925–26

After World War I, the Overseas Shipping Bureau continued to prefer non-union labour. In 1924, the Seamen's Union determined to overthrow this system. The leaders of the strikes were foreign born and as a result the Prime Minister adopted a hard line by making amendments to the Immigration Act.

These changes resulted in the deportation of persons not born in Australia who were 'prejudicing or threatening the peace order or good government of the Commonwealth'. The Crimes Bill of 1926 was also introduced. The Act stated that if any person supported the overthrow of an existing Australian government by violence they would be guilty of a crime punishable by imprisonment. The blame on communist and foreign radicals simply provided the government with the ability to enforce Australian cultural superiority and tighten immigration laws.

The Communist Party of Australia was formed in 1920 as a branch of Communist International. As its name suggests, the latter was an international organisation that sought to incite communist revolutions worldwide. Although membership of the party only peaked at around 700 members, its existence was a great cause of concern for many Australians. Its manifesto was also extremely disturbing for many conservative people as it called for the complete overthrow of the democratic system of government.

## ACTIVITIES

### Remembering and understanding

- 1 What is communism?
- 2 Why did white Americans begin to resent migrant communities?
- 3 Identify the ways in which American civil liberties were violated in 1919–20.
- 4 How did trade unions become linked to communist activity in Australia in the 1920s?

### Applying and analysing

- 5 Examine Sources 6.6.1 and 6.6.4. How do they portray communism?
- 6 Account for the reasons why communism came to be viewed with suspicion by Western democracies.
- 7 Compare the Australian and American responses to communism. Explain what they reveal about attitudes towards immigrants and the mood of the 1920s.



## UNIT 6.7

# Australian politics in the 1920s

### Rejecting radicalism

In the 1920s, the **coalition** of the Country Party and National Party dominated Australian federal politics. Coming to power in 1923, the coalition's strong anti-communist stance and resistance to immigration resonated well with Australian voters. The two parties were united in their common aim to keep the Labor Party out of power by associating them with the radical elements of workers' strikes and communism.

### Party politics

In an attempt to promote and represent the interests of rural Australia, the Country Party formed in 1918. After winning across large sections of the Australian electorate, they held the balance of power after the 1922 election.

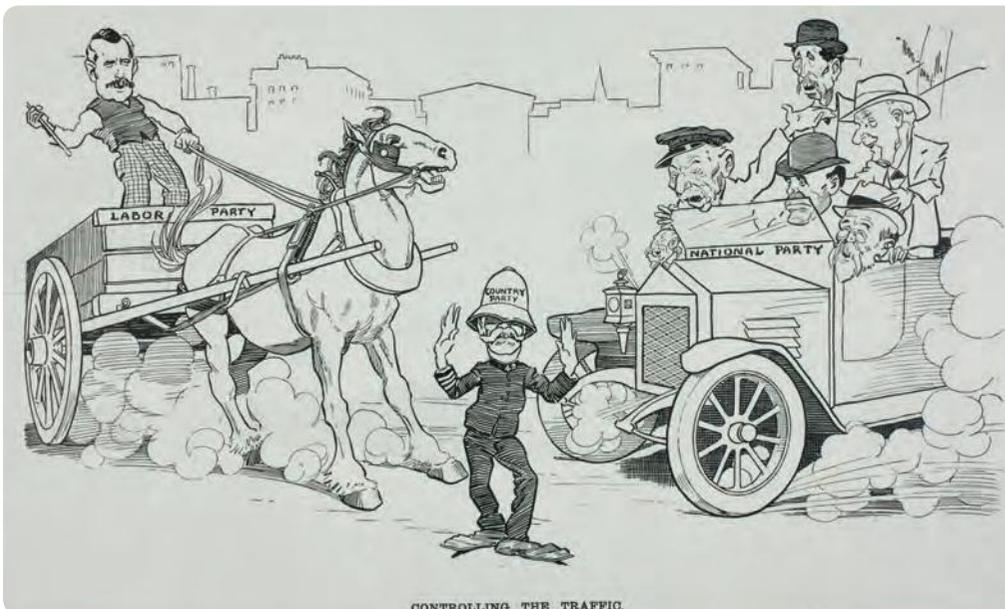
In 1923, they formed a coalition government with the Nationals, but it was on controversial terms. The Country Party would only unite with the Nationals if they got rid of their current leader and Prime Minister, Billy Hughes. Hughes had a poor relationship with the Country Party, underrating their overall importance.

Wool and wheat were vital to Australia's economy during this period and it was the Country Party, not Hughes, who tapped into this. Stanley Bruce was promoted to the position of Prime Minister with the Country Party's Earle Page as deputy. This was a coalition designed to keep Labor out of office.

### Stanley Melbourne Bruce

Stanley Melbourne Bruce was raised in Melbourne and read law at Cambridge University, wore formal clothing and spoke with an English accent. His political opponents criticised him for seeing the prime ministership as his birthright, yet he maintained a stable government that lasted six years. He was only 39 at the time of his appointment.

Over the course of the decade, levels of industrial discontent rose. Bruce refused to compromise with the trade unions and outlawed strike action in an attempt to stop the prolonged periods of industrial dispute. There was no common ground established between the government and the unions, with the government unable to resolve the grievances of the discontented workers. Prime Minister Bruce's continued method of ignoring their demands had become ineffective and unpopular. As a result Labor had a landslide victory in the 1929 federal election.



Source 6.7.1 'Controlling the traffic', *The Bulletin*, 4 March 1920



**Source 6.7.2**  
Stanley Melbourne  
Bruce, Prime  
Minister of  
Australia, 1923–29

### The Labor Party and the communist link

Australia's oldest political party, the Labor Party, was formed in 1890. Its main objective was to improve wages and working conditions. Many of its members were socialists who had close links with communist **ideology** and supported nationalisation of important services and equal opportunities for all.

The Labor Party had not received strong support from the Australian public since the Australian conscription referendum in 1916, which had asked citizens if they were in favour of compulsory military conscription during the war. The referendum had divided the country and the Labor Party. In 1921, the party's popular appeal was further undermined when they outlined their socialist objectives, including their goals to nationalise industry, production, distribution and exchange in order to control prices and wages more effectively.

The National Party argued the Labor Party's objectives were conclusive proof that the party was modelled directly on the Soviet communist system, accusing them of being 'the enemy within our gates'.

This tactic worked very effectively as the Labor Party did not win any election until 1929. The Nationalist Party's 1925 campaign poster featured communists firing into an Australian church and slaughtering the congregation. It tapped into the Australian population's fear of alien assaults on property, family, Christianity and national security. Traditionally supportive of the worker and immigrant, the Labor Party became a target for attacks by other parties and individuals.

### Compulsory voting

Preferential voting was introduced to Australia in 1919. With preferential voting, voters indicate the order of their preference by numbering the candidate on the ballot paper. If no candidate receives more than 50 per cent of the votes, the second preferences are counted until one candidate gains more than 50 per cent.

This system replaced 'first past the post', which means that the candidate with the highest number of votes wins.

In 1924, compulsory voting was enacted to combat poor election turnout. Deemed a controversial decision, it was argued that it was the right and duty of every citizen to determine who should govern. Politicians wanted a result that was a true indication of the electorate, not just a minority. Many argued against the decision, as they believed it impinged on civil liberties. It was one's democratic right to choose not to vote. There was concern that uneducated people could easily be persuaded by a demagogue, and that people who did not care or have any knowledge of politics were able to vote.

### The opening of Parliament

The Australian Capital Territory was officially declared on 1 January 1911. Walter Burley Griffin, an American architect, had won a competition to design the new city earlier that year. It was not until May 1927 that federal parliament moved to the nation's capital in Canberra. The Duke of York performed the opening ceremony and Dame Nellie Melba sang 'God Save the King'. The occasion was disappointing however as Griffin did not receive an invitation and the expected crowds did not turn up.

## ACTIVITIES

### Remembering and understanding

- 1 Why did the Country Party and National Party unite?
- 2 What led to Prime Minister Bruce's downfall?

### Applying and analysing

- 3 Assess the arguments for and against the introduction of compulsory voting.
- 4 Examine Source 6.7.1.
  - a According to the source, what is the role of the Country Party?
  - b Compare the images of the Labor Party and the National Party. Explain why the cartoonist may have drawn them this way.
- 5 Evaluate Stanley Bruce as Prime Minister of Australia.
- 6 Explain how the fear of communism weakened the Australian Labor Party in the 1920s.



## UNIT 6.8

## 1920s Australian innovations

## QANTAS 1920

On 16 November 1920, the Queensland and Northern Territory Aerial Service (QANTAS) was formally established. It was to have a significant impact upon transportation in Australia.

## The background

The idea for QANTAS came about in 1919 when two Gallipoli veterans, Wilmot Hudson Fysh and Paul Joseph McGinness, accepted an assignment by the Defence Department to survey the air route between Katherine in the Northern Territory and Longreach in Queensland. They commenced their journey on 18 August 1919 in a Model T Ford. This journey convinced them that an air service was needed in order to provide better connections between remote areas within Australia.

*We were convinced of the important part aircraft would eventually play in transporting mail, passengers and freight over the sparsely populated and practically roadless areas of western and northern Queensland and North Australia.*

**Source 6.8.1** Wilmot Hudson Fysh recalls his belief in an airline service.

## The first flights

Initially, money for the service was raised through joyrides and air taxi trips. QANTAS was registered at Winton in Queensland and the first passenger flight took place between Charleville and Cloncurry in 1922.

The airline's first passenger was 85-year-old outback pioneer Alexander Kennedy. His ticket cost £11, which was a lot of money at the time.

QANTAS used a single aircraft, the Avro 504K, a biplane that cost £1425 and could carry one pilot and two passengers. The Avro 504K had a cruising speed of 105 kilometres per hour. They also had a Royal Aircraft Factory BE2E, purchased for £450. Initially, it was difficult to keep the two planes in flight because the engines struggled in the thin hot air and overheated.



**Source 6.8.2** The Avro 504K, the first QANTAS plane

In 1924, QANTAS recorded its first profit of £1224 and purchased a plane with enclosed cabins so that people did not have to wear a helmet and goggles when they flew. Prime Minister Bruce also made history by being the first Australian Prime Minister to use air travel in an official capacity.

Fergus McMaster was a wealthy grazier who was instrumental in raising capital for the airline service. He was able to secure government airmail contracts.

Arthur Baird, an engineer who also served in the war, oversaw the building of the first commercial aircraft in Australia, the de Havilland DH50, during 1926 and 1927.

## Flying Doctor Service

The Australian Aerial Medical Service started 27 March 1928. It was designed to care for the sick in remote parts of Australia. QANTAS signed a contract to provide medical flights on demand. They supplied a four passenger DH50A aircraft, leased at a charge of two shillings (40 cents) per mile (1.6 kilometres). It also included staff and medical equipment. The base was at Cloncurry in northwest Queensland.

During this initial year, the Australian Aerial Medical Service flew more than 28 000 kilometres and treated 255 patients. The name was changed to the Flying Doctor Service in 1942.



**Source 6.8.3** QANTAS flies an ambulance patient to Brisbane from Longreach in the 1920s.

## Vegemite

In 1922, the Fred Walker Company wanted to develop a spread out of brewer's yeast. This is because it was a rich source of vitamin B. Australia's leading food technologist, Dr Cyril P Callister, developed the spreadable paste initially labelled as 'Pure Vegetable Extract'.

The Fred Walker Company wanted the Australian public to name the new spread and launched a nationwide competition. Fred Walker's daughter chose the name Vegemite out of hundreds of suggestions. In 1923, Vegemite appeared on shelves Australia wide and was first marketed as: 'Delicious on sandwiches and toast, and improving the flavours of soups, stews and gravies'.

During this time, English Marmite was the best-selling spread in Australia. Vegemite was not selling well and in an attempt to improve sales, the name was changed to Parwill in 1928. Fred Walker believed that 'If Marmite ... then Parwill'. But this was unsuccessful and it took another fourteen years before Vegemite became a success and acquired its status as a unique Australian taste.



**Source 6.8.4** An advertisement for Vegemite in 1925

## The pedal wireless

The pedal wireless was developed by an Australian engineer called Alfred Hermann Traeger. Led by his interest in radio, he was employed in 1926 by John Flynn, the founder of the Australian Inland Mission Medical Services, later called the Royal Flying Doctor Service (1954), to work on Northern Territory radio experiments.

After spending time travelling the outback, he began to work on a transceiver. It had to be easy to operate but also compact and cheap. Traeger discovered that a person using bicycle pedals to operate the generator could generate 20 watts. His pedal wheel generator became famous for providing services to the outback communities in Australia. It became a central tool for both the Royal Flying Doctor Service and distance education.



**Source 6.8.5** Traeger and his invention, the pedal radio, 1929

## ACTIVITIES

### Remembering and understanding

- 1 Outline the beginning of QANTAS.
- 2 How did QANTAS assist with the Australian Aerial Medical Service?
- 3 Why did Vegemite have a slow start in Australia?

### Applying and analysing

- 4 In what way was Vegemite's advertising as seen in Source 6.8.4 innovative for the times? Do you think this type of advertising would be effective today?
- 5 With close reference to the sources, explain how Australian innovations of the 1920s contributed to the sense of optimism that dominated the decade.



## UNIT 6.9

# The Wall Street Crash—the end of an era

### World economic leader in the 1920s

During the 1920s, the US emerged as the world's economic leader. New industries emerged, business flourished, new infrastructures were built, modern commodities flooded the market and unemployment fell. Attracted by new opportunities, many people moved from rural areas into the cities.

### The Great Depression hits

What had commenced as the decade of great hope ended in despair and hardship. The age of enjoyment, prosperity and mass consumerism had come at a cost. The Great Depression beginning in 1930, following the Wall Street crash of 29 October 1929, plunged the world into a decade of high unemployment, falling wages and huge company lay-offs.

### Conditions leading to the Depression in the US

#### World War I

Post-war recovery had a significant impact on the world economy.

- The US became the world's largest creditor nation. They were inexperienced in designing policies that would allow debtor nations to repay their loans.
- The economy was dislocated by the sudden termination in major arms production.
- The breakdown of the Austro-Hungarian and German empires saw the erosion of old markets and the introduction of competitive tariff barriers. This restrained trade activity.
- Japan emerged as a new and powerful competitor in the international market.
- After 1923, the US had drastically reduced their immigration threshold from eastern and southern Europe, creating pressure for industrialisation and agricultural intensification in these regions. European markets became vulnerable as a result.

### Agricultural surpluses

By 1921, farms in Europe had recovered from the war, which disadvantaged farmers in the US. A bushel of wheat that had sold for \$2.94 in 1920 dropped to \$1 by 1929 in the US. This forced farmers off their land, as they could no longer afford their mortgages.

### Protection policies

In order to protect local factories and farms, the Fordney-McCumber law of 1922 increased tariffs on foreign goods. However, it had a negative impact in the US. When Americans stopped buying goods from overseas, European traders made less money, which they needed to repay loans from the US.

### Speculation on the stock market

Much of the boom activity of the 1920s was based on speculation on the stock market. It became a common belief that shares in a company could be sold at a profit in a matter of weeks. The more people invested in a company the more handsome the profit for shareholders. The system only worked, however, if people felt confident enough to invest.

Wall Street is the financial district in New York City. During the 1920s, banks decided to allow Wall Street investors to use stock as a form of collateral. When stock values dropped, they were left with worthless shares. Therefore, in order to survive, banks began calling in loans from their clients, causing businesses to fail.

By 1929, two out of every five dollars that banks lent were used to purchase stocks. When stock prices began falling, the security of banks was at risk as their borrowers began defaulting on their loans. When banks closed down, money disappeared from the economy.

### Unequal distribution of wealth

By 1929, production had come to outstrip demand in the US. Industry and factories were forced to close resulting in major job cuts. Over 33 per cent of all income went to 5 per cent of the population, which meant that the US economy was reliant upon the success of a wealthy few.



**Source 6.9.1** 'On Margin', James Montgomery Flagg, 15 November 1929

### Laissez-faire capitalism

The government policy of *laissez-faire* capitalism prevented rejuvenation of the economy and a lack of spending. It was believed that this approach served individual interests rather than the good of the nation. Hire purchase schemes encouraged many middle-class Americans to live beyond their financial means.

### The Wall Street Crash

The great crash on Wall Street was the immediate cause for the Great Depression. On 24 October 1929, also called 'Black Thursday', nearly 12.9 million shares were sold and by Monday 28, the market went into free fall. On 'Black Tuesday', 29 October 1929, stock prices collapsed completely with about 16 million shares traded in a day. Billions were lost and many investors ruined as depicted in Source 6.9.1.

By December, a total of US\$26 million had been erased from the value of all stocks quoted in the New York Stock Exchange. By today's standards, that is the equivalent of US\$319 billion. Banks collapsed, companies closed and unemployment exploded.

### Australia and the Depression

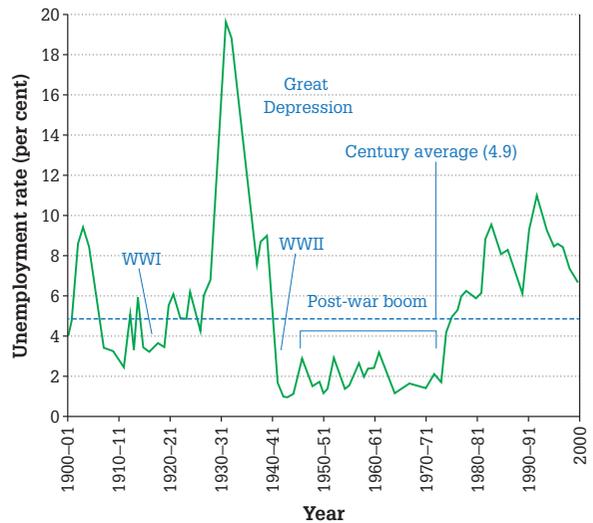
Australia was heavily linked to the worldwide economy. When the US stockmarket collapsed on 29 October 1929, Australia's underlying economic weaknesses were exposed.

### Overseas borrowing

Australia borrowed heavily from the US and Britain to fund public works in the 1920s. Growing populations in the cities resulted in increased demands for better roads, sewerage systems and electricity. In 1928 alone, Australia borrowed £52 million from Britain.

### Reliance on wool and wheat

Australia relied on the export of wool (accounting for 50 per cent of exports) and wheat (accounting for 25 per cent of exports) to repay their debts.



**Source 6.9.2** Unemployment rates in Australia, 1901–2000, showing the significance of the Great Depression

In 1929, with the onset of the Depression, prices fell too low to meet the required loan repayments. The price of wool fell from 25.5 pence a pound in 1925, to around 15 pence in 1928. Wool prices fell from 6.2 shillings a bushel to 5 shillings in 1928 and continued to fall.

At the end of the decade, wages started to fall behind the cost of living. The introduction of new technologies had started replacing workers. As hardship continued, more companies closed. By 1929, 13 per cent of the Australian workforce was unemployed. Unemployment reached 21 per cent in mid-1930.

### The 1930s

The world entered the Great Depression by the end of 1929. Many were on the streets, unable to pay rent or food. Extremist political parties such as the Communist and Nazi parties became popular, as they offered radical solutions. Political, economic and social turmoil led to new fears of war.

## ACTIVITIES

### Remembering and understanding

- 1 Why was the US the world's leading economic power in the 1920s?
- 2 How had 1920s living contributed to the economic collapse of October 1929?

### Applying and analysing

- 3 Create a concept map to show the reasons for the Great Depression. Group your ideas into themes.
- 4 Explain why Australia was so badly affected by the onset of the Depression.
- 5 'The 1920s society brought the Depression on themselves.' Evaluate this statement.



## UNIT 6.10

# The Roaring Twenties

### A decade of discrimination

As you have learnt a number of groups were targeted by the dominant white majority in the 1920s. Some of these groups included:

- communists
- African Americans
- Indigenous Australians
- non-white immigrant communities.

Choose one of the groups listed above. Imagine that you are one of these people living in the 1920s. Produce a blog article, a webpage or a series of journal entries explaining what it was like to live in the 1920s. You should include the following:

- a description of yourself and your life—your day-to-day experiences, living conditions, educational opportunities (if any), employment and any other specific information
- how you feel towards the government and/or people who inflict terrible injustice on you
- specific historical events that adversely affect you and your family and friends.

You could also include an example of a poem, song, photograph or drawing that you may have composed in response to your experience.

Your goal is to convey an empathetic understanding of what it was like to live as part of a minority community in the 1920s.

### The flapper

Evaluate the following statement in relation to the changing role of women in the 1920s: 'The flapper—heroine or antagonist of the 1920s?'

- a** Brainstorm some ideas before you commence writing.
- Consider your own response to the statement. Do you agree or disagree?
  - Compile a list of arguments that support the assertion that flappers were heroines (women of courage or specific ability and qualities who were seen as a model to others) and another list to support the idea that they were the opposite (all about a life of lavish and puerile fun).

What evidence will you use to prove your overall argument?

- b** When writing your response begin with an introductory paragraph that outlines your case and overall argument. Include a definition of a flapper as well as a statement that outlines your position.
- c** Structure your work clearly so that your argument is effective. This might mean you include the supportive claims in the first half of your response and go on to consider the negative aspects to the case in the second half. Alternatively, you may wish to structure your work so that you have one supportive paragraph followed by a counter argument paragraph and so on.
- d** Elaborate on your overall argument and use historical evidence in the body of your work to convincingly argue your case.
- e** Conclude your response with a paragraph that sums up your main ideas and makes a final judgement about the matter.



**Source 6.10.1** American dancer and actress Louise Brooks was an iconic flapper, 1928.

## A decade of innovation

You have been selected to be a part of a writing team that is releasing a book on the top five innovations of the 1920s from around the world. With two other members from your class, you will need to produce the following information about your book to present to the publishers as a proposal:

- the criteria you used in order to justify your choice of the top five inventions
- the book's cover page, including the title of the book and a suitable illustration
- the contents page with short details about what each chapter will contain.
- a back page blurb that provides a preview of the book.

## The real 1920s

In groups, create a two-part documentary series that investigates the truth behind the 1920s. Your aim is to show the contradictions and divisions that plagued this seemingly fun and carefree decade. You will need to provide a balanced perspective showing why there was darker side to the decade. You should include the following aspects to your documentary:

- a script
- a poster advertisement that outlines the key aspects of the documentary with a suitable image and captions
- a short promotion trailer in a bid to attract viewers to your program
- interviews with key personalities from the time.

Show your finished products to the rest of the class.

## Glossary

**anarchist** someone who advocates the overthrow of all forms of government and institutions

**bolshevik** Russian communist

**bootlegging** illegal importing, manufacturing and sale of alcohol

**coalition** government formed by two political parties

**communism** political system in which all property is in theory owned collectively; in practice, government holds ownership of farms, factories, businesses and banks

**flapper** woman in the 1920s who rebelled against the conventions of the past

**Great Depression** collapse of world economy that began in October 1929 and lasted until the mid-1930s

**ideology** system of ideas and beliefs

**lynching** to put to death by mob action

**mandate** commission given to one country by an international body to manage the affairs of another country

**mass production** manufacture of goods in large quantities

**materialism** emphasis on material goods and objects

**Prohibition** amendment to the American Constitution invoked in January 1920, prohibiting production, sale and transportation of alcohol in the US during the 1920s

**radicalism** holding extreme political views

**refugee** person who is forced to leave their home country because of the dangers of war, or of political or religious persecution, and who asks for safe refuge in another country

**segregation** separation of one group from another, often on the basis of race

**suffrage** right to vote



## CHAPTER

# 7

# The Holocaust

In January 1933, an extreme right-wing political party, the Nazi (short for National Socialist German Workers) Party, came to power in Germany. At this time, Germany was politically and socially unstable as a result of the Great Depression that had gripped the world since 1929.

The Nazi Party was led by Adolf Hitler. He had a deep hatred of the Jewish people and believed that they should be removed from Germany. Once in power, Hitler was able to put his extreme views into practice, which culminated in the systematic **genocide** of around 6 million Jews and the brutal persecution and murder of many other groups who were viewed by the Nazis as 'undesirable' and 'sub-human', including Roma and Sinti people (often referred to as Gypsies), political dissidents, homosexuals and Slavic people.

This program was implemented not just in Germany but also throughout Nazi-occupied Europe during World War II in what has come to be known as the **Holocaust**, one of the most dreadful episodes in human history.

**Source 7.0.1** Auschwitz Birkenau extermination camp, where up to 1.3 million people died



**Source 7.0.2** Timeline of the Holocaust



## UNIT 7.1

# The history of anti-Semitism

### Origins of anti-Semitism

**Anti-Semitism** is any prejudice and discrimination against Jewish people (people who follow the religion of Judaism). During World War II, this prejudice culminated in the killing of approximately 5.8 million Jewish people, about 75 per cent of the Jewish population of Europe. While such an intentional, large-scale and swift genocide had not been seen before in European history, prejudice against Jewish people was not new.

Nearly 2000 years ago, the Romans destroyed the Jewish temple and drove the Jews from their land, Judea (today known as Israel). They dispersed to many areas of the globe in what has become known as the Jewish Diaspora. Diaspora Jewish settlements in Europe date to Roman times. In some areas, they were welcomed and lived peacefully with non-Jewish populations. In other areas, they were very isolated.



**Source 7.1.1** An anti-Semitic woodcut from Lubeck, 1492, showing Jews destroying the sacred wafer of the mass (also known as the 'desecration of the host'). In the Middle Ages, this was regarded as a terrible crime and false allegations that particular Jews had committed this crime led to many being burnt to death.

Some societies were suspicious of their culture and beliefs. Many Christians felt that way because Jews did not accept Jesus Christ as the Son of God. Some Christians (mistakenly) believed that the Jews were responsible for the killing of Jesus.

Another cause of suspicion about Jews in Christian communities was usury, or money lending with interest. During the early times of the Christian Church, Christians were not allowed to practise usury. However, as money lending was needed for commerce in the Middle Ages, and as Jews were not allowed to own land, work in agriculture, join guilds or work in trades, they frequently took over the role of money lenders and this often led to unpopularity and suspicion. Jews were also made scapegoats for many things that went wrong in society. One example of this was during the outbreaks of the Black Death in the 1340s, when thousands of Jews were held responsible and put to death.

### Anti-Semitism in the modern age

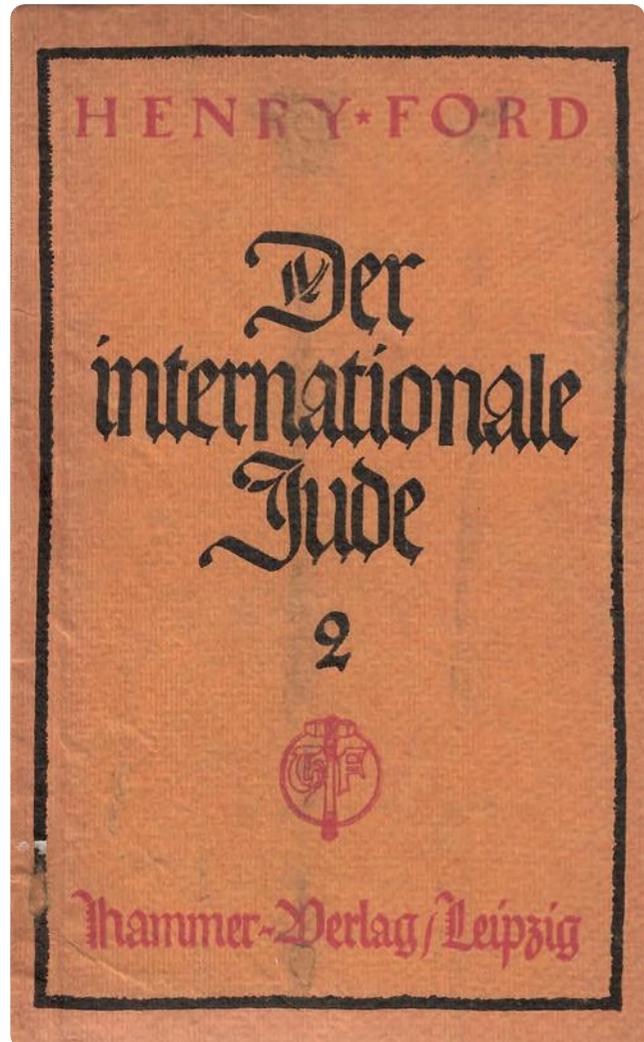
In the nineteenth century, with the growth of nationalism and the rise of Social Darwinism, ideas about racial superiority became popular in some parts of Europe.

In Germany, militant nationalism led to the idea that non-Jewish Germans were a 'master race'. Other so-called 'races', including some religious communities such as the Jewish community, were seen as inferior. Some German academics described Jews as 'scarcely human' or 'vermin', and called for their removal.

By the turn of the twentieth century, many Germans, including the Kaiser (the German Emperor), regarded Jewish people unfavourably, even though they made up only about 1 per cent of the population of Germany.

The outbreak of World War I meant a deterioration in the situation for German Jews. Although anti-Semitic feeling dissipated with the intense patriotism at the start of the war, when the war began to go badly for Germany, and then when Germany had no option but to sign an armistice on 11 November 1918, anti-Semitic rhetoric re-emerged.

Despite the fact that many German Jews had fought for their country, many Germans felt that Jews had profited from the war and that they were partly responsible for Germany's defeat. Disillusioned returned soldiers looked for excuses for the loss of the war and blamed Jews, among others. One of these soldiers was a young Austrian man called Adolf Hitler.



**Source 7.1.2** *The International Jew*, an anti-Semitic work, sold more than 500 000 copies and was translated into sixteen languages. It was published in Dearborn, Michigan, US in 1920.



Source 7.1.3 Adolf Hitler

## The rise of the Nazi Party

It is unclear why Adolf Hitler became so anti-Semitic; however, it is thought that the war, along with his reading of Social Darwinism, had a significant effect on his attitude. He had fought on the Western Front during World War I and was awarded the Iron Cross for bravery but the Germany he returned to was in economic chaos and political crisis. It is possible that these factors affected his outlook, as it was after the war that his hatred of the Jews intensified.

In September 1919, Hitler joined the German Worker's Party. This was one of the new political parties that had sprung up in the chaos in Germany after the war. Hitler quickly dominated the few other party members and within two years he had become party leader, renaming it the Nationalist Socialist German Workers Party. This was abbreviated to the 'Nazi Party'. In November 1923, Hitler tried to overthrow the government in what was known as the Munich Putsch.

As a result of this attempt, he was arrested and sent to jail, where he wrote his book *Mein Kampf* (*My Struggle*), in which he set out his ideology on many topics, including the Jewish people.

In *Mein Kampf*, Hitler maintained that gentile Germans or non-Jewish Germans or 'Aryans' were the master race, and that Jews were trying to destroy them. He described them as 'parasites' and 'leeches' who destroyed the 'racial purity' of Germany. Hitler believed that if the racial purity of a nation was destroyed, the nation would collapse. He also believed that Jews promoted such ideas as socialism and communism. While many of these ideas were not new, Hitler developed them to an extent never seen before.

~~~~~  
*The Jews have not the creative abilities which are necessary to the founding of a civilisation; for in them there is not, and never has been, that spirit of idealism which is an absolute necessary element in the higher development of mankind. Therefore the Jewish intellect will never be constructive but always destructive ...*

*The Jew ... is and remains a parasite, a sponger ...*

*Look at the ravishes from which our people are suffering daily as a result of being contaminated by Jewish blood. Bear in mind the fact that this poisonous contamination can be eliminated from the national body only after centuries, or perhaps never ...*

~~~~~  
Source 7.1.4 Extract from *Mein Kampf* by Adolf Hitler, published in two volumes in 1925 and 1926

## The rise of fascism in Europe

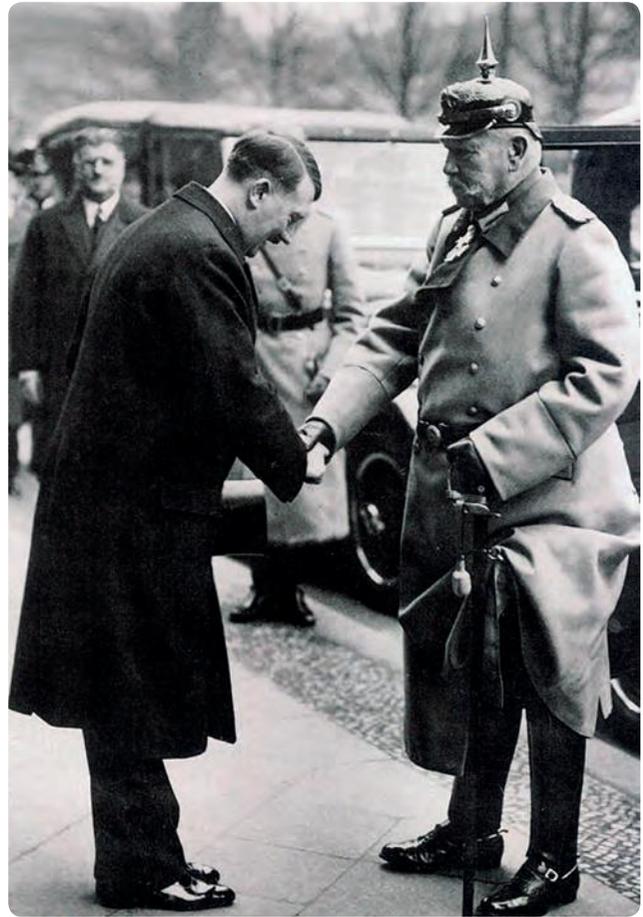
During the 1920s, as a result of World War I, Europe faced many problems. The old systems of government had collapsed and the ruling dynasties of many of the most powerful European countries such as Austria, Hungary, Germany and Russia were gone. As a result of the breakdown of these political structures and the devastation of the war, Europe was in chaos. New political parties and ideologies arose. In Italy, the Fascist Party led by Benito Mussolini came to power in 1922.

## The Nazis come to power

Germany, in particular, faced many problems. As a result of its defeat, Germany was forced to sign the Treaty of Versailles, which attributed full responsibility for the war to Germany (article 231 of the Treaty). Germany was forced to pay reparations to the victorious nations, and many Germans found this humiliating. This also had a devastating effect on the German economy and led to hyper-inflation in 1923.

When the Great Depression hit Germany at the end of 1929, unemployment rose to over 1.5 million people. This figure doubled within a year. The population was so disillusioned with the many governments that had failed to deal with the crisis that they looked to other more radical political parties, such as the Nazi Party and the Communist Party.

Between 1929 and 1932, Hitler's popularity increased dramatically, as he presented himself as a strong leader who would prevent the communists from gaining power and who could lead Germany out of her economic problems. On 30 January 1933, Hitler was appointed **Chancellor** of Germany by the ageing President Paul von Hindenburg. Hitler and the Nazi Party very quickly set about making sure that they assumed complete power in Germany, with popular support, and that all forms of opposition were eliminated.



**Source 7.1.5** Adolf Hitler greeting the German President, Paul von Hindenburg, in 1933

## ACTIVITIES

### Remembering and understanding

- 1 By whom and how have Jews been discriminated against throughout their history?
- 2 Why did German people increasingly support Adolf Hitler in the 1930s?
- 3 How did Hitler come to power in January 1933?

### Applying and analysing

- 4 What attitudes towards Jewish people are indicated by both Source 7.1.2 and Source 7.1.4?
- 5 President Hindenburg was a hero of World War I. How important do you think it would have been for Hitler to have his approval?



### Gleichschaltung

When Hitler came to power on 30 January 1933, he immediately set about trying to make all Germans conform to Nazi ideology. This had an impact on every member of society. Central to Hitler's aims were his ideas about racial superiority and the belief that the Aryan race could become the master race only if its genetic purity was protected from 'undesirable' elements.

The policy of reaching into all facets of life in order to ensure that Nazi values were wholeheartedly supported was called **Gleichschaltung**. To achieve this, all opposition to Nazism was eradicated by the **Sturmabteilung** (called Brownshirts because of the colour of their uniform) or SA, the paramilitary group of the Nazi Party, through a campaign of intimidation and terror.



**Source 7.2.1** A member of the *Sturmabteilung* standing in front of a Jewish store in Berlin in 1934

### Propaganda

Hitler also relied on the power of **propaganda** to gain support for his policies. Propaganda is information that intentionally presents a one-sided perspective to influence public opinion towards a pre-determined goal or ideology.

It was the most important tool used by the Nazis for spreading anti-Semitic ideas. Propaganda was controlled by Dr Joseph Goebbels, a highly intelligent and fanatical anti-Semite.

#### Propaganda in the media

Hitler and Goebbels very quickly took control of all forms of media when they came to power. Newspapers, radio, publishing firms and cinemas all had to conform to Nazi policy, and the German people were constantly bombarded with anti-Semitic messages. If they refused to cooperate, they were closed down and the owners could be persecuted.



**Source 7.2.2** Anti-Semitic propaganda, 1936. The words at the bottom of the poster translate as 'Baptism didn't make a Gentile out of him'.



**Source 7.2.3** The front page of a May 1934 edition of the anti-Semitic weekly German newspaper *Der Stürmer* (*The Attacker*). It sets out what it claims is the ‘Jewish Murder Plan’. It is illustrated with a drawing of a ‘blood libel’, the supposed ritual killing of Christian children by Jews. The lower headline reads: ‘The Jews are our misfortune’.

### Newspapers

All independent newspapers were shut down. The remaining newspapers were extremely anti-Semitic and stressed the ‘threat’ that Jews were for Germany. The population of Germany constantly received one-sided information that was designed to gain support for all Nazi military and social efforts.

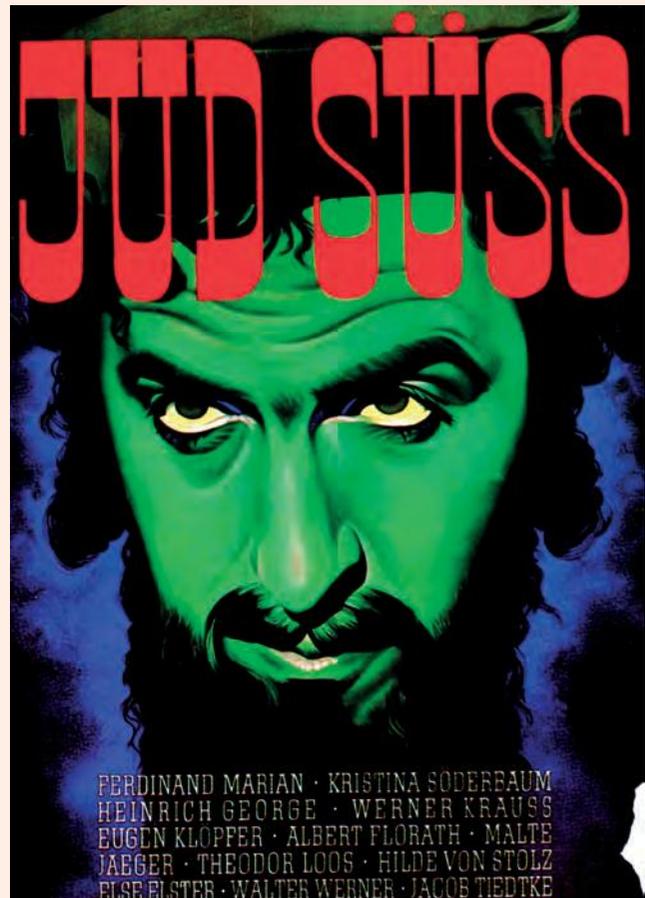
### Cinema

Cinemas and theatres also presented anti-Jewish material. Films depicted Jews as evil (see Source 7.2.4) and non-Jews as heroic, blue-eyed and blond (the ideal Aryan German). Story lines that depicted German heroes from the past and present, and anything that showed the superiority of the Aryan race, were popular.

### Radio

Goebbels also used radio extensively. He ensured that cheap radios were made available to German families so that Nazi broadcasts could be heard easily.

Speeches by Hitler and other leading Nazis were broadcast and music by German non-Jewish composers was played. News, plays and comedy shows contained only ideas that the Nazis wished to convey. Jazz music was proclaimed ‘degenerate’, as it was produced by African Americans, who were considered racially inferior in Nazi ideology.



**Source 7.2.4** Poster advertising the anti-Semitic film *Jud Süß*, 1940

### DID YOU KNOW?

To stop Germans from tuning into radio broadcasts from other countries, German radios were designed to pick up only close-range broadcasts.

## Other methods of control

### Schools

Hitler believed that the **indoctrination** of young people was one of the most important ways of ensuring support for Nazi policies and that by indoctrinating German youth, support for Nazi ideals would continue into the future. The co-option of the education system was the most effective way of achieving this goal.

School syllabi and textbooks for all subjects were changed to depict Jews (and other groups deemed undesirable by the Nazis) as being inferior and traitors to Germany. Jewish teachers were removed

and non-Jewish teachers were encouraged to join the Nazi Teachers' League. Jewish pupils were often treated very harshly, and were often humiliated and bullied by students and teachers alike.

Weeks	Subject	Relations to Jews	Reading material
1–4	Pre-war Germany. The class war. Profit, strikes	The Jew at large!	Hauptmann: <i>The Weavers</i>
5–8	From agrarian to industrial state. Colonies	The peasant in the claws of the Jews	Descriptions of the colonies from Hermann Löns
9–12	Conspiracy against Germany	The Jew reigns. War plots	Beumelburg: <i>Barrage. Life of Hindenburg</i> Wartimes letters
13–16	German struggle. German want. Blockade! Starvation!	The Jew becomes prosperous! Profit from German want	Manke: <i>Espionage at the Front</i> War reports
17–20	The stab in the back. Collapse	Jews as leaders of the November insurrection	<i>Secret Service in Enemy Country</i> Bruno Brehm: <i>That was the End</i>
21–24	Germany's Golgotha. Erzberger's crimes! Versailles	Jews enter Germany from the east. Judah's triumph	Volkman: <i>Revolution over Germany</i> Feder: <i>The Jews</i> <i>Der Stürmer</i> newspaper
25–28	Adolf Hitler National Socialism	Judah's foe!	<i>Mein Kampf</i> Dietrich Eckart
29–32	The Bleeding Frontiers. Enslavement of Germany. The Volunteer Corps. Schlageter [a young German killed by invading French troops in 1923]	The Jew profits by Germany's misfortunes. Loans (Dawes, Young)	Beumelburg: <i>Germany in Chains</i> Wehner: <i>Pilgrimage to Paris</i> <i>Schlageter—a German hero</i>
33–36	National Socialism at grips with crime and the underworld	Jewish instigators of murder. The Jewish press	Horst Wessel [a young Nazi killed in a brawl in 1930 and turned into a hero]
37–40	Germany's youth at the helm! The victory of faith	The last fight against Judah	The Reich Party Congress

**Source 7.2.5** A page from a Nazi schoolbook showing the Nazi history syllabus



**Source 7.2.6** A schoolroom decorated with Nazi symbols and a portrait of Hitler, 1938

### The Hitler Youth

The Nazi Party also promoted anti-Semitic ideas through the youth movement, the Hitler Youth. Both boys and girls, though in separate groups, were expected to attend. Hitler Youth members were taught how to identify Jews and encouraged to verbally and physically abuse and assault them.



**Source 7.2.7** Hitler Youth boys at a Nazi rally



**Source 7.2.8** Children saluting the Führer, 1933

## Terror and repression

In the early years of Nazi rule, the SA enforced Nazi terror. However, from June 1934, this role was taken over by the *Schutzstaffel* or SS (the ‘protection squadron’) and the **Gestapo** (secret state police). Those who opposed the Nazi regime were often incarcerated in **concentration camps**.

Camps were established as soon as the Nazis came to power and acted as a powerful mechanism for crushing political opposition to Nazi policies. While conformity to the ideals of the Nazi Party was harshly enforced, some brave individuals and groups resisted Nazi rule, including left-wing socialist and communist groups, Jehovah’s Witnesses, and youth and student groups such as the Edelweiss Pirates and White Rose movements. However, their opposition did not have a significant effect.

As a result of all of these measures, by 1939 the Jews who remained in Germany were a marginalised group that was openly attacked and victimised. Few stood up for them and with the outbreak of war their situation would only worsen.



**Source 7.2.9** The Gestapo making arrests, 1938

## ACTIVITIES

### Remembering and understanding

- 1 Look at Source 7.2.1. What effect do you think the member of the Nazi Party standing outside the shop and the propaganda posters had on customers who wished to enter the shop?
- 2 What image of Jews is portrayed in Source 7.2.2?
- 3 Look at Source 7.2.3. Why would information presented in a newspaper such as this be a particularly powerful source of propaganda?
- 4 How did the Nazis use film and radio to further present their ideas? Give an example from one of the sources to illustrate your point.

### Applying and analysing

- 5 Using Sources 7.2.5 and 7.2.6, explain how the Nazis used schools for propaganda purposes.
- 6 The Nazis believed that young men should be given training for the army from an early age. What examples of this can you see in the sources?
- 7 Why do you think there was not much opposition to the Nazis?
- 8 Which aspect of the Nazi state do you think would have been the most important in controlling the way German people behaved and thought?



## UNIT 7.3

# Anti-Semitism in Nazi Germany

### Early days in the Nazi regime

When the Nazis first came to power on 30 January 1933, many believed that they would not remain in power for very long. Others believed that the laws of Germany would protect them from the Party. The Nazis had not yet developed a systematic program of persecution, but anti-Semitism was a fundamental aspect of Nazi ideology and it was clear that life under the Nazis would be more difficult for Jews.

The first signs of persecution happened shortly after Hitler became Chancellor. In the first months of Nazi rule, violent attacks on Jews and their property took place on a regular basis. Jews were beaten up in the streets and murdered with little or no action being taken against the perpetrators. Jewish homes and shops were attacked as well as synagogues, Jewish places of worship. Few in Germany spoke out against this violence.

### The first anti-Semitic laws

The first anti-Semitic laws were passed in April 1933. On 7 April, the Law for the Restoration of the Professional Civil Service was passed. This law stopped any 'non-Aryan' from working for the German Civil Service. This included Jews and those of Jewish ancestral heritage. This law was soon followed by others that made it difficult for Jews to enrol in state schools and universities. On 22 April 1933, Jewish doctors were banned from treating non-Jewish patients. At the time, approximately 10 per cent of German doctors were Jewish.

### Emigration

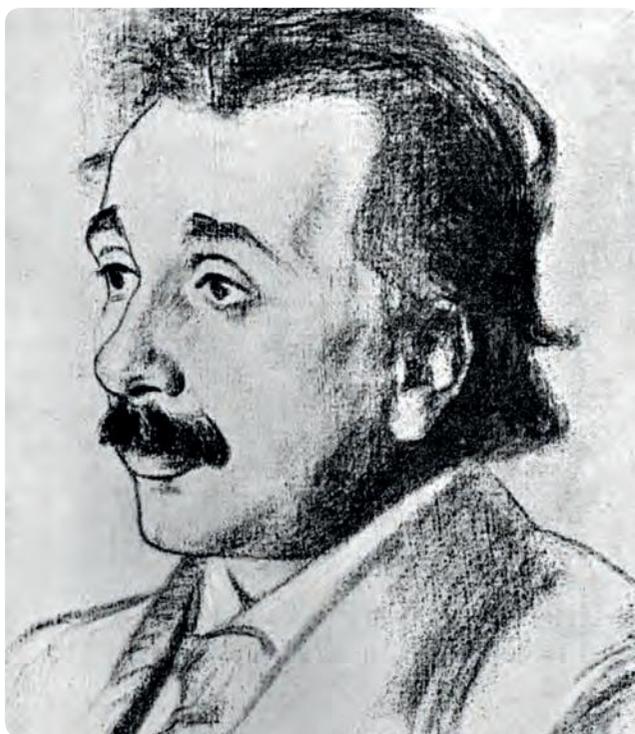
At first, Jews were encouraged by the Nazis to leave Germany. In 1933, approximately 37 000 Jews immigrated, mostly to neighbouring countries such as France, Belgium, the Netherlands, Denmark, Czechoslovakia and Switzerland.



**Source 7.3.1** An example of anti-Semitism in Germany, 1933. Nazi pickets outside a Jewish-owned store carry signs which read 'Germans! Take Care! Do not buy from Jews!'

There were approximately 523 000 Jews living in Germany at the start of 1933, representing 1 per cent of the total population. Most of these Jews were German and had lived in Germany for generations. They were patriotic and many had fought for Germany during World War I.

Jews were not allowed to take their money or other assets with them when they left. Many preferred to take their chances in Germany rather than face a life of poverty abroad. Other countries also placed strict quotas on refugees and it was difficult for them to find somewhere to go. However, some Jews, including Albert Einstein and Sigmund Freud as well as other well-known intellectuals and artists, did manage to leave Germany and its annexed territories.



**Source 7.3.2** Albert Einstein renounced his German citizenship and left Germany for the US in 1933.

### DID YOU KNOW?

Although the number of Jews in Germany had decreased throughout the 1930s due to emigration and persecution, both Austria and Czechoslovakia had significant Jewish populations. In 1938, Germany merged with Austria and took over sections of Czechoslovakia. This meant that by the end of 1938, Germany had more Jews under its control than when Hitler came to power in 1933.

## The Nuremberg Laws

### The Law for the Protection of German Blood and Honour

In 1935, the persecution of the Jews intensified with the introduction of the Nuremberg Laws, which were first announced at the Nuremberg rally on 15 September 1935. These included the Law for the Protection of German Blood and Honour, which made it illegal for Jews to marry non-Jews or even have romantic relations with non-Jews. It also forbade Jews from displaying the Reich or national flag, or displaying Reich colours.

... a law took effect that did not allow a Jewish person, male or female, to go with a gentile person, male or female. At that time, I was going with a nice young lady that I had gone with for some time ... and we went out camping near Hamburg, and there was a fellow ... near us, in another little camp ... He wanted to make a date with this young lady that I was going with, and she didn't want any part of it. He reported me to, to the Gestapo, and I was arrested for going with a gentile [non-Jewish] girl. I got six months in prison, solitary confinement in 1935.

**Source 7.3.3** Testimony on how the Nuremberg Laws affected Jews. Edward Adler, interviewed in 1992, US Holocaust Memorial Museum Collections

### The Reich Citizenship Law

In September 1935, the Reich Citizenship Law stripped Jews of their citizenship and made them subjects without rights. This meant that Jews no longer had the same rights as other Germans. This was quickly followed by the First Supplementary Decree on the Reich Citizenship Law in November 1935, which defined who a 'Jew' was. This decree defined 'full Jews' as those having three grandparents who were Jewish. Those with less Jewish ancestry were described as **Mischlinge** (mixed race). At first, **Mischlinge** did not face the same degree of discrimination as 'full Jews', but this category changed during the Nazi regime.

## Increased persecution

From 1937 to the outbreak of war in 1939, there was a steady increase in the level of persecution that the Jews in Germany faced. Public displays of anti-Semitism decreased during 1936 when Germany hosted the Olympic Games. The Nazis wished to present a good image to the rest of the world, as they were concerned that some countries may have boycotted the Games due to their anti-Semitic policies. However, this period was short-lived and persecution returned as soon as the Games were over.

Throughout 1937, harassment of Jews continued. Towards the end of the year, there was a major purge of the more moderate Nazis in the government and in the army. This resulted in more radical anti-Semitic policy. In April 1938, Jews had to register any property worth more than 5000 Reichsmarks (German currency). This was quickly followed by many Jewish shops being closed down and Jews being banned from occupations such as law and any form of medicine.

### *Kristallnacht*

One of the worst instances of persecution against German and Austrian Jews was *Kristallnacht* (Night of Broken Glass). On 7 November 1938, a German Embassy official was shot by a Polish Jew in Paris. The Nazis used this event as an excuse to generate more anti-Jewish feeling and encouraged attacks on Jewish houses, shops and synagogues throughout Germany and Austria.

Although violence broke out on 8 and 9 November, the worst examples of it took place on the night of 9-10 November when 200 synagogues were burnt, approximately 8000 businesses destroyed and thousands of Jewish homes attacked. Ninety-one Jews were murdered and hundreds more were attacked and beaten.

The next day, approximately 30 000 Jewish men were arrested and sent to concentration camps. The Jewish community was also fined 1 billion Reichsmarks as compensation for the murder of the German diplomat. No German was arrested for any of the damage or attacks and there was no outrage from the German population over what had happened.



**Source 7.3.4** Anti-Jewish graffiti on a shopfront in Berlin. *Jude* means 'Jew'.



**Source 7.3.5** The *Fasanenstrasse* synagogue in Berlin after it was set on fire by a Nazi mob during the *Kristallnacht* riots, 11 November 1938

What I saw was hordes of people standing in front of a beautiful synagogue, and throwing stones through these magnificent ... coloured windows. And ... as we arrived, of course we ran past the ... place itself, the noise, the shouting, the screaming. I suppose there was an, an aura of, of eeriness about it, because we still didn't know what was happening, but I suppose just the mere fact that so many people were there and were screaming and shouting and, and throwing stones into the, uh, stained glass windows was enough to make us run. We arrived in school and were immediately told that our parents would pick us up, we should remain calm but there would be no school that day. And indeed a few minutes later ... my mother did arrive and took me to my grandmother's home where my father already was. And he then unfolded slowly but surely the grim story of what happened during the night, that the synagogues all through Germany had been set on fire, destroyed.

**Source 7.3.6** Testimony describing the end of *Kristallnacht*. Johanna Gerechter Neumann, interviewed in 1990, US Holocaust Memorial Museum collections



**Source 7.3.7** Germans walk past the broken windows of Jewish shops attacked during *Kristallnacht*.

### The situation worsens

The situation for Jews rapidly worsened in 1939. From 1 January 1939, all Jews were forbidden to participate in any form of business. This was quickly followed by all Jews being forced to hand over their driving licences, and being banned from theatres, cinemas, concert halls and other places of public entertainment. Any Jews who were still at a German university or school were forced to leave. Although Jews were still encouraged to emigrate, this was becoming increasingly difficult, as fewer countries were willing to accept refugees and Britain, which at that stage governed Palestine, limited the number of Jews who could migrate to Palestine.

As war rapidly approached in Europe, the outlook for the Jews who remained in Germany was very bleak.



**Source 7.3.8** A Jewish woman applies to emigrate from Germany, 1935.

## ACTIVITIES

### Remembering and understanding

- 1 Why was it difficult for Jews to emigrate from Germany?
- 2 Why were the Nuremberg and Reich Citizenship Laws so significant?
- 3 What happened during *Kristallnacht* and why was it such a significant event?

### Applying and analysing

- 4 Using the sources, explain how persecution increased between 1933 and 1939.
- 5 Make a list of the laws passed against the Jewish people and, in pairs, give them a ranking of 1 to 5 (one being the lowest, five the highest) of how much the law would impact on Jewish people's lives.
- 6 Imagine you are a *Mischlinge* in Nazi Germany. However, you have not been brought up as a Jew and you do not see yourself as being Jewish. How do you think your life might have changed in Germany? Write a letter to an overseas friend describing what has happened to you and why.



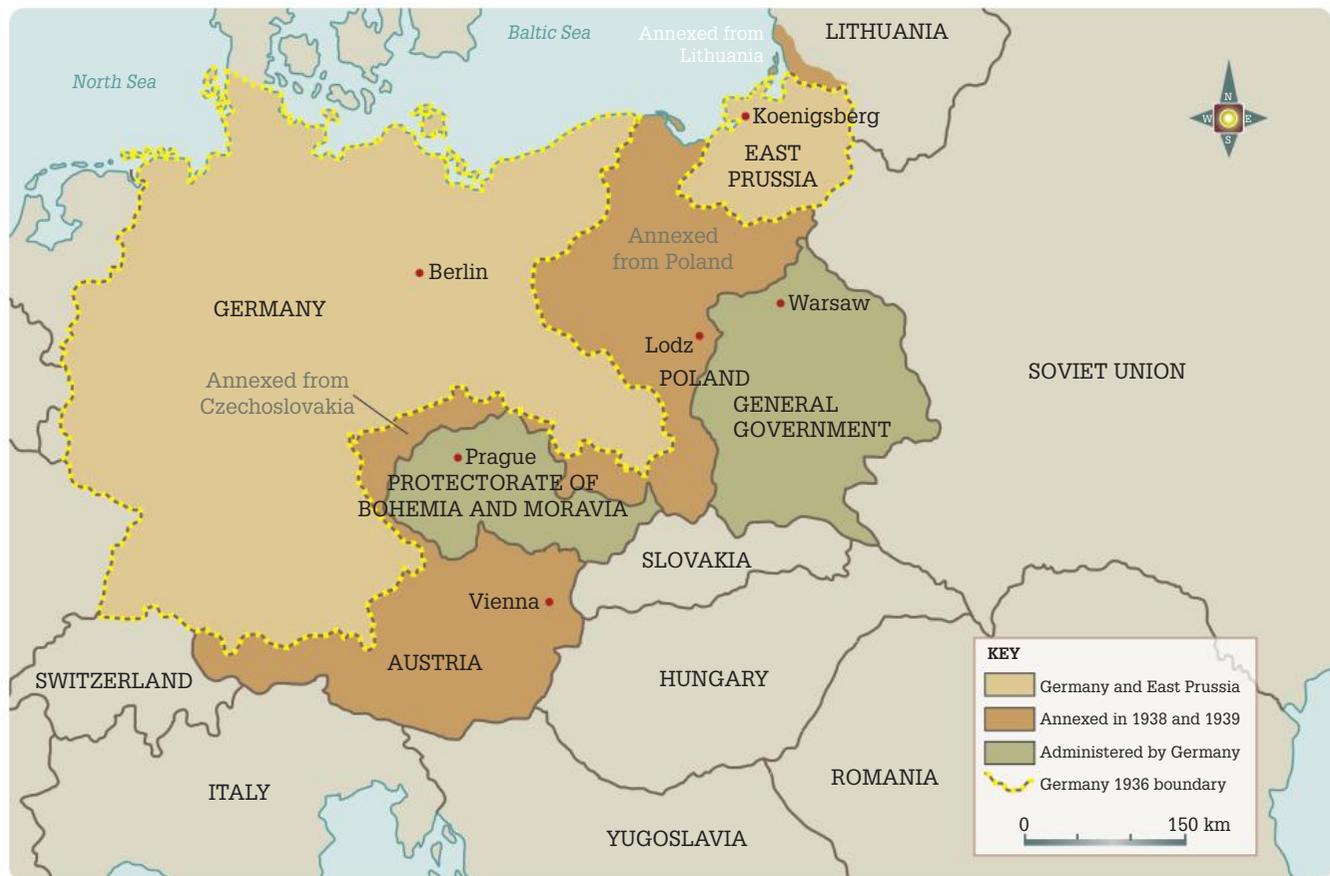
## UNIT 7.4

# The impact on Poland's Jews, 1939–41

### The invasion of Poland

Germany invaded Poland on 1 September 1939, an event that marked the outbreak of World War II. Poland was rapidly defeated and by the end of September, the German Army had acquired 188 000 square kilometres of Polish territory. This area contained over 2 million Jews. The conquered Polish territory was divided into two sections. The first section included much of western Poland and was incorporated or annexed into the German Reich.

The second area, called the General Government, was controlled by the Nazis but was not officially part of Germany. This area was administered by a Nazi leader, Hans Frank, with support from a special force called the *Einsatzgruppen*. This was a special unit that had been set up in August 1939, primarily composed of personnel from within the SS and the police. Its role was to get rid of what was seen as anti-German elements in occupied territories. In reality, they targeted anyone, including Roma, Soviet Communist Party members and Jews, who were all seen as being opposed to the Nazi state.



Source 7.4.1 German expansion in 1939

## Resettlement plans

### The Lublin Resettlement Plan

Many Jews were very harshly treated after the German invasion of Poland. Jews were beaten, tortured and murdered, synagogues were burned and Jewish property was confiscated. Units of *Einsatzgruppen* often shot Jews without any direct orders from the German government or the army.

On 27 September 1939, just days after World War II had started, the Nazis sent Jews from the areas of Poland annexed to Germany to the General Government and placed them in ghettos in the Lublin area. Jews were forced to leave their homes and possessions, pushed into overcrowded trains and often simply dumped into the area with minimal shelter or food. However, with the war in progress, this process was difficult to organise, as trains were needed for troop and supply transport elsewhere. Also Hans Frank, governor of General Government, did not want Jews to be ‘dumped’ in his area, and protested. Despite these obstacles, the practice continued until March 1941.

### The ghettos

Before 1939, most cities in Poland had areas in which the majority population was Jewish. In February 1940, the Nazis started forcing all Jews into these areas, known as ghettos, to separate them from the rest of the population.

### DO YOU KNOW?

When the Nazis invaded France, they seriously considered taking over the island of Madagascar, near the east coast of Africa, as this was a French colony. They thought that the island would make a good dumping ground for all of Europe’s Jews. The idea was shelved although the reasons for this have never been clear. Theories include lack of space and the impracticality of using the island in this way, and Hitler’s fear that the British navy would stop German boats found transporting Jews.

The ghettos were not nearly large enough for the entire Jewish population and so they were massively overcrowded. Often several families shared one apartment.

To make sure people stayed there, the areas were fenced-off and anyone caught trying to escape faced the death penalty. Conditions in these ghettos were appalling, with food, fuel and water being in short supply. As a result, diseases quickly claimed many of the inhabitants. The first of these ghettos was established in Piotrków Trybunalski in October 1939. The longest lasting ghetto and one of the largest was established in the city of Lodz in early February 1940.



Source 7.4.2 Ghettos in occupied Eastern Europe, 1941–42

## The Warsaw Ghetto

Warsaw was the largest city in Poland. On 12 October 1940, German authorities decreed that a ghetto was to be established in Warsaw. By November 1940, the ghetto was sealed off from the rest of the city. A wall over 3 metres high and topped with barbed wire enclosed the ghetto. The wall was closely guarded to prevent any kind of contact between the ghetto residents and the rest of Warsaw's citizenry.

A total of 400 000 Jews, about 30 per cent of the population of Warsaw, were forced to live in about 2.4 per cent of the area of the city. This meant on average that fifteen people would share a regular-sized apartment with about five to six people sharing a room. Only about 1 per cent of apartments had running water, and food very quickly ran out.

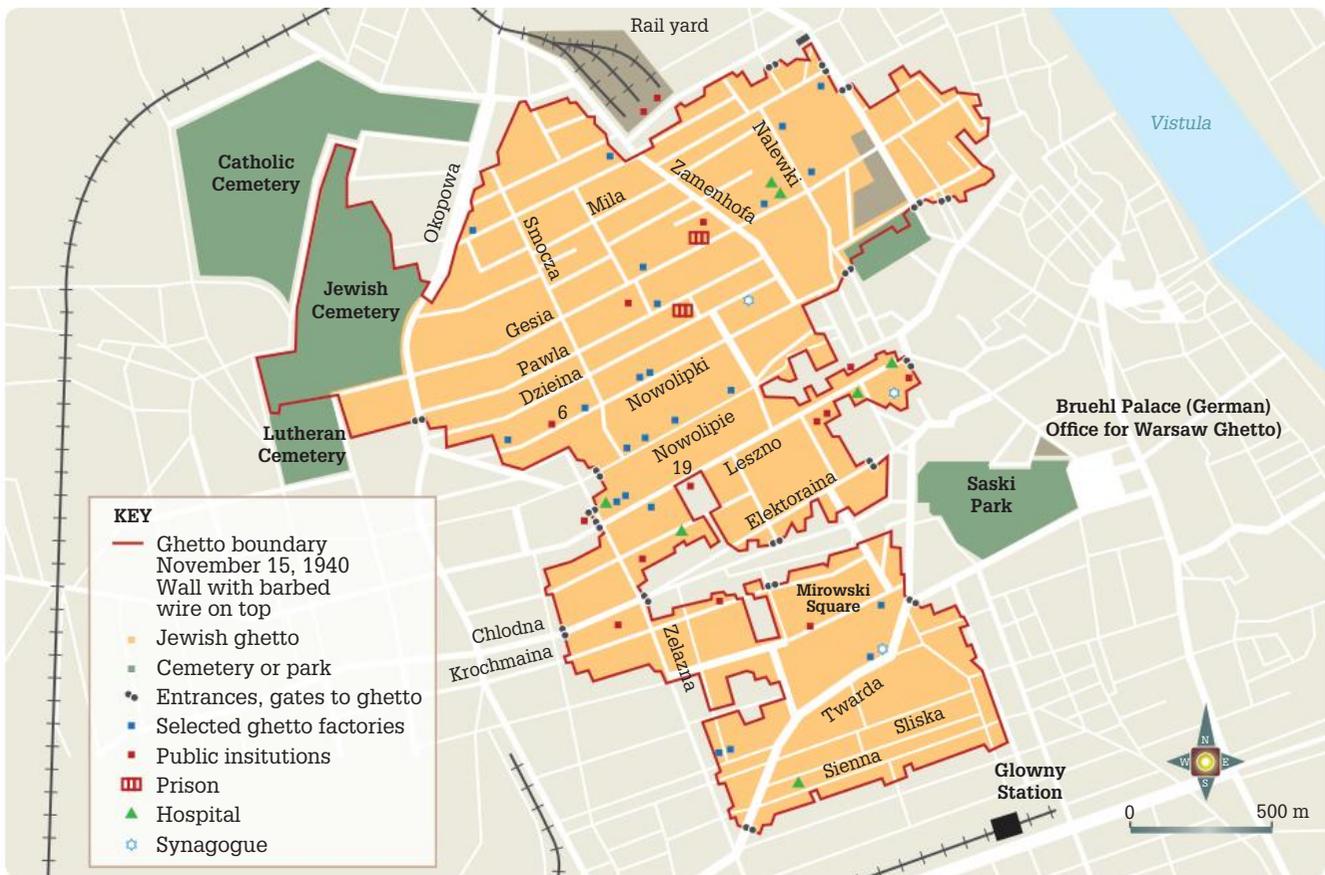
It is estimated that Jews soon only received about 200–300 hundred calories (approximately 850–1250 kilojoules) per day when the average adult needs about 2500 (approximately 10 500 kilojoules).

Fuel was also in very short supply, and during the winter months many died from the cold. By the end of 1941, over 100 000 people had died in the ghetto.

## The end of the Warsaw Ghetto

Tragically, most of those that survived life in the ghetto were rounded up in July 1942 and sent to their death at Treblinka extermination camp. Those that remained staged a heroic but ultimately doomed uprising in April 1943. Greatly outnumbered and with few armaments, the ghetto fighters kept Nazi forces at bay for nearly a month before they were defeated. The Germans set fire to and destroyed the ghetto. The fighters who were captured were shot or sent to camps. A few escaped through the sewer systems and survived.

Warsaw and Lodz were only two examples of ghettos in Poland and other countries in Europe. It is estimated that the Nazis established over 1000 ghettos in occupied Poland and the USSR alone.



Source 7.4.3 Warsaw Ghetto, 1940



**Source 7.4.4** View of the Warsaw Ghetto (date unknown)

.....

*The hunger in the ghetto was so great, was so bad, that people were laying on the streets and dying, little children went around begging ... in the morning, you see somebody is laying dead, covered with newspapers or with any kind of blanket they found ... those people used to carry the dead people in little wagons ... and bury them in mass graves. And every day thousands and thousands died just from malnutrition because the Germans didn't give anything for the people in the ghetto to eat ... You can't walk in and buy anything ... It's your hard luck. If you don't have it, you die ...*

.....

**Source 7.4.5** Testimony describing life in the Warsaw Ghetto. Abraham Lewent, a Warsaw Ghetto survivor, interviewed in 1989, US Holocaust Memorial Museum Collections

## ACTIVITIES

### Remembering and understanding

- 1 What happened to Poland after the Nazis invaded in 1939?
- 2 Why did the Nazis create Jewish ghettos?
- 3 Describe the living conditions of Jewish people in the ghettos.

### Applying and analysing

- 4 Using Source 7.4.2, explain where most of the ghettos were situated and why you think this would have been the case.
- 5 Using Sources 7.4.3 and 7.4.4, explain why resistance would have been very difficult in the ghettos.



## UNIT 7.5

# Background to the 'Final Solution', 1941–45

### Germans in the USSR

On 22 June 1941, Nazi Germany invaded the USSR. This was a major step in the war and was one that Hitler believed would give him complete domination of Europe. Initially, German forces advanced very rapidly, capturing vast territory in the first few months and nearly reaching Moscow. In these conquests, millions of prisoners were captured, including many Jews. The context of war also allowed the Nazis to begin a program of mass shooting of Jews in captured territories of the USSR. By the end of 1941, the mass extermination of the Jews of Europe had begun.

### The orders to kill

There remains a great deal of controversy over who gave the orders for the extermination of European Jewry, also called the 'Final Solution', and when the orders were given.

Hitler's role in this is not entirely clear, although most historians agree that his hatred of Jews and communists was of greatest significance, since he often spoke publicly of the need to eliminate the Jews of Europe, frequently comparing them to vermin that he said needed to be annihilated. The Führer, the German word for father that Hitler adopted to mean 'leader', rarely gave formal written orders and most policy was based on anticipating and working toward the 'Führer's will'. However, Hitler's role in the 'Final Solution' is undeniably important.

Source 7.5.1 German invasion of USSR, 1941–42



## A genocide

The debate about the extent to which the extermination of Jews was planned (often referred to as the intentionalist perspective) or whether the policy was developed as a response to the progress of the war (the functionalist perspective) does not diminish the fact that genocide on a massive scale was carried out by the Nazis. The exact time that the decision was made is also open to conjecture, but mass killings undeniably escalated in mid-1941, after the invasion of the USSR.

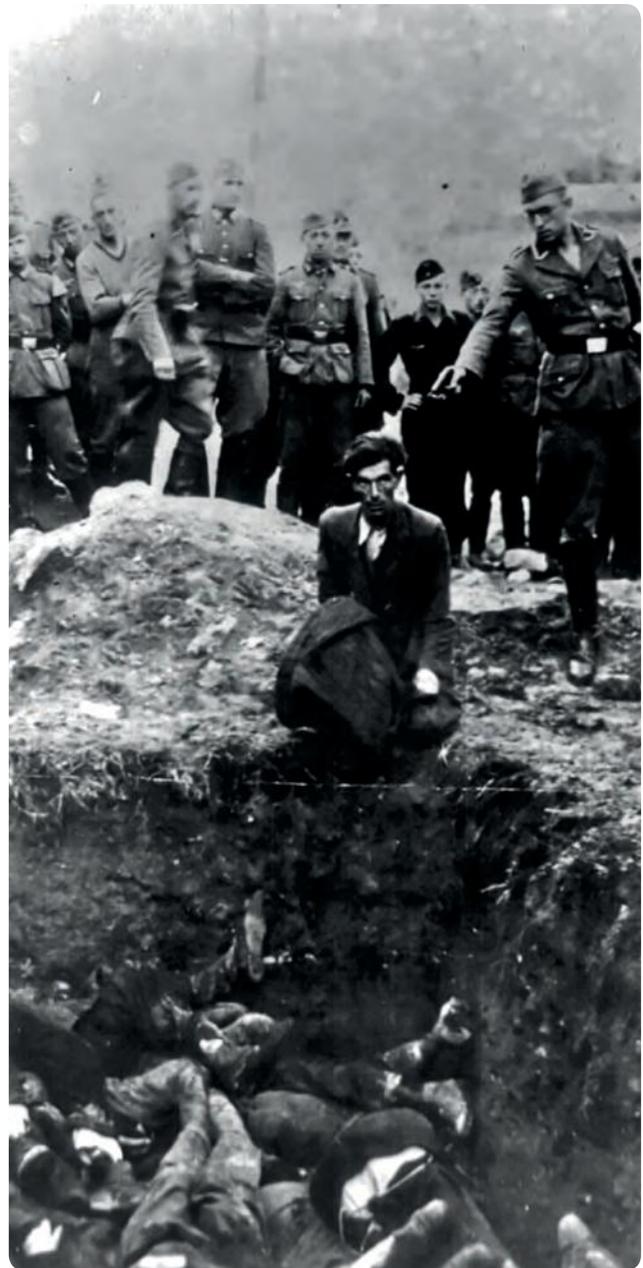
## The *Einsatzgruppen*

By mid-1941, the *Einsatzgruppen* had been given responsibility for solving the so-called 'Jewish problem'. The *Einsatzgruppen*, led by Heinrich Himmler, were comprised mainly from the elite SS. *Einsatzgruppen* of approximately 1000 men were attached to each of the army groups invading Russia. On 2 July 1941, they were ordered by Reinhard Heydrich, Himmler's second in command, to execute any Jewish 'prisoners of war'. By mid-August 1941, approximately 50 000 Russian Jews had been executed under these orders.



Source 7.5.2 Reinhard Heydrich in 1942

While these early executions of Jews tended to be limited to men, by late July orders were given that all Russian Jews were to be killed, including women and children. Many other groups who were considered 'undesirable' were also rounded up, in particular Roma (or Gypsies), Soviet prisoners of war and political dissidents. Most were killed by firing squad, often after they had been forced to dig their own mass graves. By late July, the numbers of *Einsatzgruppen* were increased and by the end of 1941, there were over 60 000 *Einsatzgruppen* members in Soviet territory.



Source 7.5.3 *Einsatzgruppen* firing squad executing Jews at a mass grave, USSR, 1942

## Escalation

In September 1941, Jews across German-occupied territory were forced to wear the Star of David to be identifiable. Historians largely agree that between mid-September and mid-October 1941, a decision was made to begin exterminating all European Jews, not just those in Nazi-occupied USSR. Much of the documentation that would have given clearer information about this decision was destroyed at the end of the war hence it is impossible to know an exact date or the precise reason as to why the extermination process was radicalised at this point. One explanation given is that with the German army having been so successful in their invasion of the USSR, Hitler may have believed that the time had come to put his ideas into practice.

It is also likely that Hitler would have left the actual planning of the 'Final Solution' to Himmler. Although the exact timeframe of these events is unknown, there was clearly an escalation in the murder of Jews towards the end of 1941.

## Zyklon-B

A further step on the path to the 'Final Solution' took place in November 1941, when Zyklon-B (a cyanide-based gas) was used for the first time in the killing of large numbers of Jews. The same gas had been used to murder Russian prisoners of war in Auschwitz I in September 1941 and it was believed that it could now be applied to large numbers of Jews. Approximately 1.1 million Jews would be murdered at Auschwitz Birkenau, most by asphyxiation through the use of Zyklon-B.



**Source 7.5.4** Children being deported to the Chelmno extermination camp, September 1942

## The Wannsee Conference

On 20 January 1942, a conference chaired by Reinhard Heydrich was held at Wannsee, near Berlin. This conference confirmed the ‘complete solution of the Jewish question’ and established the procedures for the rounding up and ‘resettlement’ of Europe’s 11 million Jews. Although the term ‘resettlement’ was used, it was known that this referred to the extermination of the Jewish people. The significant aspect of the Wannsee Conference was that many parts of the Nazi government were now involved, not just the SS. By April 1942, the killing process was an efficient, streamlined process that would result in the death of millions of Jewish people across Europe.

## ACTIVITIES

### Remembering and understanding

- 1 Who were the *Einsatzgruppen*?
- 2 Why is Hitler’s role in deciding on the ‘Final Solution’ not entirely clear?
- 3 Why was the Wannsee conference significant?

### Applying and analysing

- 4 Explain the differing perspectives of the intentionalist and functionalist Holocaust historians. How would you account for these different perspectives?
- 5 Why do you think that the orders for killing escalated in late 1941 and early 1942?



Source 7.5.5 The villa where the Wannsee Conference took place



## UNIT 7.6

# The escalation of the 'Final Solution', 1942–45

### The death camps

After the establishment of the first **death camp** at Chelmno, others were built at Belzec, Sobibor and Treblinka. Auschwitz and Majdanek were also death camps but also included concentration and labour camps. Death camps were not ordinary concentration camps; the purpose for their existence was to kill large numbers of people, mainly Jews, in gas chambers.

Jews were rounded up for 'resettlement' and crammed into trucks or freight cars on trains. This in itself was a horrific experience with people often being crushed to death. There were often only two buckets in each carriage—one for water and the other to be used for a toilet. Many people did not survive the journey. Those who arrived at the camp were usually gassed within hours of their arrival.

### A horrific process

The extermination camps were made to look like transit camps so the victims would not panic. Upon arrival, the deportees were quickly separated according to gender and told they would be taken to a shower block. Some prisoners were kept aside to work as labourers in the camps or in the factories. Next, the victims were taken to barracks, told to undress and moved to the 'bathhouse' that could hold on average 800 people (though some could hold up to 1200 people). These rooms had fake shower nozzles from where the gas was released.

Once locked in the 'bathhouse', the gas was pumped into the room until the victims were all dead. This usually took 20–30 minutes. Initially, carbon monoxide gas was pumped in from a diesel generator, but later Zyklon-B, a cyanide-based gas, was used.

Once dead, the bodies were then removed by the **Sonderkommando**, a group of prisoners who were forced to clear the gas chambers and place the corpses into large cremation ovens.

**Source 7.6.1** German-occupied territory and the location of the death camps in 1944





### The death marches

In January 1945, inmates were evacuated from Auschwitz and other camps in occupied Poland and were sent on what have come to be known as death marches, forced treks back into Germany.

It remains unclear why the Nazis undertook these marches but possible reasons are:

- SS authorities did not want prisoners to tell their stories to Allied and Soviet liberators
- prisoners were needed to maintain production of armaments if at all possible
- some Nazis believed (without foundation) that they could use Jewish prisoners as hostages to 'bargain' with the Allies.

Inmates were already in a state of near death and many thousands died on these marches. The very young or old or those believed to be too weak for the march were left behind without food and water or simply shot.

**Source 7.6.4** Surviving children at the Auschwitz camp walk out of the children's barracks, after its liberation on 27 January 1945.

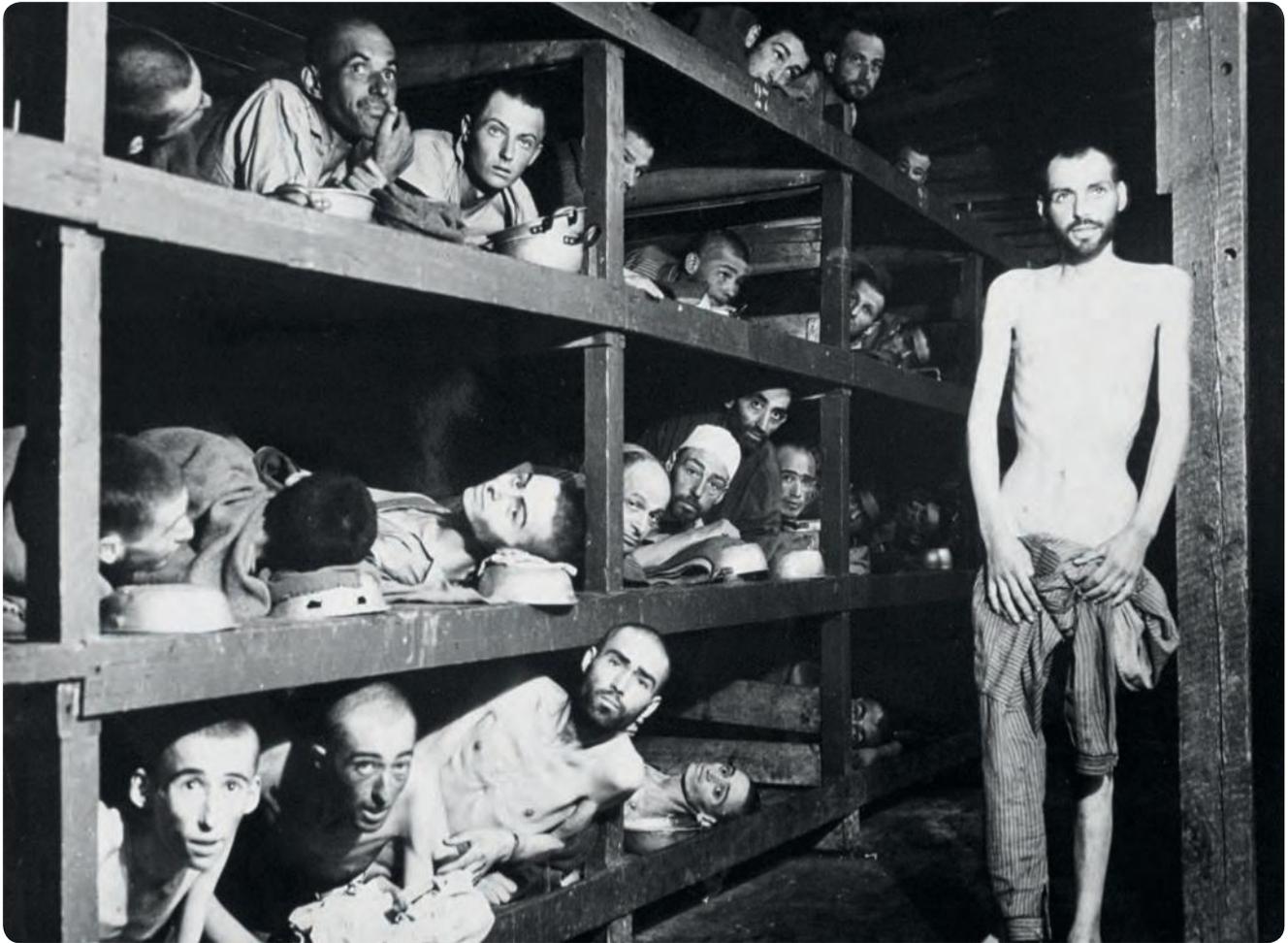
### The Allies discover the camps

When the camps were liberated by Allied troops, soldiers were shocked by what they found. People had been exterminated en masse, shot or burnt alive in a final attempt to leave no witnesses. They also discovered extermination facilities, crematoriums and mass gravesites.

At the end of April 1945, Hitler committed suicide in the underground bunker of the Reich Chancellery in Berlin, where he and several others in the Nazi government had been living in the last stages of the war. The extent of his responsibility is still debated today, as is how much knowledge ordinary Germans had of the Holocaust.

It will never be known to what extent anti-Semitic attitudes meant that the German people were indifferent to the fate of Jewish people in Germany. However, it cannot be denied that some must have had some knowledge of what was happening and yet did not speak out against the atrocities. It is only through studying these horrific episodes of the past that we can hope to work to stop them from happening in the present or future.





**Source 7.6.5** Liberated prisoners showing the overcrowded conditions at the Buchenwald concentration camp, Germany, 23 April 1945

.....

*... first they came for the Communists and I did not speak out because I was not a Communist. Then 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 as I was not a trade unionist. Then they came for the Jews and I did not speak out as I was not a Jew. And when they came for me, there was no one left to speak out for me.*

.....

**Source 7.6.6** Poem by Pastor Niemöller, a German Lutheran pastor who opposed the Nazi regime, 1946

## ACTIVITIES

### Remembering and understanding

- 1 Why were the Nazi death camps made to look like transit camps?
- 2 Who were the *Sonderkommando*?
- 3 Why were the camp prisoners sent on forced marches in 1945?

### Applying and analysing

- 4 Why do you think some German people were indifferent to the fate of the Jews? You may wish to refer to the Source Study in this chapter to help you answer this question.
- 5 Refer to Source 7.6.1. What do you notice about the locations of the camps?
- 6 What does Source 7.6.3 tell you about Nazi attitudes to other racial groups besides the Jews?
- 7 What does Source 7.6.5 and this unit tell you about the living conditions in the camps?



## UNIT 7.7

# The aftermath

### The Nuremberg Trials

The war in Europe officially ended on 7 May 1945 when Nazi Germany unconditionally surrendered to the Allied powers. The victors believed that the perpetrators of the atrocities committed against the Jews and other groups could not go unpunished. The Nazi regime had murdered 6 million Jews, including 1.5 million children, and millions of other victims, including Roma people, Polish and Slavic civilians, Soviet prisoners of war, people with psychiatric and physical disabilities and numerous others. This led to the decision to put the surviving Nazi leaders on trial for crimes against humanity at Nuremberg in Germany.

Twenty-four leading Nazis were originally chosen to stand trial, though only twenty-one eventually did. Martin Bormann, Hitler's secretary, had disappeared at the end of the war and was tried in absentia, while the German industrialist Alfred Krupp was considered too old and weak to stand trial and Robert Ley, a German politician, committed suicide before the trial began.

Twelve men were sentenced to death and others were sentenced to various terms in prison. The Nuremberg Trials were not the only prosecution of war criminals to take place; there were many other trials at which members of the *Einsatzgruppen*, camp commanders and camp guards were tried.

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*The privilege of opening the first trial in history for crimes against the peace of the world imposes a grave responsibility. The wrongs which we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored, because it cannot survive their being repeated ...*

*This inquest represents the practical effort of four of the most mighty of nations, with the support of 17 more, to utilise international law to meet the greatest menace of our times—aggressive war. The common sense of mankind demands that law shall not stop with the punishment of petty crimes by little people. It must also reach men who possess themselves of great power and make deliberate and concerted use of it to set in motion evils which leave no home in the world untouched. It is a cause of that magnitude that the United Nations will lay before Your Honours.*

*In the prisoners' dock sit twenty-odd broken men. Reproached by the humiliation of those they have led almost as bitterly as by the desolation of those they have attacked, their personal capacity for evil is forever past. It is hard now to perceive in these men as captives the power by which as Nazi leaders they once dominated much of the world and terrified most of it. Merely as individuals their fate is of little consequence to the world.*

*What makes this inquest significant is that these prisoners represent sinister influences that will lurk in the world long after their bodies have returned to dust. We will show them to be living symbols of racial hatreds, of terrorism and violence, and of the arrogance and cruelty of power. They are symbols of fierce nationalisms and of militarism, of intrigue and war-making which have embroiled Europe generation after generation, crushing its manhood, destroying its homes, and impoverishing its life.*

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**Source 7.7.1** From the opening statement to the International Military Tribunal, Nuremberg, Germany, 21 November 1945

## Responsibility for the Holocaust

### The Nazis

Exactly who within the Nazi regime had the ultimate responsibility for the Holocaust will always be subject to conjecture. Hitler, however, must be apportioned most of the blame. Although no formal written orders were ever signed by Hitler (or at least have never been discovered), his orders were verbal and his ideas had a tremendous impact on his followers. His hatred of Jews was so intense that he spoke frequently of a war of annihilation against the Jews, and for this he must bear responsibility for the events that unfolded.

Other leading Nazis such as Himmler, Heydrich and members of the SS were also guilty. Much of the killing was done by members of the SS under direct orders from Himmler and Heydrich. Himmler made sure that the resources needed to carry out the 'Final Solution' were made available and Heydrich ensured that Himmler's orders were carried out ruthlessly. The SS men who fulfilled these orders, ran the camps and oversaw the mass murders must also share responsibility.



**Source 7.7.2** Chief US Counsel Justice Robert Jackson delivers the prosecution's opening statement at the International Military Tribunal, Nuremberg, Germany, 21 November 1945.

## Goebbels and Göring

It is also difficult to believe that other high-ranking members of the Nazi regime such as Joseph Goebbels, Hermann Göring (a military leader of the Nazi Party) and Albert Speer (Minister of Armaments and War Production) had no idea of what was happening. Given their high status in the regime, they stand guilty of not intervening when they knew of the horrific crimes that were being committed. Goebbels was fiercely anti-Semitic and Göring had been responsible for the 'Jewish question' up until 1941. Speer pleaded ignorance of the death camps at the Nuremberg Trials. He also apologised for his part in the regime. These gestures meant that he managed to avoid the death sentence at Nuremberg and instead he received a twenty-year gaol term. Years later, however, it emerged that Speer had known more than he admitted to at Nuremberg.

## Other governments

As well as the German government, it must be remembered that other governments also had responsibility for the fate of European Jewry. As the Nazis occupied many countries in Europe, the governments of those countries were asked to hand over their Jewish populations to the Nazis. Many did this readily and without question. Others, such as the Danish government, tried to protect their Jewish populations and when instructed to hand over their Jews, tried to smuggle as many as possible out of the country to safer locations.

The Allied governments of Britain and the US have also been criticised for their lack of response to the situation. There were reports as early as 1942 that Jews were being gassed. However, it was thought by these governments that the reports were exaggerated.



**Source 7.7.3** Leading Nazis, including Göring and Hess, at the Nuremberg Trials, September 1946

Many of these reports came from the USSR, and although they were wartime allies, both Britain and US were very distrustful of the USSR. There had also been many atrocity stories during World War I that had been created for the sake of propaganda. Finally, the British government and US officials had also been asked by the Jewish Agency in Palestine to bomb Auschwitz in 1944, and it remains a debate to this day whether or not they should have undertaken this task and destroyed the gas chambers and crematoria, despite the fact that it may have resulted in the deaths of thousands of innocent inmates.

### **The German people**

The German people have been widely criticised for their lack of action against the inhuman treatment of the Jewish people. While not all Germans can be accused of failing to help the Jewish people, very few Germans were openly critical of the Nazis' racial policies. In a totalitarian regime, however, the cost of speaking out is very high and anyone who criticised the Nazi regime would have been at risk of imprisonment or death.

### **The lessons learnt**

The Holocaust is undoubtedly one of the most dreadful examples of humankind's inhumanity. It is not the only time in human history that genocide (mass killings) of a particular group of people has taken place, and it is important to make sure that these events are not forgotten so that future generations can learn what can and has happened. It can also serve as an important lesson about how governments, international bodies such as the UN and ordinary people should confront genocide.

## **ACTIVITIES**

### **Remembering and understanding**

- 1** When and why did the Nuremberg Trials take place? Refer to Source 7.7.1 and explain their importance.
- 2** Read Source 7.7.1. What is the key message delivered in the opening statement of the Nuremberg Trials?

### **Applying and analysing**

- 3** With a partner, make a list of all those who have responsibility for the Holocaust and rank them from the most responsible to the least responsible. Compare your rankings with other members of the class.
- 4** Do you think the Nuremberg Trials were extensive enough? Justify your answer.
- 5** Many defendants used the excuse that they were 'following orders'. Should this excuse be seen as acceptable?



## UNIT 7.8

# The Holocaust

### The Warsaw Uprising

Working in pairs, research the Warsaw Uprising of 1943. Create a multimedia presentation that shows the reason for the uprising, what happened and how it ended. This presentation could be in the form of a short film or documentary, or a visual photographic and text presentation. It should incorporate sources and testimonies of those involved (these can be found online). Include a commentary that gives an outline of the events as they unfolded.

### Research and debate on responsibility

Evaluate the role of the German people in the Holocaust. Remember, some Germans did try to save Jewish people. Research some of these stories and the risks these people took to help Jewish people while others were indifferent to their fate.

Have a debate in class where one side puts forward the case that the German people were powerless to help and the other side argues that they did not attempt to help the Jewish people. Different groups in the class should research such groups as the Gestapo and other groups such as the White Rose and see what impact these groups had on German attitudes towards the Jews.

### Those who helped Jewish people

Many risked their lives to assist Jewish people, for example Lorenzo Perrone, an Italian bricklayer who helped Primo Levi, an Italian Jewish survivor who later wrote about his experiences.

Research one or several of these people, many of whom can be found on the Righteous Among the Nations list on the Yad Vashem website, and write about what they did for your class blog or to read out to a group of students. Do their stories give you a different perspective of the Holocaust?



**Source 7.8.1** A camp survivor sitting alone in Bergen-Belsen after liberation, April 1945

## Survivors' testimonies

Research survival stories from the camps. There were people who survived the death camps and some of them went on to settle in Australia. Write a brief biography of a Holocaust survivor, their life before the war, where they went and what happened to them after the end of World War II.

Many Holocaust survivors have given testimony about their experience to educate future generations about these horrific events in the hope that they will avoid recurrence. You can find such testimonies online at the Shoah Foundation, US Holocaust Memorial Museum or the Yad Vashem website. You can also visit the Sydney Jewish Museum, where Holocaust survivors who settled in Australia still give talks to students and other museum visitors.

At the end of the biography, answer the following questions.

- a What do we learn from personal stories such as these that we do not learn in histories told from a perpetrator's perspective?
- b What is the value of knowing the victim's point of view?
- c How does the victim's point of view change or enhance our understanding of these historical events?

## Novels and films about the Holocaust

There have been many novels and films produced about the Holocaust. Novels include *Number the Stars* by Lois Lowry, *The Diary of Anne Frank* and *The Good Liar* by Gregory Maguire.

Ask your school librarian about these novels and films. Choose one to read or watch and write an appraisal on what we can learn from them about the Holocaust.

## Glossary

**anti-Semitism** prejudice against, or hatred of, Jews

**Aryan** supposed racial characteristics that the Nazis adopted to define a master race; typically people with blond hair and blue eyes

**Bolshevik** Russian communist

**chancellor** leader of the German government, similar to the Prime Minister in Australia

**concentration camp** prison and labour camp where those perceived to pose political, racial, religious or intellectual threat to the Nazi regime were incarcerated without trial

**death camp** camp designed for the mass killing of people

**Einsatzgruppen** special mobile killing force made up of SS and regular police who followed the German army (*Wehrmacht*) into occupied areas

**genocide** deliberate and systematic attempt to eradicate an entire cultural ethnic group

**Gestapo** Nazi secret police

**Gleichschaltung** process of making sure all Germans conformed to Nazi ideas

**Holocaust** genocide of Jews and others, including Roma people, communists and mentally ill people, by the Nazis, in particular in death camps such as Auschwitz, Chelmno, and Sobibor; also known as *Shoah*, Hebrew for 'catastrophe'

**indoctrination** inducting people into a desired way of thinking without critical reflection; often used to influence people's points of view on a large scale

**Kristallnacht** Night of Broken Glass, a pogrom against the Jewish communities of Germany and Austria on 9–10 November 1938

**Mischlinge** people who have both Jewish and non-Jewish ancestry according to Nazi legal classifications

**propaganda** biased communication of ideas aimed at influencing people's attitudes and beliefs

**Schutzstaffel** paramilitary unit originally Hitler's personal bodyguard and a significant force in Nazi Germany, and led by Heinrich Himmler; also known as the SS

**socialism** political theory that supports government control over important services and organisations within society such as banking

**Sonderkommando** forced Jewish workers at Nazi death camps

**Sturmabteilung** army of the Nazi Party; also known as the SA



## CHAPTER

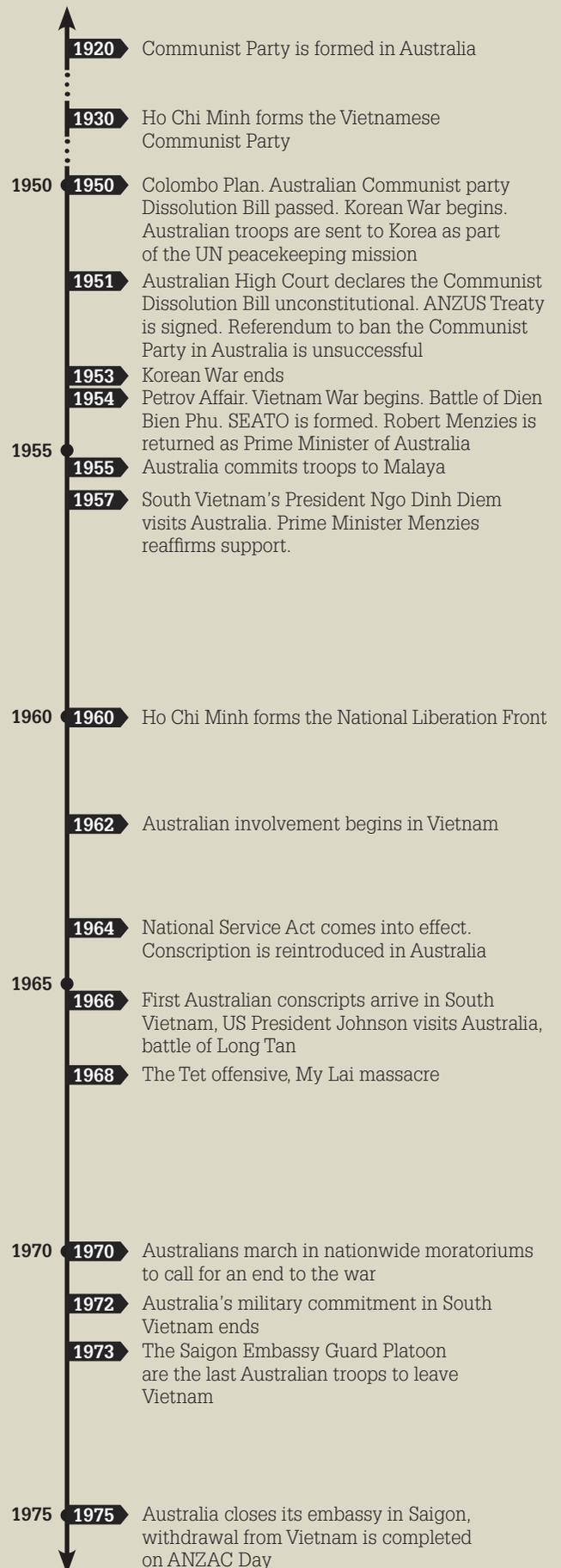
# 8

# Australia in the Vietnam War era

Taking place within the Cold War conflict, the Vietnam War (1956–75) was a broader part of Australia's struggle to contain the perceived communist threat and support its superpower ally, the US, at any cost. Plagued by **espionage**, feelings of global insecurity, political unrest and an increasingly cynical public, Prime Minister Menzies made the fateful decision to lead Australia into its most controversial and hated war.

The Vietnam War era resulted in some of the most deep-seated and divisive emotions experienced in Australian history.

**Source 8.0.1** This famous image, captured in 1972, shows children fleeing their village in Trang Bang, South Vietnam, where a napalm bomb has just exploded. This confronting photograph highlights the tragic impact of the Vietnam War on innocent civilians.



**Source 8.0.2** Timeline for Australia in the Vietnam War era

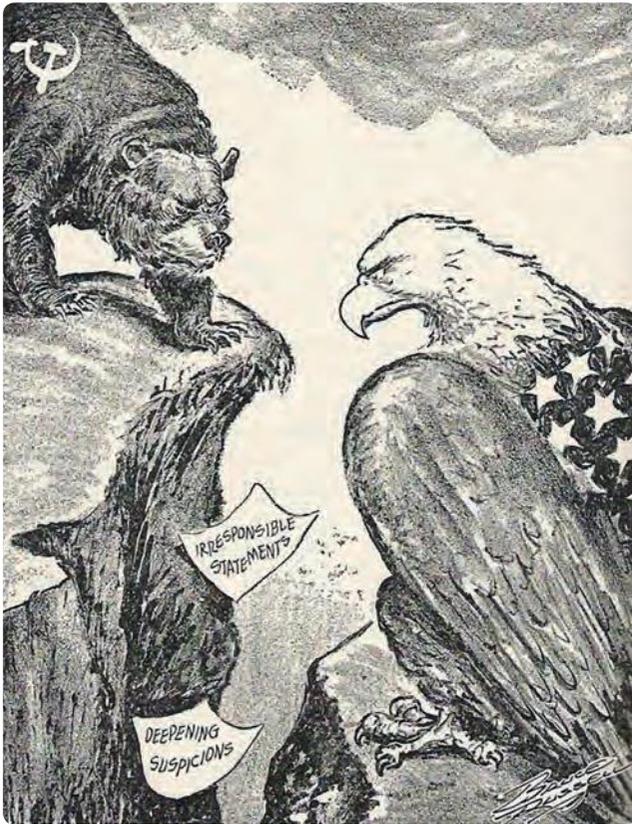


## UNIT 8.1

# Communism and the Cold War

### The emergence of new enemies

The dropping of atomic bombs on Japan at the end of World War II altered modern warfare and affected the climate of international politics. The nuclear age had arrived and the post-war world came to be dominated by the USSR and the US. This was because they possessed the ultimate military weapon, the nuclear bomb, which elevated them to the status of superpowers. The source of their conflict was two very distinct political ideologies: **communism** and democratic **capitalism**. Characterised by a climate of fear, mutual suspicion and paranoia, the world split into two distinct camps. The Eastern bloc was led by the USSR, while the Western bloc countries were allies of the US. This world conflict, known as the Cold War, lasted from 1945 until 1991.



**Source 8.1.1** 'Time to Bridge the Gulch.' This example of Cold War propaganda was created by Bruce Russell for the *Los Angeles Times* in November 1945.

### The Cold War

The Cold War was unique. As the name implies it was not a typical war. Each superpower sought to acquire allies in their search for global superiority. These allies were often politically weak and economically unstable and were easily brought under the influence of the stronger superpower. The stockpiling of nuclear weapons served as a demonstration of their military power and left the rest of the world gripped with fear that a nuclear war was imminent.

Although a major catastrophe was avoided, regional disputes erupted around the globe whereby each superpower sought to assert its authority at the expense of the other. This was a regular feature and characteristic of the Cold War.

US allies	USSR allies
England	China
Australia	Poland
Canada	Hungary
France	Czechoslovakia

**Source 8.1.2** Main alliances during the Cold War

### Two competing ideologies

The two ideologies that characterised the Cold War were capitalist **democracy** and single-party communism. The table in Source 8.1.3 identifies some of the key characteristics and differences between them.

### Tactics of the Cold War

The Cold War was fought using a variety of strategies and tactics.

- Propaganda—media, books and films were used to criticise the other side. Fear and creation of an enemy was common. It was also an opportunity to promote the benefits of their way of life over the enemy's.
- Arms race—each side built up a stockpile of weapons in order to deter the other side from attacking them. Military bases and missiles were established in friendly countries, entrenching the idea of a divided world.
- Space race—the USSR and the US competed to be the first in space. As the Cold War went on, each side competed to have the best space technology, including satellites and rockets.

	Communist USSR	Democratic US
Government structure	<ul style="list-style-type: none"> <li>▪ Communist Party is the only political party</li> <li>▪ Citizens do not vote in elections</li> <li>▪ Communist Party politburo chooses the leader</li> <li>▪ Leader stays in power until they die or are forced out</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiparty system</li> <li>▪ All citizens have the right to vote</li> <li>▪ People choose who best represents their interests</li> <li>▪ Elections are held every four years</li> </ul>
Economy	<ul style="list-style-type: none"> <li>▪ Government owns all business and factories</li> <li>▪ No private profit allowed</li> <li>▪ All goods and services are supposed to be shared equally among the people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual ownership is encouraged</li> <li>▪ Individuals are able to profit from their business</li> <li>▪ People pay taxes to the government and this money is redistributed to areas where it is needed</li> </ul>
Society	<ul style="list-style-type: none"> <li>▪ Total control over media</li> <li>▪ No freedom of speech</li> <li>▪ No freedom of press</li> <li>▪ Communist Party labelled the West corrupt and believed that the Soviet people needed protection from their ideas</li> <li>▪ KGB spied on society to ensure that there was no criticism of the government</li> <li>▪ Interest of the state was more important than the individual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Freedom of the media and speech</li> <li>▪ In theory everyone in the US could attain wealth</li> <li>▪ US has a Bill of Rights which guarantees every individual civil liberties: freedom of press, speech and religion</li> </ul>

**Source 8.1.3** The two main ideologies that dominated the Cold War

- Economic assistance—money and resources were provided to struggling nations in order to gain allies.
- Rivalry—each side constantly tried to outdo the other in terms of standards of living, culture and sport.
- Alliances—both sides actively sought alliances with friendly countries in order to try to spread their influence over the world.
- Military aid—both sides helped rebels overthrow governments that were hostile to them.
- Threats and intimidation—each side constantly criticised the other and when it suited them, supported proxy wars between competing allies.
- Espionage—spying was used by both powers to gain access to secrets and information.

### Communism spreads

In 1949, the Cold War took an unexpected turn. Mao Zedong had led a successful communist revolution in China. With this, Communism had spread from Europe to Asia. Australia was now firmly convinced that the communist tide was moving south. Menzies and his Liberal government came to power in 1950 and immediately took measures to prepare Australia for the potential outbreak of World War III. They developed new foreign policy directives and sought alliances to ensure Australia's safety. Part of this new initiative was the acceptance of the domino theory, which shaped the West's attitude towards communism.

### The domino theory

The domino theory stated that countries threatened by communism were like a row of dominoes. If one nation fell, then its neighbours would be more vulnerable.



**Source 8.1.4** 'Easter Egg Coloring.' Joseph Stalin painting the globe with 'Red Propaganda.' American cartoon, 1952

## Cold War hot spots

Throughout the 1950s and into the 1960s, 'hot spots' or areas of Cold War conflict emerged all over Asia. These confrontations were used to validate the domino theory and confirm the real danger of communism. The outbreak of the Korean War in 1950 was the first of these hot spots to occur.

### The Korean War 1950–53

#### The background

- Korea had been controlled by Japan since 1910.
- In the last days of World War II after Japan's defeat, the US occupied the southern part of Korea and the Soviets the north. This was supposed to be a temporary arrangement.
- The division was made along the 38th parallel.
- A communist government was established in the north under the leadership of dictator Kim II Sung.
- In the south, a democratic government was set up with American support. Syngman Rhee was selected as leader.

#### Reasons for Australia's commitment

Prime Minister Menzies made the decision to send troops to Korea in order to foster better political and economic relations for Australia. He was the first to commit troops to Korea after the Americans issued the call. He believed that the war in Korea was an attempt on the part of the Soviets to divert forces to Asia so that a major assault could be launched on Europe.

Menzies had three goals in committing to Korea:

- he hoped that the US would provide Australia with a security guarantee
- he hoped it would help to justify to the Australian public the need to build up its defence forces
- he wanted to weaken the opposition party—he portrayed Labor as being influenced by communists in the Trade Union movement.

#### The invasion of South Korea

In June 1950, the North Korean People's Army, backed by the USSR, crossed the 38th parallel, invading South Korea. The goal was to unify Korea under the communist banner. Within seventy-two hours, North Korean forces had captured Seoul, the capital of South Korea.



North Korea and South Korea after WWII and before June 1950



North Korean advance, June–September 1950



United Nations advance, September–November 1950



Chinese and North Korean advance, November 1950 – January 1951



UN advance January–October 1951 and Armistice Line, April 1953

Source 8.1.5 Korea during the war

### The war

In the Cold War context, this was seen as an open act of hostility. The US was not prepared to let South Korea fall to communism. The West believed that this was the beginning of a communist push into Asia and must be contained immediately. The Americans approached the UN to set up a task force to help the South Koreans. The announcement was made to send Australian troops on 27 July 1950 and a battalion was sent in September. The troops arrived just in time to help push the North Koreans back across the 38th parallel.

In November 1950, the Chinese threw their backing behind their communist allies and pushed UN forces back to the 38th parallel. By mid-1951, stalemate was reached, with a peace settlement negotiated in 1953. Korea was to remain as two separate nations: the North communist and the South democratic.

In three years, 4 million Koreans died, fighting in arctic conditions. About 17 000 Australians served with 1584 casualties: 339 died, 1216 were wounded and 29 were taken prisoner.

### The Malayan emergency, 1950

Ruled by the British since the nineteenth century, in the immediate post-war years Malaya came under threat from strong communist guerrilla forces. In 1950, Britain sent troops to combat the threat with Menzies also sending troops. He believed that it was an example of the domino theory in action and that if communism was not stopped in Malaya, Australia could be next. Australian troops remained in Malaya until 1960 when the communist forces were defeated.

Events in Malaya are, of course, a part of the global pattern of imperialistic Communist aggression. The ultimate objective of the Soviet leaders is, and always has been, world communism under their control ... the result is the 'cold war', a war raged relentlessly by every means—political, economic, psychological—short of the actual use of armed force. The Soviet leaders have endeavoured to weaken and integrate the non-communist countries. Checked in Europe, they have turned to Asia.

**Source 8.1.6** Prime Minister Menzies justifies Australia's involvement in Malaya, May 1950.

### Australia and Indonesia—a complicated relationship

The threat of Indonesia shaped much of Australia's foreign policy in the post-war period. Its geographical proximity to Australia and the growth of communism there made it a target of suspicion for Australia. Tension mounted when events in both Dutch West New Guinea and Malaysia threatened to escalate but in both instances conflict was avoided.

Menzies and the Australian public were genuinely concerned about a communist Indonesia in the north. It had the following effect:

- Australia was prepared to support American initiatives in South-East Asia no matter what the cost and no matter where it was
- conscription was reintroduced in November 1964—the government wanted to increase the strength of the army to 37 000
- the defence budget increased from £260 million in 1963–64 to £429 million in 1967–68.

## ACTIVITIES

### Remembering and understanding

- 1 Explain how the Cold War was unique compared to other wars.
- 2 Why did Menzies commit troops to fight in the Korean War?
- 3 Explain how Australian fears of Indonesia shaped foreign policy.

### Applying and analysing

- 4 Create a concept map summarising the tactics of the Cold War.
- 5 Examine Source 8.1.1.
  - a Identify the two nations.
  - b What is the source of tension?
  - c Explain why the source is called 'Bridge the Gulch'.
- 6 Examine Source 8.1.4. Using the source provided as a guide, design your own piece of anti-communist propaganda.
- 7 Evaluate the overall threat that communism posed to Australia in the 1950s.



## UNIT 8.2

# Responses to the threat of communism

### Measures to defeat communism

The Communist Party of Australia was always a source of suspicion in Australian politics after World War II. Many people feared its radical aims and believed that it was committed to destroying the Australian way of life. As Cold War tension escalated in the 1950s, the newly elected Liberal government, led by Robert Menzies, was keen to show its determination to outlaw the party.

Concerned over events in China and Korea, Menzies sought to create a system of alliances in the South-East Asia region. As a result, Australia became signatories on a number of defensive treaties that promoted collective security. This was where countries cooperated with one another, forming alliances in an attempt to maintain global peace. An aggressor against one state was considered an aggressor against all. Menzies wanted to demonstrate Australia's total commitment to eradicating communism to both the public and the Americans.

#### ANZUS, 1951

In 1951, Australia, New Zealand and the United States signed the Australia - New Zealand - United States Security Treaty (ANZUS Treaty). The agreement stated that in the event of an attack, the parties would agree to come to each other's aid. Signed during the Korean War, ANZUS was an example of the US's desire to defend against global communism in all corners of the world and helped to build confidence with the Australian people.

It was the US who really benefitted from the treaty; they were not bound to it and had found a very enthusiastic ally in Australia. The Australians irritated the British by signing the Treaty. The British were concerned that it would prevent Australia from fulfilling its obligations to defend the Middle East in the wake of a Soviet attack. It was the beginning of a fundamental shift in Australian foreign policy.

#### SEATO, 1954

The Southeast Asia Treaty Organization (SEATO) was founded in 1954 as another form of collective security agreement against communism in the region. Its members were the US, Australia, Britain, France, New Zealand, The Philippines, Thailand and Pakistan. South Vietnam, Cambodia and Laos were also protected under the treaty. The SEATO treaty stipulated that if any of these countries was under direct attack from communist forces, other members would come to their aid.

### Internal measures to defeat communism

#### The Communist Party Dissolution Bill 1951

Prime Minister Menzies was keen to uphold his campaign promise to outlaw the Communist Party of Australia. In order to adequately contain the threat, he believed that civil liberties of ordinary citizens had to be curtailed in a time of war.

On 27 April 1950, the Menzies government introduced the Communist Party Dissolution Bill to give the government power to declare the Communist Party illegal. According to the proposed Bill, the government would have had the right to:

- confiscate Communist Party property and belongings
- ban communists from government and civil service jobs
- prevent communists from holding office in major trade unions
- declare citizens to be communists; once declared a communist it was up to the individual to prove otherwise.

This was a dangerous bill and placed severe limitations upon people's civil liberties. Above all, it contradicted the Australian legal system, which upholds the idea of innocence until proven guilty.



**Source 8.2.1** 'All I want is the power to deal with these Reds!' Caricature depicting the attempts by Prime Minister Menzies to ban the Communist Party of Australia, drawn by A. Dyson and published in *The Guardian*, 2 August 1951

### Arguing the Bill

The Communist Party and ten trade unions challenged the Bill, which was declared to be unconstitutional by the Australian High Court on 9 March 1951. They argued on the grounds that no democratic government should be able to place such restrictions upon its citizens. The banning of any political party was thought to be undemocratic. Wartime was the only exception.

### Referendum to ban the Communist Party

Undeterred by the High Court ruling, Menzies decided to give the decision over to the Australian public. Once found to be unconstitutional, the only way the Bill could be passed was if the Constitution was changed by referendum. Menzies knew that if he wanted to win the public over he would have to prove that the threat of communism to Australia was real and not philosophical. When the Korean War broke out in June 1950, Menzies used it to argue that there was no doubt that Australia was at war with communism.

### The YES Vote

*Menzies persuading the Australian public to vote 'yes':*

*You will not need much argument to convince you that Communist activity in Australia has become a grave menace to our industrial peace, to production, to our national security and defence. It is the enemy of defence and progress.*

*If communism had been content to live in its home without the itch for both military and political conquest we would today be living in a state of real peace.*

### The NO Vote

*An editorial from The Argus, 21 September 1951:*

*The referendum to be taken tomorrow is one of the most important in Australian history. It is a referendum ... about things fundamental in democracy—the liberty of the individual, the British tradition of justice, the possibility of suppressing ideas with the bludgeon.*

*The referendum asks powers to set up a 'Police State'—to open the way to condemnation without proof, the anonymous smear by perjurers, pimps and informers, to the destruction of the whole traditional British way of justice and the Australian way of life. We say No!*

**Source 8.2.2** Arguments for and against the proposed Bill to ban the Communist Party in Australia, 1951

The referendum was bitterly contested and divisive. Held on 22 September 1950, it was very narrowly defeated: the 'Yes' votes received 2 317 927 and the 'No' votes 2 370 000.

The referendum demonstrated:

- that Australians valued their political freedom more than they feared communism
- that workers in Australia saw Menzies as a greater threat than communism—they did not want him to take power away from the unions, even if they had been infiltrated by communists
- that for Australians the anti-communist debate became merged with racism and communism was being used to justify racist foreign policy and border protection.

## The Petrov Affair, 1954

On the eve of the 1954 federal election, Australia was rocked by a communist spy scandal. Details of a Soviet spy ring operating in Australia dominated news headlines. Menzies announced a Royal Commission to investigate the full extent of the matter. The Petrov Affair became the key issue in the election and created a fracture in the Labor Party that would not see them recover from for eighteen years.

### The scandal: a summary

In April 1954, Vladimir Petrov, a Soviet diplomat, made a request to the federal government for political asylum. In exchange for his status being granted, Petrov informed and provided evidence to indicate Soviet espionage within Australia. The media portrayed him as a Cold War ally who had escaped the evil grip of communism.



Source 8.2.3

A distressed Evdokia Petrov, wife of Vladimir Petrov, is escorted to the plane to take her back to the USSR.



Source 8.2.4 Dramatic scenes at the airport as concerned crowds try to prevent Evdokia Petrov's departure.

### **Evdokia Petrov's story**

When the Soviets discovered that Petrov had defected, they immediately detained his wife in the Soviet embassy. She was unaware of her husband's **defection**. Two Russian guards arrived to take her back to the USSR on 19 April. Aware that Mrs Petrov would probably face death upon her arrival back in the USSR, a crowd of approximately 2000 people flooded into the airport to defend and protest against her removal. Mrs Petrov commented: 'Under the floodlights of the airport I saw the milling crowd like a roaring sea around us. I lost my right shoe and asked my escorts to get it back for me, but they would not stop.'

While aboard the flight to Darwin a terrified Mrs Petrov informed the staff that the two Soviet guards were armed. Menzies decided he could not let her go in these conditions and she was rescued at Darwin airport when the aircraft stopped for refuelling. Evdokia Petrov was given the opportunity to stay in Australia and after speaking with her husband also applied for political asylum. By defecting, the Petrovs had committed treason and would never see their families again.

### **The Soviet response**

The Petrov defection was a serious blow to the Soviets. Not only were they angry with the Petrovs for committing treason, but they were also fearful as top secret documents held by Petrov were given over to Australian Security Intelligence Organisation (ASIO) and the federal government. The Soviets were placed in a vulnerable position. They accused the Australian government of kidnapping Mrs Petrov, assaulting soviet diplomatic officials and behaving against the accepted norms of international law. In addition, they withdrew their embassy from Australia and requested that Australia withdraw its diplomatic presence in Moscow.

### **The Royal Commission**

The findings of the Royal Commission were released in 1955. No charges were officially laid but evidence of spying was confirmed.

### **The consequences of the Petrov Affair**

There were four major consequences of the Petrov scandal in Australia.

#### **The threat of communism**

The media used the Petrov Affair to hype up the threat of communism. In the 1950s, the fear of communism had reached hysterical levels.

#### **Liberal election win**

The Liberals won the federal election in 1954. The swift and definite action of Menzies and his government in dealing with Soviet espionage was rewarded by the Australian public. They felt confident that the Liberal government had handled the threat well.

### **The Labor Party split**

During the Royal Commission into the Petrov affair, several Labor Party members were questioned. The leader of the Labor Party, H.V. Evatt, tried to defend the implicated persons but this made him appear to be a communist sympathiser. Catholics and others within the Labor Party did not want the party to be associated with communism in this way. As a result, the Labor Party split in 1957 with the Democratic Labor Party forming. This **conservative** group led by Bob Santamaria took a firm stance against communism and proposed to target trade unions.

### **The downfall of Evatt**

H.V. Evatt accused the Liberal Party and Menzies of stalling the news of Petrov's defection for a year. He argued that they were part of an elaborate conspiracy devised to help Menzies win the election. Prior to the scandal, polls indicated that Labor would win the 1954 election. Evatt also claimed that the whole affair was a conspiracy directed at him personally.

## **ACTIVITIES**

### **Remembering and understanding**

- 1 Why did Menzies embark on a series of defensive treaties in the early 1950s?
- 2 Explain the High Court's decision to declare the Communist Party Dissolution Bill unconstitutional.
- 3 Outline the Soviet response to the Petrov Affair.
- 4 Describe the effect of the Petrov scandal on the Labor Party.

### **Applying and analysing**

- 5 Study Source 8.2.1.
  - a Identify the figures in the cartoon.
  - b Explain what the cartoon means.
  - c Assess the impact of this source on the voters in the referendum.
- 6 Examine Source 8.2.2, which explores both sides of the debate. Assess the arguments for each side and explain which one is the most convincing.
- 7 Examine Sources 8.2.3 and 8.2.4 and explain how they contributed to the mood of hysteria that surrounded communism in the 1950s.
- 8 Create a documentary to demonstrate how Menzies and the Liberal Party responded to the threat of communism in the 1950s.



## UNIT 8.3

# Origins of the Vietnam War

### French Indochina

From the mid-nineteenth century, Vietnam, Cambodia and Laos were occupied by the French and the region was collectively known as Indochina. Throughout its history, Indochina has experienced long periods of foreign occupation. For centuries, the north of Vietnam was controlled by China. However, it was under French rule for almost 100 years that the natural resources of the region—especially Vietnam—were exploited. Vietnam's geographical location and provision of raw materials, such as rubber and rice, made it a natural target for invasion. For the French it also served as a foothold into Asia, providing access to its lucrative trade.

### The First Indochina War

During World War II, Japan invaded Vietnam, seizing control of it from the French. After the war, with the Japanese defeated, the Vietnamese had hoped that the victorious Allies would allow Vietnam to be an independent nation. In 1945, Ho Chi Minh declared Vietnam independent but France refused to accept this. French reluctance to free Vietnam and the desire of Ho Chi Minh to liberate his country from foreign interference sparked the First Indochina War. The war lasted nine years, from 1945 to 1954.

### The Battle of Dien Bien Phu

In 1954, French occupation of Indochina was brought to a violent end with the Battle of Dien Bien Phu. Led by Ho Chi Minh and General Giap, the Vietnamese liberation forces, the Viet Minh, soundly defeated French forces, bringing an end to the First Indochina War. With the French withdrawal from the region a power vacuum was left. Ho Chi Minh was desperate to create a free and independent Vietnam, believing that his forces had fought for and won their right to govern themselves.

### Geneva Accords, 1954

The Geneva Convention was held in February 1954, just days after the French defeat at Dien Bien Phu. The result was the Geneva Accords—ten documents that decided the fate of Indochina. This led to the temporary division of Vietnam into two regions along the 17th parallel of latitude:

- The People's Republic of Vietnam—North Vietnam—was placed under the care of the communist leader Ho Chi Minh
- The Republic of Vietnam—South Vietnam and ruled from Saigon—was placed under the care of Ngo Dinh Diem, a puppet of the American government.



Source 8.3.1 A divided Vietnam after the Geneva Convention

## Cold War politics

Ho Chi Minh only agreed to the division on the condition that free elections would be held within two years. The division of Vietnam was seen as a temporary solution. However, national elections never took place as American President Truman believed that Ho Chi Minh would win.

In a Cold War context, a communist Vietnam was neither acceptable nor desirable for the West. Therefore, the US supported the Diem regime, encouraging him not to cooperate in the holding of elections. The US had also sent military advisers and support teams to South Vietnam. Ho Chi Minh was furious and, tired of waiting, he declared his intention to liberate the South.

### Profile of Ho Chi Minh— 'the enlightened one'

Ho Chi Minh was both a nationalist and a communist. Highly intelligent and of humble origins, he spent thirty years abroad and used up to fifty aliases throughout his life. He worked as a taxi driver and a cook, observed the Vietnamese in France during World War I and spent time in Russia, meeting revolutionaries and studying communism. At one stage, he also worked as a Russian spy in China. His time abroad solidified his belief that the rich prospered through their exploitation of the poor and he turned to communist **ideology** to right this wrong.

Having read the American Declaration of Independence, Ho Chi Minh believed that the Americans would help to liberate his people and allow him to rule over a free and independent Vietnam. He even borrowed sections of the document to include in his Declaration of Independence for Vietnam. President Truman, however, ignored his requests for help. This was for two reasons.

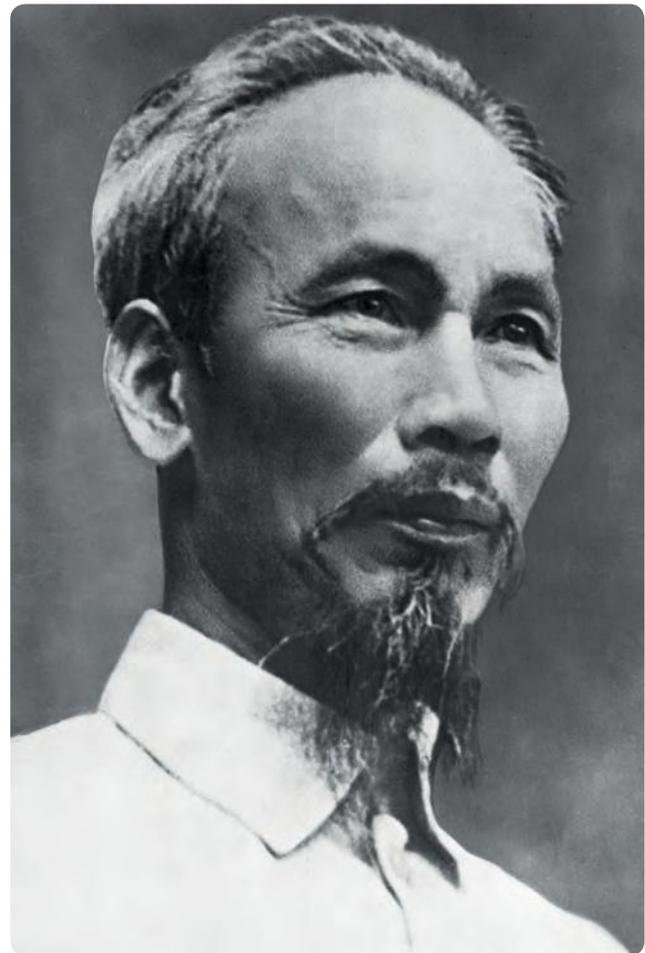
- As leader of the free democratic world, Truman could not be seen to be assisting and cooperating with a declared communist.
- Truman had promised to help the French re-establish control of the region.

Ho Chi Minh formed the National Liberation Front to free Vietnam of foreign rule permanently. In the context of the Cold War, his national sentiment was seen as communist aggression. Vietnam was now viewed by the West as an important domino in a line that stretched through South-East Asia.

## Creation of the National Liberation Front

The National Liberation Front (NLF) was created in 1960 by Ho Chi Minh. Its purpose was to target the South Vietnamese (whether they were communist or not) to help to rid Vietnam of Diem and the Americans who had come earlier to South Vietnam to provide support. They were assisted by many North Vietnamese supporters who had remained in the South after the Geneva Convention. They used methods of subversion and terror to achieve their goals. The NLF worked in cells to educate and infiltrate the villages of the south about 'Uncle Ho' and the benefits of communism. Their aim was to destroy the regime from within.

The NLF had a military branch that was known as the People's Liberation Armed Forces (PLAF). To demonstrate his loathing and hatred of the communist forces, Diem and the West resorted to calling both the NLF and PLAF the Viet Cong (VC), a derogatory term meaning 'Vietnamese Commies'.



**Source 8.3.2** Ho Chi Minh, leader of North Vietnam, was affectionately known as 'Uncle Ho' by his supporters.

### Kennedy's policy in Vietnam

US President John Kennedy came to office in 1960 with Vietnam just one of many contentious Cold War issues. He wanted to use South Vietnam to test new American counter-insurgency tactics, and to win the hearts and minds of the Vietnamese people over to democracy. The US maintained an advisory role in Vietnam while showing the world that the US lived up to its international commitment to fight communism.

### Collapse of Diem's regime

By 1963, the South was in disarray. Diem was a poor and corrupt leader who cared little for his people. As a devout Catholic, he often discriminated against Buddhists within his government and promoted family members to important positions. Saigon soon experienced riots and demonstrations calling for the end of the Diem regime, the reunification of the country and the removal of the Americans. On 11 June 1963, the world was horrified at the footage of a Buddhist monk self-immolating (setting fire to oneself) in protest to Diem's discrimination against Buddhists. Diem's sister-in-law created a public outcry when she callously referred to these events as 'Buddhist barbeques'. The demonstrations signalled to Kennedy that Diem had lost the support of the South.

### Two assassinations

The US ambassador Henry Cabot Lodge, with the support of the Central Intelligence Agency (CIA), urged Kennedy to support a coup to oust Diem.

Diem and his brother were murdered on 1 November 1963 by the Army of the Republic of Viet Nam (ARVN) but supported by the CIA. It created further instability and forced the Americans to continue to support corrupt military governments in South Vietnam. Three weeks later, on 22 November 1963, President Kennedy was assassinated, leaving his successor Johnson with the problem of Vietnam. In the week before his assassination, Kennedy had mentioned misgivings about escalation in Vietnam.

### The Gulf of Tonkin incident

American involvement in Vietnam remained advisory until November 1964 when newly appointed American President Johnson claimed that the North Vietnamese had deliberately attacked the American ship *USS Maddox* in the Gulf of Tonkin. A day after the incident, he requested unlimited support from US Congress to stop overt aggression by the North Vietnamese against American ships. Congress approved the Gulf of Tonkin resolution with two major provisions:

- the US military could use 'any and all resources necessary'
- the US could provide combat support to any SEATO nation directly threatened by North Vietnam—South Vietnam was a SEATO member.

The Gulf of Tonkin resolution was a turning point in the conflict. Bombing of North Vietnam and the dispatch of military troops commenced within days.



Source 8.3.3

A Buddhist monk self-immolating in protest against Diem's regime, 1963

No official declaration of war was ever made on Vietnam by the US. In fact, Johnson had misled his Congress by failing to inform them about American covert operations, without authorisation, in North Vietnamese waters.

### **The unofficial war: the commencement of military intervention**

Within a year after the passing of the Gulf of Tonkin Resolution, tens of thousands of American combat troops began flooding into Vietnam. Ho Chi Minh went to the Soviets for help and they provided military support and supplies to the Viet Cong. The US continued to increase their commitment to the war. By 1968, there were over a half a million American troops in Vietnam.

### **Two perspectives on US involvement**

American involvement in Vietnam was controversial and still influences US foreign policy thinking today. Following are two primary sources. Source 8.3.4 indicates why President Johnson made the decision to escalate US involvement in Vietnam. Source 8.3.5 is a reflection from the Secretary of Defence Robert McNamara who, if his ideas had been debated at the time, might have prevented a war.

*The contest in Vietnam is part of a wider pattern of aggressive purpose.*

*Why are we in South Vietnam? We are here because we have a promise to keep ... to help South Vietnam defend its independence ...*

*We are also there to strengthen world order. Around the globe from Berlin to Thailand, are people whose well-being rests, in part, on the belief that they can count on us if they are attacked ...*

*The central lesson of our time is that the appetite for aggression is never satisfied. To withdraw from one battlefield means only to prepare for the next.*

**Source 8.3.4** President Johnson justifies his decision to escalate intervention, 7 April 1965.

*I believe we could and should have withdrawn from South Vietnam either in late 1963, in late 1964, or early 1965. We misjudged the geopolitical intentions of our adversaries (in this case, North Vietnam and the Viet Cong) and we exaggerated the dangers to the United States of their actions. We saw in them [South Vietnamese] a thirst for—and a determination to fight for—freedom and democracy ... We underestimated the power of nationalism to motivate a people (in this case, the North Vietnamese and Viet Cong) to fight and die for their beliefs and values. Our misjudgements, friend and foe alike, reflected our profound ignorance of Vietnam's history, culture and politics.*

**Source 8.3.5** Reflections of Robert McNamara, the US Secretary of Defence from 1961–68. He was a trusted adviser to President Kennedy on the issue of Vietnam until Kennedy's assassination.

## **ACTIVITIES**

### **Remembering and understanding**

- 1 Why was Vietnam a target for foreign invasion?
- 2 Explain the immediate consequence of the failure to hold elections in 1956.
- 3 Who were the NLF and what was their purpose?

### **Applying and analysing**

- 4 Assess the importance of the Cold War as a cause of the Vietnam War.
- 5 Examine Source 8.3.1 and assess the impact the division of Vietnam would have had on the region.
- 6 Study Source 8.3.3. Discuss the impact that the release of this image would have had on Diem's regime, both internally and internationally.
- 7 Read Sources 8.3.4 and 8.3.5 and explain whether or not American involvement in Vietnam was justified.



## UNIT 8.4

# 'We'll be there'—Australia's involvement

### Australian foreign policy in the 1950s and 1960s

It has been a long-held belief that Australia got involved in Vietnam because the Americans asked them to; however, it is much more complicated than this. Australia's geographical location meant that it was far more involved in the region than its American counterpart.

Vietnam became important to the two countries for different reasons. Australians feared Asian invasion and Indonesian communism, and these concerns were far more prevalent in their minds than Vietnam. The following undercurrents dominated political thinking in Australia, ultimately leading them to being involved in the Vietnam issue.

#### Fear of Asian invasion

Historically, Australia was fearful of foreign attack, especially from its Asian neighbours. This was evident in the very first legislation passed after Federation in 1901, which made up the White Australia Policy. This fear was consolidated by the Japanese attacks during World War II, which was still a fresh memory for many Australians in the 1960s. The communist revolution in China not only alarmed the democratic world but also linked the fear of Asian invasion to the Cold War.

*There was a particularly Australian and longstanding fear of Asian invasion from the North, which merged with Cold War fears of communist expansionism. Arising initially in response to the quite substantial Chinese immigration of the nineteenth century, enshrined in the White Australia Policy still in force when Australian troops were first sent to Vietnam, and given validity by the very real threat from Japan in the Second World War, there remained in the 1960s a great deal of xenophobia and anti-Asian racism.*

**Source 8.4.1** From *Vietnam: War Myth and Memory*, Jeffrey Grey and Jeff Doyle, 1992

#### Australia unable to defend itself

Australia was not confident in its ability to defend itself due to its large size and small population, and historically had always looked to Britain to defend its interests. A serious decline in Britain's world position in the 1930s coupled with the strain created by World War II signalled a turning point in Australia's foreign relations and it looked to the US for support.

*The fact of the matter was that the Australian government was not primarily concerned with providing aid to Vietnam. What it was primarily concerned with was establishing a sense of mutual alliance with the US. It was the gratitude of Washington that was being sought, not that of Saigon. Securing a viable, non-communist government in South Vietnam would not in itself solve Australia's security problems. Only securing an American military commitment in Vietnam, it was assumed, would do that, and this could best be achieved by sending the kind of assistance that the Americans wanted, whether the Vietnamese had asked for it or not.*

**Source 8.4.2** One historian's view of the importance of the American alliance. From Glen St J. Barclay, *A Very Small Insurance Policy*, 1988

#### Australia's relationship with the US

Australia was keen to demonstrate to the US that it was a worthy ally. It was the first country to show support for the Americans in the Korean War and also the first to publicly endorse the decision of escalation in Vietnam. Initially, the federal government sent advisers to South Vietnam, as it did not have the material resources on hand. Australia particularly wanted to build up credit with the US and, to a lesser extent, Britain to ensure that if the country were attacked, it would be protected.

It was a form of insurance policy. Most people also believed that military involvement in Vietnam would be minimal and worth it in terms of what Australia stood to gain from an indebted US.

### **Belief in forward defence**

The theory of forward defence was linked to the domino theory. Menzies believed that the government's objective must be to locate the threat and eliminate it before it could become greater. He argued that it was better to fight the communist threat in Asia before it arrived in Australia.

The supposed aggression displayed by the communist forces in North Vietnam was another clear example of the domino theory in action.

### **Treaty obligations**

Australia had signed the ANZUS and SEATO treaties, which required them to assist their regional neighbours if they were attacked. When the US committed ground troops to Vietnam, they used the SEATO Treaty to legitimise their escalation.



**Source 8.4.3** Prime Minister Robert Menzies at the SEATO Conference in Canberra with other representatives on 11 March 1957



## ACTIVITIES

### Remembering and understanding

- 1 How did the role of Australia's foreign policy contribute to involvement in Vietnam?
- 2 Why did Menzies refuse to say that the conflict was a civil war?

### Applying and analysing

- 3 Create a concept map to show the reasons for Australia's involvement in the Vietnam War.
- 4 According to Source 8.4.1, what was the main reason for Australia's involvement in the Vietnam War?
- 5 Read Source 8.4.2. Identify Australia's primary concerns during this period.
- 6 Study Source 8.4.5.
  - a Why was the South Vietnamese government so slow in sending a 'request' to Australia?
  - b Why was Menzies in such a fury?
  - c Outline the means by which Menzies was able to obtain a request for help.
- 7 Read Source 8.4.6.
  - a Outline the case that Menzies makes for involvement in Vietnam.
  - b Account for the differences in Menzies' reasons for involvement in Vietnam with the other sources in this unit.
- 8 Was Australia's involvement in Vietnam justified? Use the sources from this unit to argue your case.

*The Australian Government is now in receipt of a request from the Government of South Vietnam for further military assistance.*

*There can be no doubt of the gravity of the situation in South Vietnam ... We do not and must not overlook the point that our alliances, as well as providing guarantees and assurances for our security, make demands upon us. We have to bear in mind, and make preparations against, the possibility of other developments in the region, which could make demands on our Australian defence capacity.*

*The takeover of South Vietnam would be a direct military threat to Australia and all the countries of South and South-East Asia. It must be seen as part of a thrust by Communist China between the Indian and Pacific Oceans.*

**Source 8.4.6** Prime Minister Menzies announcing the dispatch of troops to Vietnam, 29 April 1965

### The response of the Opposition

The Opposition strongly opposed the decision to go to war. Leader of the Labor Party Arthur Calwell issued a statement of response to challenge Menzies' decision. He believed that the commitment of troops would only make the situation worse and made the following observations:

- involvement would harm the fight against communism in the long term
- the welfare of the Vietnamese people would not benefit from intervention
- intervention would create a source of tension between the Vietnamese people and Australians
- it was an unintelligent response to Chinese power
- the decision was not in Australia's best strategic interests.

He also went on to say that Australian involvement was based on three false assumptions:

- a wrong view of the nature of the war in Vietnam
- a failure to understand the communist challenge
- a false idea in regard to the interests of the US and its allies.



## UNIT 8.5

# The role of television in the Vietnam War

## The world's first television war

The Vietnam War was the first to be fought under the scrutiny of public opinion. Every night, people watched the latest war developments from the comfort of their living rooms. This had a profound impact on the attitude of Australians towards the war. It has been said that the Vietnam War was lost in people's living rooms. It was the world's first televised war.



**Source 8.5.1** An image broadcast around the world showing a napalm attack during the Vietnam War. It was these types of images that started to sway public opinion against the war.

## News gathering

There were very few Australian camera crews and reporters in Vietnam. Most footage was from international sources—usually American. Film was flown into Australia and subject to editing by the press in Canberra, who had to ensure that no offence would be caused and also appeal to a local audience. An Australian voice-over was also added.

Australian and American journalists attended daily briefings held by the US military in Saigon. Most of the information was fabricated and intended to convince the journalists that the US was winning the war. These briefings came to be known as the 'Five o'clock follies'.

## Vietnam War reports

The Vietnam War was a complex war and very difficult to report on. The public was largely ignorant of Vietnam and journalists were not permitted to report on military matters.

The nature of Australian missions was usually uneventful and, as a result, Australian civilians saw more reports and footage of American action.

There were various issues that affected reporting:

- journalists held different views about how the war should be reported
- most of the hard-hitting stories were downplayed by censorship
- the ABC and other media gave little directive on how to report the war
- it was difficult to get combat footage
- there was no in-depth reporting carried out as the military attempted to control all information
- there was a high rotation of cameramen and journalists
- there was a lack of Australian journalists in Saigon.

## The Home Town Program

The Australian Department of Defence sent news stories to the media, deliberately tailored to have local appeal. The focus was on light human-interest stories, which reinforced the Anzac virtues of mateship and heroism. Detail was given on civilian aid programs or troops dispensing food and medical supplies to women and children. Vietnam became known as the 'helicopter war' due to the frequency helicopters featured in broadcasts.



**Source 8.5.2** This image taken in August 1967 came to epitomise the Australian Vietnam War experience. US army helicopters have arrived to return the soldiers to Nui Dat after completion of a cordon and search mission.



**Source 8.5.3** This image of dead US soldiers at the US embassy in Saigon, released in January 1968, flooded television screens and gave the impression that the US was losing the war.

### Tet and the television

The Tet Offensive of early 1968 was a major turning point in the Vietnam War, both in military terms and how it was reported. Although considered a military victory for the Americans and Australians, in the aftermath of the offensive:

- the public began to feel that the government was lying to them
- questions were raised as to how North Vietnam was able to launch such an attack
- military tactics began to be questioned.

### The overall impact of television

The degree to which television had an impact on the outcome of the war is unclear. It certainly changed the dynamics of war as the public could now criticise government policy and military strategy. Despite the federal government heavily censoring footage, the grim reality of war still made it into people's living rooms; especially from the Tet Offensive onwards. People were tired of seeing war and the longer it continued, the more futile it appeared. As the antiwar movement attracted press, the soldier was forgotten about.

*For many of us our understanding of the Vietnam War wasn't shaped by personal experience but by what we saw in the media. It's those iconic media images of the conflict, and in particular its victims, which resonate.'*

**Source 8.5.4** Extract from an ABC interview with Dr Trish Payne conducted in August 2007, discussing the impact of television on the Vietnam War in Australia

*Images usurped the judgments of experienced reporters who affected the roles of innocent bystander and caption writer. Public attitudes follow from perspectives; by allowing the false 'neutrality' of television images to dominate the coverage of war, journalists allowed misconceptions to become received truths.*

**Source 8.5.5** Journalist John Pilger comments on the role of television in the Vietnam War. From John Pilger, *Heroes*, 2001

## ACTIVITIES

### Remembering and understanding

- 1 Why was the Vietnam War difficult to report?
- 2 What were the 'five o'clock follies'? What type of impact do you think this would have on journalists reporting the war?
- 3 Why was the Vietnam War known as the 'helicopter war'?

### Applying and analysing

- 4 Why do you think the federal government placed such tight restrictions upon the type of information that was released to the media and ultimately the public about the war?
- 5 Carefully examine the evidence provided in this unit. In an extended response, evaluate the role of television in the Vietnam War with close reference to at least three sources.



## UNIT 8.6

# Perspectives on the Vietnam War

### Initial responses to the war

When Menzies government decided to send combat troops to Vietnam there was general public support for the war. Menzies presented a strong case that an independent nation had been invaded by an aggressive force and that it needed Australia's assistance.

### Supporters of the war

The main three groups to support the war were:

- the government
- the RSL clubs
- the armed forces.

Other supporters included those who genuinely feared communism and felt that Australia needed to be protected. They knew very little about the historical context of the war and believed that the South Vietnamese government had asked the Australian government for assistance against the North.

~~~~~

*We are now at war ... Australia is to fight on the Asian mainland to aid the United States in stopping the advance of Communism, which threatens us directly. We are going ... to support the South Vietnamese Government against the aggression of North Vietnam, backed by communist China. Our Government has made the decision in our name, and that is its duty. The nation now has to support that ...*

~~~~~

**Source 8.6.1** Editorial from the *Courier Mail*, 1 May 1965, supporting the government decision to go to war

### Opposition to the war

Opposition to the war was limited at first, but grew over time and can be classified into three groups:

- people who opposed the use of conscription
- **conscientious objectors** who are opposed to all war
- people who were specifically opposed to the Vietnam War.

### Opposition arguments

The groups did hold some common beliefs about the war:

- most people in South Vietnam supported the National Liberation Front and wanted to be a unified country under Ho Chi Minh
- the South Vietnamese government was corrupt and ruled by a series of dictators
- the conflict in Vietnam was a civil war because under the Geneva accords North and South Vietnam were not intended to be separate countries
- the war was about national liberation for Vietnam not communism
- the US was acting aggressively against a much smaller power
- Australia was not acting under its own independent foreign policy; rather, it was a servant to the US in the search for collective security and protection against communism
- the US was committing atrocities against the Vietnamese people.

### Conscription and 'Nashos'

Initially, Menzies believed that Australia would fight communism somewhere in Malaysia or Indonesia. He was concerned that Australia's defence forces were too small. National service had been introduced in 1951, but was abandoned in 1959. Conscription was reintroduced by Menzies in 1964 with Harold Holt (Prime Minister, 1966–67) announcing in 1966, for the first time, the despatch of conscripted soldiers to Vietnam.

The conscription of forces to be sent outside Australia generated intense outcry nationally and had the effect of increasing animosity towards the conflict. The issue of conscription would turn out to be the most divisive of the war resulting in the majority of Australians demanding a withdrawal of the troops. 'Nashos', as conscripted soldiers were referred to, had their birthdays called out in a lottery, often referred to as 'the lottery of death'. There were two lotteries a year.

## Exclusions

Under the reintroduced scheme, men were required to register when they turned twenty. Immediate exclusion was granted to theological students and religious ministers. Temporary exclusions were provided to students and apprentices to avoid interrupting their training.

## Increasing anti-war sentiment

Initially, protests were small with the focus mainly on opposing conscription. Universities became a haven for anti-war rhetoric and, from 1965, students began to organise teach-ins. A teach-in involved inviting speakers who represented different viewpoints to come and speak to an audience.

### The first conscripted soldier falls

On 24 May 1966, Private Errol Noack of the Fifth Battalion of the Royal Australian Regiment (5RAR) was the first conscripted soldier killed in active service in Vietnam. Although it was reported that he was killed by the enemy, the 21-year-old died as a result of friendly fire when two Australian companies mistakenly fired at each other. News of his death made many realise the cost of Australia's commitment to the war.

Demonstrations became more violent as protesters and police clashed. Men were urged not to register and to burn their draft cards. Punishment for failure to comply resulted in imprisonment equivalent to the time that would have been spent in national service. Men decided that they would rather go to gaol than Vietnam.

How not to join the Army—advice for 20-year-olds

*BE MILITANT: If you're a way out radical make sure they know you won't follow out their orders.*

*BE 'GAY': Play the homosexual bit. Don't answer any questions on homosexuality, just smile.*

*THE MEDICAL: Have you had pneumonia? Trick ankle, knee, elbow, bad back, asthma? Use them.*

*LONG HAIR: You have long hair? Good. Let it grow longer. Don't wash, stink, pick your nose ... See how many four-letter words you can string into one sentence. Never wear shoes ...*

**Source 8.6.2** From an anti-conscription pamphlet distributed by the group Resistance, Sydney, 1968

## October 1966: All the way with LBJ

US President Lyndon Baines Johnson made a four-day visit to Australia in 1966. He was the very first American president to visit Australia and it was at a time when most Australians still supported the war. Prime Minister Holt used the visit to declare Australia's continued support for the US when he said 'You have an admiring friend, a staunch friend that will be all the way with LBJ'.

One million people came to greet Johnson in Sydney but they were not all supporters. Thousands of protestors also turned out.

- A common chant was 'LBJ, LBJ how many kids have you killed today?'
- Thirteen arrests took place as protesters and police clashed.
- NSW Premier Askin was driving in the motorcade with LBJ. When protesters were in the way he ordered the police driver to 'ride over the bastards'.
- Authorities were most upset by the demonstration because it received widespread international attention. Media focused more on the anti-war protests than they did on President Johnson's visit.



**Source 8.6.3** Police drag a protester away during US President Johnson's visit to the Sydney Art Gallery, 22 October 1966.

## Protest groups

### Youth Campaign against Conscription

Founded in November 1964, the Youth Campaign against Conscription (YCAC) opposed both the bombing of North Vietnam and conscription. They destroyed their registration cards as a symbolic act of their defiance against the war.

### Save our Sons

Save our Sons (SOS) was a movement founded by two mothers, Joyce Golgerth and Pat Ashcroft, in 1965 and attracted a national following. Most members were mothers of sons who had been conscripted to fight in Vietnam. Together, they wanted to demonstrate their opposition to conscription. They wrote letters, handed out leaflets, wrote to newspapers, and held meetings and all-night vigils to make their point.

**Source 8.6.4** University students burn draft cards in protest against the war in Vietnam, 7 May 1968.

### Filling in Falsies parties

*I joined SOS, and we demonstrated outside the Richmond barracks, held luncheons, and vigils in the city square every Wednesday. Intakes were very heavy. The police were brought in a few times and things used to get depressing and frightening.*

*Later, we became involved in more radical activities including filling-in-falsies parties. We used to go along to the post offices and take great supplies of registration papers. A group of people would then get together, have a few drinks, and fill them in.*

*Clifton Pugh's wombat's marble was once pulled out of the barrel, people's cats were called up, and a few liberal politicians.*

**Source 8.6.5** SOS member Dorothy Dalton recalls attending 'filling in falsies parties'.



## Vietnam Action Committee

The Vietnam Action Committee (VAC) was founded by Bob Gould in 1966. This group wanted full withdrawal from the war and complete independence for Vietnam. They were a vocal and militant group, and followed a policy of non-violent civil disobedience.

## Tet and My Lai: turning points

### The Tet offensive

In January 1968, the Viet Cong launched a series of surprise attacks on more than 100 towns and cities in South Vietnam. It was a costly assault and demonstrated that the war was a long way from being won.

Tet is a religious holiday in Vietnam. Launched during the celebrations, and overruling a prior agreed 'cease fire' period, the attack had the element of surprise that was needed against a technologically superior enemy.

### A turning point

The Tet offensive was a turning point for many reasons:

- it was a sign that US military strategy in Vietnam was failing
- it intensified the rift in the Labor Party—the left faction believed that it confirmed their view that the war was unwinnable as well as immoral and the right faction thought it was up to the Americans to initiate withdrawal of forces
- the media portrayed the offensive as a victory for the Viet Cong, which came as a shock to the public as they had been led to believe that the US and its allies were winning the war.

### My Lai

Perhaps the most controversial element of the war was the discovery of the My Lai massacre committed by members of the US 23rd infantry division on 16 May 1968. Ordered by senior officer Lieutenant William Calley, soldiers raped and mutilated innocent Vietnamese civilians. It is estimated that between 175 and 400 lives were lost, many of whom were women and children. Calley was eventually court martialled and sentenced to life imprisonment. Evidence stated that the soldiers acted in an 'irresponsible and reckless fashion'.

## The Pentagon Papers

Public opinion of the war was further undermined in June 1971 when *The New York Times* released excerpts from the Pentagon Papers. The original document, titled *United States – Vietnam Relations, 1945–1967: A Study Prepared by the Department of Defense*, consisted of forty-seven volumes outlining American policy and procedure in Vietnam between 1945 and 1968. It exposed the following:

- lack of American war aims in Vietnam
- failure to inform the public of what was really happening
- confusion in policy making
- criticism of President Johnson
- lack of US regard for South Vietnamese interests.

The papers were leaked to the press by Daniel Ellsberg, a disgruntled senior aide to Robert McNamara. Although many of the accusations could not be substantiated, the release of the papers called into question the actions of the US government. It damaged the respect of the American people for their government and undermined the whole US war effort.

## ACTIVITIES

### Remembering and understanding

- 1 Explain why opposition to the war grew in the US and in Australia.
- 2 **a** What was the Tet offensive?  
**b** Outline some of the reasons why it proved to be a turning point in the war.

### Applying and analysing

- 3 Read Source 8.6.1 and identify why the writer supports the government's decision to go to war.
- 4 Study Source 8.6.2 and explain the usefulness of this source when investigating the anti-war movement.
- 5 Examine Sources 8.6.3 and 8.6.4. Explain what these sources reveal about the nature of the Vietnam protest movement.
- 6 Create a protest song opposing the war.
- 7 Compare the arguments provided by the supporters of war with the opponents. Whose argument is most persuasive? Why?



## UNIT 8.7

# Moratoriums

### Moratoriums in Australia

In 1969, opinion polls demonstrated a new trend in opposition to the Vietnam War. For the first time, the disapproval rating for the war and the desire to bring the men home went above 50 per cent. Australian **moratoriums** were held in the wake of growing dissatisfaction with the war. A moratorium is an event whereby there is an agreed suspension of regular activity until a suitable outcome is attained. They were modelled on the US moratoriums that took place in October 1969. Moratoriums were massive peaceful protest marches organised to demonstrate the people's anti-Vietnam War sentiment.

Moratoriums were set up in Australia to send a strong message to the government—stop the war. Their specific demands were:

- the immediate withdrawal of Australian and Allied troops from Vietnam
- the abolition of conscription.

The first moratorium was held on 8 May 1970 and attracted about 200 000 supporters across the nation. Two more moratoriums were held in September 1970 and June 1971. During these protests, people were sending a message to the government that the public believed their moral democratic authority had waned.



Source 8.7.1 Protesters marching in the Sydney Moratorium, 30 June 1971



Source 8.7.2 Moratorium held in September 1970

### The spread of anti-war sentiment

The moratoriums were unique among protests against the Vietnam War because of the wide spectrum of people that they attracted. As the conflict dragged on, the anti-war sentiment widened its appeal. People who did not normally speak out against the government or protest publicly supported the moratoriums. For the first time, all facets of society were represented in the struggle to bring the troops back home.

### The achievements of the moratoriums in Australia

The moratoriums were a visible way for the public to show its opposition to government policy in a constructive and peaceful manner. It sent a clear message to the government that they had lost the support of the majority of Australians in the major cities. In a democratic system, this cannot be ignored.

The moratoriums had little significance in the overall decision to pull out of the war but they certainly changed the face of protest in Australia.

## The role of Jim Cairns

Jim Cairns was a prominent Labor politician during the Vietnam War. He was an active campaigner in the anti-war movement from the moment Australia became involved in the war. He believed that Australian foreign policy in Vietnam made continuation of the war more likely. He opposed the policy of forward defence, arguing that it was counterproductive to South-East Asian interests and too aggressive. It was Cairns' opinion that land reform, tax relief, improved education and a firm stance against hostile governments would lead to a better outcome for South-East Asia.

Cairns was an educated man who spoke about the complexity of the war in Vietnam with authority. He was not so much concerned by Australia's involvement in the war as he was in US methods of mass destruction. He argued against the war of technology, fearful of the indiscriminate killing of such large numbers of Vietnamese civilians. He chaired the Vietnam moratoriums in Australia, leading hundreds of thousands of people.

## The American anti-war movement

Initially, the American public supported intervention against what they believed to be aggressive and dangerous communist forces. As involvement and troops numbers escalated so too did concern about the real reasons for US involvement. Most Americans relied on the television as their major source of news and started to see inconsistencies between the government's rhetoric and the media reports.



**Source 8.7.3** The Washington moratorium, 15 November 1969

## Widening of the protest movement

Until the development of the moratoriums, there were many middle-class Americans who wanted to demonstrate their dissatisfaction with the war but did not feel that the anti-war movement represented them. Protests therefore needed to be local and organised by people trusted by local communities.

The Vietnam moratorium movement in the US organised mass rallies in October and November 1969. In October, 50 000 people participated in the Washington moratorium with similar marches in Detroit, Miami and New York. The following month, 250 000 people attended the Vietnam Moratorium in Washington.

## Achievements of the moratorium movement

As was the case in Australia, it is not believed that the moratoriums resulted in a direct US withdrawal from Vietnam. There is the suggestion, however, that it sped up the process of troop withdrawal. The Tet offensive and later the release of the Pentagon Papers revealed that the government had lied to its people. It raised serious concerns about the American political system.

Moratoriums certainly began an era in which American citizens, just like Australian citizens, felt that their governments could not be trusted and that they had to be kept accountable by the public. Tragic images of war had deeply impacted the moral sensibility of most Americans, forcing them to seriously consider the type of society they were rapidly becoming.

## ACTIVITIES

### Remembering and understanding

- 1 Why were Vietnam moratoriums unique?

### Applying and analysing

- 2 Assess the overall success of the moratoriums in Australia and the US.
- 3 Examine Sources 8.7.1, 8.7.2 and 8.7.3.
  - a Explain what these photographs reveal about the nature of the Vietnam protest movement.
  - b Do you think such protests are an efficient way for citizens to show discontent? What other ways do we have to show this today?
- 4 Imagine that you are an Australian soldier who has just returned home from completing your national service. Explain the impact that the images of the moratorium would have on you.



## UNIT 8.8

# Aftermath of the Vietnam War

### Experiences of homecoming

By the time the Vietnam War ended, it had been Australia's longest and most controversial war. Arriving home to a divided and hostile public, the veterans of this war had a very different experience to their Anzac predecessors. Often shunned and ignored, the soldiers took the blame for political choices that were out of their hands. Soldiers who had dreamt of arriving home to a proud nation were smuggled back in the middle of the night with little ceremony or celebration. This was in order to protect the soldiers from the contempt of the angry public. Some even faced the anger of protestors, who on occasion threw pigs' blood over a group of returned soldiers.

### Settling back into civilian life

What became clear to a number of the veterans was that people were not interested in their experience and on the whole wanted to forget about this embarrassing war. It was the battle scars they carried as they tried to resume normal life that proved to be the veterans' biggest obstacle.

### Vietnam: a war unlike any other

From the outset, the Vietnam War was different to any other ever fought by Australians and Americans. The unique conditions experienced by soldiers had a direct impact on how they coped after the war.

There were several major issues faced by the returned soldiers.

- The government lost the moral high ground in the Vietnam debate and the soldiers bore the brunt of this. Instead of the soldiers being congratulated for performing their national duty they were mocked or ignored.
- No one wanted to talk about Vietnam—not the people who served nor the people left behind. Conditions such as a post-traumatic stress disorder (PTSD) were not properly understood or treated.
- Soldiers had not fought against a clear and easily identifiable enemy meaning they had been on constant guard. This contributed to a higher prevalence of nervous disorders among Vietnam veterans compared to other returned soldiers.
- The average age of a Vietnam soldier was 20. Many of the young men were not psychologically equipped for or debriefed about their experiences.

*This is to inform you that as of ..... 196, a certain mudhound water-soaked and slightly crazy individual known as ..... is leaving our little City of ..... securely nestled among the jungles and rice paddies, located in the Southern part of a semi-tropic country in the Far East known as The Republic of Vietnam.*

*c He may look a little strange and act a little peculiar, but this is to be expected, after ... Months in VIETNAM. He will gaze in awe and fascination at blonde hair, trams, blue eyes, clean sheets, hotels, and tight sweaters.*

*n ... He will constantly look at trees, not for their beauty but because he suspects a sniper. He will distrust bus stops because they have an unpleasant association with grenades, and if a litterbug throws something from a passing car—he will scream loudly and dive for the gutter. This can be amusing and endear him to passersby.*

*p If he happens to be driving as a postman blows his whistle, hang on, for you can expect a very sudden stop; in Vietnam the second blast of the whistle is followed by bullets.*

*Good Luck. You'll need it.*

**Source 8.8.1** Extracts from an unofficial letter of warning sent to families with soldiers about to return home. From *Ashes of Vietnam* by Stuart Rintoul, 1987

- The soldiers were not committed to the end of the war. Most served a single, 12-month tour of duty. Survival became the aim of most of the troops.
- Soldiers had easy access to drugs in Vietnam and often came home with drug-related illnesses and addictions.
- Exposure to Agent Orange, a powerful herbicide and defoliant used by US army, resulted in serious medical conditions for veterans and their future children.
- Soldiers were not accepted by their Digger predecessors for their military achievements and service.
- The US and Australia had lost the war.

## The health of veterans

### Physical health

Studies into the health of Vietnam veterans and their children reveal a high incidence rate of the following conditions.

In veterans:

- male breast cancer
- motor neurone disease
- multiple sclerosis
- diabetes
- psoriasis
- asthma
- dermatitis
- eczema
- leukaemia
- cancer of the eye
- high blood pressure.

In children:

- cancer of the nervous system
- lower life expectancy
- congenital abnormalities
- blindness
- deafness.

The accounts in Source 8.8.2 testify to some of the personal experiences of veterans.

### Post-traumatic stress disorder

Vietnam veterans have a higher incidence rate of PTSD than any other war veterans. Symptoms include:

- flashbacks
- lack of motivation and emotions
- nightmares
- withdrawal
- phobias
- memory loss
- lack of confidence
- intrusive thoughts
- irritability
- headaches, nausea, rashes
- work difficulties
- rage
- panic attacks
- alienation
- poor sleep
- poor concentration
- ever watchful
- depression
- mood swings
- self-preoccupation
- alcohol and drug abuse.

Veterans suffering from these symptoms had a negative effect on society and their families.

*I've lost a daughter. She had only half a heart. That was my first child. David, my eldest boy, he's got perforated ears. My other son has got incurable skin diseases. They tell me its hereditary, that's the answer I get from them. But it's nowhere in the family. He comes out in blotches and big scabs. He's also got turned hips, pigeon toes and locked knees.*

Phil Johnstone

*My skin rash was so bad at times I was losing up to ten layers a week off my face and neck ... I had breathing problems with bronchial asthma, conjunctivitis, severe headaches. Tests showed I had abnormal electroencephalographs, defective chromosomes, abnormal visual-evoked responses. Tests done by Veterans Affairs at the time failed to detect any problems at all. I was having a little trouble coping with things. I was getting to the stage where I was breaking into a sweat for no reason at all, I was hardly sleeping of a night.*

Alan Ashmore

Source 8.8.2 Personal experiences of Australian soldiers and their families after the war

## Vietnam Veterans Association Australia

Veterans were disappointed by the lack of support that was provided by Veterans Affairs and the RSL, so they established the Vietnam Veterans Association Australia (VVAA) in 1980. Its main goal was to lobby the government to provide financial compensation for disability and illness experienced by soldiers. They also sought to achieve political recognition for Vietnam veterans and push the government for an inquiry into Agent Orange.

### Agent Orange

Agent Orange was a strong herbicide and defoliant used by the US army to clear the jungle during the Vietnam War. It was used to make places where helicopters could land and also to make it more difficult for the Viet Cong to hide.

By the late 1970s, the chemical was being linked to:

- birth abnormalities
- toxic brain dysfunction
- cancer.

The Hawke government set up a Royal Commission to investigate but the findings failed to demonstrate a link. It was not until 1994 that the decision was finally overturned with the Labor government forced to admit that Agent Orange was the cause of cancer and other illnesses.

## Making amends

### Welcome home marches

In 1987, a welcome home march was organised for the veterans of the Vietnam War and their families. It served as a symbolic statement for these men. Around 22 000 veterans marched with thousands lining the streets in support. They carried flags to remember the 504 Australian lives lost. The veterans also saw it as an opportunity to forgive those who protested against their efforts during the war.

### The Vietnam memorial

In May 1988, the federal Government donated \$250 000 towards a Vietnam memorial. The purpose of the memorial was to express the link between the original Anzac forces and the Vietnam veterans. It was a memorial for all of those who served, suffered and died. It symbolises the place of Vietnam veterans in their nation's military history.



**Source 8.8.3** The Vietnam War Memorial, located on Anzac Parade in Canberra. Its placement alongside World War I and World War II memorials cements the place of the Vietnam War in the Anzac military tradition.

## Indochinese refugees

### The fall of Saigon

When communist forces eventually took control of South Vietnam in 1975, there was a frenzied attempt by people in Saigon to seek refuge in the American Embassy. Less than 1000 were successful and they were mainly professionals, politicians and army officers. These people were airlifted by helicopter to an American aircraft carrier in the South China Sea.

The South Vietnamese were terrified of Northern reprisals and concerned that they would be targeted for helping the Americans in the war and sent to re-education camps. As part of Operation Baby Lift, many Vietnamese orphans were taken to Australia and the US and adopted out to families.



**Source 8.8.4** Desperate Vietnamese people trying to escape using American helicopters during the final days before the fall of Saigon.

### The boat people

Most Vietnamese people could not afford to fly out of Vietnam so they used fishing boats to escape. Two million Vietnamese people took to small, overcrowded boats, risking everything to escape. Many were drowned or were targeted by pirates who raped women and children, stole possessions and sometimes murdered the refugees on board.

If their journey was successful, these refugees ended up in camps in Indonesia, Thailand, Hong Kong or Malaysia. An international crisis erupted in 1979 with 100 000 boat people seeking political asylum. The UN intervened. Under the Orderly Departure Program there was an attempt to empty the camps, which were, by this stage, overcrowded and disease-ridden. Australia was part of the program to resettle refugees.

### A new beginning

Over the next two decades, Australia accepted more than 100 000 Vietnamese refugees. Only about 2000 of them arrived by boats. In a country that had been fearful of the 'yellow peril' and fought so hard to maintain its white population, the arrival of Indochinese boat people marked a major shift in Australia's immigration intake.

When Saigon fell to communist rule, in 1975, my father realised that he had no choice but to escape Vietnam. And the only way that he could do this was to build a boat and smuggle his family out to sea.

He would rather die ... than risk imprisonment. Or a fate far worse, the re-education camps. 'It's not enough that they want to take our freedom, they want to take our thoughts as well.'

October 1977, my father steered our tiny vessel out into the South China Sea. We spent days drifting and waiting and praying. We prayed, a foreign ship might save us, that we might find friendly shores ... that pirates wouldn't attack us, that our supplies would not run out.

At gunpoint a group of Malaysian soldiers pushed us off supposedly friendly shores before we landed in Thailand, where we spent a very difficult year in a refugee camp. Australia finally accepted us.

**Source 8.8.5** Pauline Nguyen relates her experience as one of Australia's first Vietnamese refugees. From *Born in Vietnam, Made in Australia*, 2010

## ACTIVITIES

### Remembering and understanding

- 1 Describe the homecoming experience for soldiers.
- 2 Account for why their return home was so different from the experience of previous returned soldiers.
- 3 Explain how the Vietnam War shaped the Australian population.

### Applying and analysing

- 4 Imagine that you are a member of parliament who knows or is related to a Vietnam veteran. Draft a speech to be delivered in parliament outlining why a Royal Commission should be set up to investigate the effects of Agent Orange. Use Sources 8.8.1 and 8.8.2 to assist you with the content of your speech.



## UNIT 8.9

# Australia in the Vietnam War era

### When the war is over

Despite the immense relief when a soldier returns home, the experience can be strained and difficult for everyone involved. The transition to civilian life is often traumatic due to the extraordinary situations that soldiers are exposed to in the context of war.

Contributing to this is the change in public perceptions of war. Sparked by the Vietnam War, and more recently witnessed with the intervention in Iraq and Afghanistan, is a lack of public support. This has a direct impact on soldiers' repatriation into civilian life. The Vietnam veterans did not have the moral backing of the public, which adversely affected their return home. It was a confronting and challenging time for those who had given service to their country.

With this in mind, complete an anthology of personal reflections that describes the experience of a soldier coming home. Depending on the perspective you take on this task, you should focus on conveying some of the following details in your work:

- conditions of war
- what made Vietnam different to other wars
- exposure to chemicals used during the war such as Agent Orange
- arrival home
- the type of response received from friends, family and the wider community
- coping mechanisms to deal with readjustment
- physical and psychological effects
- attitudes held about the war itself
- feelings towards the government
- type of services available for veterans and their families.

You can choose to write your anthology from the perspective of a veteran, the wife or child of a veteran, a parent or close friend.

Your anthology should include at least ten items.

You could include:

- diary entries
- letters
- drawings/sketches
- poetry
- songs/music
- collage.

### Televised debate

You are the producer of a live televised debate. A panel of experts will examine the topic that the 'Vietnam War was none of Australia's business'. You have managed to secure the following guests for your panel:

- Robert Menzies
- Jim Cairns
- Arthur Calwell
- Jean McClean, active member of SOS
- President Johnson
- Vietnam veteran

These experts will answer questions from the public based on their own perspective of the war.

The class will serve as your live audience. You will need to provide each member of the class with an identity and a question to pose to the panel. In order to present a balanced perspective, select from a wide spectrum of people. You may wish to consider:

- families of veterans
- veterans of the war
- Vietnamese refugees
- people who opposed and people who supported the war
- journalists.

You will need to appoint a chair to ensure that each person has the opportunity to argue their point.

### Representing history

You have been asked to curate an exhibition on a theme from the following list:

- conscription in the Vietnam War
- Australia's fight against communism
- the Petrov Affair
- the Vietnam War
- Australian reactions to Vietnam
- the effects of Vietnam.

Producing an exhibition is a difficult task. Not only do you have to source materials for display, you also have to present your information in an unbiased way. You want to be able to capture the mood of the time from as many perspectives as possible. You will also need to decide how to arrange your materials. Will it be chronological or thematic? How will you tell the story of all of those involved?

The list below outlines what you will need to include:

- an appropriate title
- primary and secondary sources
- a good combination of written and visual materials
- a variety of perspectives to ensure that you convey the most accurate mood
- the role of the media
- a promotional leaflet to advertise your exhibition.

You also have the option to complete this as a virtual museum.



**Source 8.9.1** 'Image for a dead man', Ray Beattie, 1980, Australian War Memorial

## Glossary

**capitalism** economic system that allows private ownership of property and encourages a free market; often the economic system to support democracy

**communism** political system in which all property is in theory owned collectively; in practice, government holds ownership of farms, factories, businesses and banks

**conscientious objector** one who is opposed to war for moral or religious reasons

**conservative** refers to a political philosophy which is used to describe one who prefers to maintain tradition; during the Vietnam War conservatives came to be associated with aggressive foreign policy goals that advocated use of the military to achieve them

**defection** to desert or abandon your country

**democracy** political system where government leaders are elected by the people to make decisions on their behalf

**espionage** use of spies by the government to find out the political and military activities of other nations

**ideology** system of ideas and beliefs

**moratorium** ban on an activity; in the case of the Vietnam War an organised public demonstration to protest against involvement in the war

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