Macmillan

Australian Curriculum

History 10

The Modern World and Australia

Paul Ashton – Mark Anderson

Macmillan

Australian Curriculum

History 10

The Modern World and Australia

Paul Ashton – Mark Anderson

First published 2012 by
MACMILLAN EDUCATION AUSTRALIA PTY LTD
15–19 Claremont Street, South Yarra, VIC 3141

Visit our website at www.macmillan.com.au

Associated companies and representatives
throughout the world.

Copyright © Paul Ashton, Mark Anderson 2012
The moral rights of the author have been asserted.

All rights reserved.
Except under the conditions described in the
Copyright Act 1968 of Australia (the Act) and subsequent amendments,
no part of this publication may be reproduced,
stored in a retrieval system, or transmitted in any form or by any means,
electronic, mechanical, photocopying, recording or otherwise,
without the prior written permission of the copyright owner.

Educational institutions copying any part of this book
for educational purposes under the Act must be covered by a
Copyright Agency Limited (CAL) licence for educational institutions
and must have given a remuneration notice to CAL.
Licence restrictions must be adhered to. For details of the CAL licence contact:
Copyright Agency Limited, Level 15, 233 Castlereagh Street, Sydney, NSW 2000.
Telephone: (02) 9394 7600. Facsimile: (02) 9394 7601. Email: info@copyright.com.au

National Library of Australia
cataloguing in publication data

Author: Ashton, Paul, 1959–
Title: History 10: the modern world and Australia / Paul Ashton and Mark Anderson.
ISBN: 9781420230772 (pbk.)
Target audience: For secondary school age.
Subjects: History—Textbooks.
History, Modern—Study and teaching (Secondary)
Other authors/contributors: Anderson, Mark, 1957–
Dewey Number: 909

Publisher: Benjamin James
Project editor: Louise Stirling and Debbie Fry
Editor: Susan Keogh
Illustrator: Guy Holt
Cover designer: Dimitrios Frangoulis
Text designer: Jo-Anne Ridgway/ Polar Design Pty Ltd
Production control: Loran McDougall
Photo research and permissions clearance: Liz Kenneally
Typeset in Birka 10.5 pt by Polar Design Pty Ltd
Cover image: Corbis/Matthew McKee; Eye Ubiquitous
Indexer: Max McMaster

Printed in Malaysia

Internet addresses
At the time of printing, the internet addresses appearing in this book were correct. Owing to the dynamic nature of the internet, however, we cannot guarantee that all these addresses will remain correct.

Warning: It is recommended that Aboriginal and Torres Strait Islander peoples exercise caution when viewing this publication as it may contain images of deceased persons.

ISBN 978 1 4202 3077 2

Contents

How to use this book *vi*

Introduction *viii*

CHAPTER 1 **Overview—The Modern World and Australia** **1**

What key events occurred between World War I and World War II? 4

What peacekeeping efforts were made after World War II and how was Australia involved? 8

What were the major movements for rights and freedom in the world? 14

What was the Cold War and how was Australia involved? 23

How did people's lives and technology change? 26

How has concern for the environment and sustainability changed? 31

History challenges **33**

Section 1 WORLD WAR II, 1939–45 35

Total war: the frontlines 36

Total war: away from the battlefields 38

CHAPTER 2 **World War II, 1939–45** **41**

Focus on history skills **44**

What were the causes of World War II and what occurred during its course? 46

What was the Holocaust? 49

Why was the atomic bomb used in World War II? 56

What were the experiences of Australians during World War II? 60

What was the impact of World War II on the home front? 65

What were the key issues for civilians? 74

How did the role of women change during World War II? 78

What was the significance of World War II to Australia's international relationships in the 20th century? 82

History challenges **85**

Section 2 RIGHTS AND FREEDOMS, 1945–PRESENT 87

The rise of national independence 88

CHAPTER 3 **Rights and freedoms, 1945–present** **91**

Focus on history skills **94**

What were the origins and significance of the Universal Declaration of Human Rights? 96

What was the background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms? 101

ISBN 978 1 4202 3077 2

What was the US civil rights movement and how did it influence Australia? 105
How significant were the 1962 federal right to vote and the 1967 referendum for Aboriginal and Torres Strait Islander peoples? 109
What was the significance of the Mabo decision? 113
What was the significance of Reconciliation and the *Bringing Them Home* report? 117
How did civil rights activists achieve change for Aboriginal and Torres Strait Islander peoples? 122
What has been the nature of efforts to secure civil rights and freedoms in Australia and throughout the world? 126
History challenges **132**

Section 3 THE GLOBALISING WORLD 135

New international cooperation 136
Business goes global 136
Emigration and travel 137
Environmental consequences of globalisation 138

CHAPTER 4 **Popular culture, 1954–present** **139**

Focus on history skills **142**
What was the nature of popular culture in Australia at the end of World War II? 144
What were the developments in popular culture in postwar Australia and their impact on society? 149
How did the nature of the music, film and television industries in Australia change during the postwar period? 154
What has been Australia's contribution to international popular culture? 161
How have changing beliefs and values influenced the Australian way of life? 165
History challenges **170**

CHAPTER 5 **The environment movement, 1960s–present** **173**

Focus on history skills **176**
What was the background to environmental awareness in the United States and Australia? 178
How did population increases, urbanisation, increasing industrial production and trade affect the environment? 182
How did the environment movement grow, and how does it influence ideas? 187
What were the significant events and campaigns that contributed to popular awareness of environmental issues? 193
How have Australian governments and international organisations responded to environmental threats since the 1960s? 198
History challenges **203**

ISBN 978 1 4202 3077 2

CHAPTER 6 **Migration experience, 1945–present** **205**

Focus on history skills **208**

What led to the waves of immigration to Australia after World War II? 210

What was the impact of changing government policies on Australia's immigration patterns? 215

What was the impact and significance of the Vietnam War and Indonesian refugees on Australia? 220

How did immigration contribute to Australia's changing identity as a nation and to its international relationships? 224

History challenges **230**

Glossary ***233***

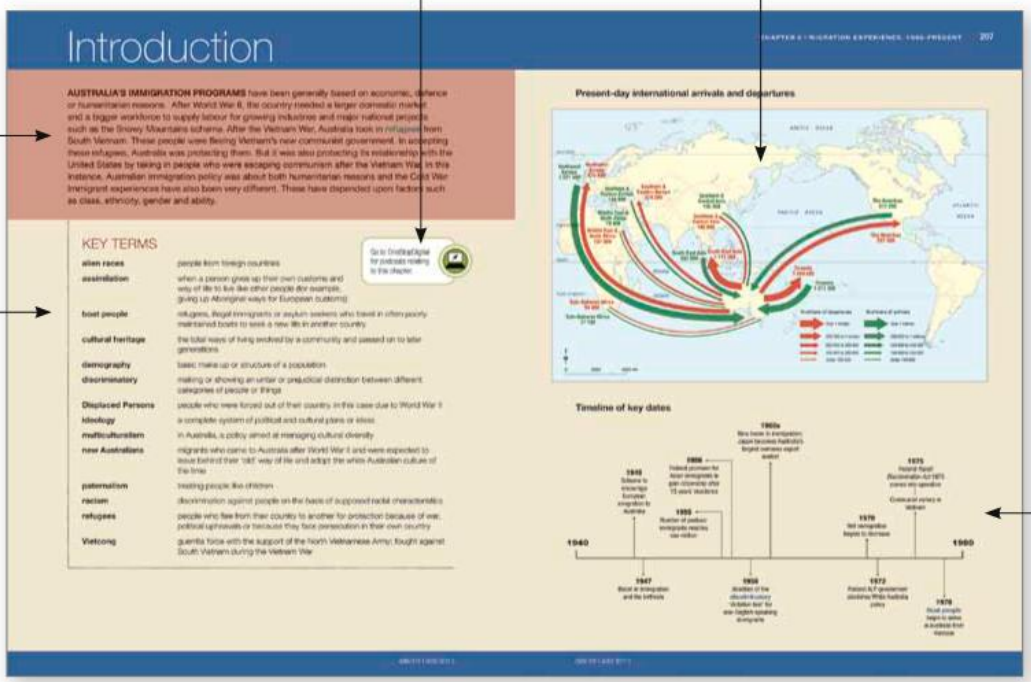
Index ***236***

Acknowledgements ***243***

ISBN 978 1 4202 3077 2

How to use this book

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



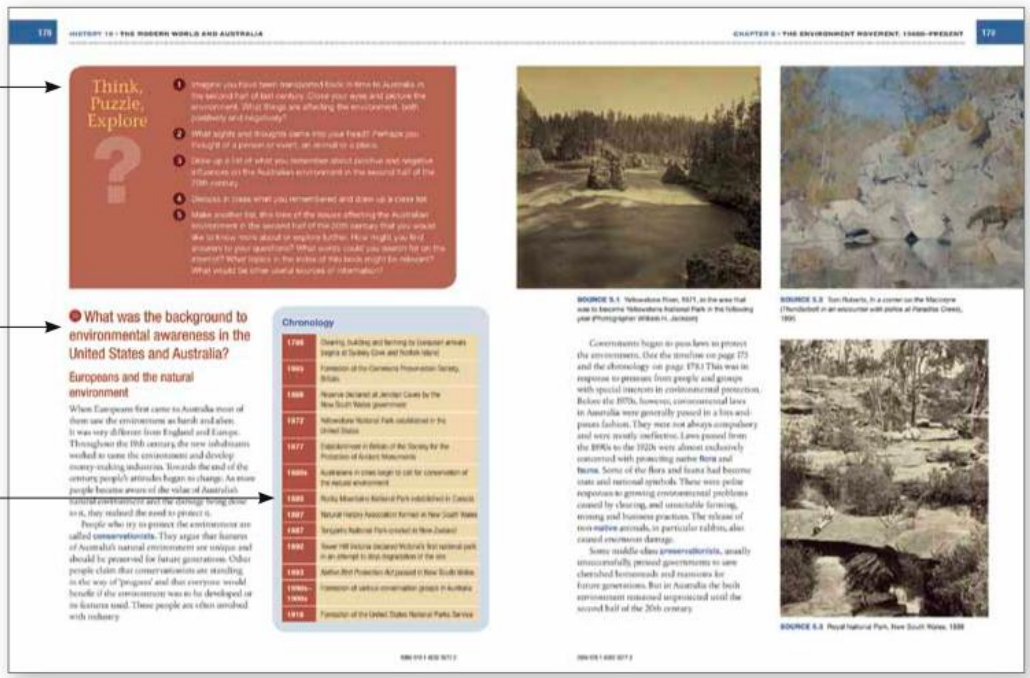
Digital boxes for multimedia, additional content and exercises

Map showing key geographic areas and themes discussed in the chapter

Short introduction to put the chapter into context

Key terms used throughout the chapter

Timeline showing key events, periods and dates



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

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

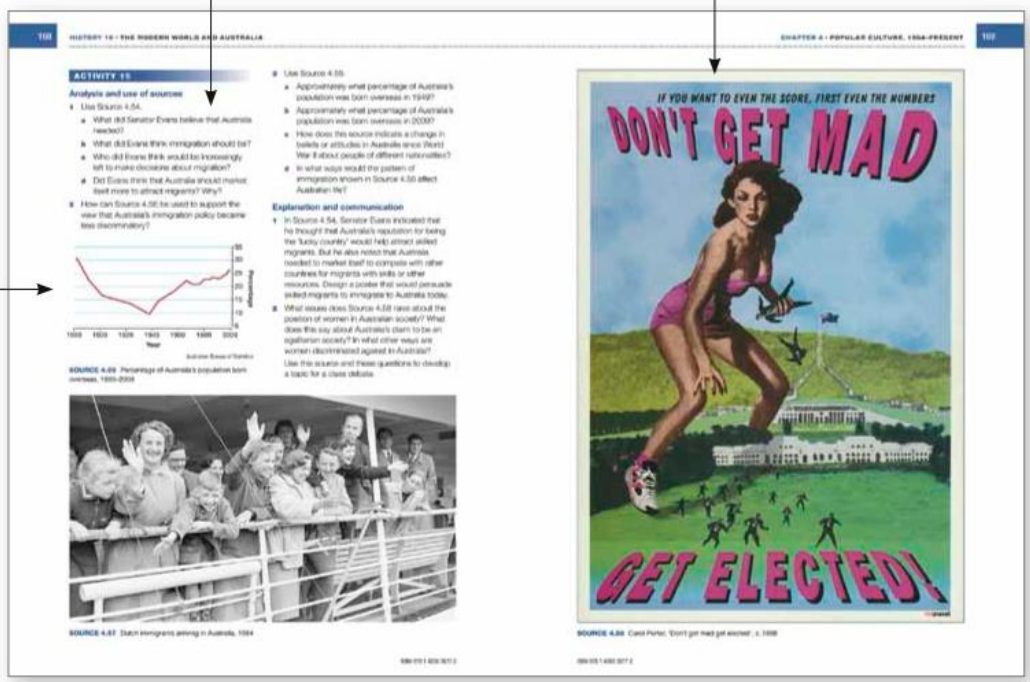
Chronologies are used throughout the chapters to provide context for themes

ISBN 978 1 4202 3077 2

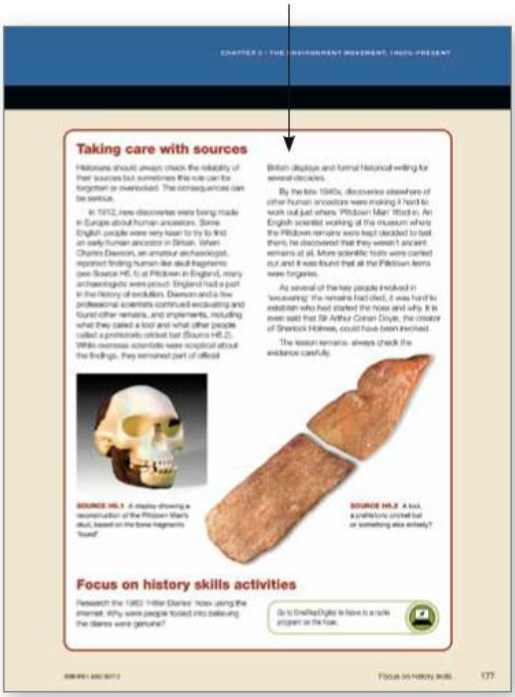
Activities are structured under clear headings and graded throughout the chapter. The questions assist students to learn key concepts, test basic comprehension, apply skills to analyse sources and leverage students' understanding so that they apply key concepts and historical skills in a range of ways

Strong, powerful sources are used in every chapter

A variety of sources are used throughout the book



A dedicated focus on history skills applies to every chapter, which is accompanied by a range of exercises and activities



History challenges offer a range of projects that show evidence of learning for each depth study

ISBN 978 1 4202 3077 2

Introduction

Political protest against the Vietnam War, led by Dr Jim Cairns, Mr Tom Uren, Mrs Jean McLean and Mr Clyde Holding, Melbourne, 19 May 1972

To the student

Your study of Year 10 History covers the modern world and Australia from 1918 to the present. The 20th century was a period of political turmoil, global conflict and international cooperation. For Australia, it was a time of major social, cultural, economic and political development. Your inquiry will be guided by the questions:

- How did the nature of global conflict change during the 20th century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

You will be presented with a variety sources to help you analyse and interpret the past. You will develop skills in using evidence to explain how and why events occurred. There will not always be one explanation. History involves looking at different perspectives and trying to understand the views and feelings of others. In carrying out your inquiries, you will also need to place events in the correct order (chronology), understand historical terms and concepts, ask historical questions and undertake research.

This textbook is arranged so that your study of the period 1918 to the present is divided into three sections: 'World War II, 1939–45', 'Rights and freedoms, 1945–present' and 'The globalising world'. Chapter 1 provides an overview of the major topics to be explored in the later chapters. Within each chapter there are inquiry questions on the topics covered to guide your investigation.

ISBN 978 1 4202 3077 2

At the beginning of each chapter, there is a 'Focus on history skills' section. These sections provide detailed information and activities to develop your ability to undertake the process of historical inquiry. Throughout the chapters, tasks grouped under the following headings will develop your historical skills, knowledge and understanding:

- Chronology, terms and concepts
- Explanation and communication
- Analysis and use of sources
- Historical questions and research
- Perspectives and interpretation

Activities within the chapters and the 'History challenges' at end of each chapter provide opportunities to develop your understanding of key historical concepts.

We hope that by using this textbook you gain a better understanding of Australia's development, its place within the Asia–Pacific region, and its global standing.

To the teacher

History 10: The Modern World and Australia covers the Australian Curriculum History for Year 10 – The Modern World and Australia. It aims to develop students' interest in, and enjoyment of, historical study for lifelong learning and work, including their

- capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The content provides opportunities to develop historical understanding through key concepts such as those listed above. The two curriculum strands – Historical Knowledge and Understanding, and Historical Skills – are integrated into each inquiry question identified at the start of each chapter.

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

The content of the book, introduced in Chapter 1, covers the:

- The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping
- The major movements for rights and freedom in the world and the achievement of independence by former colonies
- The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars and Afghanistan), including the rising influence of Asian nations since the end of the Cold War
- Developments in technology, public health, longevity and standard of living during the 20th century, and concern for the environment and sustainability.

The Australian Curriculum specifies three depth studies for this historical period. In the depth study 'The globalising world' there are three electives, *one* of which must be studied in detail. This textbook provides the content for all three electives, thus allowing teachers to choose the elective best suited to their class. In developing a teaching and learning program, teachers need to address the following for each depth study.

ISBN 978 1 4202 3077 2

Depth studies

World War II, 1939–45

Students investigate wartime experiences through a study of World War II (1939–45) including a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

Rights and freedoms, 1945–present

Students investigate struggles for human rights including how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

The globalising world

Students investigate one major influence that has shaped Australian society in depth, including the development of global influence during the 20th century. Students study one of these electives.

- Popular culture, 1954–present (Chapter 4)

or

- The environment movement, 1960s–present (Chapter 5)

or

- Migration experience, 1945–present (Chapter 6).

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

The achievement standard for Year 10 in the Australian Curriculum History requires students to be able to compose historical texts, particularly explanations and discussions (incorporating historical argument) and use evidence from primary and secondary sources to support their conclusions. To assist student development in this area, we have included a guide to writing historical texts in the appendix of this book.

By using this book, teachers can be confident that they have faithfully covered the requirements of the Australian Curriculum History for Year 10.

OneStopDigital

OneStopDigital is the website via which you will find all the digital support material for *History 10: The Modern World and Australia*. Every digital element has been specifically chosen to engage students and make teaching history easy. OneStopDigital is easily accessible and includes resources that assist students to use an inquiry approach to explore historical concepts. Every link to OneStopDigital is denoted by the following symbol:

ISBN 978 1 4202 3077 2

Chapter 1

Overview—The Modern World and Australia

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

HISTORY SKILLS

In this chapter you will learn to apply the following skills:

- use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- use historical terms and concepts
- identify and locate relevant sources, using ICT and other methods
- identify the origin, purpose and context of primary and secondary sources
- process and synthesise information from a range of sources for use as evidence in an historical argument
- evaluate the reliability and usefulness of primary and secondary sources
- identify and analyse the perspectives of people from the past
- examine different historical accounts and identify different perspectives and interpretations in the sources
- select and use a range of communication forms (oral, graphic, written) and digital technologies.

© Australian Curriculum, Assessment and Reporting Authority 2012

Inquiry questions

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

Introduction

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

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

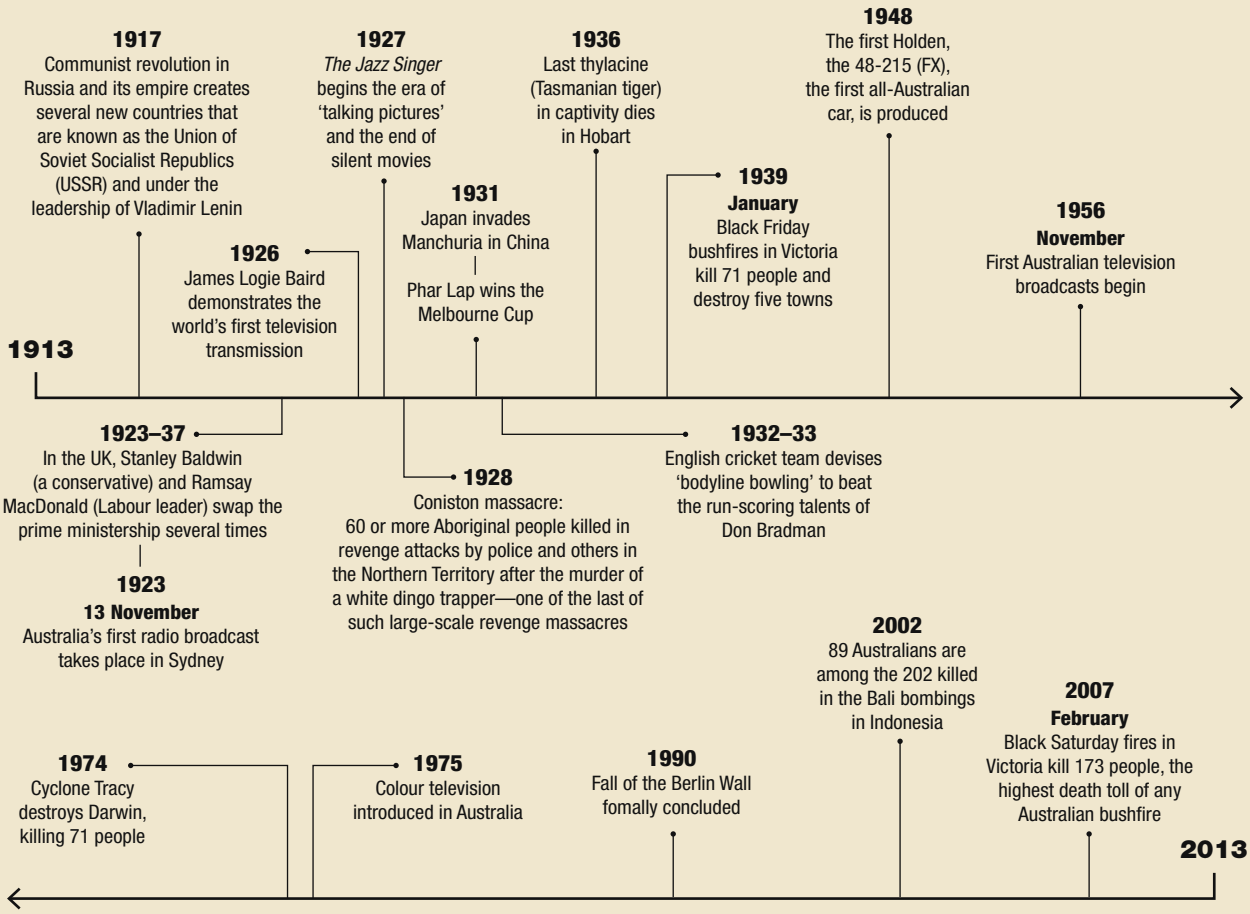
KEY TERMS

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

ISBN 978 1 4202 3077 2

James Logie Baird working with television transmitters, 1927

Timeline of key dates



ISBN 978 1 4202 3077 2

Think, Puzzle, Explore

1. Imagine you have been transported back in time to Australia at any time in the twentieth 20th century. Close your eyes and look at the events going on in the world then. What influences do world events have on Australia?
2. What sights and thoughts came into your head?
3. Draw up a list of what you remember about the influence of world events on Australia.
4. Discuss in class what you remembered and draw up a class list.
5. Make another list, this time of world events in the 20th century that have affected Australia that you would like to know more about or explore further. How might you find answers to your questions?
6. What would be useful sources of information?

What key events occurred between World War I and World War II?

Chronology

1918	German Republic proclaimed
1918	11 November, Armistice proclaimed, ending World War I
1919	The Comintern, an international communist organisation, formed
1919	Treaty of Versailles
1920s	German economy devastated by cost of war and heavy war reparations
1921	Adolf Hitler becomes leader of the Nazi Party
1922	Mahatma Gandhi arrested in India
1924	Death of Vladimir Lenin; Joseph Stalin (the general secretary of the Communist Party) takes over power in the USSR
1929	28 October, Wall Street stock market crash; beginning of global depression
1932	James Chadwick discovers the neutron
1932	Worst Depression year in Australia; official unemployment rate reaches 19.74%
1933	Hitler becomes Chancellor of Germany
1939	World War II begins when Germany invades Poland

The Treaty of Versailles

At the end of World War I, leaders of 32 countries met at the Paris Peace Conference, which began on 12 January 1919, to discuss a treaty. Some were hoping that something could be salvaged for their countries from defeat, others were determined to exact revenge while others still represented new countries emerging from the break-up of the old European empires and hoped for the best deal they could arrange. Some were just determined that countries should never again fight such a horrific war. The Treaty of Versailles was signed on 28 June 1919. Negotiations were dominated by Britain (represented by Prime Minister David

ISBN 978 1 4202 3077 2

SOURCE 1.1 Prince August Wilhelm (centre), a great supporter of Adolf Hitler, with a group of German students in Berlin, 29 June 1932, during a demonstration against the Treaty of Versailles

Lloyd George), France (represented by Prime Minister Georges Clemenceau), Italy (represented by President Vittorio Orlando), Japan (represented by a former prime minister, Saionji Kinmochi) and the United States (represented by President Woodrow Wilson). Australia was represented by its prime minister, William (Billy) Hughes.

Five treaties—named after the Paris suburbs of Versailles (Germany), Saint-Germain (Austria), Trianon (Hungary), Neuilly (Bulgaria) and Sèrves (Turkey)—came out of the conference. Each treaty dealt with the defeated powers: Germany, the Austro-Hungarian Empire, the Ottoman Empire (based in Turkey) and Bulgaria.

Under the Treaty of Versailles, Germany had to give up large areas of land:

- surrender all German colonies as League of Nations mandates
- return the border region of Alsace-Lorraine to France
- surrender Poznania, parts of East Prussia and Upper Silesia (on Germany's eastern border) to Poland
- give Eupen-Malmedy to Belgium, Memel to Lithuania, and the Hultschin district to Czechoslovakia
- Danzig, which had been an important German port, was to become a free city (the surrounding land became part of Poland)
- the Saarland was to come under French control.

This meant that Germany lost around 13 per cent of its territories. Furthermore, there were conditions under the Treaty that dealt with issues apart from land:

- Germany had to acknowledge its guilt for starting the war
- plebiscites (votes) had to be held in northern Schleswig to settle the Danish–German frontier
- Germany was to be demilitarised and the Rhineland occupied for 15 years
- Germany had to pay war reparations, or financial compensation, of £6600 million (this is equivalent to approximately $2.6 trillion, or more than two-and-a-half times the value of the entire Australian economy—its gross domestic product—in 2011)
- Germany and Austria were never to be unified
- Germany's ruler—Kaiser (King) Wilhelm II—and other war leaders were to be put on trial
- Germany's army was to be limited to 100 000 men and Germany was not to have conscription, heavy artillery, poison gas, tanks, aircraft or airships
- Germany's navy could not have vessels of more than 100 000 tonnes and submarines were not allowed

Germany made protests about the severity of the treaty but it signed it eventually.

ISBN 978 1 4202 3077 2

Some people thought that the Treaty was too harsh. Some historians have argued that the Treaty helped the Nazis to get into power. In Germany, there were demonstrations and protests against the Treaty. Even Prince August Wilhelm, one of Kaiser Wilhelm's sons, who became a great supporter of Adolf Hitler, joined in the protests (Source 1.1).

Among the other major outcomes of the Paris Peace Conference was the creation of the **League of Nations**, a new international body in which all countries could settle their differences by diplomacy, not war.

ACTIVITY 1

Chronology, terms and concepts

1 Define 'reparations'.

2 Use the chronology. Make a timeline showing the rise of Hitler and the Nazis.

Explanation and communication

1 a When was the Treaty of Versailles signed?
  b Which powers dominated the treaty process?
  c In terms of land, what did Germany have to do under the Treaty of Versailles?
  d What happened to the Rhineland under the Treaty?
  e What was the size of Germany's reparations?
  f What happened to Germany's armed forces under the Treaty?

2 a What have some historians said about the Treaty of Versailles?
  b Does the photograph of the German students (Source 1.1) support or contradict this view?

Empathy

1 Find out what countries attended the Paris Peace Conference. Assign a different country to each member of your class—perhaps draw the country names out of a hat but make sure the major powers are represented. Research what your country wanted to achieve at the conference and prepare a one-minute speech, stating what your country wants and why it should be allowed to have its request. At the end of each speech, your fellow peace conference delegates (your classmates) are to vote on which of your demands they will allow.

Cause and effect

1 In what ways did the Paris Peace Conference try to bring about world peace?

2 In what ways did the Paris Peace Conference set up conditions that could lead to later international conflict?

The interwar years

The early 1920s were a time of great innovation and progress. Economies around the world grew strongly, recovering from the effects of World War I. New technology began to spread: electric power came to the homes of most

SOURCE 1.2 Australian motorists take time out for refreshments, April 1929

ISBN 978 1 4202 3077 2

Australians, and radios and telephones came into the homes of wealthier people. In 1921 there were 87 000 registered motor vehicles in Australia. This figure had risen to 546 000 by 1929.

Women also took part in this surge of progress. 'Modern' women cut their hair short, wore short dresses that showed their ankles and even their knees (a few women even wore trousers). They drove motor cars and danced to the new music craze—American jazz. These 'flappers', as they were called, ignored conventional behaviour.

SOURCE 1.3 Two Australian girls doing a dance routine—their dresses are influenced by the flapper style

But the boom conditions did not last. While historians and economists do not agree on the exact causes, inflation and too much borrowing, some of it for very risky ideas, in the good years helped lead to a downturn that became the Great Depression. In Australia at this time there were no unemployment benefits. People quickly ran out of money when they lost their jobs—as thousands did when businesses went broke. In 1932, one in five Australian workers was unemployed; in 1939, nearly one in ten workers still could not find a job. As nearly no married women worked, the effects on families were severe.

Spotlight

Who ran Australia between the wars?

- **1915–23:** William (Billy) Hughes was a Labor prime minister from 1915 and then, after being expelled from the ALP for supporting conscription in 1916, became prime minister as leader of a new conservative party, the Nationalist Party.
- **1923–29:** Stanley Melbourne Bruce, a member of the conservative Nationalist Party, was a Gallipoli veteran who had fought in the British Army during World War I. Australians saw him as a typical Englishman; when he later served as an ambassador in Britain, the English saw him as very much Australian.
- **1929–32:** James Scullin, who worked in a grocer's shop, headed an ALP government. Born in Trawalla in Victoria, he was the first Australian-born prime minister.
- **1932–39:** Joseph Lyons was another former Labor politician who became a conservative prime minister. A schoolteacher from Tasmania, Lyons was the leader of the United Australia Party, which governed in coalition with the Country Party. He died while he was prime minister.
- **1939:** Earle Page, who had the memorable middle names Christmas Grafton, was leader of the Country Party and deputy prime minister under Lyons. He was prime minister for just 20 days, serving as a caretaker after Lyons' death.
- **1939–41:** Robert Menzies began the first of two periods as prime minister as leader of the conservative United Australia Party. He was born in the small country town of Jeparit in Victoria and would become the longest-serving prime minister, spending 18 years as Australia's leader.

ISBN 978 1 4202 2978 3

SOURCE 1.4 People forced to live in a cave near Kurnell, New South Wales, as a result of the Great Depression

ACTIVITY 2

Analysis and use of sources

Sources 1.2–1.4 provide evidence about some of the key features of the interwar years. Answer the following questions to investigate these features.

1 a What is Source 1.2 and when was it created?
  b What does it tell us about life in the 1920s?
2 a What is Source 1.3 and when was it created?
  b How can this source help to investigate modern features of the interwar years?
3 Use Source 1.4 and the chronology on page 4. Write a caption of 100 words for this photograph.

ICT

1 Go to OneStopDigital to learn about the Prime Ministers of Australia. Use the information to make a four-slide PowerPoint presentation about one of the interwar prime ministers. Your presentation should cover these areas:
  a the prime minister's early life
  b the challenges and problems during his time as prime minister
  c his achievements as prime minister
  d his life after being prime minister (if you choose Joseph Lyons, use your last slide to cover the life of his wife, Enid Lyons).

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

Developing trends in foreign relations

1945 to 1960s

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

ISBN 978 1 4202 3077 2

Spotlight

Who ran the country after World War II?

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

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

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

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

1970s to 2000s

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

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

The Liberal government under Malcolm Fraser continued to follow these general directions in

ISBN 978 1 4202 3077 2

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

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

In the 1990s, the maintenance and development of relations with Asian countries became the main thrust of Australian diplomacy. Australia became involved in forums such as Asia-Pacific Economic Cooperation (APEC). It also strove to build strong links with Indonesia, particularly under the Keating Labor government. However, the relationship with Indonesia floundered in September 1999 when the Australian government sent troops into East Timor to protect civilians against armed militia, who were tacitly backed by Indonesia's military forces. But the Liberal government was slow to respond to blatant human rights abuses in East Timor. It did not want to upset its major northern neighbour. Earlier, in 1975, the Labor government had also failed to act over Indonesia's invasion of East Timor.

ACTIVITY 3

Explanation and communication

1 Who was 'Doc' Evatt?
2 What sort of power was Australia internationally?
3 What did Whitlam's term in office demonstrate?
4 Describe what the Liberal government led by Fraser did in terms of foreign relations.
5 What became the main driving force in foreign relations in the 1980s?
6 Draw a cartoon showing the relationship between the United States and Australia in the 1950s and 1960s.

Australia as a global citizen

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

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

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

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

ACTIVITY 4

Chronology, terms and concepts

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

Perspectives and interpretations

1 Do you know anyone who has served in one of Australia's postwar conflicts or peacekeeping missions? Find a short internet account of the conflict (either from the Australian War Memorial site, the United Nations site or Wikipedia) and find out if that person's views on the conflict match the online description. Write a one-page report of where the two versions agree and disagree, suggesting reasons for any differences of opinion.
2 Go to OneStopDigital to access the websites for the Australian War Memorial and the United Nations. Use the search facilities on your chosen site to investigate a particular conflict or mission.

ISBN 978 1 4202 3077 2

Historical questions and research

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

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

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

SOURCE 1.5 United Nations flag

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

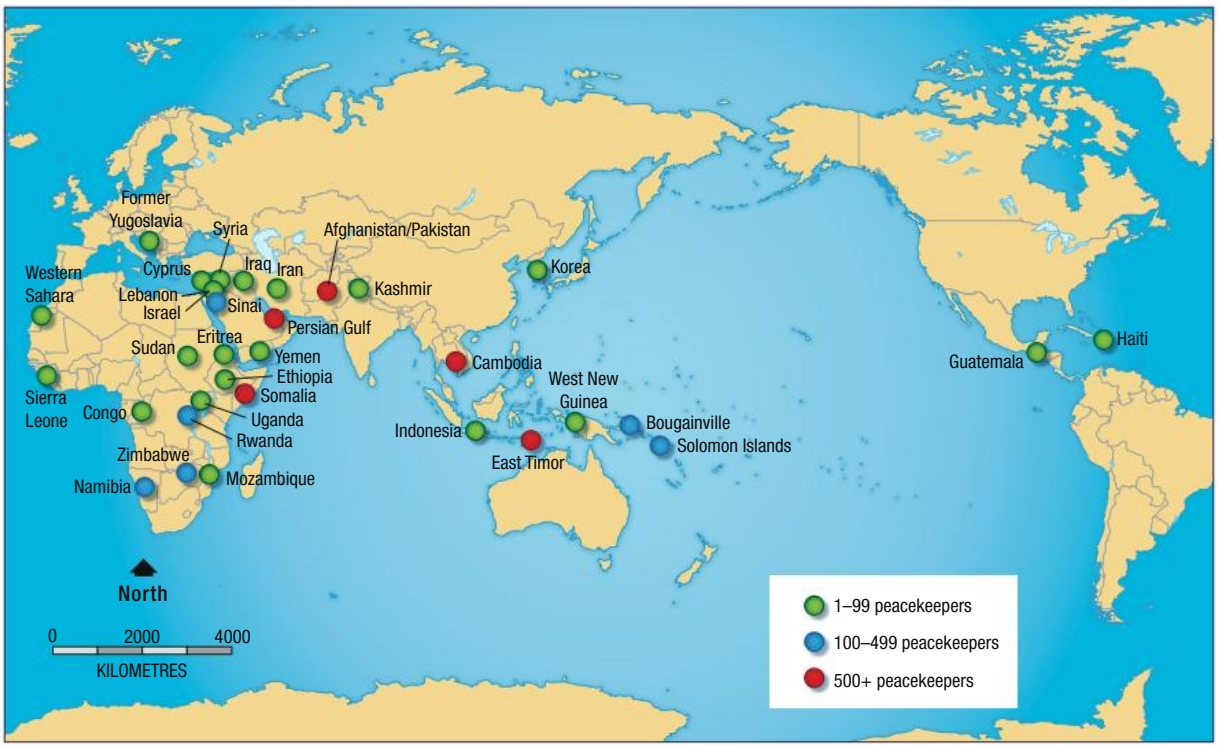
Spotlight

The Australian President of the United Nations

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

SOURCE 1.6 Dr and Mrs Evatt at the Commonwealth War Cemetery near Yokohama, Japan c. 1947

ISBN 978 1 4202 3077 2



SOURCE 1.7 Australian involvement in peacekeeping operations and military conflicts

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

SOURCE 1.8 Australian involvement in peacekeeping operations

Source: Australian War Memorial

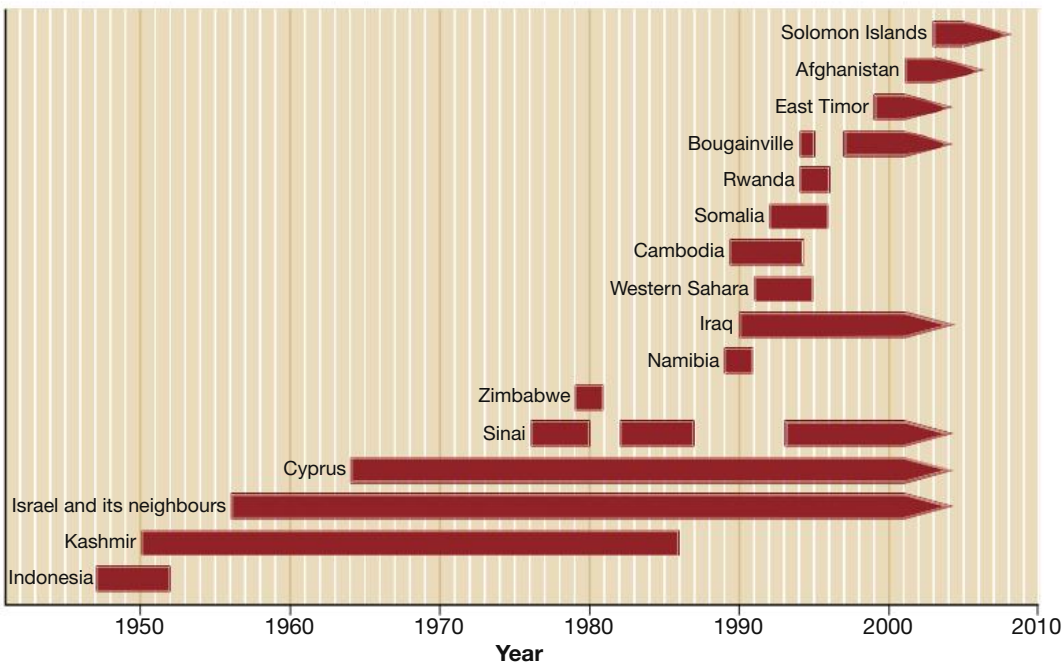
ISBN 978 1 4202 3077 2

SOURCE 1.9 Australian soldiers at As Samawah, Iraq, 13 November 2005

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

The United Nations Charter included a system of collective security, in which member states would provide forces to defend countries against aggression. This was the case in the Korean War. It also required member nations to contribute to peacekeeping efforts. Since 1945, over 15 000 Australians have contributed to peacekeeping operations in over 25 different conflicts—see Sources 1.7, 1.8, 1.9 and 1.10. Our largest involvement was in East Timor; the smallest was Guatemala. Seven Australians have led multinational peacekeeping operations.

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



SOURCE 1.10 Timeline of Australian peacekeeping operations

ISBN 978 1 4202 3077 2

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

ACTIVITY 5

Chronology, terms and concepts

1 What do these acronyms stand for?
   - a UNCI
   - b UNTSO
   - c PMG
   - d UNESCO

2 When did the United Nations come into operation?

3 What role did Dr Evatt play in the early years of the United Nations?

4 For the following dates, give details of Australia's UN involvement:
   - a 1947–51
   - b 1976–79
   - c 1991–94
   - d 1992–95

Evidence

1 From the information provided in the map on Australia's role in peacekeeping and military conflicts (Source 1.7), to which three regions of the world has Australia provided the greatest number of peacekeeping forces?

2 Why is the table of Australian involvement in peacekeeping operations (Source 1.8) useful for gaining an understanding of Australia's role in UN actions?

Empathy

1 Evatt 'became the champion of smaller countries and pushed for the UN charter to include provisions for the poor, the weak and the oppressed'. What does this show about Evatt's attitude?

2 What do you think was the motive of Australian governments for becoming involved in UN peacekeeping operations?

Cause and effect

1 Why did the UN come into being?

Historical questions and research

1 Go to OneStopDigital and locate information on the charter and the structure of the United Nations.

Use this to describe the aims, principal organs, agencies and programs of the UN.

2 Go to OneStopDigital and use a range of sources to locate further information on Dr Evatt's involvement in the United Nations. Make a list of the sources you find.

3 Go to OneStopDigital and use a range of sources to locate information on UN Conventions. Make a list of the sources you find.

ICT

1 Use text and images from OneStopDigital as a basis for creating a document that explains the history of the United Nations and how it works. Remember to acknowledge your sources.

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

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

The movement for independence from colonial rule

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

It was not until the 19th century that the colonising nations extended formal control across most of Africa and significant areas of Asia. This is known as the 'New Imperialism' period. European nations were experiencing economic difficulties and scrambled to claim new territories for their

ISBN 978 1 4202 3077 2

natural resources, strategic trade areas and local populations to use as soldiers and workers. This process of colonisation strengthened their military power, as well as the gaining of political power and status on the international stage.

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

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

Spotlight

Case study of exploitation in Africa: Belgium and the Congo

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

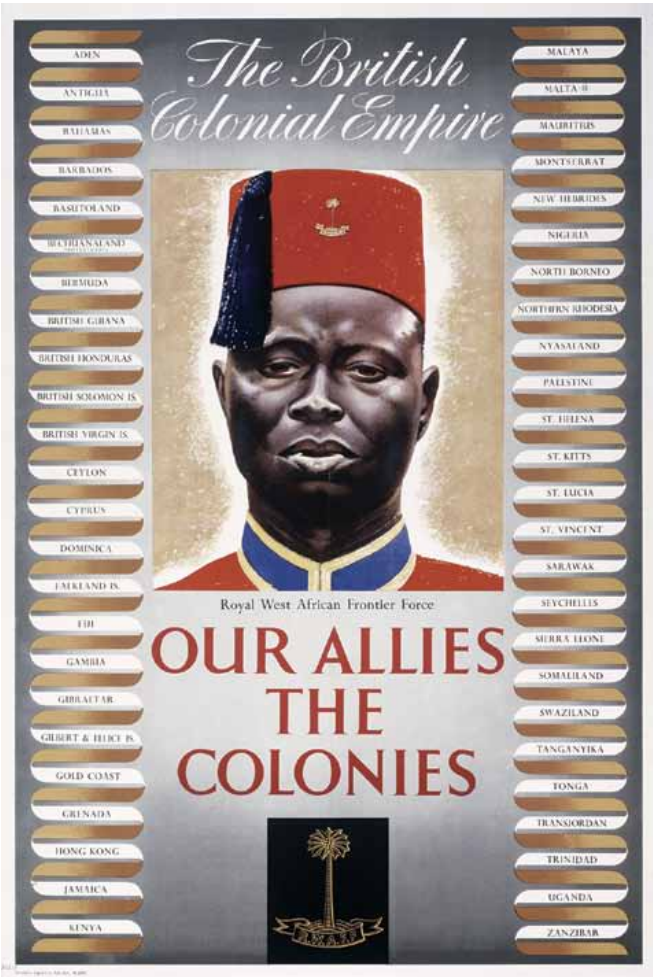
SOURCE 1.11 King Leopold II of Belgium as a snake entangling a Congolese rubber collector by Lindley Sambourne (*Punch* cartoonist)

SOURCE 1.12 Two children, Mola (sitting) and Yoka, from the Congo, who were mutilated under King Leopold II's regime

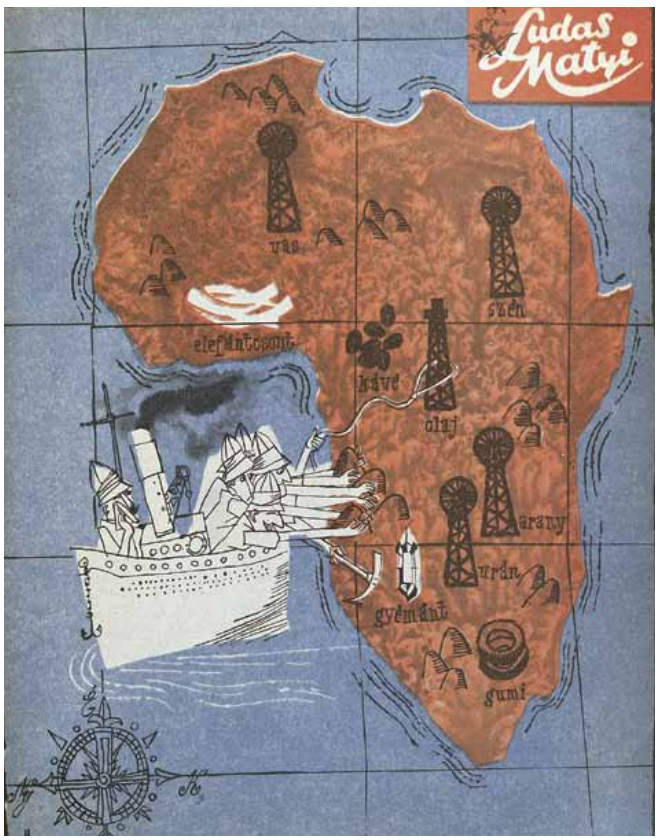
ISBN 978 1 4202 3077 2

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

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



SOURCE 1.13 British World War II poster depicting the British Colonial Forces



SOURCE 1.14 'It's Hard to Say Goodbye!': caricature of the decolonisation of Africa from a Hungarian newspaper, 2 August 1960

In those countries, nationalist movements for **self-determination** grew, fostered by African leaders, many of whom had studied in the west. Some organised their people to rise against the imperial rulers, with **decolonisation** occurring after rioting and violent hostilities. This happened in Angola against the Portuguese and in Tunisia against the French. Other countries were granted independence through negotiations and legislative change, such as Nigeria from the British.

In Asia, Japanese invasions in World War II had assisted in setting off decolonisation in the south-east of the continent. India also underwent decolonisation, gaining independence from

ISBN 978 1 4202 3077 2

SOURCE 1.15 A street procession in Bombay (now Mumbai) in August 1947 celebrating Indian independence

Britain in 1947. India was divided into two countries: India and Pakistan. Pakistan was created from areas of India where the religion of the majority of the population was Islam, rather than Hinduism. But Pakistan itself was divided in two, West and East Pakistan, with India in between. (East Pakistan eventually became the country of Bangladesh.) Millions of Indians became refugees, moving to the country of their preferred religion. This process was known as the Partition of India.

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

ACTIVITY 6

Chronology, terms and concepts

1 What was the 'New Imperialism'?

2 Define 'colonisation' and 'decolonisation'.

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

   a Create a timeline of their decolonisation.

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

Analysis and use of sources

1 How do you think British and African people would have reacted to Source 1.13 at the time of its creation?

2 What do you think were the purposes of the cartoon of King Leopold II and the photograph of the mutilated children (Sources 1.11 and 1.12)?

3 Why do you think the poster of colonial forces, Source 1.13, was made?

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

Explanation and communication

1 What characterised the period after World War II?

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

3 What happened to Africa after World War II?

4 a How was rubber collected in the Congo?

   b Why was the rubber collected?

ISBN 978 1 4202 3077 2

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

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

7 When did most colonies achieve independence?

8 What happened to Asia after World War II?

Perspectives and interpretations

1 Look at Source 1.14. What does it tell us about the cartoonist's views on the reasons colonial powers did not want to leave Africa?

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

The Aboriginal land rights movement

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

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

The demands of the **land rights movement** included the handing over of ownership of traditional lands to the relevant Aboriginal communities and compensation for those communities that had lost all their lands. Aboriginal people, ranging from those living in remote communities to urban activists, joined together in rallying for land rights. They were supported in their fight by many non-Aboriginal Australians.

The issue of Aboriginal land rights received international attention, creating pressure on the state governments of Australia to act. A range of legislation has been passed relating to Aboriginal land rights in Australia since 1966. These laws provide widely varying rights to Aboriginal peoples in the different states and territories. None of these laws has met the demands of the land rights movement (see Source 1.17). The issue of land continues to be of central importance to Aboriginal peoples, although now people talk about 'native title' rather than land rights.

SOURCE 1.16 During the Bridge Walk on National Sorry Day, 26 May 2000, around 300 000 people walked across the Sydney Harbour Bridge

ISBN 978 1 4202 3077 2

All of these parliamentary initiatives represented limited and somewhat token attempts to recognise Aboriginal rights to land. Indeed, the inability of legislatures to articulate a broadly defined right of Aborigines to the land from which they were dispossessed will surely be looked upon as one of the less noble facets of Australian parliamentary democracy ... Only with the Mabo High Court decision in 1992 would Aborigines be legally recognised to have certain rights not available to others.

John Chesterman and Brian Galligan, *Citizens without Rights: Aborigines and Australian Citizenship*, 1997, p. 205

SOURCE 1.17 Aboriginal rights to land

ACTIVITY 7

Analysis and use of sources

1 a What is Source 1.16 and when was it taken?

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

2 Read Source 1.17. What is the authors' opinion of land rights legislation?

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

Explanation and communication

1 When was the first land rights legislation passed?

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

3 What are the two key land rights demands?

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

Evidence

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

The Women's Movement

'Women's liberation', or the 'women's movement', was a second wave of **feminist** activism that began in the late 1960s. The first wave took place in the late 19th and early 20th centuries and concentrated on getting women the vote

SOURCE 1.18 Women marching on International Women's Day, Melbourne, 8 March 1975

ISBN 978 1 4202 3077 2

Chronology

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

ISBN 978 1 4202 3077 2

and into universities. Second-wave feminists campaigned for equal pay, equal opportunities, anti-discrimination legislation, child and maternal welfare, divorce laws and childcare. They also demanded freedom of choice for women, not only for education and employment, but for marriage, contraception and abortion. Feminists wanted to remodel society and give women fair and equal access to careers as well as family life.

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

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

ACTIVITY 8

Chronology, terms and concepts

1 Define 'feminist'.

2 What was the women's liberation movement?

Analysis and use of sources

1 How do you think traditional historians would have reacted to the extracts by Ann Curthoys and Greg Patmore (Sources 1.19 and 1.20) at the time they were written? How has the women's movement changed the way Australian history is written, in terms of who is writing it, the approach and its content?

> A 'history of women' ... should do more than restore women to the pages of history books. It must analyse why public life has been considered to be the focus of history, and why public life has been so thoroughly occupied by men.
>
> Ann Curthoys, 'Historiography and Women's Liberation', *Arena*, 1970, p. 2

SOURCE 1.19 Women and Australian history

> Prior to 1970 Australian historians wrote little about women. There were few women employed in Australian university history departments before the 1960s, and they shared the view of their male colleagues that women's history was trivial. Historical orthodoxy emphasised the role of 'great men' in exploring and building a nation.
>
> Greg Patmore, *Australian Labor History*, 1991, p. 161

SOURCE 1.20 Great men and history

Explanation and communication

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

2 What were some of the strategies adopted by feminists?

The Civil Rights Movement in the United States

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

ISBN 978 1 4202 3077 2

SOURCE 1.21 March on Washington, 1963, photograph by Warren K Leffler

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

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

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

The civil rights movement gained momentum and support from the general public, especially in the north, resulting in the federal government ordering the desegregation of transport. Public support for reforms to end discrimination against African Americans was shown en masse in the 1963 March on Washington (Source 1.21). One of the key goals of the march was for civil rights laws to be passed; the leaders met President John F Kennedy at the White House after the march.

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

ACTIVITY 9

Chronology, terms and concepts

1. What was the civil rights movement?
2. Define 'racial segregation'.
3. When do some people say the civil rights movement started?
4. What happened in 1957? Why?
5. What is direct action?
6. What were Freedom Rides?
7. Make a chronology for the civil rights movement.

ISBN 978 1 4202 3077 2

Explanation and communication

1 What were some of the goals of the civil rights movement?
2 What was one of the goals of the March on Washington?
3 What did the *Civil Rights Act* outlaw?
4 Describe 'Bloody Sunday'.

Historical questions and research

1 You are to investigate the civil rights movement in the United States. Find out more about each of the following laws:
   - 1964 *Civil Rights Act*
   - 1965 *Voting Rights Act*
   - 1968 *Fair Housing Act*

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

What was the Cold War and how was Australia involved?

Communism, capitalism and the Cold War

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

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

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

During World War II, the USSR and the United States worked together to defeat Nazi Germany and its allies. This cooperation ended in 1945, leaving the world divided into two opposing groups. On one side, led by the United States, were those countries that supported democracy and **capitalism**.

SOURCE 1.22 Only days before the fall of the Berlin Wall on 10 November 1989, more than 1 million East Germans demonstrated their desire for freedom

ISBN 978 1 4202 3077 2

Chronology

1945	Australia is involved in establishing the United Nations Australia is part of the British Commonwealth Occupational Forces (BCOF) of Japan
1946	United Nations approves Australian trusteeship of mandated territories Papua and New Guinea British Prime Minister Churchill makes his 'Iron Curtain' speech
1947	President Truman announces the USA would support the 'free peoples' to resist communist control Stalin establishes Cominform to bring together communist states 18 September, US Central Intelligence Agency (CIA) formed
1949	Mao Zedong attains full control over all of China, ending civil war and creating communist China 16 March, Australian Security Intelligence Organisation (ASIO) formed North Atlantic Treaty Organisation (NATO) formed by the USA and European countries
1950	Australia joins US and UN forces in war in Korea
1951	Australia, New Zealand and United States Treaty (ANZUS) is signed Launch of the Colombo Plan, which sought to provide economic stability in south and South-East Asia, based on the idea that poverty created communism
1952	Australia signs the Southeast Asia Treaty Organisation (SEATO) treaty; other signatories are the USA, the United Kingdom, New Zealand, France, Thailand, Pakistan and the Philippines
1953	End of the Korean War
1954	Australia signs the South-East Asia Collective Defense Treaty against communist aggression
1956	First British atomic bomb test in Australia (Maralinga, South Australia)
1960	Federal government agrees to allow the United States to set up satellite-tracking stations in Australia.
1961	13 August, Start of the construction of the Berlin Wall by the German Democratic Republic dividing East and West Berlin to stop defectors from the East
1962	14–28 October, Cuban missile crisis; confrontation between Cuba, the USSR and USA over the construction of Soviet missile bases in Cuba; danger of nuclear war
1962	Australia commits 'military advisers' to Vietnam, the beginning of Australian involvement in the Vietnam War
1963	Federal government approves establishment of a US naval communication station at North West Cape, Western Australia
1967	British withdraw from all countries east of Suez Australian–United States space installation is established at Pine Gap in the Northern Territory
1971	Australia signs defence pact with Singapore, Malaysia, New Zealand and the United Kingdom
1972	Withdrawal of Australian troops from Vietnam
1974	SEATO is dissolved on the grounds that it is a 'vestige of the Cold War'
1980	Gdansk shipyard strikes in Poland lead to strikes across the country, culminating (several years later) in the communist government being forced from power
1986–88	USSR leader Mikhail Gorbachev announces the policies of *perestroika* (reform) and *glasnost* (openness), which lead to the defeat of communism in the USSR and its break up into separate countries
1989	9 November, East German Government announces freeing up of movement between East and West Berlin; souvenir collectors remove parts of the Wall

ISBN 978 1 4202 3077 2

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

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

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

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

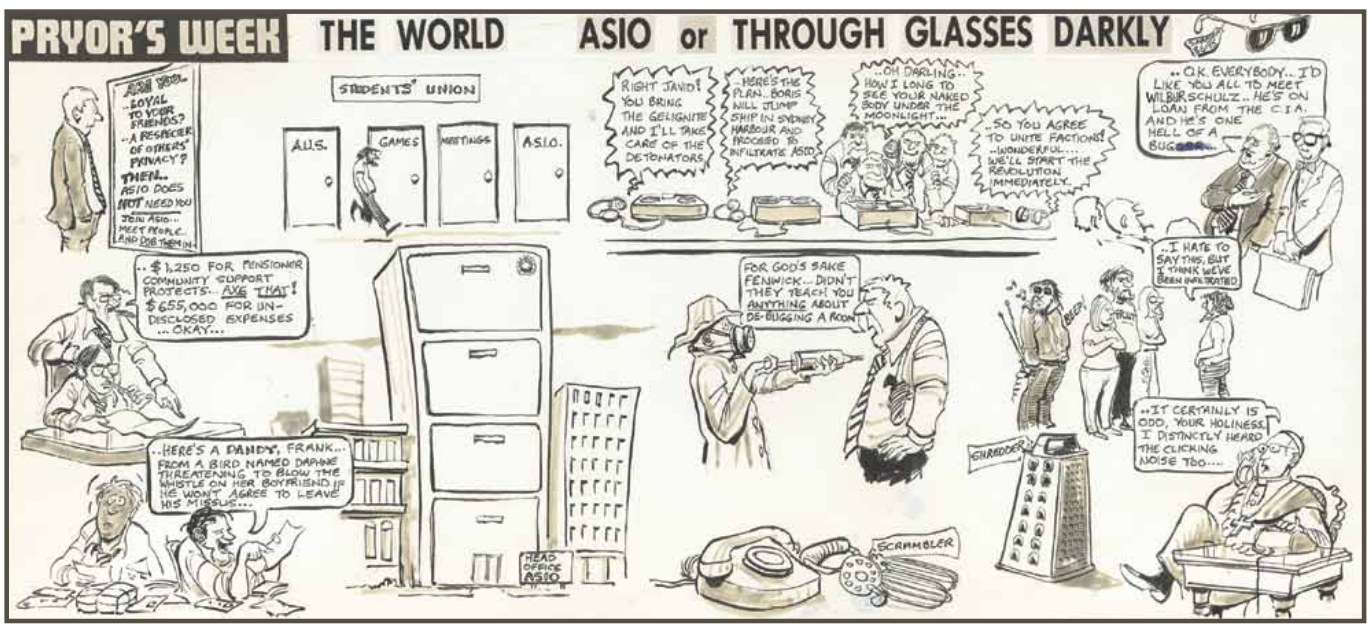
Australians were affected by the Cold War, fearing the spread of communism through Asia. Phrases such as 'Better dead than red' came into

Spotlight

The Cuban missile crisis

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

SOURCE 1.23 Members of the Campaign for Nuclear Disarmament in London, on 27 October 1962, in a protest over the Cuban missile crisis



SOURCE 1.24 Geoff Pryor, 'The world—ASIO or through glasses darkly', 1979. This cartoon is also viewable at OneStopDigital.

ISBN 978 1 4202 3077 2

SOURCE 1.25 Crowds on part of the Berlin Wall on the morning of 10 November 1989

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

ACTIVITY 10

Chronology, terms and concepts

1 Write definitions for these terms:
   - **a** communism
   - **b** capitalism
   - **c** Cold War.

Analysis and use of sources

1 Does Source 1.23 allow us to investigate communism, capitalism or the Cold War? Explain.

2 Use Source 1.24 and the chronology on page 24. Go to OneStopDigital to view a zoomable version of Source 1.24.
   - **a** What is ASIO?
   - **b** What other similar organisation was established in the United States around the same time?
   - **c** What does Source 1.24 tell us about ASIO activities?
   - **d** How do these activities relate to the Cold War?
   - **e** What does Source 1.24 tell us about the cartoonist's view of ASIO?

Explanation and communication

1 Search Google images to find one image that allows us to investigate these concepts:
   - **a** communism
   - **b** capitalism
   - **c** the Cold War.

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

How did people's lives and technology change?

Technological developments in the public and private spheres

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

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

ISBN 978 1 4202 3077 2

SOURCE 1.26 Commonwealth government advertisment, Post Office Communications Australia, c. 1950s

electrically wired. Electric trains and trams were replacing steam trains and cable cars.

The application of electricity to technology also helped shape communications throughout the 20th century. Communications are a part of a country's economic infrastructure and also play a key role in community development. Source 1.26 indicates two modes of communication in use in the 1950s.

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

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

SOURCE 1.27 Sundown Drive-in cinema, Canberra, 1970, National Archives

ACTIVITY 11

Chronology, terms and concepts

1. Define 'communications'.
2. Define 'infrastructure'.
3. Develop a timeline for technological developments in the 20th century.

ISBN 978 1 4202 3077 2

Analysis and use of sources

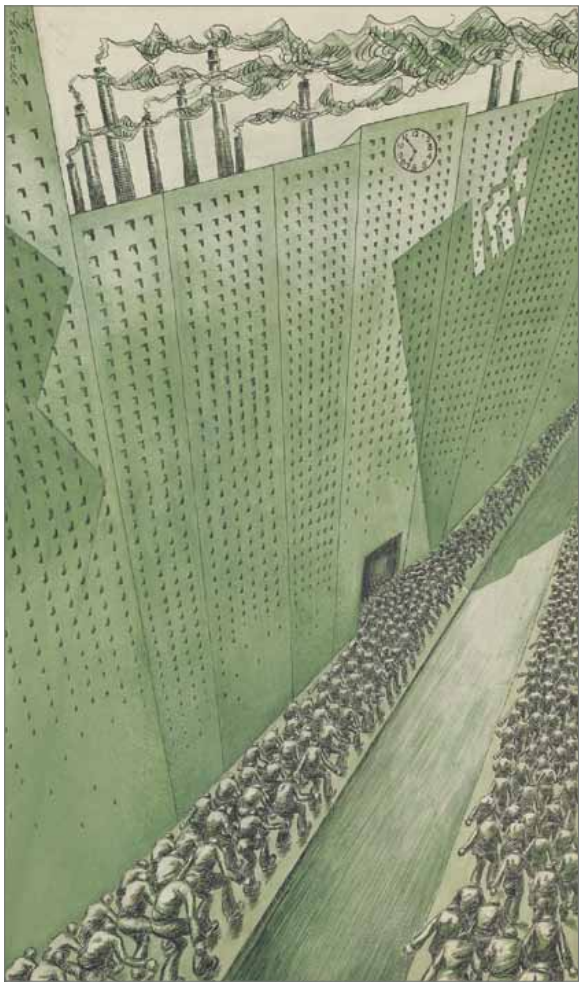
1 What is Source 1.26 and when was it made?
2 Is Source 1.26 a primary or a secondary source?
3 Why is Source 1.26 useful in investigating forms of communication?
4 Consider Source 1.27 and explain how different technologies combined to create new experiences in 20th century Australia.

Explanation and communication

1 Use Source 1.26 and your own additional online research. Create a PowerPoint presentation with images explaining how technologies such as radio and television have helped to shape public life in Australia.

Historical questions and research

1 a Identify one form of communication that is no longer widely used since the end of World War II.
  b Explain why this has happened.
2 Identify four forms of communication that have been developed since the 1950s. Describe each form, indicate who are the main users, and explain how the form of communication has changed the way in which Australians live.
3 What recent developments in technology are helping to shape the '24-hour news cycle'.



SOURCE 1.28 Jack Maughan (1897–1980), *Civilisation*, pen, ink and watercolour, 1931

Cars and transport

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

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

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

Trucks were to challenge railways in the postwar period. This saw the closure of many railway branch lines. Petrochemical companies lobbied governments to promote motor vehicles and this eventually contributed to the demise of Australia's tramways. Most of these closed during the 1960s.

ISBN 978 1 4202 3077 2

Spotlight

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

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

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

SOURCE 1.29 Public transport in metropolitan Sydney, 1947–96: Passenger journeys

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

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

SOURCE 1.30 Passenger journeys, metropolitan Sydney, average weekday, 1946–91

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

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

SOURCE 1.31 Businessman running to catch an Airlines of New South Wales Fokker Friendship, Mascot Airport, 11 September 1963

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

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

SOURCE 1.32 Civil aviation, regular internal services, 1945–82

ISBN 978 1 4202 3077 2

ACTIVITY 12

Analysis and use of sources

1 Use Sources 1.31 and 1.32 and information from this section. What do these sources tell us about air travel in the second half of the 20th century?

2 Look at Source 1.29. Make a graph for each of the four types of public transport. (Place the year along the bottom—the *x* axis—and the number of journeys up the side—the *y* axis. Use a scale of 1 mm = 1 year.) Also draw a graph for the overall number of public transport trips per capita.

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

4 Using Source 1.30 make one graph that shows passenger journeys for the four different types of transport. (Place the years along the *x* axis and the journeys along the *y* axis.)

5 From this graph, what trends can you see?

Explanation and communication

1 What were the percentages of women drivers after World War II and now? What might explain the increase? (Hint: look back at the section on women's liberation, pages 19–21.)

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

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

4 What did motor vehicles do?

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

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

7 Describe the negative effects of the motor car.

8 Which groups in Australian society were the main users of air travel in the 1950s?

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

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

Perspectives and interpretations

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

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

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

Continuity and change

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

Public health and medical breakthroughs

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

SOURCE 1.33 Child receiving polio vaccination, Liverpool Municipal Council, Sydney, 1957

ISBN 978 1 4202 3077 2

ACTIVITY 13

Historical questions and research

1 Source 1.33 shows a child receiving a vaccination against polio in 1957. Using the internet, conduct research to find out about these diseases and what has been done to fight them in Australia:
   - **a** polio
   - **b** mumps
   - **c** rubella
   - **d** whooping cough
   - **e** diphtheria

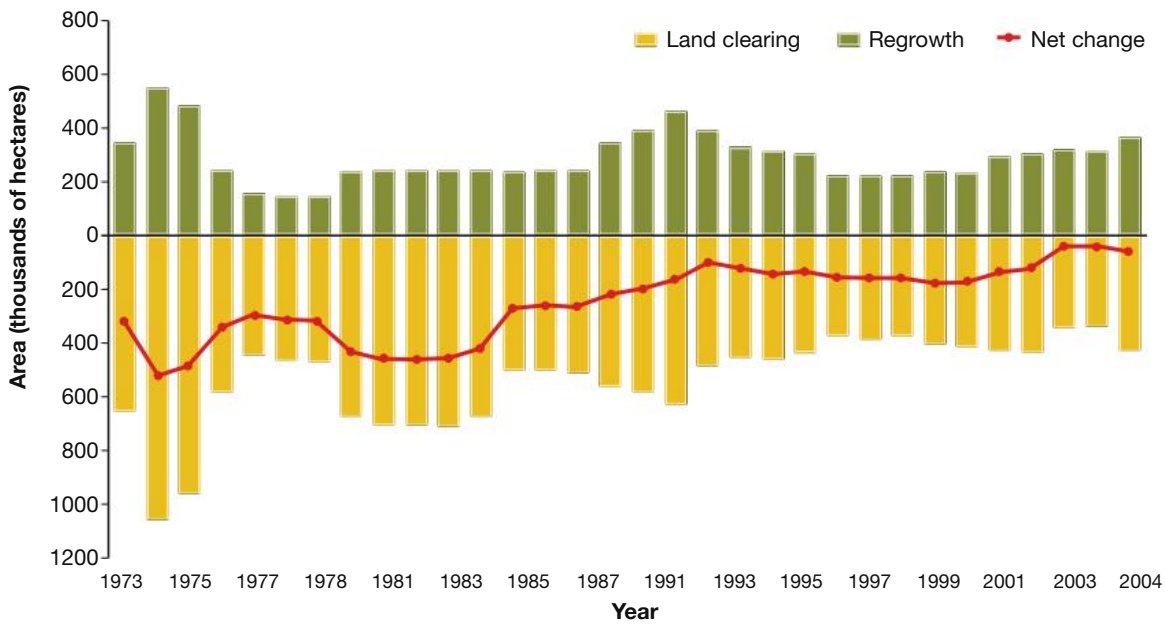
2 Who was Howard Florey and what medical breakthrough did he make?

How has concern for the environment and sustainability changed?

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

The rapid industrialisation and spread of cities in the 20th century had a negative effect on the environment. In Australia the clearing of forest for agricultural land continued through the

SOURCE 1.34 Photograph of logging in Victoria c. 1946, published in *The Argus* newspaper



SOURCE 1.35 Deforestation, regrowth and net forest cover change at specified intervals for those regions of Australia assessed continually, 1972–2010

State of the Environment 2011 Committee, 2011

ISBN 978 1 4202 3077 2

first half of the 20th century and the development of large-scale mining also contributed to land degradation. Until the 1950s, most logging in Australia took the form of selective logging. This was because trees were cut down manually using handsaws and axes. However, with the mechanisation of the timber industry, the destructive practice of clear-felling became widespread. This entailed cutting down all the trees in a certain area whether they were suitable to be milled or not.

By the 1970s, at the height of the Vietnam War, many believed the world was on the brink of environmental catastrophe. Powerful social movements emerged including the antiwar and civil rights movements (discussed in a previous section, pages 21–6) and **environmentalism**. This was a broad movement aiming to stem the tide of global environmental destruction.

A growing concern for the environment was also the result of wider post-war international cooperation in the form of the United Nations. The United Nations Environment Program (UNEP) was formed in Stockholm in 1972.

In Australia today many non-government international organisations like Greenpeace campaign for greater protection of the environment. In recent years the Australian government at the local, state and federal levels has implemented programs promoting environmental **sustainability**. These programs deal with several environmental challenges:

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

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

ACTIVITY 14

Chronology, terms and concepts

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

Analysis and use of sources

1 Examine Source 1.35 and suggest what other factors or human activities, besides forestry practices, could help to explain the trends in the graph.
2 Using the statistics in Source 1.35, describe the pattern of the overall net change in deforestation in Australia.

Explanation and communication

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

Historical questions and research

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

SOURCE 1.36 The use of CFCs as propellants in aerosol cans has been phased out because of its environmental impact

ISBN 978 1 4202 3077 2

History challenges

Being creative

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

Getting the message across

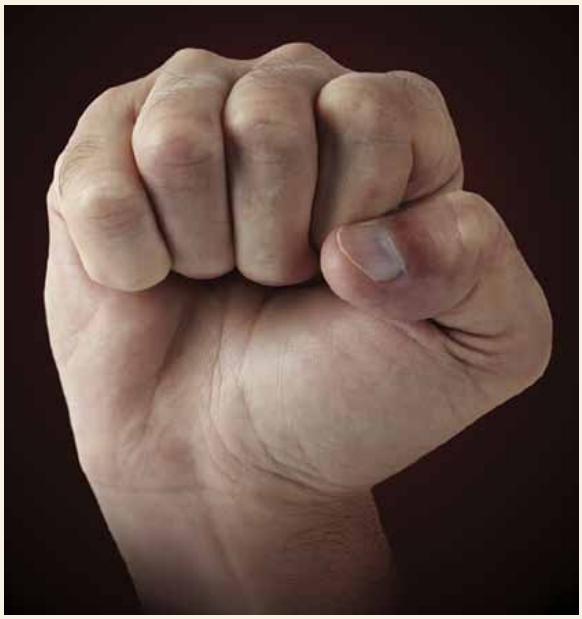
Design a poster that promotes British imperialism.

ICT

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

Visual communication

Use Sources 1.37, 1.38 and 1.39. What do these symbols mean? Why do you think movements create symbols?



SOURCE 1.38 'Solidarity' fist

SOURCE 1.37 A woman holding a peace sign

SOURCE 1.39 Boys protesting against nuclear power

ISBN 978 1 4202 3077 2

Figure it out

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

Based on Australian Bureau of Statistics data

SOURCE 1.40 Registered motor vehicles in Australia, 1955-2011

1. What do the figures in Source 1.40 immediately tell us?
2. What other developments in Australia would these figures help us to understand?
3. What other statistics would help us to better understand these figures?

Crossing cultures

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

Talking points

In pairs, discuss how Source 1.41 relates to the Belgian Congo.

SOURCE 1.41 Harry Cowan at the wheel of his 1917 Model T Ford with Bill Tassell standing next to his 1916 Indian motorcycle, Western Australia, c. 1920

ISBN 978 1 4202 3077 2

Section 1

World War II, 1939–45

Crowds line Champs Elysees to watch Allied tanks and half-trucks pass through the Arc de Triomphe after the liberation of Paris in August 1944

KEY TERMS

D-Day	'D' denotes a yet unnamed day on which a specific operation is to commence; in World War II this was 6 June 1944, when the allies invaded Normandy in France
theatre	an area in which war operations take place; includes land, sea and air space

World War II involved total war. All of the major powers channelled their human and material resources into a global conflict that would eventually cost around 65 000 000 lives. It was also the only war in which nuclear weapons have been used.

Total war: the frontlines

Britain and Europe

World War II began in a similar fashion to World War I: as a war between the nations of western Europe. But this war turned into something completely new and different, a war that would drag in countries around the world. While many of the major battles were fought in Europe, this time Europe was only one of several **theatres** of war.

Germany's invasion of Poland in 1939 was the trigger for declarations of war from Britan and France, but no fighting took place. Instead, the USSR invaded Poland from the east; not to help the Polish but as another invading force. The country was divided between the USSR and Germany in October. The Germans then moved onto Denmark and Norway in April 1940, before turning westward and invading France, the Netherlands and Belgium in May. Paris fell to the Germans in June, just after Italy had entered the war as an ally of Germany. Italy and Germany were known as the Axis powers. Italy's main objectives were to increase its empire, as well as expand its territory in Europe, where it quickly invaded Yugoslavia and Greece.

The Germans were working to a plan, and Britain was next on their list. The Germans launched a massive attack from the air hoping to destroy Britain's air force, the RAF, so that it could not attack a later German land invasion. The Battle of Britain began on 10 July 1940; soon an average of 1000 German flights per day were bombing major cities, including London. The RAF kept fighting back: they would eventually lose around 1000 aircraft, while the Germans lost nearly twice that number. Speaking about the aircrews that defended Britain, the British Prime Minister Winston Churchill later said, 'Never before in the field of human conflict has so much been owed by so many to so few'. About 35 Australians were among those 'few'. By the middle of September, as the northern winter began to approach, the Germans realised that they would not be invading Britain that year. While the bombing continued—London was bombed, each day or night, 57 days in a row—the Germans had encountered the first setback to their plans for total European domination.

SOURCE S1.1 General (later Field Marshal) Erwin Rommel drinks a toast with a fellow officer, 1940

ISBN 978 1 4202 3077 2

The Germans then turned their attention to their ambition to extend their territory into the USSR, a plan that also reached a stalemate. By 1942, the tide began to turn against the Axis powers. In September 1943, Italy surrendered and the Allies invaded from the south, reaching the 'Gustav line' south of Rome in December. On 6 June 1944, the Allies invaded France—the **D-Day** landings. The Germans were forced back and the Allies crossed the Rhine River in March 1943. At the same time, Russian forces were attacking Germany from the east, advancing through Poland, Hungary, Romania and Austria. Hitler committed suicide at the end of April as the Russians approached the German capital, Berlin, and Germany surrended on 7 May 1945, ending the war in Europe.

North Africa

Like World War I, World War II was also fought in the Middle East.The battles here are known as the North African campaign. Fighting began in this area with the Italian invasion of Egypt from the Italian colony of Libya. The British, who ruled Egypt at that time, fought back with the help of forces from around the British Empire, including Australia. This counterattack was so successful that Germany had to come to Italy's assistance. Rommel, a brilliant German commander known as the Desert Fox, and the German Afrikakorps quickly won back lost territory, but were unable to capture the coastal city of Tobruk, defended by Australian troops whom the Germans called 'rats'. The war in North Africa continued until the Germans lost the key battle of El Alamein in October 1942. Allied forces then advanced towards the Mediterranean and the last Axis troops in Africa surrended in May 1942.

Russia

Although the Germans had failed to conquer Britain, this did not stop moving to the next country on their list—the USSR. The invasion, called 'Operation Barbarossa' began on 22 June 1941; it had been delayed while the Germans reinforced the Italians in Africa and in Greece. Operation Barbarossa had three main targets:

SOURCE S1.2 World War II Russian propaganda poster with the slogan 'We defend Leningrad! We will restore it!'

the major cities of Moscow and Leningrad (now St Petersburg), and the agricultural and mineral resources of the Ukraine. It was the largest military attack ever, with three million soldiers in the invading forces—and they would take some three million prisoners, most of whom would die in German prison camps.

The Germans initially advanced quickly on their targets but, although troops reached the outer suburbs of Moscow, they had got too far ahead of their supplies to be able to take the city. Two million people were evacuated from the city and Soviet forces—the Red Army—defended Moscow, eventually pushing the invaders back 300 kilometres. Winter weather arrived early and the German forces were not equipped to cope with it.

At Leningrad, the Germans adopted a different strategy, deciding to starve the city into submission. Nearly one million of the city's residents died during the two-and-half-year siege, but the city was not captured. Those who survived were forced to eat cats, dogs and rats—whatever they could find—to live.

ISBN 978 1 4202 3077 2

Operation Barbarossa continued into 1942, with a Germany victory at Kharkov in May inspiring the Germans to greater efforts. By July they were advancing on the city of Stalingrad, although they were low on fuel. The battle for Stalingrad, which lasted until February 1943, became a turning point. Outnumbered, caught once again in the Russian winter weather and with their supplies running out, the German forces in the USSR eventually had to surrender. The Red Army then advanced towards Germany, reinforced by supplies from the other Allies.

In total, the German invasion of the Soviet Union cost about six million people their lives.

Asia

The war in Asia grew out of Japan's aims to acquire an empire and equip itself with resources. Japan had already aligned itself with Germany and Italy as one of the Axis powers before the surprise attack on Pearl Harbor in December 1941. Having put a potential opponent out of action, as they thought, the Japanese then conquered Burma, Malaya, Singapore and the Dutch East Indies by March 1942.

The United States may have been temporarily halted from taking any action against Japan because of the losses suffered at Pearl Harbor but it was not prepared to tolerate an aggressive Japan, even though it also used the Pearl Harbor attack as a trigger to join the other Allied forces fighting in Europe. The United States navy regrouped and in May 1942 halted the Japanese advance through the Pacific in the Battle of the Coral Sea. Then, between 3 and 6 June, the Battle of Midway saw the Americans turn back the Japanese. This crucial victory enabled the Allies to stop defending and begin advancing towards Japan.

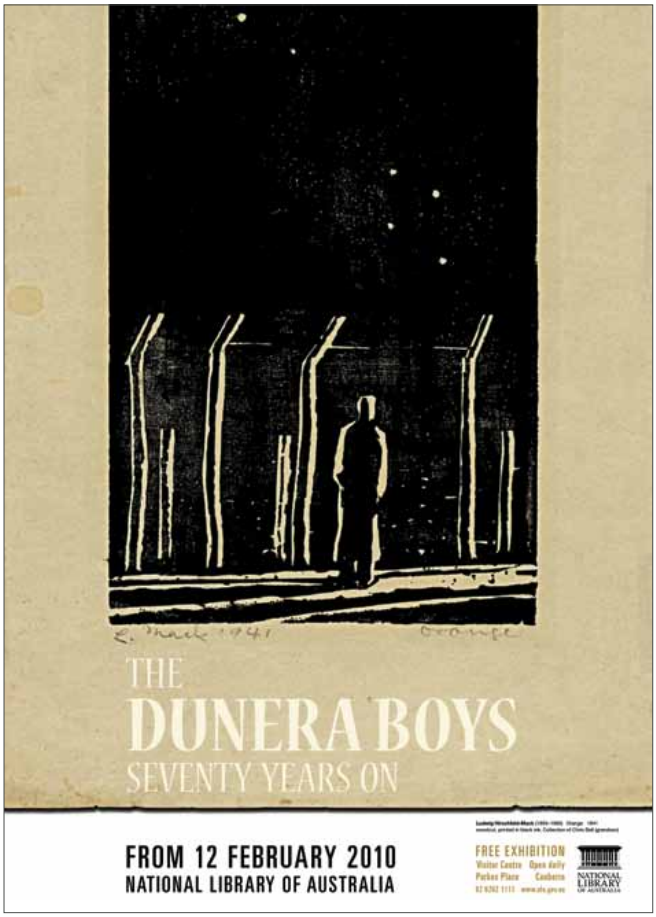
Total war: away from the battlefields

Coping with our enemies at home

As had been the case in World War I, Australia dealt with the problem of people of 'enemy' backgound by imprisoning them in internment camps. There were camps in every

SOURCE S1.3 Chinese members of the Air Raid Precautions and Auxiliary Fire Service in Singapore extinguishing a fire after Japanese bombing, 1940

ISBN 978 1 4202 3077 2



SOURCE S1.4 Poster for 'The Dunera Boys: Seventy Years On' exhibition, 2010

Australian state. The camps also took prisoners from Europe. One of the more unusual groups of prisoners came from Britain. Fearing invasion, in 1940 the British deported more than 2000 men of German and Italian background to Australia on the *Dunera*. While some were actual prisoners of war, the vast majority of these men were Jewish refugees who had fled from Hitler's Germany. The '*Dunera* boys' spent the rest of the war years in an internment camp in Australia.

But as war moved into Australia's region, the country had to deal with a different category of prisoners of war. By the middle of 1944, there were more than 2000 Japanese prisoners of war in internment camps in Australia; about half of them in a camp at Cowra in New South Wales. In August there was a mass escape from the camp, as several hundred of the Japanese prisoners broke out. The 'Cowra breakout' was one of the largest escapes during World War II. More than 200 of the Japanese prisoners were killed during the escape and later recapture efforts.

Coping with our allies

While Australians were relieved to have American troops arrive in the country, the presence of thousands of young American men in Australia's main cities also caused tensions. The 'Yanks' were given the derogatory rhyming slang nickname of 'septic tanks', and Australian men resented the fact that the Americans were 'overpaid, overfed, oversexed and over here'. With so many Australian men fighting overseas, they feared that Australian women would prefer the Americans; a substantial number of women did in fact become 'war brides' and emigrated to the United States after the war. All the resentment came to a head in Brisbane, where nine Australians were shot, and one died, in a fight between the allies.

The inability of British forces to defend Australia from the Japanese did not have the visible impact in Australia that the American troops did but it had a longer lasting psychological and political effect on Australians' feelings towards Britain and Australia's formal international relationships.

Protecting Australia

For the first time, Australia had to defend itself during World War II—and at a time when significant numbers of Australian forces were far away, fighting in the North African war. The government had to find new solutions. It introduced the 'call-up' of women to work in industry, to enable men to fight. The government also had to begin to think of arranging defence alliances with countries other than Britain.

One of the most controversial ideas for protecting Australia was the 'Brisbane Line'—a line running from north of Brisbane around the south-eastern corner of the continent to which Australians would retreat if the Japanese invaded. There is no evidence that the Brisbane Line ever existed as a policy or idea—and many people have searched for evidence—but rumours of existence contine to persist.

ISBN 978 1 4202 3077 2

A society transformed

With war reaching Australian soil and the threat of foreign invasion, Australia had had to face new challenges during World War II. The Japanese threat had galvanised the country to action. Teenage boys had fought and died in the mud of New Guinea to defend Australia from invasion. Australian soldiers had suffered appallingly as prisoners of war. Women had found themselves capable of working in roles that people had never imagined they could. But not just Australians were affected. As peace settled over Europe, thousands of the people who had lost their homes and even their countries to the conflict there looked for a new beginning. Those who made the new beginning in Australia would continue the process of change in Australian society in the decades after World War II.

ACTIVITY 1

Chronology, terms and concepts

1 Go to OneStopDigital for two sources relevant to the following activities.
   - **a** Using the timeline from the BBC website, create two chronologies for World War II. Title the first one 'Major events of World War II in Europe'. Title the second one 'Major events of World War II in Asia and the Pacific'.
   - **b** Using information in this section introduction, or from elsewhere, work out which event goes on which chronology.
2 Now read the information on the Australian War Memorial site located at OneStopDigital. Add 10 events to your chronologies.

Evidence

1 Have a class discussion on the topic: 'The fact that there is no evidence for the Brisbane Line doesn't prove it is a hoax'. Consider the role of evidence in historical inquiry.

Perspectives and interpretations

1 Have a brief class discussion on why the BBC timeline does not mention Australia. Does it present a biased view? Is this a good thing or a bad thing or neither?
2 What is the point of view of the Australian War Memorial page? Does it present a biased view? Is this a good thing or a bad thing or neither?
3 What conclusions can you draw about perspectives in history after looking at these two sites?

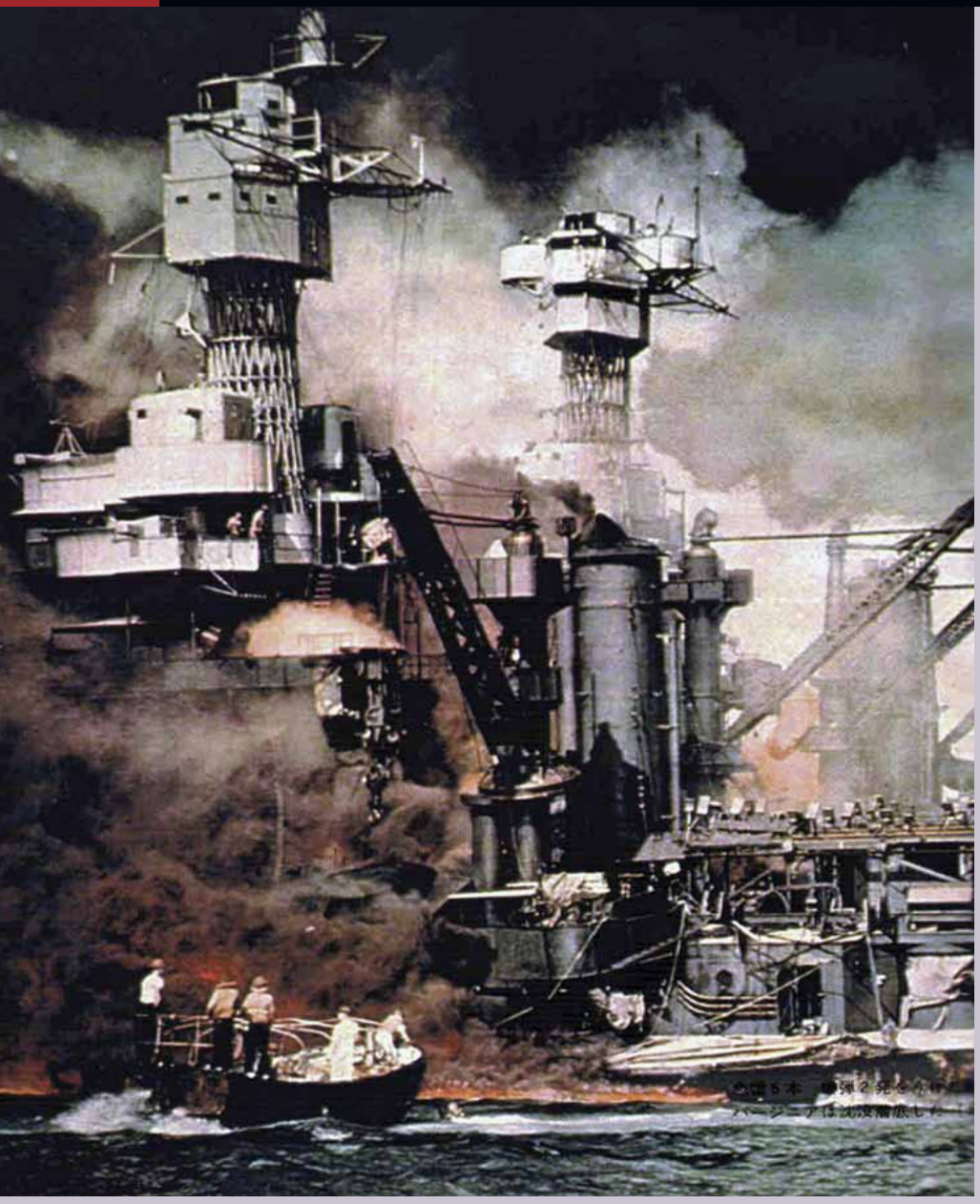
Historical questions and research

1 Choose one event from each of your chronologies (from your answer to question 1 of Chronologies, terms and concepts). Research the events. Explain the significance of each event in World War II in a paragraph. Find an image or map to accompany each of your paragraphs.

ISBN 978 1 4202 3077 2

Chapter 2

World War II, 1939–45 »



The Japanese attack on Pearl Harbor, Hawaii, December 1941

HISTORY SKILLS

In this chapter you will learn to apply the following skills:

- outline the contributing factors of World War II
- identify key events in the European theatre of war
- identify key events in the Asia–Pacific theatre of war
- investigate the scale and significance of the Holocaust, using primary sources
- explain the race to build the atomic bomb (by Germany, Japan, the United States) and why the atomic bombs were dropped on Hiroshima and Nagasaki
- explain the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and helped foster the Anzac legend
- investigate the impact of World War II at a local and national level and wartime government controls
- evaluate the impact of World War II on the emergence of the United States as a major world power and on Australia's alliance with the United States.

© Australian Curriculum, Assessment and Reporting Authority 2012

Inquiry questions

1. What were the causes of World War II and what occurred during its course?
2. What was the Holocaust?
3. Why was the atomic bomb used in World War II?
4. What were the experiences of Australians during World War II?
5. What was the impact of World War II on the home front?
6. What were key issues for civilians?
7. How did the role of women change during World War II?
8. What was the significance of World War II to Australia's international relationships in the twentieth century?

Introduction

WORLD WAR II broke out on 1 September 1939 when Germany refused to accept an ultimatum from Britain and France to leave Poland after occupying the country. A longer-term cause of the war was German grievances over the treatment of their country during and after the Treaty of Versailles. In 1940 Italy and Japan joined Germany to form an alliance known as 'the Axis powers'. Australia followed Britain into war as soon as the conflict started. In the European arena, Australian servicemen fought mainly in the Mediterranean, the Middle East and North Africa. After the commencement of the war in the Pacific, Australia focussed its war efforts there. Around 65 000 000 people were killed in World War II. Forty thousand of these were Australians.

World War II had a deep and lasting effect on the national identity of Australia. Unlike the situation in World War I, it was a real possibility that Australia could be invaded during World War II, especially following the fall of Singapore. The bombing of Darwin and the submarine attacks on Sydney Harbour brought home to Australian civilians just how real this possibility was.

KEY TERMS

blitzkrieg	'lightning war', first used by Germany in World War II; a tactic based on speed and surprise
civilians	people who are not involved with the military
concentration camps	German prison camps with appalling conditions, often including gas chambers for mass murder of prisoners
conscientious objectors	people whose beliefs are opposed to serving in the military
conscription	compulsory enlistment and service in the armed forces
fascist	a person with extreme right-wing views, particularly about race
Final Solution	Nazi policy of murdering all Jews in the lands they controlled
militarists	people who want to have military efficiency as a country's major aim
Nazi	a member of the German National Socialist Party
phoney war	period of time in World War II from September 1939 to April 1940 when, after the initial German attack on Poland, nothing seemed to happen
propaganda	information that is spread to persuade the audience to believe a point of view
Rats of Tobruk	name given to Australian and other Allied soldiers who held the Libyan port of Tobruk in battles against German troops in 1941

Go to OneStopDigital for podcasts relating to this chapter.

ISBN 978 1 4202 3077 2

Australian soldiers passing through Chateau Wood

Timeline of key dates

1936

1939
1 September: Germany invades Poland
3 September: Britain declares war on Germany
4 September: Prime Minister Menzies announces that Australia is at war
October: conscription is introduced for home militia

1940
Coalminers strike
Petrol rationing is introduced in Australia
First contingent of the Second Australian Imperial Force sent to the Middle East
Australia and the United States exchange envoys; RG Casey is Australia's first representative in the United States
June: Australia declares war on Italy
June: The Menzies government bans 10 communist and fascist parties
10 July–31 October: The Battle of Britain

1941
The ALP comes to power federally under Curtin
National child endowment scheme is introduced by the federal government
United States Lend Lease legislation becomes operational; United States provides war supplies to Allies including Australia
Formation of Women's Auxiliary Australian Air Force
June: German invasion of Russia
December: Japan attacks Pearl Harbor

1942
Japanese aircraft attack Darwin
Federal widows' pension is introduced
Ban on Communist Party is lifted
February: fall of Singapore to the Japanese
April: United States 41st Division arrives in Australia

1943
Butter rationing begins in Australia

1944
Government tram and bus employees strike in Sydney and Newcastle
New South Wales coalminers strike
6 June: D-Day landings: Allied forces land in France

1945
Establishment of the United Nations (50 countries including Australia)
8 May: Victory in Europe Day —Germany surrenders
15 August: Victory over Japan Day —Japan surrenders
August: Atomic bombs dropped on Hiroshima and Nagasaki, Japan

1946

ISBN 978 1 4202 3077 2

Focus on history skills

SKILL 1

Explanation and communication

The skills of the historian include the ability to write a text that presents a historical argument. A good historical argument should do three things:

- identify different possibilities in interpretation
- argue a particular point of view
- refer to specific evidence to support it.

The historical argument scaffold

1 An introductory statement

The historian's point of view is called the thesis of the argument and this is given in the introduction. The introduction can include a preview of the arguments that will follow in the next section of the text.

2 A series of arguments to convince the audience

A new paragraph is used for each new argument. Each new paragraph begins with a topic sentence that introduces the argument. Evidence is used to support the argument.

Here are some useful phrases for introducing supporting evidence in an historical argument:

- This is shown by
- This is supported by
- Further evidence to support the view that
- As well as

3 A conclusion summing up the argument

The historian restates their thesis (point of view).

A summary of what has been stated in the previous paragraphs above may be included here.

SOURCE H2.1 Being able to write a clear and cohesive historical argument is a valuable skill

ISBN 978 1 4202 3077 2

Focus on history skills activities

Read the historical argument below, then answer the following questions.

1. What is the thesis of the writer?
2. List the arguments that the writer uses to convince the audience.
3. Is any evidence used by the writer to support their argument?
4. What phrases does the writer use to introduce supporting evidence?
5. How does the writer signal the conclusion of the argument?
6. Does the conclusion match the thesis?
7. Can you suggest any ways this argument could be improved?
8. In your view, how effective is this historical argument?

WHAT WAS THE MAIN REASON FOR AMERICA USING ATOMIC BOMBS AGAINST JAPAN IN WORLD WAR II?

There are many reasons given for why America used atomic bombs against Japan in World War II. These include an opportunity to test the power of atomic weapons, as a show of strength to the world and as a way to prevent the USSR gaining greater control of parts of Europe and Asia. However, the main reason for the use of atomic bombs was to bring a quicker end to the war.

Prior to the dropping of atomic bombs on Hiroshima and Nagasaki in 1945, America had demanded that Japan end the war. This demand was refused because the Japanese believed in fighting to the death, and that it was dishonourable to surrender. America therefore assumed that invading Japan would be very costly in terms of life and would take many months, possibly years, to complete. Therefore, a quick way to end the war was needed.

Following the attack on the American naval base at Pearl Harbor in December 1941, America had now been in the war for four years. By this time, over 100 000 of their soldiers had been killed in the Pacific theatre. Island hopping campaigns such as Iwo Jima had led to the death of 6821 US Marines, with a further 19 217 wounded. It was estimated that using a similar fighting method would cost a further 20 000 American lives just to get to mainland Japan. The war would continue for possibly another two years and lead to hundreds of thousands of dead and wounded soldiers. To avoid this, the use of atomic bombs was seen to be the answer.

The atomic bomb was first used when it was dropped on the Japanese city of Hiroshima on 6 August 1945. A second bomb was dropped on Nagasaki three days later. On 15 August, the Emperor of Japan made an announcement on radio that his country would surrender. This shows that the use of atomic bombs did indeed bring a quick end to the war.

In 1945, President Truman famously said, 'We have used it in order to shorten the agony of war'. This is further evidence to support the argument that the main reason for America using atomic bombs was to quickly end the war.

Although other reasons could explain America's use of atomic bombs against Japan, the main reason was to bring a quick end to the war in order to save the lives of Allied soldiers.

ISBN 978 1 4202 3077 2

Think, Puzzle, Explore

1. Imagine you have been transported back in time to World War II. Close your eyes and look around the world that people lived in then.
2. What sights and thoughts came into your head? Perhaps you thought of a person or event. Perhaps you thought of a particular place or object.
   Draw up a list of what you remember about World War II.
   Discuss in class what you remembered and draw up a class list.
3. Make another list, this time of the people, events, locations and objects from World War II that you would like to know more about or explore further. How might you find answers to your questions? What words could you search on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?

What were the causes of World War II and what occurred during its course?

Background to World War II

In the 1930s, the world was gripped by economic depression, which caused instability in many countries. In Germany, Adolf Hitler and his National Socialist (**Nazi**) Party promised an end to the misery of the Great Depression and to make Germany strong again. They also blamed the harshness of the Treaty of Versailles from World War I for many of Germany's serious problems. In Italy, Benito Mussolini and his **fascist** government were also promising to restore their country's greatness by conquering weaker countries. In Japan, **militarists** and warmongers had gained control of the government and pushed a policy of expansion in Asia.

These three countries joined together to form the Rome–Berlin–Tokyo Axis. Each increased the size of its armed forces and became

SOURCE 2.1 Germany used 45 divisions and aerial attack to invade Poland

ISBN 978 1 4202 3077 2

SOURCE 2.2 Expansion by Germany, Italy and Japan in the 1930s

more aggressive. Germany expanded into Austria, Sudetenland and Czechoslovakia. Italy conquered Ethiopia (then known as Abyssinia), while Japan took control of Manchuria and parts of China. (See Source 2.2.) Britain, France and the United States were not prepared to go to war in the period 1933 to 1939 to stop this aggression, preferring to negotiate instead. When Germany invaded Poland on 1 September 1939, Britain and France finally realised Hitler's aggression could not be stopped by words. Two days later, World War II began in Europe (Poland resisted the German invaders until surrendering on 20 September). Both the United States and the USSR remained neutral at the outbreak, but were later drawn into the conflict.

When Britain declared war on Germany on 3 September 1939, the Australian prime minister, Robert Menzies, announced shortly afterwards that Australia was now also at war. In his speech, broadcast on radio the evening of Sunday, 4 September, he outlined the reasons that Australia was to be involved.

Most Australians supported involvement in the war. But people's memories of the horror of World War I meant the news was not greeted with a sense of excitement, as had been the case 25 years before.

Although war had been declared, actual fighting did not occur immediately. In the months that followed, in a period known as the **phoney war**, there was hesitation by both sides. Menzies, a loyal supporter of Britain, was also aware of the threat posed by Japan. For this reason he was not keen to send Australian troops to Europe straight away. Many Australians criticised his hesitation and called for urgent support of the 'mother country'.

On 15 September 1939, Menzies announced the government's intention to raise a division of 20 000 volunteers that was to become known as the Second Australian Imperial Force (2nd AIF). Enlistment was slow with only 3400 men volunteering in the first month. This was nothing like the enthusiasm of 1914. Unlike World War I, where the government promised to send men immediately war was declared, Menzies waited until 1 November before announcing that the 2nd AIF would be sent overseas.

ISBN 978 1 4202 3077 2

Chronology

1940	10 May	German **Blitzkrieg**, or 'lightning war'—invasion of France, the Netherlands and Belgium
		Evacuation of more than 300 000 British and French troops from Dunkirk
	April–May	Katyn massacre—20 000 Polish people murdered after Soviets invade eastern Poland
	10 June	Italy declares war on Britain and France
	July–September	Battle of Britain—40 000 civilians die as a result of German bombing attacks
	13 September	Italy invades Egypt from Libya
1941	January	Australian forces fight under British command in Libya against the Italians
	21 January	Australian forces are vital in the capture of the port of Tobruk in Libya
	February	German forces arrive in North Africa to assist the Italians
	22 June	German invasion of the USSR
	8 September	German siege of Leningrad begins; the city is one of their key targets in the USSR
	7 December	Attack on Pearl Harbor
	10 December	German forces retreat from around Tobruk; Australian troops have held them out for 242 days
1942	February	Fall of Singapore to the Japanese
	19 February	First Japanese bombing attack on Darwin
	5–8 May	Battle of the Coral Sea
	June	Battle of Midway
	July	Battle of Guadalcanal
	23 October	Germans defeated in North Africa at El Alamein
1943	April–May	Warsaw ghetto uprising against the Germans
	3 September	Italy surrenders; German troops occupy Italy while the Allies invade
1944	January	siege of Leningrad ends; the town has resisted for 900 days
	6 June	D-day landings by the Allies in France
	20 July	German officers try to assassinate Hitler and fail
	16 December	Battle of the Bulge begins—a German attack to break up the Allied armies
1945	January	Liberation of Auschwitz by Soviet forces
	4–11 February	Yalta Conference—Churchill, Roosevelt and Stalin meet to discuss what will happen in Europe when the war ends
	13–15 February	Firebombing of Dresden in Germany by Allies
	February–March	Battle of Iwo Jima
	6 and 9 August	Bombing of Hiroshima and Nagasaki

On 7 December 1941, Japan attacked Pearl Harbor in the United States territory of Hawaii. On the following day, the United States declared war on Japan. Shortly afterwards, Japanese forces shelled British-occupied territory in Malaya. When the new prime minister of Australia, John Curtin, heard this news he consulted his War Cabinet. Two days later he decided to declare war on Japan, but such an announcement was not legal under the Australian Constitution. To overcome this, consent was gained from the King of England, George VI, during the next week to allow the governor-general to declare war.

ISBN 978 1 4202 3077 2

The Australian parliament passed a motion on 17 December 1941 to endorse the governor-general's proclamation. Curtin, in the same sitting of the House of Representatives, had a resolution passed approving his early action of declaring war on 9 December.

SOURCE 2.3 American sailors read news of the surprise attack by the Japanese on Pearl Harbor, Hawaii, December 1941

ACTIVITY 1

Chronology, terms and concepts

1 Define 'militarist'.
2 Define 'warmonger'.
3 Construct a timeline of the events leading to Australia declaring war on Japan.
4 Use Source 2.2 to complete the following table. One entry is done for you.

Date	Territory conquered	Conquering country
1931–33		Japan
	Ethiopia	
1936	Rhineland	Germany
	Austria	
	Sudetenland	
March 1939		

5 On what date did World War II begin in Europe?
6 When did war commence in the Pacific?

SOURCE 2.4 Sailors being rescued from the USS *West Virginia* after being hit in the Japanese attack on Pearl Harbor, 7 December 1941

Analysis and use of sources

1 What is Source 2.1 and when was it created?
2 How might this source be used as propaganda?

Explanation and communication

1 Who were these people?
   a Adolf Hitler
   b Benito Mussolini
   c Robert Menzies
   d John Curtin
2 What were some of the causes of World War II?
3 Use the photograph of the USS *West Virginia* (Source 2.4). Design a poster to attract American men to join the United States Navy to fight in the war. Use the word 'enlist' in your poster.

What was the Holocaust?

Beginning in 1933 and accelerating during World War II, Nazi Germany, led by Adolf Hitler, systemically and brutally killed more than six million European Jews. Millions of other people were exterminated including Roma (Gypsies), homosexuals, people with disabilities, Soviet prisoners of war and other political and religious opponents. This mass murdering of people, in particular Jewish people, on a scale unimagined in previous history is known as the Holocaust.

ISBN 978 1 4202 3077 2

Ghettos

Ghettos were city districts, often enclosed, where Jewish communities were forcibly isolated and contained while the Nazi leadership decided what to do with them. They started in Poland in 1939. Some ghettos lasted only a few days. Others lasted for months or years. The biggest was in Warsaw, Poland, where 400 000 people were crowded into an area of 2.1 square kilometres.

Conditions in the ghettos were miserable. There was not enough food or medical supplies. The starving people were forced to work for the German authorities. Education was forbidden. Anyone disobeying orders was instantly shot.

Some people defied their Nazi captors by smuggling food and supplies in from the outside. There were even some violent revolts, including the 1943 Warsaw ghetto uprising.

The '**Final Solution**' was the term the Nazis used to describe the genocide of the Jewish people. In the years following 1933, when they gained power, the Nazis introduced state-sponsored racism. They segregated and persecuted Jews in Germany and then in the countries they occupied.

SOURCE 2.5 Major ghettos in occupied Europe, 1939–1944

There were weekly rations of food, mainly clay-like bread, potatoes—or just their peels, left from German army kitchens—occasional portions of horsemeat and processed sugar beets, left after extraction of sugar. Variations in this occurred when a product no longer regarded as edible outside the ghetto was sent in.

Each factory had a kitchen where hot soup was issued, one ladleful into our pannikins in return for the coupon received from the supervisor. This was the main meal of the day, available only to those present at work, so if you did not turn up there was not much to eat. No wonder those who fell ill for a while had small chance of recovery.

Halina Wagowska, 2012, *The Testimony*, p. 36

SOURCE 2.6 Food in a Polish ghetto (Halina was 10 years old when she and her parents were forced into a ghetto)

ISBN 978 1 4202 3077 2

SOURCE 2.7 Children eating in the ghetto streets in Warsaw, Poland, between 1940 and 1943

It is not known exactly when the leaders of Nazi Germany decided to attempt to eliminate the entire Jewish population. But by 1941 the 'Final Solution' was being pursued with ruthless efficiency. From late 1941, some of the ghettos were destroyed. This involved either shooting the Jewish population in mass graves nearby or transporting them to 'killing centres'.

ACTIVITY 2

Chronology, terms and concepts

1 Define 'ghetto'.
2 What was the 'Final Solution'?

Analysis and use of sources

1 Where and why were the ghettos formed?
2 How did people survive in the ghettos?
3 Why were the ghettos emptied and destroyed?

Empathy

1 Read Source 2.6. More than 50 years later in Australia, Halina Wagowska met a man who, as a young boy, had lived outside the ghetto in which she was imprisoned. In pairs, create a dialogue of what Halina and he might have said to each other when they met.

Historical questions and research

1 Use the internet to write a short report on the Warsaw ghetto uprising.

Mobile killing squads

In 1941, the Germans broke their treaty of non-aggression with the USSR, and invaded. Mobile killing squads (*Einsatzgruppen* or *Einsatzkommando*) operated throughout the Soviet territories occupied by Germany.

SOURCE 2.8 Members of an *Einsatzkommando* (mobile killing squad) about to shoot a Jewish youth

ISBN 978 1 4202 3077 2

They shot Jewish men, women and children, and also targeted the Roma (Gypsies) and Soviet officials.

Once these squads found a Jewish community, they would transport the entire community to nearby graves (sometimes they made their victims dig their own graves) where they would be massacred. In two years, the Nazis killed more than a million Soviet Jews. But shooting proved to be too inefficient, and the *Einsatzgruppen* members complained. First, mobile gas chambers, transported by rail, were introduced. Later, extermination centres based in **concentration camps** were introduced.

Total carried forward 99,804			
12.9.41	City of Wilna	993 Jews, 1,670 Jewesses, 771 Jewish children	3,334
17.9.41	City of Wilna	337 Jews, 687 Jewesses, 247 Jewish children and 4 Lith. Comm.	1,271
20.9.41	Nemencing	128 Jews, 176 Jewesses, 99 Jewish children	403
22.9.41	Novo-Wilejka	468 Jews, 495 Jewesses, 196 Jewish children	1,159
24.9.41	Riess	512 Jews, 744 Jewesses, 511 Jewish children	1,767
25.9.41	Jahiunai	215 Jews, 229 Jewesses, 131 Jewish children	575
27.9.41	Eysisky	989 Jews, 1,636 Jewesses, 821 Jewish children	3,446
30.9.41	Trakai	366 Jews, 483 Jewesses, 597 Jewish children	1,446
4.10.41	City of Wilna	432 Jews, 1,115 Jewesses, 436 Jewish children	1,983
6.10.41	Semiliski	213 Jews, 359 Jewesses, 390 Jewish children	962
9.10.41	Svenciany	1,169 Jews, 1,840 Jewesses, 717 Jewish children	3,726
16.10.41	City of Wilna	382 Jews, 507 Jewesses, 257 Jewish children	1,146
21.10.41	City of Wilna	718 Jews, 1,063 Jewesses, 586 Jewish children	2,367
25.10.41	City of Wilna	1,776 Jewesses, 812 Jewish children	2,578
27.10.41	City of Wilna	946 Jews, 184 Jewesses, 73 Jewish children	1,203
30.10.41	City of Wilna	382 Jews, 789 Jewesses, 362 Jewish children	1,553
6.11.41	City of Wilna	340 Jews, 749 Jewesses, 252 Jewish children	1,341
19.11.41	City of Wilna	76 Jews, 77 Jewesses, 18 Jewish children	171
19.11.41	City of Wilna	6 POW's, 8 Poles	14
20.11.41	City of Wilna	3 POW's	3
25.11.41	City of Wilna	9 Jews, 46 Jewesses, 8 Jewish children, 1 Pole for possession of arms and other military equipment	64
EK 3 detachment in Minsk from 28.9-17.10.41: Pleschnitza Bischolin Scak Bober Uzda and 19 Comm.		620 Jews, 1,285 Jewesses, 1,126 Jewish children	3,050
			133,346
Prior to EK 3 taking over security police duties, Jews liquidated by pogroms and executions (including partisans)			4,000
Total			137,346

Today I can confirm that our objective, to solve the Jewish problem for Lithuania, has been achieved by EK 3. In Lithuania there are no more Jews, apart from Jewish workers and their families.

The distance between from the assembly point to the graves was on average 4 to 5 Km.

I consider the Jewish action more or less terminated as far as Einsatzkommando 3 is concerned. Those working Jews and Jewesses still available are needed urgently and I can envisage that after the winter this workforce will be required even more urgently. I am of the view that the sterilization program of the male worker Jews should be started immediately so that reproduction is prevented. If despite sterilization a Jewess becomes pregnant she will be liquidated.

(signed) Jager
SS-Standartenfuhrer [Nazi Party Special Forces Local Commander]

SOURCE 2.9 Part of a report sent by *Einsatzkommando* commander Jager, outlining the details of their work and announcing the job completed

ISBN 978 1 4202 3077 2

SOURCE 2.10 A map that accompanied the secret report on the mass murder of Jews by *Einsatzgruppe* A (*Judenfrei* means 'free of Jews')

ACTIVITY 3

Analysis and use of sources

1 a What is Source 2.10?
  b How useful is it in investigating the activities of the killing squads?
  c What would be useful to know when using this source?
2 a What is Source 2.9?
  b Approximately when was it created?
  c To which country does the document relate?
  d How many people died on 16 October 1941?
  e How many people were killed in total in Lithuania?
  f How useful is Source 2.9 in investigating other atrocities carried out by the killing squads?
  g How do these two Sources—2.9 and 2.10—contribute to our understanding of the Holocaust?

Explanation and communication

1 What was the purpose of the mobile killing squads?
2 Where did they operate?
3 Whom did they target?

Concentration camps

Between 1933 and 1945, Nazi Germany built about 20 000 concentration camps. These camps were used as forced-labour camps where inmates worked in factories or nearby quarries, as transit camps that served as temporary way stations and as extermination camps, used to carry out the genocidal 'Final Solution'. Auschwitz was the largest German camp. It consisted of a concentration camp, an extermination camp and a forced-labour camp. Around 1.1 million people were killed at Auschwitz.

SOURCE 2.11 *Blind Man in Belsen* by Lieutenant Alan Moore, an Australian official war artist who made several paintings, sketches and drawings as a record of Nazi atrocities

From 1944, as the German army retreated, inmates were forced to participate in 'death marches' to camps deeper into Germany. In a brutal winter, many died of exposure or exhaustion. Those who could not march were shot or just left to die where they stopped.

When the Allies liberated the concentration camps in the final months of the war, some of the camps were already deserted or destroyed. At some camps, they found prisoners barely alive, thousands of corpses and tonnes of confiscated material, including the clothes and hair of executed inmates.

ISBN 978 1 4202 3077 2

SOURCE 2.12 The front gate of Auschwitz-Birkenau concentration camp, photographed by a Russian documentary-maker on 31 January 1945; '*Arbeit macht frei*' means 'work will set you free'

On 15 April 1945, British troops liberated the concentration camp at Belsen. More than 10 000 dead inmates needed immediate burial to halt the spread of diseases. Former guards were formed into work squads to bury the bodies.

SOURCE 2.13 British soldiers stand guard as German SS (Nazi Party Special Forces) troops load bodies of dead victims into trucks

> The first processing barrack contained a row of wooden benches. We sat down to have our hair shaved off and our mouths and fingers searched for gold. Female soldiers did the shaving while a man collected jewellery in a large glass jar. Those with gold crowns on their teeth were ordered into a corner where another woman in uniform removed the gold with what looked like a pair of pliers. The screaming testified to the pain ...
>
> Further shouted orders told us to undress, leave our clothes at the door and proceed in a single line to the next barrack. As we walked naked between two rows of armed soldiers, a man in a white coat ordered some to step to one side, to select and separate the frail and emaciated from those who still had some muscles.
>
> Mother and I passed this selection for life or death.
>
> Halina Wagowska, *The Testimony*, 2012, p. 44

SOURCE 2.14 Arriving at Auschwitz (Halina's family was sent to Auschwitz after four years in a ghetto)

ISBN 978 1 4202 3077 2

A goods train traveled directly into the camp of Belzec, the freight cars were opened and Jews whom I believe were from the area of Romania or Hungary were unloaded. The cars were crammed fairly full. There were men, women and children of every age. They were ordered to get into line and then had to proceed to an assembly area and take off their shoes ...

After the Jews had removed their shoes they were separated by sex. The women went together with the children into a hut. There their hair was shorn and they had to get undressed ... The men went into another hut, where they received the same treatment. I saw what happened in the women's hut with my own eyes. After they had undressed, the whole procedure went fairly quickly. They ran naked from the hut through a hedge into the actual extermination centre. The whole extermination centre looked just like a normal delousing institution. In front of the building there were pots of geraniums and a sign saying "Hackenholt Foundation", above which there was a star of David. The building was brightly and pleasantly painted so as not to suggest people would be killed here ...

Inside the buildings, the Jews had to enter chambers into which was channelled the exhaust of a [100(?)]-HP engine, located in the same building. In it there were six such extermination chambers. They were windowless, had electric lights and two doors. One door led outside so that the bodies could be removed. People were led from a corridor into the chambers through an ordinary air-tight door with bolts. There was a glass peep-hole, as I recall, next to the door in the wall. Through this window one could watch what was happening inside the room but only when it was not too full of people. After a short time the glass became steamed up. When the people had been locked in the room the motor was switched on and then I suppose the stop-valves or vents to the chambers opened ... It is possible that the pipe led directly to the chambers. Once the engine was running, the light in the chambers was switched off. This was followed by palpable disquiet in the chamber. In my view it was only then that the people sensed something else was in store for them. It seemed to me that behind the thick walls and door they were praying and shouting for help.

SOURCE 2.15 The testimony of Professor Wilhelm Pfannenstiel, a Waffen-SS (Nazi Party Armed Special Forces) hygienist, on a gassing at Belzec

SOURCE 2.16 Soon after liberation, a Soviet physician examines Auschwitz camp survivors in Poland on 18 February 1945

ACTIVITY 4

Explanation and communication

1 Describe the three different types of camps.
2 Explain what the death marches were.
3 Why did the Nazis start the death marches?
4 Write a 100-word caption for Source 2.16.
5 Use Source 2.15.
   a What is this source?
   b You are a journalist doing an article on gassings at Belzec. Write a six-paragraph article in a journalistic style. Use quotes from Source 2.15 as if you interviewed Professor Pfannenstiel.

Evidence

1 Read Sources 2.14 and 2.15.
   a How do the two accounts reinforce each other, even though they are about different camps?
   b How are the two accounts different from each other?
2 Do the similarities between the two accounts make the differences more or less believable? Why?

ISBN 978 1 4202 3077 2

Empathy

1 Use Source 2.11 and other material in this section. Imagine you are Alan Moore, arriving at the Belsen camp. Write a letter to a friend about what you discover there and explain how it makes you feel.

Historical questions and research

1 Go to OneStopDigital to watch a video about the liberation of the camps. Using this clip and other resources, draw a map of the location of the concentration camps and label the camps according to who liberated them.

Why was the atomic bomb used in World War II?

In the late 1930s, as the storm clouds of war gathered over Europe, a group of physicists made some remarkable discoveries about the explosive power of nuclear reactions using uranium. What they found out changed science forever. And it led to the creation of the most powerful weapon ever used in warfare—the atomic, or nuclear, bomb.

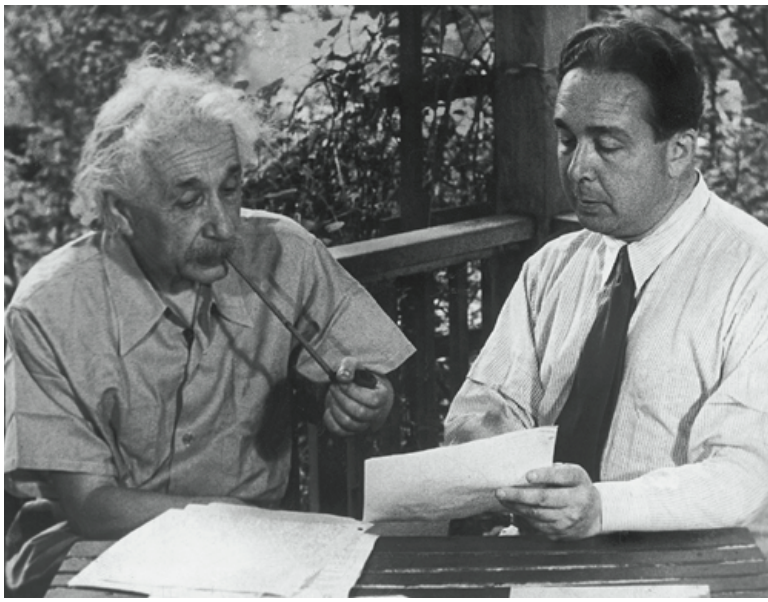
In 1938 German scientists were the first to publish the results of their experiments. This set off an intense race between the major rival countries to be the first to have the bomb.

In August 1945, the United States won the race. It dropped two atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The nature of war had changed forever.

Scientists sound the warning

Research into nuclear reactions increased rapidly in 1939. In France, Frédéric Joliot-Curie published his discoveries. Soon after, scientists in Denmark, the Soviet Union and the United States reported similarly successful experiments. Leo Szilard, a Hungarian who had fled the Nazi regime, and Enrico Fermi—an Italian who had fled to the United States on the way from Sweden where he had just been awarded a Nobel Prize—made similar discoveries. But fearing their research would help Germany, they had kept it secret.

Szilard contacted his former colleague, Albert Einstein, and persuaded him to write a letter to United States President Franklin Roosevelt. In his letter, Einstein outlined the possibility of creating an atomic bomb. He warned Roosevelt that Germany might also be working on such a weapon. Szilard and Einstein were also worried because Germany had access to a large supply of uranium. The United States did not.



SOURCE 2.17 Albert Einstein and Leo Szilard re-enact the meeting where they decided to write to President Roosevelt, 1946

In the course of the last four months it has been made probable—through the work of Joliot in France as well as Fermi and Szilard in America—that it may become possible to set up a nuclear chain reaction in a large mass of uranium, by which vast amounts of power and large quantities of new radium-like elements would be generated. Now it appears almost certain that this could be achieved in the immediate future ...

This new phenomenon would also lead to the construction of bombs, and it is conceivable ... that extremely powerful bombs of a new type may thus be constructed. A single bomb of this type, carried by boat and exploded in a port, might very well destroy the whole port together with some of the surrounding territory. However, such bombs might very well prove to be too heavy for transportation by air.

SOURCE 2.18 Albert Einstein's letter to President Roosevelt

ISBN 978 1 4202 3077 2

ACTIVITY 5

Chronology, terms and concepts

1 Define 'nuclear reaction'.
2 When did the race for atomic (nuclear) weapons begin?
3 When did the United States drop atomic bombs on Japan?

Analysis and use of sources

1 Who are the people in Source 2.17 and what are they doing?
2 When was Source 2.18 written and what was its purpose?
3 Who were Joliot, Fermi and Szilard?

Historical questions and research

1 Go to OneStopDigital to read the original letter from Albert Einstein to President Franklin Roosevelt. Write a letter from Roosevelt to Einstein, outlining the president's plans for the use of atomic power.

The race for the bomb: Germany versus the United States

In the early years of the war, the race to build an atomic bomb was dominated by Germany and the United States.

Germany started out in front. In 1939, a group of nuclear scientists called the *Uranverein* (Uranium Club) was formed to explore the uses of atomic energy. Germany also banned exports of uranium, and began to secure as much uranium as it could. By the end of 1940, Germany had the greatest stockpiles of uranium which were sourced from Czechoslovakia and Belgian territories in Africa. It obtained heavy water from Norway.

But German attempts were foiled by the efforts of their enemies. In 1939–40, the director of the Belgian uranium mine secretly shipped 1200 tonnes of high-grade uranium to the United States. In 1940, before being occupied by Germany, the Norwegian plant sent all its heavy water to France. This was later sent on to England.

By 1942, Germany still remained confident that it was in the lead. Then, in June that year, the turning point came. At the atomic laboratory in Leipzig, an experiment went badly wrong and started leaking. When the scientists tried to fix the leak, the experiment caught on fire. The scientists just managed to run for their lives before the building exploded. The fire lasted five days. The German atomic weapons program never recovered.

Meanwhile, in 1941 in the United States, the Atomic Subcommittee (S-1) had been formed. They reported to President Roosevelt that an atomic bomb was achievable. They predicted they would complete it by the middle of 1944. In 1942, fearful of German advances in atomic weaponry, the United States increased efforts to support what became known as 'The Manhattan Project'.

The project was based from 1943 in remote Los Alamos, New Mexico. It was led by army Major Leslie Groves and physicist Professor J Robert Oppenheimer, son of German-Jewish immigrants. The Manhattan Project gathered together leading scientists to work on the atomic bomb. It took two years of experiments before they were successful.

In April 1945, after the death of Franklin Roosevelt, Harry Truman took over as president of the United States. At first, he knew nothing about the secret Manhattan Project but he was quickly told. He was a strong supporter.

In July 1945, the first atomic bomb was successfully tested in the New Mexico desert. Afterwards, Oppenheimer quoted an ancient Indian holy book, the *Bhagavadgita*: 'I am become death, shatterer of worlds'.

Germany had already surrendered two months earlier and the war in Europe was finished. But Truman had two other reasons to continue the race for the atomic bomb. First, the Soviet Union had joined the race, aided by spies working inside the Manhattan Project. The Cold War began before World War II had ended. Second, the war against Japan continued at great cost.

ACTIVITY 6

Chronology, terms and concepts

1 Define 'heavy water'.
2 Develop a chronology of the race to develop an atomic bomb. You will add to this later, so leave room to add more dates and events.

ISBN 978 1 4202 3077 2

Explanation and communication

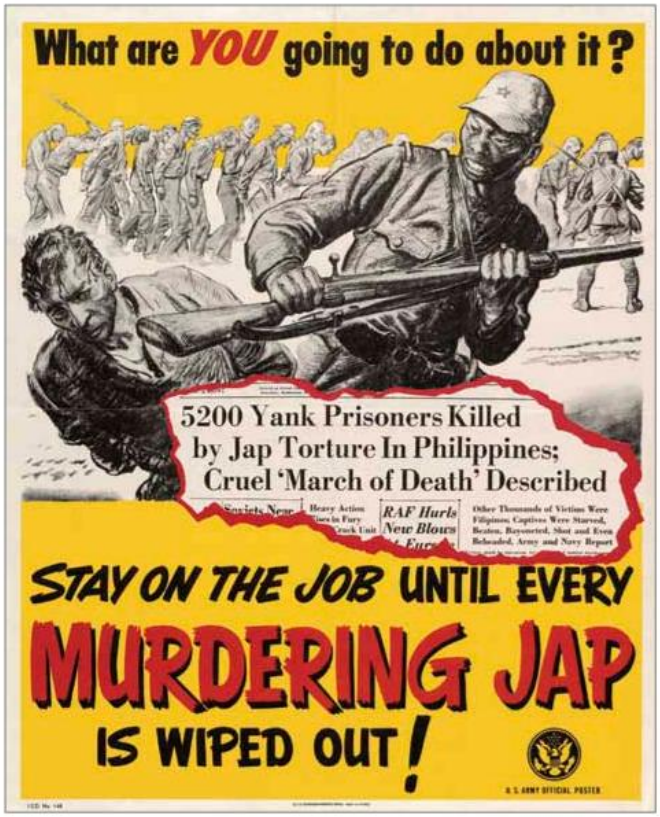
1 What was 'The Manhattan Project'?
2 Why did so many European scientists immigrate to the United States?
3 What began before World War II had ended?

The decision to drop the atomic bomb

By the middle of 1945, the Japanese navy had been forced out of the Pacific. American bombers were attacking Japanese cities without meeting any real resistance. Japan was at the mercy of the United States but America showed little mercy.

The decision to use the atomic bomb on Japan remains controversial. American leaders argued at the time that Japan still had a large army, more than four million men, mostly based on the Japanese mainland and in China and Korea. The Americans claimed that the army was not as weakened as the navy. In addition, they expected Japanese citizens to fight if the mainland was invaded. American military planners thought an invasion would need five million men, one million of whom would not survive—the Japanese death toll would have been even greater. And such an invasion would extend the war by another year.

The United States was also spurred on by memories of Japanese atrocities against American soldiers, including the brutal execution of prisoners of war in the Philippines and elsewhere.



SOURCE 2.19 World War II poster showing Japanese abuse of American soldiers

The destruction of Hiroshima and Nagasaki

President Truman met with Allied leaders in Potsdam (in defeated Germany) in July 1945. Truman told Soviet Union leader Joseph Stalin about his secret weapon. He did not realise that Stalin already knew about the atomic tests from his spies.

Truman was determined to push for unconditional surrender and threatened the utter destruction of Japan. The Japanese government, although internally divided, publicly responded that they would fight till the end. Despite last-minute petitions from the physicists led by Szilard—who had helped to invent the bomb—Truman was determined to proceed.

On 6 August 1945, the first atomic bomb, nicknamed 'Little Boy', was dropped on Hiroshima from the *Enola Gay*, a B-29 bomber. The flash burnt four times hotter than the sun's core. Everyone within about a kilometre of the blast zone was instantly turned to ash.

ACTIVITY 7

Chronology, terms and concepts

1 Add to your chronology.

Analysis and use of sources

1 What is Source 2.19 and when was it made?

Explanation and communication

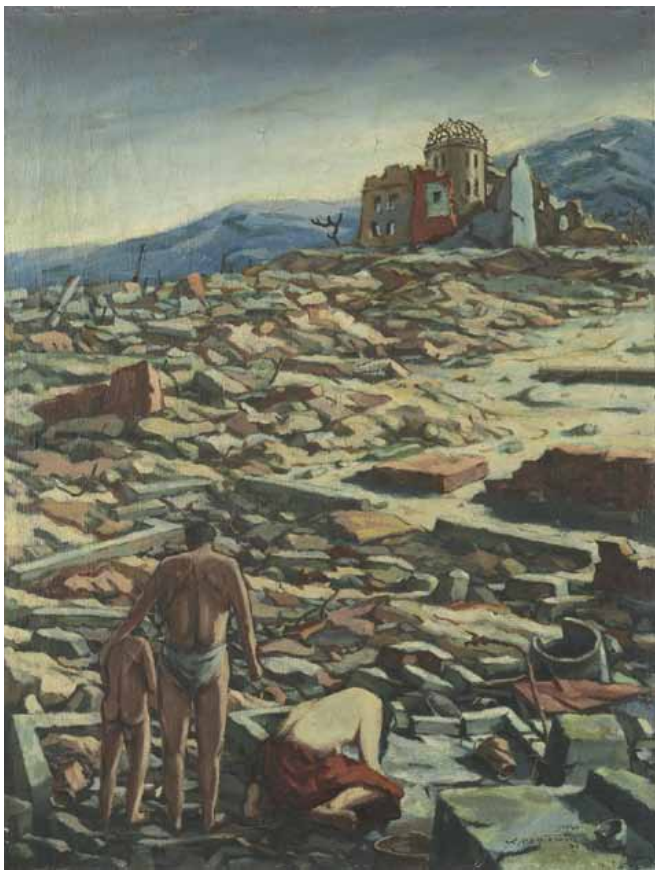
1 What position was Japan in by mid-1945?
2 Explain the argument put forward by American leaders for using the atomic bomb.

Perspectives and interpretations

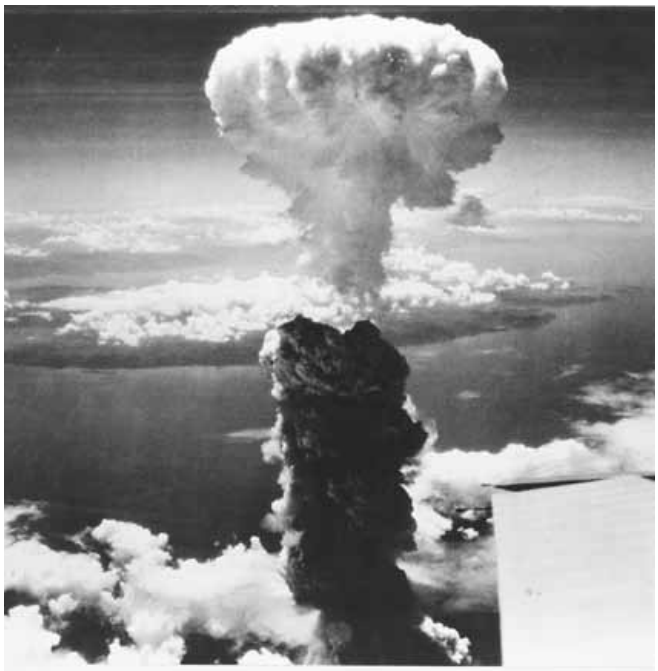
1 How might American leaders in World War II have used Source 2.19?
2 How would a pacifist describe this source?

ISBN 978 1 4202 3077 2

Some people disappeared completely, leaving behind only shadows cast by the blast. Further away, people's skin was burnt off, or hung from their bodies like loose clothes. The shock wave that came next destroyed 60 000 buildings. The city was so destroyed that it took a day to communicate what had happened to the leaders in Tokyo.



SOURCE 2.20 *Hiroshima, 1945*, painted by K Morimoto, 1948

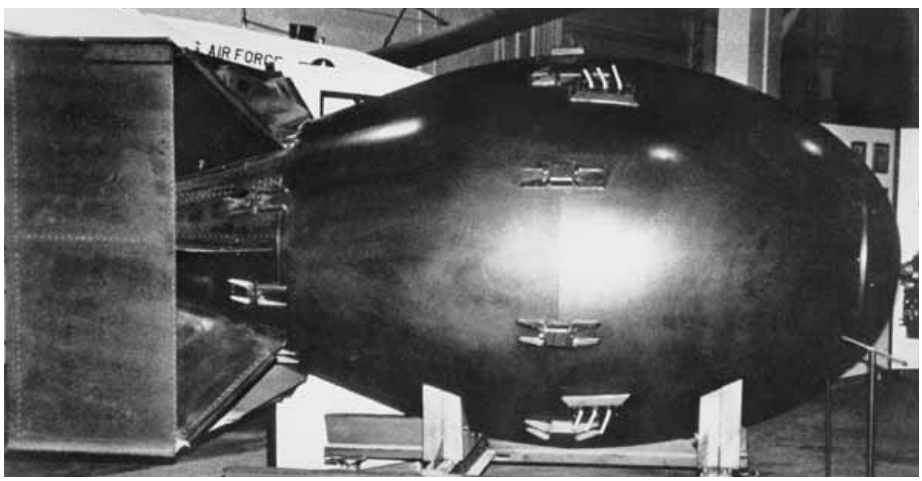


SOURCE 2.21 The cloud from the atomic bomb dropped on Nagasaki rises 20 kilometres into the air, 9 August 1945

The flash and the shock wave killed between 70 000 and 80 000 people instantly. Another 60 000 died before the end of the year due to radiation poisoning.

On 8 August the Soviet Union declared war on Japan. While the Japanese leaders were debating what to do, word came to them of a second atomic bomb. This time, Nagasaki and 70 000 of its inhabitants were destroyed by a bomb nicknamed 'Fat Man'.

A third atomic bomb was ready but not used. Truman decided against it and instead ordered conventional bombing. Before these air attacks



SOURCE 2.22 A model of the atomic bomb 'Fat Man' dropped on Nagasaki

ISBN 978 1 4202 3077 2

took place, the Japanese emperor intervened and recorded a message to call an end to the conflict. Japanese army officers tried to prevent the message being broadcast but were unsuccessful.

On 15 August, the Japanese people heard their emperor's voice on the radio. It was the first time they had heard the emperor speak, and many could not understand his formal style. But the message was clear. The war was over.

ACTIVITY 8

Chronology, terms and concepts

1 Add four dates and events to your chronology.

Explanation and communication

1 What happened at Potsdam?
2 What was Truman determined to do?
3 Describe the *Enola Gay* and its role in the war.
4 Approximately how many people were killed by the two bombs?

Perspectives and interpretations

1 You are an anti-nuclear activist today. Design a poster using Source 2.21. Use the word 'remember' in your poster.
2 It is 1945 and you have relatives in the Australian army fighting in New Guinea. One of your family members (perhaps your brother or father) who was a prisoner of war has died as a result of Japanese cruelty (see page 62). Write a letter to a newspaper outlining your reaction to the dropping of the atomic bombs on Japan.

Historical questions and research

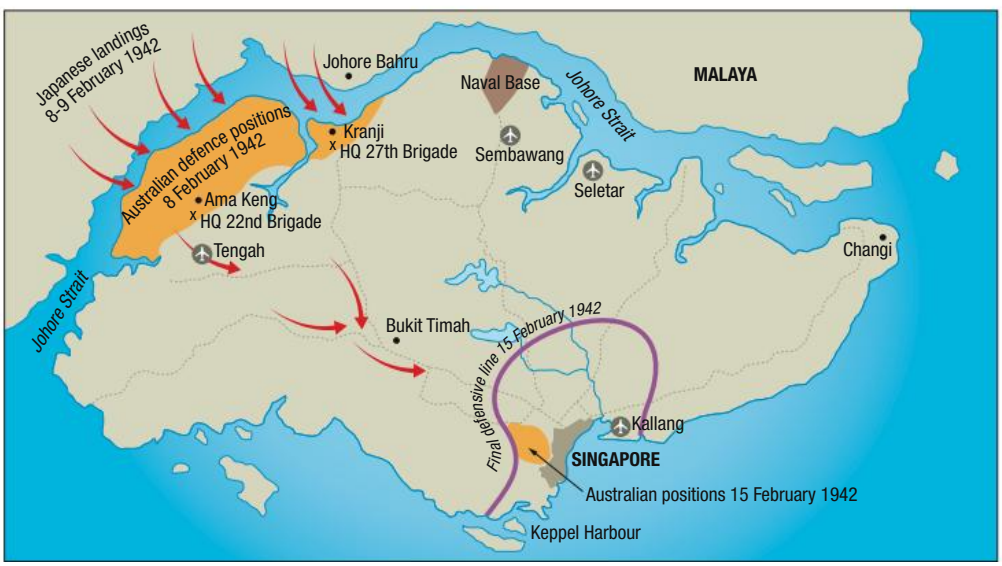
1 In the early 1990s the American National Air and Space Museum planned to hold an exhibition to mark the fiftieth anniversary of the dropping of the first atomic bomb by the *Enola Gay*. Find out the answers to these questions:
   a when was the exhibition planned for?
   b what were people's reactions to the planned exhibition?
   c what happened to the exhibition?

What were the experiences of Australians during World War II?

In 1940, Australian troops had fought under British command in North Africa and the south-eastern Mediterranean. Early campaigns were unsuccessful but the efforts of Australians—**the Rats of Tobruk**—in delaying the advancing Germans became part of the Anzac legend. Some Australians also served as pilots in the Battle of Britain, while significant numbers of Australian soldiers fought in the turning-point battle of El Alamein in 1942. All these events were a long way away but then, suddenly, the war was right in Australia's backyard.

Fall of Singapore

The British had a large military base in Singapore. In 1942, nearly 90 000 soldiers were stationed there, just over 15 000 of them Australians.



SOURCE 2.23 The invasion of Singapore

ISBN 978 1 4202 3077 2

People throughout the British Empire, including Australians, thought that the Singapore stronghold could resist any attack, but in early 1942 the Japanese attacked and overwhelmed the Allied forces on the island, who surrendered. The British prime minister, Winston Churchill, called it the 'worst disaster' in British history. The troops whom Australians had believed would always be able to protect them against invaders from the north were now all Japanese prisoners of war.

ACTIVITY 9

Analysis and use of sources

1. Find two of the places mentioned by Jean in Source 2.24.
2. Summarise the experiences of the woman interviewed in Source 2.24 in at least 50 words.
3. What did some people feel about Singapore's safety?
4. What was Jean's view about Singapore's safety?
5. How might the fall of Singapore have affected Australian attitudes towards Britain?

Spotlight

A woman's experience of the fall of Singapore

Much history written about World War II revolves around politicians and diplomats, military and naval battles, and men's experiences. But war touched the lives of all Australians and affected their everyday life. One important type of historical source for finding out about everyday life is oral history. Source 2.24 is an interview—a common form of oral history—with an Australian woman who was in Singapore in 1942.

JEAN: I started my training to be a nurse in 1936. In our first year, we had to buy our own uniforms and didn't receive any pay for three months. I was training at Crown Street Hospital in Sydney when the war broke out. I put my name down to join up, feeling very patriotic. I was called up in December 1940. My first posting was to an army hospital at Bathurst. I wasn't there long. On the fourth of February we embarked on the *Queen Mary* for Singapore ... We went from Malacca to Singapore because the Japanese were advancing. They didn't attack Singapore from the sea as expected. They came by land from the Thailand side, down the peninsula. At one stage, our hospital was very near the front line. So they hurriedly evacuated us to Johore Bahru where we joined forces with another Australian military hospital. The Japanese continued to advance down the peninsula, and more and more of our wounded were brought into the hospital. Both hospitals were then moved back to Singapore and we took over abandoned schools.

INTERVIEWER: I've read in the newspapers and history books that there was a feeling that Singapore was invincible. Was that the feeling at the time?

JEAN: Well, that was what people were given to understand. But I must say that the head of our army over there, our divisional head, was never of that opinion. He always believed that the enemy would come down through the peninsula.

INTERVIEWER: Who was that, Jean?

JEAN: General Gordon Bennett.

INTERVIEWER: At the time, was the Australian army in Singapore under the control of the British army?

JEAN: Yes, the Australians were under the command of the British.

Interview conducted by Mark Anderson, 15 May 1995

SOURCE 2.24 Jean's oral history

ISBN 978 1 4202 3077 2

Historical questions and research

1 Imagine that you are an oral historian. Think of six questions that you would ask Jean.

2 Interview a person who lived through World War II. You will need to prepare questions for them to answer. Record your interview with them. After your interview, identify one part of the interview that is of most interest to you. Transcribe this part (that is, write it out word-for-word). Then write a paragraph describing why this part of the interview interested you.

Australian prisoners of war

As the Japanese advanced through South-east Asia, hundreds of Australians—men, women and children—living in the captured territory were interred, or made prisoners of war. Captured Australian soldiers, such as those whose leaders had surrendered in Singapore, also became prisoners of war—more than 22 000 of them by the end of the war. About 8000 of them would die, mostly due to neglect—inadequate food, shelter and medicine—and outright cruelty.

The slave labour provided by Australian soldiers and prisoners of war of other nationalities on the Thai–Burma railway is today the best-known example of the abuse of Australian prisoners of war but the worst atrocity ever suffered by Australians in war was the Sandakan death march. In 1944, a prisoner-of-war camp at Sandakan on the island of Borneo was emptied of all those fit enough to walk. Those who couldn't walk or even stand were killed or left to die. Around 2000 men, about half of them Australians, were then forced to start marching 260 kilometres through the thick jungle. Only six men, all Australians who escaped from the march and were helped by local people, survived.

The Kokoda campaign

The entry of the United States into World War II after the bombing of Pearl Harbor (December 1941) and the defeat of the Japanese in the Battle of the Coral Sea (May 1942) were major turning points in the Pacific war. The Japanese, however, continued to advance towards Australia via New Guinea. They had taken the supposedly invincible Singapore from the British in February 1942 and continued to move south. It was strategically important for them to capture Port Moresby but the American General Douglas MacArthur planned offensives to prevent this. While the Americans began attacks on islands occupied by the Japanese north of the Equator, it was the Australians' task to remove the Japanese from New Guinea.

In July 1942, Japanese troops anchored at Milne Bay with the intention of making it a base for their sea attack on Port Moresby. Other troops were to go overland from Buna and Gona, across the Owen Stanley Ranges, and attack Port Moresby by land. Intense fighting between July and September at Milne Bay was some of the most bloody of the war, yet the Australians held out. On 6 September the enemy suffered a major defeat. This was the first time that the Japanese army had been stopped in a land battle.

While the Milne Bay campaign raged, other Japanese troops were trying to capture the Kokoda Track in order to make their way to Port Moresby. This narrow trail ran 160 kilometres through dense jungle, across fast-flowing rivers and over steep mountains. Torrential rain would turn the track into thick mud. Carrying supplies and using machinery was almost impossible.

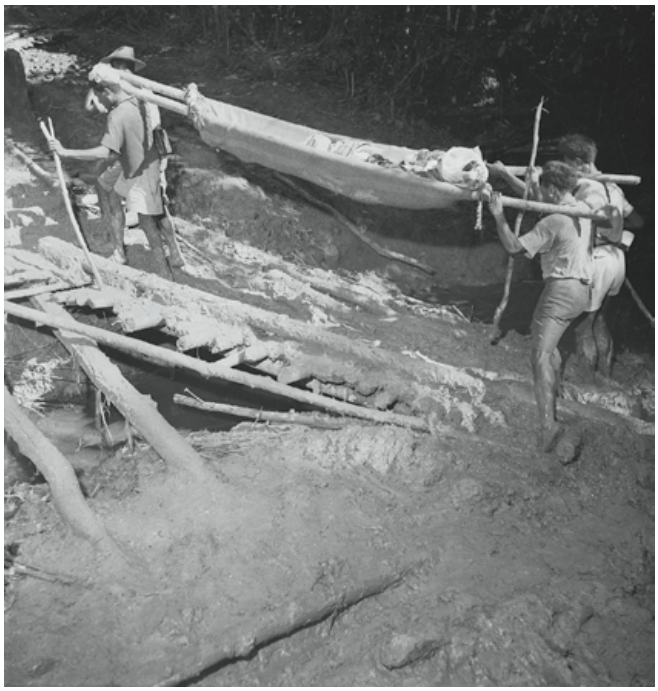
SOURCE 2.25 Milne Bay and the Kokoda Track

ISBN 978 1 4202 3077 2

SOURCE 2.26 *Kokoda Track*, oil on canvas by George Browning, 1944

Australian soldiers of the 39th Battalion—which included inexperienced, conscripted men—reinforced by members of the 7th Division, were outnumbered and poorly equipped. They had been issued with khaki-coloured uniforms instead of jungle greens, making them easy for the enemy to spot. These troops faced the advancing Japanese, and for six months fought ferocious battles. Papuans, who became known as 'Fuzzy-Wuzzy Angels', helped carry the wounded through the jungle to medical stations.

At one stage the Australians were forced back nearly to Port Moresby. But they were able to hold out. In mid-September 1942 the 7th Division began to make ground. By now the Australians were becoming skilled in jungle warfare, and in early November they captured



SOURCE 2.27 Papuans carrying the wounded

the airfield at Kokoda. The retreating Japanese refused to surrender and fought to the death. By 11 November the battle was over at a cost of 1680 Australian lives. The final stages of the New Guinea campaign involved Australian and American troops capturing Gona on 9 December and Sanananda in January 1943. Sources 2.28 and 2.29 provide insight into the experiences of Australians involved at Kokoda.

> Dinner was served at the forward dumping ground, a drink of sweet tea and bully beef, after which ensued four hours more of agonising climbing in heavy rainfall. We had been warned of snipers at this stage of the journey, so we were as watchful as possible under the circumstances.
>
> ... The mud and slush with which we got covered from head to toe stank horribly ... Continuous views of more razor backs, still greater heights, still deeper gulfs, and still more impenetrable jungle ... still had to be overcome with rain-sodden packs on our backs and this reeking filth seeping down our necks.
>
> GH Harris, *Through Mud and Blood to Victory*, 1944

SOURCE 2.28 Kokoda experience 1

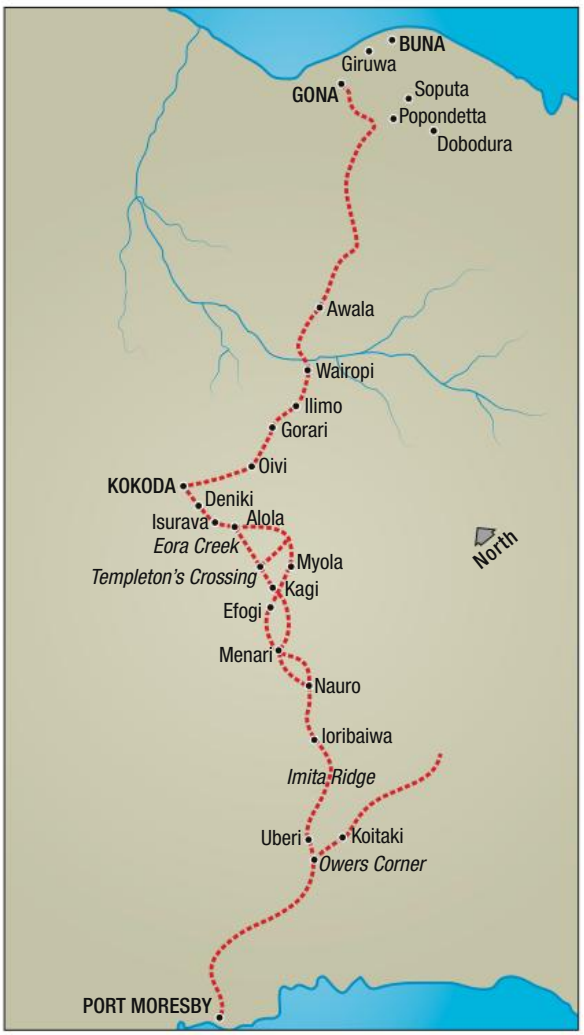
ISBN 978 1 4202 3077 2

The conditions under which the Australians retreated from Kokoda beggar description. Men were so rotten with dysentery that they walked clad only in their shirts ... Men slept in the slush and the rain, and were roused from their sleep to retreat, and fight, and retreat again ...

No prisoners were taken by either side ... [Japanese] who were wounded were left to die by the side of the trail ... The creeks were poisoned with decaying bodies and dysentery.

G Reading, 'Papuan Story', in *For Australia's Sake*, 1984, p. 104

SOURCE 2.29 Kokoda experience 2



SOURCE 2.30 The Kokoda Track

ACTIVITY 10

Chronology, terms and concepts

1 For each of the dates below, name the event that occurred.
   - **a** December 1941
   - **b** February 1942
   - **c** May 1942
   - **d** July 1942
   - **e** November 1942

2 Who was Douglas MacArthur?

3 Sketch a map of Papua New Guinea and include the following locations: Buna, Gona, Port Moresby, the Kokoda Track, Milne Bay.

4 Who were the 'Fuzzy-Wuzzy Angels'?

Analysis and use of sources

1 Make a list of quotes from Sources 2.28 and 2.29 that provide information on the experiences of Australians at Kokoda in 1942.

Perspectives and interpretations

1 Many of the Australian soldiers sent to stop the Japanese in New Guinea were inexperienced, conscripted men who suffered early defeats, leading MacArthur to state: 'The Australians have proven themselves unable to match the enemy in jungle fighting.' After 6 September 1942, the British General Slim stated it was the Australians 'who first broke the spell of the invincibility of the Japanese army'. Why did MacArthur and Slim have different views?

Historical questions and research

1 Many of the soldiers who made up the 39th Battalion were conscripted men. They were often resented by volunteers and members of the regular army who would call them 'chocos' or 'chocolate soldiers'. Locate information to explain why this occurred.

ICT

1 Go to OneStopDigital to locate further information on the Kokoda campaign, including a map. Which of the listed sites did you find most useful for assisting an investigation of the experiences of Australians at Kokoda? Why?

2 Go to OneStopDigital and look for stories related to Kokoda.

ISBN 978 1 4202 3077 2

Explanation and communication

1 Use the results of your research from the above activities to produce an account of the experiences of Australians serving in the Kokoda campaign. This account is to be presented as a formatted, multi-page document and must include four relevant downloaded images.

ACTIVITY 11

Evidence

1 Study Dargie's drawing (Source 2.31). What reaction did you think the artist hoped to gain from this drawing?

SOURCE 2.31 William Dargie, *Infantry in trucks moving up to Owers' Corner on the Kokoda Trail*, November 1942, pencil on paper

Empathy

1 How might the wife of one of the soldiers in Source 2.31 react to it?

2 How might a person working in the Australian Defence Force's propaganda unit react to this source?

Cause and effect

1 How does Source 2.31 contribute to fostering the Anzac legend?

Go to OneStopDigital for a map showing key areas where Australians fought during World War II

What was the impact of World War II on the home front?

Unlike the situation during the war of 1914–18, the invasion of Australia was a very real possibility in World War II. On 7 December 1941, Japan entered World War II with a surprise air strike on the United States naval base at Pearl Harbor in Hawaii, and attacks against Malaya and Thailand. Japan hoped to expand its control in the Asia–Pacific region and gain valuable supplies of raw materials, especially rubber and oil—two much-needed resources for a rapidly industrialising, militarist country.

Prime Minister Curtin declared war on Japan on 9 December 1941, although this did not become official until passed by parliament eight days later. On 19 February 1942, Japanese forces bombed Darwin and in the following month attacked the Western Australian towns of Wyndham and Broome. On the night of 31 May 1942, three Japanese midget submarines entered Sydney Harbour and one was able to torpedo the naval vessel the HMAS *Kuttabul*, killing 19 sailors. A week later, on 7 June, Japanese submarines off the New South Wales coast fired shells on Bondi and Newcastle causing minor damage. In August, Townsville in Queensland was subjected to an air raid by Japanese dive bombers. These events affected the lives of Australian **civilians**. Source 2.32 outlines Prime Minister Curtin's reaction and his call to those on the home front.

> The protection of this country is no longer that of a contribution to a world war but the resistance to an enemy threatening to invade our own shore ... It is now work or fight as we have never worked or fought before ... The hours previously devoted to sport and leisure must now be given to the duties of war. Every citizen has a parallel duty to that of the man in the fighting forces.
>
> <http://john.curtin.edu.au/pmportal/text/00468.html>

SOURCE 2.32 Prime Minister Curtin's message to Australian civilians

ISBN 978 1 4202 3077 2

The bombing of Darwin

The bombing of Darwin by the Japanese was not a 'once-only' event. From February 1942 until November 1943, 64 attacks were made on the town leading to 243 people being killed and 250 injured.

The first and most deadly attack occurred on the morning of 19 February. It was carried out by airplanes launched from Japanese aircraft carriers in the Timor Sea. Eight ships in the harbour were sunk, other vessels were damaged and the post office and wharf were destroyed. Two hours later a second attack took place in which the Japanese struck the RAAF base. A number of civilians and servicemen fled during the air raids. But censorship at the time ensured that reports were not communicated to the public. These first attacks had a major impact on the psychology of Australians. Many feared that a successful invasion by the enemy would soon follow. Sources 2.34 and 2.35 provide information on the impact of the bombing of Darwin on civilians.

For an interactive about the bombing of Darwin, go to OneStopDigital.

DARWIN BOMBED

93 ENEMY PLANES IN FIRST SWOOP: 4 BROUGHT DOWN

Darwin was bombed twice yesterday by Japanese warplanes. Ninety-three bombers, with fighter escorts, took part in the raids, the first on the mainland of Australia.

Four raiders were brought down. Damage to property was considerable. There were some casualties. Details are not yet available.

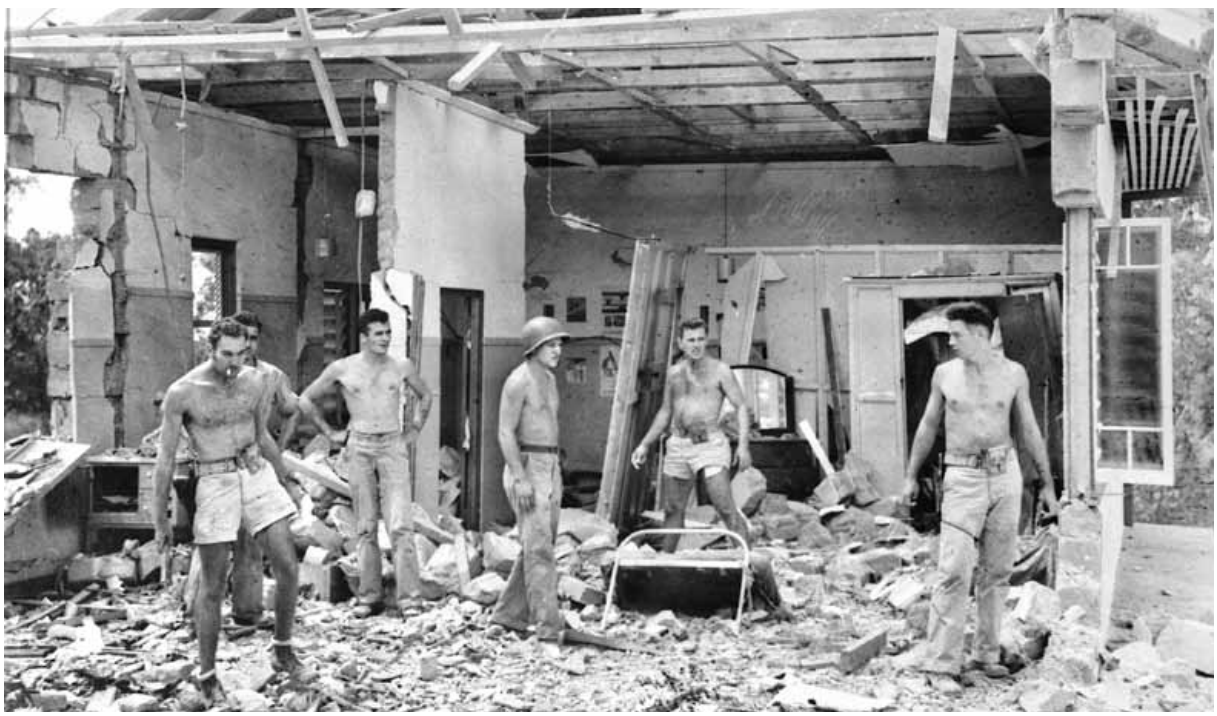
The first attack was made at 10.05am (Darwin time, 10.35am Brisbane time) by 72 twin-engined bombers, and lasted an hour. It was concentrated on the town and shipping in the harbour. There were some casualties and some damage was done to service installations. The second raid was made in the afternoon by 21 bombers.

Last night the Prime Minister (Mr Curtin) said that the damage to property had been considerable.

'Though information did not disclose the details of casualties, it must be obvious that we have suffered,' said Mr Curtin. 'We must face this test with fortitude and fight grimly and unflinchingly. Australian forces and civilians conducted themselves with gallantry. Darwin has been bombed, but not conquered.'

Courier Mail, 20 February 1942

SOURCE 2.34 Report of the attack on Darwin



SOURCE 2.33 Home damaged during Japanese air raid on Darwin, April 1943

ISBN 978 1 4202 3077 2

Very soon after the raids ceased, however, a rush out of town started ... Shops and business premises were closed ... There was confusion ... That night looting began in the town, mostly attributed to servicemen ... The panic in the town had an unexpected parallel at the air force station, where ... servicemen deserted their station in great numbers ... as late as three days after the raid, when men had started to straggle back, there were still 278 missing ... The casualties in the two raids on Darwin on 19 February ... were ... 243 killed and approximately 350 wounded.

The official reports of losses included six ships ... two other ships sunk by enemy fire, three beached and ten ... damaged ... On land, the post office, police station, the barracks, cable office and Government buildings were destroyed and the civil hospital damaged. At the R.A.A.F. station six Australian aircraft were destroyed on the ground and two damaged, and eight American Kittyhawks were destroyed in the air and two on the ground ... The official announcement made to the Australian people on 20 February was that the total casualties were seventeen killed and twenty-four wounded, several ships had been hit and damage done to wharves and buildings and some of our aircraft were damaged on the ground.

Gradually rumours that the losses were greater, that the town had been caught napping and that there had been panic, began to percolate southwards.

Paul Hasluck, *The Government and the People 1942–45*, pp.141–3

SOURCE 2.35 The Darwin air raid

ACTIVITY 12

Chronology, terms and concepts

1 When was the first air raid on Darwin?

2 How many times was Darwin bombed during World War II?

Analysis and use of sources

1 From where would the *Courier Mail* (Source 2.34) have obtained its information?

2 What care should historians take when using the *Courier Mail*'s report (Source 2.34) as evidence about the bombing of Darwin?

3 List the facts in the *Courier Mail*'s report (Source 2.34) that help you to understand the impact of the bombing of Darwin.

4 When was Paul Hasluck's book (Source 2.35) created?

5 How does Paul Hasluck's book (Source 2.35) assist your understanding of the bombing of Darwin?

6 Use Source 2.34. What do you think was Curtin's motive for saying that 'Australian forces and civilians conducted themselves with gallantry'?

Explanation and communication

1 Explain the impact of the bombing of Darwin on Australians during World War II.

Perspectives and interpretations

1 In what ways does the *Courier Mail*'s interpretation (Source 2.34) of the bombing differ from Hasluck's in Source 2.35?

2 Why would the *Courier Mail*'s interpretation differ from Hasluck's interpretation?

Historical questions and research

Locate further information on the bombing of Darwin to answer these inquiry questions.

1 How did the bombing of Darwin affect civilians living in the town at the time?

2 How did the bombing of Darwin affect civilians living in other parts of Australia?

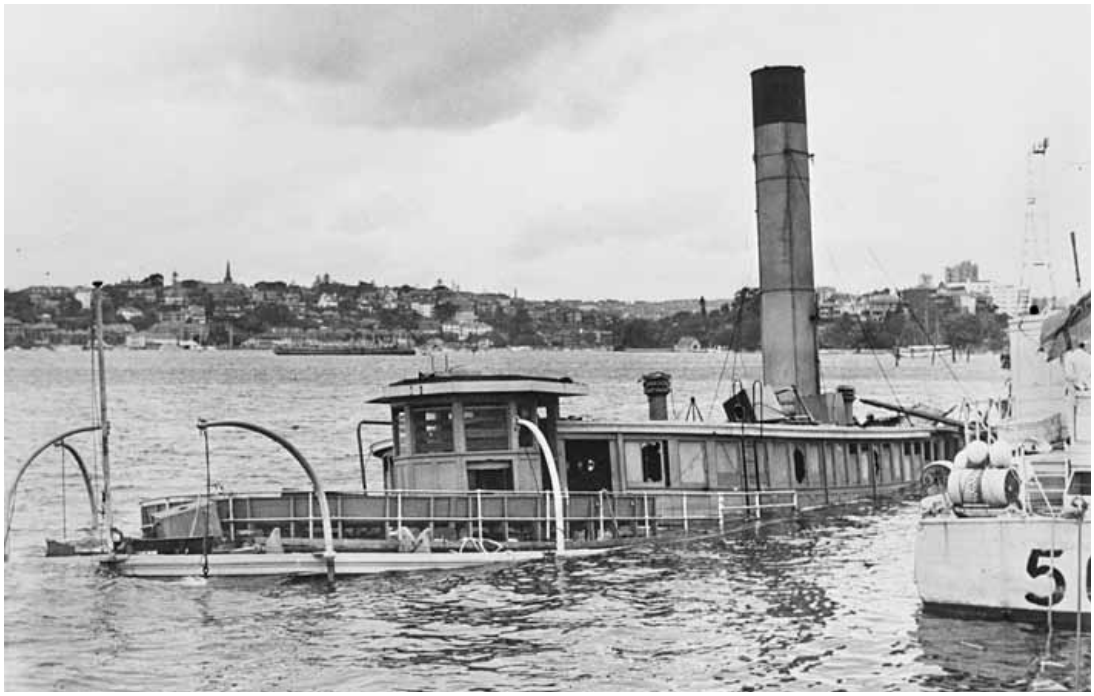
ICT

1 Go to OneStopDigital and describe the web pages that contain information on the bombing of Darwin. In your answer, make sure you cover these points:
- the use of written text (words)
- the use of images
- hyperlinks.

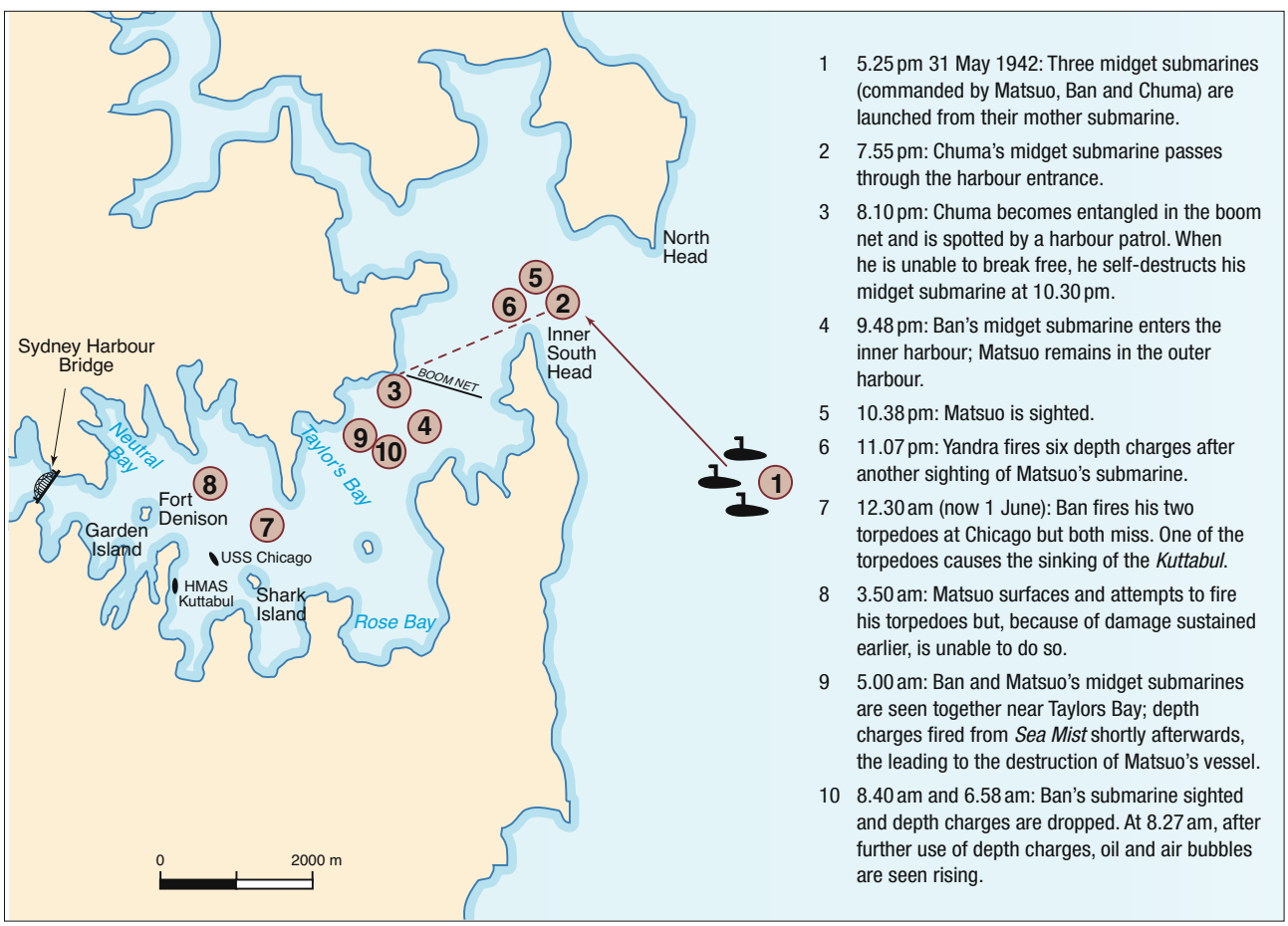
The Japanese submarine attacks on Sydney

On the night of 31 May 1942, three Japanese midget submarines entered Sydney Harbour. Each craft was operated by a highly trained two-man crew. They had been launched from a parent submarine positioned 11 kilometres east of the Heads.

ISBN 978 1 4202 3077 2

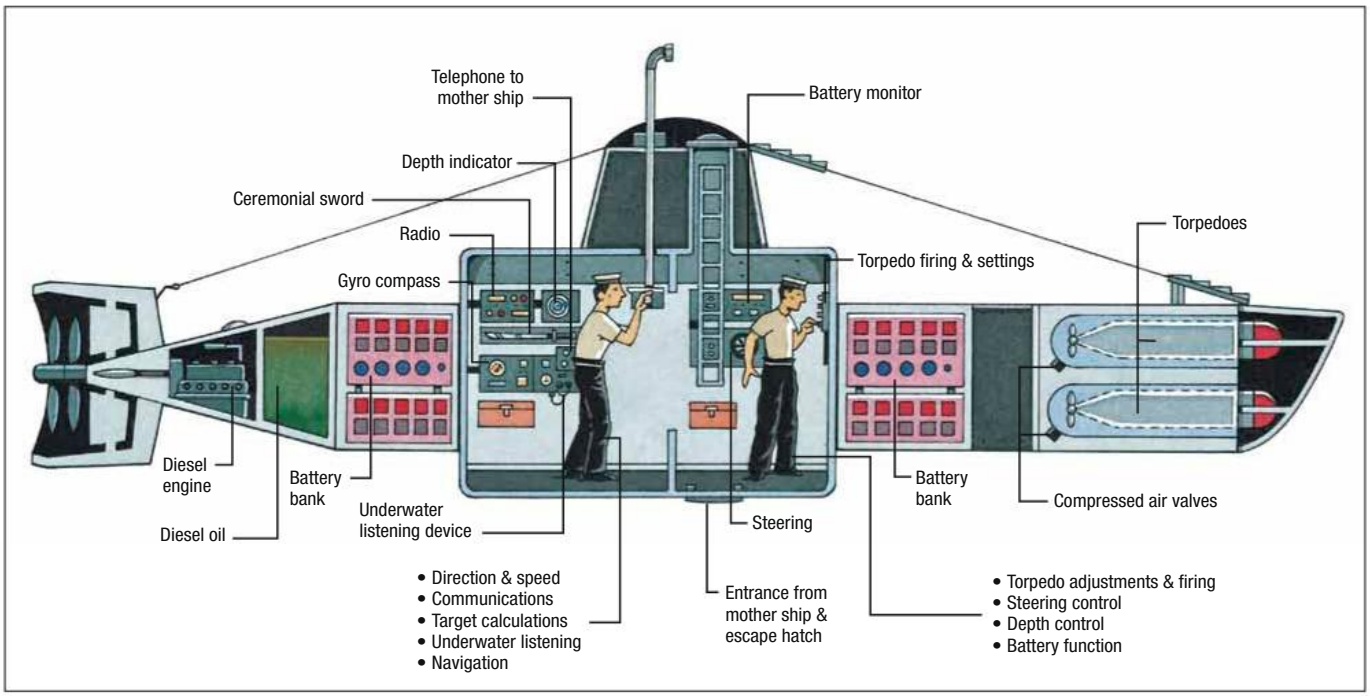


SOURCE 2.36 HMAS *Kuttabul* after being hit by a torpedo from a Japanese midget submarine



SOURCE 2.37 Sydney Harbour and the Japanese midget submarine attack

ISBN 978 1 4202 3077 2



SOURCE 2.38 The design of Japanese midget submarines

At 8.15 pm the first midget submarine became tangled in the boom net guarding the entrance to the harbour. At 10.30 pm the crew decided to detonate a self-destruct charge, ending their mission and lives. An hour later, the second submarine fired its two torpedoes at the US ship *Chicago*. Both missed the intended target but one of the torpedoes hit HMAS *Kuttabul*, killing 19 and injuring 10 sailors on board. The third submarine made its way deep into the harbour. Because of damage caused by depth charges, it was unable to fire its two torpedoes.

The Australian government was slow to release news of the attack. The first report in a newspaper did not appear until 2 June 1942 (see Source 2.39). The impact of this attack on civilians was great. It heightened fear and made people realise the closeness of Japanese forces to Australia. One week later, Japanese submarines off Sydney and Newcastle shelled coastal suburbs, causing further alarm.

> Sydney learned with astonishment yesterday that several small enemy submarines—'midgets' but deadly enough, and resembling those used at Pearl Harbor—had entered Port Jackson on Sunday evening, and that the guns which were heard firing at intervals during the night had been used in deadly earnest. One of the raiders was destroyed by gunfire, and two others are believed to have been put out of action by depth charges. The only damage done by the enemy, despite his advantage of surprise, was slight—the sinking of one small non-combatant craft at its moorings. The harbour defences, made promptly aware of the raiders' presence, responded rapidly and efficiently to the alarm. Chaser craft swiftly set about dropping depth charges, and they appear to have done their work to good purpose.
>
> *Sydney Morning Herald*, 2 June 1942

SOURCE 2.39 Newspaper report of the submarine attack on Sydney Harbour

ACTIVITY 13

Chronology, terms and concepts

1 On what date did Japanese midget submarines enter Sydney Harbour?

2 How many midget submarines were involved?

3 Name the Australian boat sunk during the attack on Sydney Harbour.

Analysis and use of sources

1 When was the *Sydney Morning Herald*'s report (Source 2.39) first published?

2 From where do you think the *Sydney Morning Herald* would have gained the information to write the story?

3 How does this source describe the damage done during the attack? How accurate is this description?

ISBN 978 1 4202 3077 2

SOURCE 2.40 One of the Japanese midget submarines that raided Sydney Harbour

Evidence

1 How might a historian use the image of the submarine being lifted out of the water (Source 2.40) in creating an account of the Japanese attack on Sydney Harbour?

Empathy

1 How would Australians living in Sydney in 1942 have reacted to the news of the submarine attack?

Perspectives and interpretations

Source 2.39 describes the harbour defences as being 'promptly aware' of the entry of the submarines and responding 'rapidly and efficiently'. Steven Carruthers in his 1982 book *Australia Under Siege: Japanese Submarine Raiders 1942* states:

> From the time the first Japanese midget submarine was discovered in the Harbour, an incredible two hours passed before the Admiral-in-Charge raised the alarm ... Unlike the attacks on Darwin and Pearl Harbor, no official inquiry was held into the shameful handling of defences.

1 Why would the *Sydney Morning Herald*'s interpretation of the defences be different from Carruthers' view?
2 Whose interpretation would you support? Why?
3 Why would there not have been an official inquiry into the handling of the attack on Sydney Harbour?
4 How might Japanese civilians have responded to the image of the submarine being lifted out of the water (Source 2.40)?

Historical questions and research

If you were Steven Carruthers writing *Australia Under Siege: Japanese Submarine Raiders 1942*:

1 What questions would you want your book to answer for readers?
2 What would be the chapter headings you would use?
3 From where would you find information to write the book?

Wartime government controls

When World War II began in September 1939, the Commonwealth of Australia had been in existence for less than 40 years. The powers of the federal government were still being determined and the states had responsibility for many aspects of the law. During World War II, a time when Australia was directly under threat, the federal government gained greater powers by passing nearly 400 acts of parliament (laws) or amendments, along with 2000 regulations. But it was blocked by a referendum in 1944 when it attempted to alter the Constitution to gain even more power.

When Prime Minister Menzies announced on 3 September 1939 that Australia, like Britain, was at war, Australians prepared themselves for the hardship and sacrifice that would naturally follow.

ISBN 978 1 4202 3077 2

SOURCE 2.41 The first meeting of the Australian War Cabinet was held on 27 September 1939 in Melbourne

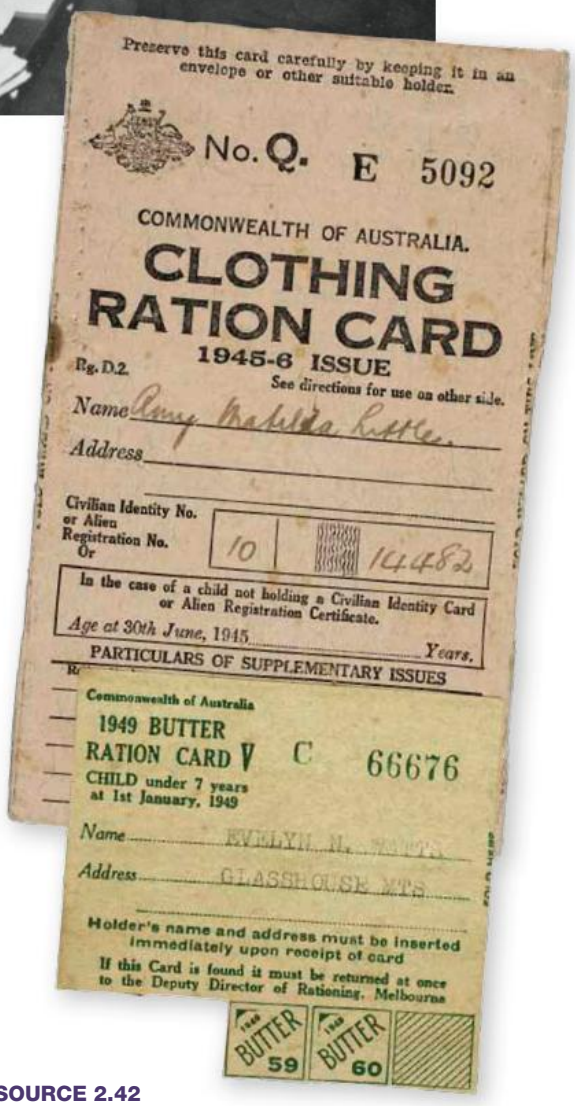
Coordinating the war

Coordinating the war effort became the main concern of the federal government. In 1939, the *National Security Act 1939* was passed. It gave the government the right to prohibit public meetings, arrest people without warrants and carry out trials in closed courts. Menzies hoped to form a wartime coalition government in which the major political parties would work together. But the ALP refused to support the idea at this time.

On 11 November 1939, Menzies created an Economic Cabinet that had 'the duty of carrying out the business side of the war' (see Source 2.41). Before the war, the government had little control over private business activity. This would change under wartime conditions.

In November 1941, the new prime minister, John Curtin, set up the Production Executive of Cabinet. It had responsibility for devising 'a settled policy and workable plan in regard to manpower, production and financial resources'. The federal government began to have a greater say in what would be produced by industry.

In August 1940, the federal government introduced petrol rationing, restricted private motorists to 3200 kilometres of travel per year and required businesses to prove their need for fuel. Rationing was extended during 1942 to include tea, sugar, butter, meat and clothing. Around this



SOURCE 2.42
Clothing and butter ration card

time the *National Security Act* was amended to give the federal government the power to require all citizens to contribate their labour and property to assist the defence of Australia.

ISBN 978 1 4202 3077 2

The war was a great expense for the government. From 1942 to 1943, its expenditure had risen to 10 times the level of 1939–40. To pay for war expenses, the federal government needed new powers to gain more revenue. These powers are described in the next section (see Source 2.43).

ACTIVITY 14

Explanation and communication

1 Who was the prime minister at the outbreak of World War II?
2 Name the Act passed in 1939 that gave the federal government extra powers during wartime.
3 What was the role of the Production Executive of Cabinet?
4 When was petrol rationing introduced?
5 Other than petrol, what else was rationed during wartime?

Income tax

The federal government had previously introduced its own income tax in 1915 to help pay for World War I. This was continued at a low rate after the war. The states were the main collector of income tax. In 1942, the federal government set an income tax rate equal to the old federal tax plus the state tax. It promised to return some of this revenue to the states if they agreed to drop their own income tax systems. To ease opposition from trade unions, the federal government agreed to use some of this new income to provide social welfare payments.

The power of the federal government to take control of income tax was fought in the High Court by a number of states. The High Court ruled that the federal government's action was legal under the Constitution and Australia now had a uniform income tax rate. To collect this tax efficiently, the PAYE (pay-as-you-earn) system was introduced. The number of taxpayers rose from 800 000 to two million. By gaining control of the main finances of the country, the federal government now was in a stronger position compared to that of each state. State governments would come to rely more on the annual Premiers' Conference for funds.

> The Australian government [during World War II] had greater powers over money and manpower than any Australian authority since Governor Macquarie. It took over the whole responsibility for collecting income tax in 1942, thereby depriving the State governments of their main source of revenue; thereafter they received fixed annual sums which made them dependent on the federal treasury.
>
> G Bolton in F Crowley (ed.), *A New History of Australia*, 1974, p. 464

SOURCE 2.43 Federal powers over money

ACTIVITY 15

Chronology, terms and concepts

1 When did the federal government take full control of income tax?
2 What does PAYE stand for?

Banking

The federal government also used the *National Security Act* to control banking, wages and prices. In 1931, the Commonwealth Bank had thwarted the efforts of the ALP government (led by Prime Minister Scullin) to do this and Curtin did not want to suffer the same fate. In 1942, the government forced the Commonwealth Bank to limit interest rates. (At that time, the Commonwealth Bank was not a private company as it is now. It was actually owned by the federal government, like Australia Post is today.)

By 1945, the Commonwealth Bank Board was dissolved and replaced by a government-appointed governor and advisory council. Changes to the bank's operation ensured that it could not defy government policy. This increased the federal government's power to control the country's economy in times of both war and peace.

Again using its powers under the *National Security Act*, the federal government appointed WC Wurth as the Director-General of Manpower. This organisation had the responsibility for classifying and allocating jobs to every Australian. Jobs important to the war effort were called 'essential services' and people in these jobs could not leave them to join the defence forces. All able-bodied men could be called up to serve their country.

ISBN 978 1 4202 3077 2

The government endeavoured to control prices, wages and working conditions. This led to strikes by a number of workers and unions who felt the war was being used as an excuse to attack their conditions. Curtin's response to striking workers is contained in Source 2.44.

> I deeply regret these developments [strikes]. I know certain workers have been working under strain, but neither this nor any other Government in the present stage of war, can reduce the strength of the Army in order to meet the demands made by various groups of industry for manpower ...
>
> It staggers me that the men employed in the metropolitan transport system of Sydney should have decided not to accept the direction of the Government to resume work ... this is lawlessness ... as though they were as much the enemies of Australia ...
>
> The same is true of coalminers who are not working ... The Government has done its best to provide reasonable relief for all sections of the public ...
>
> *Sydney Morning Herald*, 27 January 1944

SOURCE 2.44 Prime Minister Curtin on striking workers

ACTIVITY 16

Analysis and use of sources

1 Read Source 2.44. List two groups of workers who were on strike.

2 How did Curtin describe the workers who refused to accept the government's directions?

A referendum

Prime Minister Curtin was also concerned that prices might increase, especially after the war. His government had the power to control these during wartime, but he also wanted the power to do so after the war. A referendum was needed to give the federal government this power.

In October 1942, a Bill was put forward to hold a referendum on whether the public agreed to give the Commonwealth full powers for postwar reconstruction. This Bill was withdrawn after the state premiers agreed to give the necessary powers to the federal government for a five-year period. When a number of the states failed to keep this agreement, Curtin decided to go ahead with the referendum in 1944.

The referendum requested the voters to agree to give the federal government 14 special powers. These were listed, but people could not vote 'Yes' or 'No' for each power—it was 'Yes' to all or 'No' to all. The list included empowering the Commonwealth to make laws in these areas:

- employment and unemployment
- organised marketing of commodities
- uniform company legislation
- profiteering and prices
- production and distribution of goods
- air transport
- uniform railway gauges (which had been a problem since Federation)
- national work.

Opposition politicians such as Fadden warned people to vote 'No'. His argument is shown in Source 2.45.

The result of the referendum was that two states were in favour and approximately two million people voted 'Yes' and 2.3 million voted 'No'. The referendum was therefore defeated. Had the government broken the list into separate groups of powers, it may have been more successful in getting what it wanted.

At the end of the war, the federal government lost a number of the powers that it had gained under the *National Security Act* but, importantly, a new attitude developed towards it. As a result of decisive action by the federal governments during the war, people now viewed the federal government with a sense of importance and as a symbol of Australian unity.

> [If you vote 'Yes' it will mean] you will work under government compulsion; you will eat what the bureaucrats ration you; you will live in mass-produced government dwellings; and your children will work wherever the bureaucrats tell them to work.
>
> *Sydney Morning Herald*, 25 July 1944

SOURCE 2.45 Fadden on the 1944 referendum

ACTIVITY 17

Analysis and use of sources

1 Read Source 2.43.

   a Explain why state governments became dependent on the federal government for funds.

   b What evidence is there to support the view that the federal government had increased powers during World War II?

ISBN 978 1 4202 3077 2

2 Read Source 2.45. How did Fadden try to persuade people to vote 'No'?

Explanation and communication

1 How did the government make sure that the Commonwealth Bank would follow government policy?
2 What was the purpose of the proposed 1942 referendum?
3 What was the result of the 1944 referendum?

Historical questions and research

1 Select an aspect of this topic (for example, the 1944 referendum, the introduction of the federal income tax, the *National Security Act*, rationing, manpower controls). Next, determine an inquiry question to be the focus of your research. Finally, make a list of other questions that you would need to answer when researching information on your focus question.
2 Write an answer to the question: 'Should the federal government be allowed to impose controls on civilian life, in times of war, without the need to gain approval from the people?' You must give reasons for and against the question. Before you begin:
   - list each of the controls (for example, rationing) the federal government could impose
   - list the arguments for and against each of these controls.

   In your answer, use examples from the events in Australia during 1939–45.

Evidence

1 Sources 2.46 and 2.47 provide evidence about two major issues in Australia during World War II. Use the sources to identify what those issues were. Then use the internet and your school library to write a one-page, illustrated account of each of the issues.

What were the key issues for civilians?

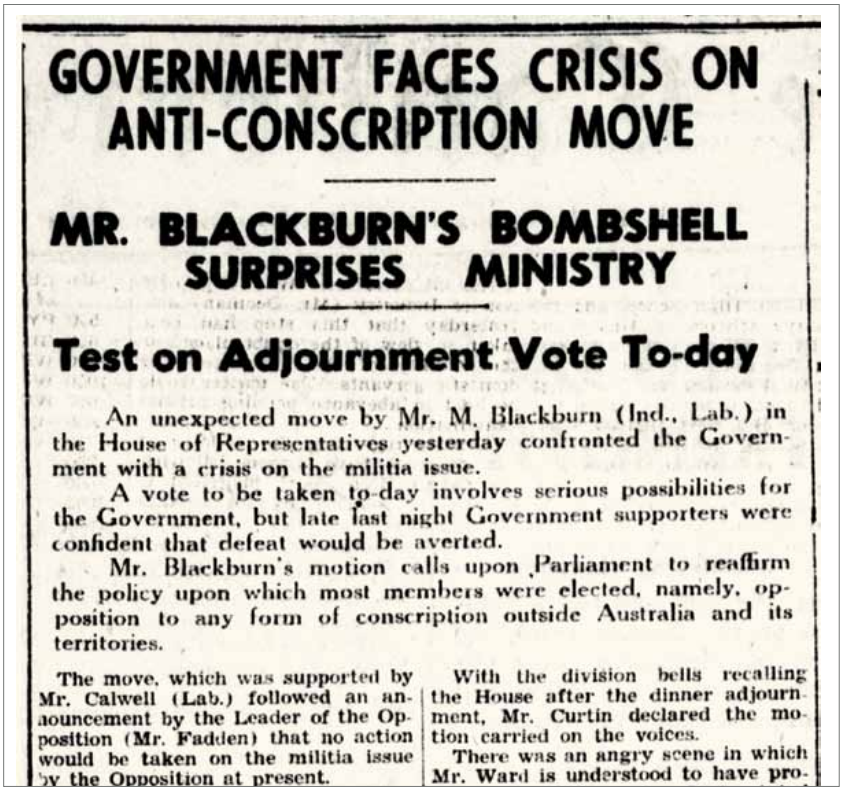
As members of a democracy, Australians enjoy rights and freedoms not found in some other political systems. Although we do not have specific rights listed in the Australian Constitution, democratic rights—such as freedom of speech, freedom of association, freedom of worship—are implied. This was tested in 1992 when the High Court ruled that a law attempting to ban political advertisements on television was invalid because it limited the free speech a democracy requires. The High Court stated that, although the Constitution does not specifically mention free speech, it does establish the democratic system of government for Australia. It follows that democratic rights must therefore be part of the system.

SOURCE 2.46 A poster from 1943

The Australian Constitution gives the federal government the control of the 'naval and military defence' of Australia. In line with the *Defence Acts* of 1903 and 1904, it also allows the government to conscript men between the ages of 18 and 60 for service within Australia. No person could be compelled to serve overseas.

But, during World War II, the rights of free speech and the right not to serve outside the country were removed. **Conscription** and censorship were introduced as part of wartime measures at the expense of individual's rights.

ISBN 978 1 4202 3077 2



GOVERNMENT FACES CRISIS ON ANTI-CONSCRIPTION MOVE

MR. BLACKBURN'S BOMBSHELL SURPRISES MINISTRY

Test on Adjournment Vote To-day

An unexpected move by Mr. M. Blackburn (Ind., Lab.) in the House of Representatives yesterday confronted the Government with a crisis on the militia issue.

A vote to be taken to-day involves serious possibilities for the Government, but late last night Government supporters were confident that defeat would be averted.

Mr. Blackburn's motion calls upon Parliament to reaffirm the policy upon which most members were elected, namely, opposition to any form of conscription outside Australia and its territories.

The move, which was supported by Mr. Calwell (Lab.) followed an announcement by the Leader of the Opposition (Mr. Fadden) that no action would be taken on the militia issue by the Opposition at present.

With the division bells recalling the House after the dinner adjournment, Mr. Curtin declared the motion carried on the voices.

There was an angry scene in which Mr. Ward is understood to have pro-

SOURCE 2.47 *Canberra Times*, 11 December 1942

[Menzies said] Cabinet had been impressed by a growing feeling in the community that the voluntary system, particularly in time of war, was inequitable.

It was impossible to justify a system under which some men were called upon to interrupt their normal occupations while other men, in an exactly similar case, were not being trained at all.

It was a sound democratic principle that sacrifices should be borne as equitably as possible ...

It is the Government's policy to maintain the strength of the militia at not less than 75,000.

The question for Cabinet was how the additional men for Australia's defence should be recruited.

I emphasise the word Australian defence because it must once more be made clear that there is no obligations for service abroad except in the case of volunteers for such service.

Cabinet decided that the strength of the militia should be kept up by the reintroduction of compulsory training ...

Daily Telegraph, 21 October 1939

SOURCE 2.48 Conscription for defence introduced

Conscription

During World War I, two attempts were made to introduce conscription for overseas service. Both were rejected by the Australian people. At the outbreak of World War II, the Australian government had the power to conscript men (and still does today) for defence purposes. It used this power to form militia units.

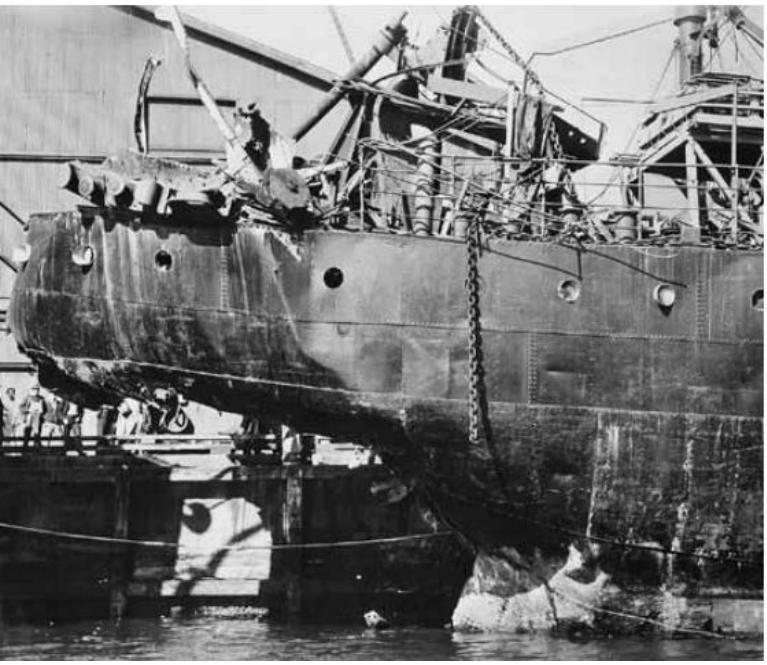
The United Australia Party under Prime Minister Menzies (see Source 2.48) conscripted the entire voluntary militia (similar to the Army Reserve) at the outbreak of the war. Many of these men volunteered to join the 2nd AIF to serve overseas but others remained in the Citizens Military Force (CMF). The federal government had the power to conscript all eligible men into the CMF for home defence but could not force them to serve overseas. Any person who failed to enlist in the CMF after being called up faced a maximum penalty of six months' jail with hard labour.

Menzies' actions were opposed by trade union leaders and sections of the ALP. A number of people objected to being forced to enlist in the CMF or to register with Manpower Services. By the end of 1943, 2791 men had applied for exemption from military service as **conscientious objectors**. Changes to the National Security Regulations allowed objectors to undertake civilian work and a few men were granted total exemption.

Japanese threat

When the ALP government came to power in 1941 under John Curtin, Japan was preparing to advance further into the Pacific. By February 1942, the enemy had advanced through South-East Asia and captured Singapore. As a result, 15 384 Australians became prisoners of war. The Japanese advance seemed unstoppable and on 19 February they landed in New Guinea. At this time too, the bombing raids on Darwin occurred. On 31 May 1942, three Japanese midget submarines entered Sydney Harbour and one of those torpedoed the HMAS *Kuttabul*. Other attacks were made on Newcastle and Sydney's eastern suburbs.

ISBN 978 1 4202 3077 2



SOURCE 2.49 Damage done to the stern of the Australian merchant vessel SS *Allara* after being attacked by a Japanese midget submarine off Newcastle

An invasion of Australia by Japan seemed highly likely. The question became, do we wait until the Japanese land before we defend Australia using conscripts? Or do we try to stop the Japanese before they reach Australia?

This question faced Prime Minister Curtin. The issue of conscription for overseas service had split the ALP in 1916. He did not want the same thing to happen in World War II. Curtin also believed Australians should be doing more to assist American troops fighting in the Pacific. It did not seem fair that a large pool of Australian conscripts in the CMF stayed while American conscripts were fighting to defend Australia.

After World War I, Australia had been granted control of the former German colony in the eastern part of New Guinea under the Treaty of Versailles (see Chapter 1). Because of this, New Guinea was considered Australian soil. Therefore, soldiers conscripted to the AIF were able to be sent to fight there. Curtin was able to convince Australian War Cabinet members to support changes to the Defence (CMF) Bill, sometimes known as 'the Militia Bill', which would allow conscripted CMF members to serve in a zone outside Australia (see the zone for conscripted service in Source 2.50).

On 19 February 1943, the Defence (CMF) Bill became law. This new Act was criticised by sections of the ALP, but Curtin's careful handling of the situation prevented a split.

The Australian public accepted Curtin's introduction of limited overseas service for conscripted personnel as it seemed necessary. In the federal election held in August 1943 the ALP was returned to office.

ACTIVITY 18

Chronology, terms and concepts

1. What is a 'militia'?
2. What does 'CMF' stand for and what was its purpose?
3. What is a 'conscientious objector'?

Analysis and use of sources

1. Look at Source 2.48. What did Cabinet feel was inequitable about the voluntary system?
2. What was 'a sound democratic principle' mentioned by Menzies in Source 2.48?
3. What was 'the question for Cabinet'?
4. What did Cabinet decide?
5. Look at Source 2.50, the map showing the zone for conscripted service. Describe the boundaries of the zone.
6. Copy the map into your workbook. Shade in the area under Japanese control and mark in the conscription service zone.
7. How practical do you think the zone would have been? (Say, for example, conscripted sailors were on an Australian naval ship off the north coast of New Guinea, chasing a Japanese submarine heading towards the Philippines.)

Explanation and communication

1. Does the Australian Constitution list specific rights for citizens (such as freedom of speech)?
2. What powers did the *Defence Acts* of 1903 and 1904 give the federal government?
3. What attacks were made on Australia by Japan in 1942?
4. When was the Defence (CMF) Bill passed and what powers did it give the federal government?
5. A discussion text presents different opinions on a topic as well as the author's view about the topic. It can include phrases such as: 'In discussing

ISBN 978 1 4202 3077 2

this topic, one needs to consider both sides' or 'There are reasons for and against'.

Write a discussion text in response to the topic: 'The defence of the Australian people is more important than the rights of individual Australian citizens.'

In your discussion use examples from Australia during World War II that cover these points:

- conscientious objectors
- conscription
- does democracy mean everyone must play an equal part?
- what limits should be placed on governments during wartime and peacetime?
- is there room for disagreement in a democracy during wartime?
- individual's rights versus social responsibilities.

SOURCE 2.50 Zone for conscripted service

ISBN 978 1 4202 3077 2

Empathy

1 If you were in Menzies' Australian War Cabinet, what advice would you have given the prime minister on ways to increase recruitment?

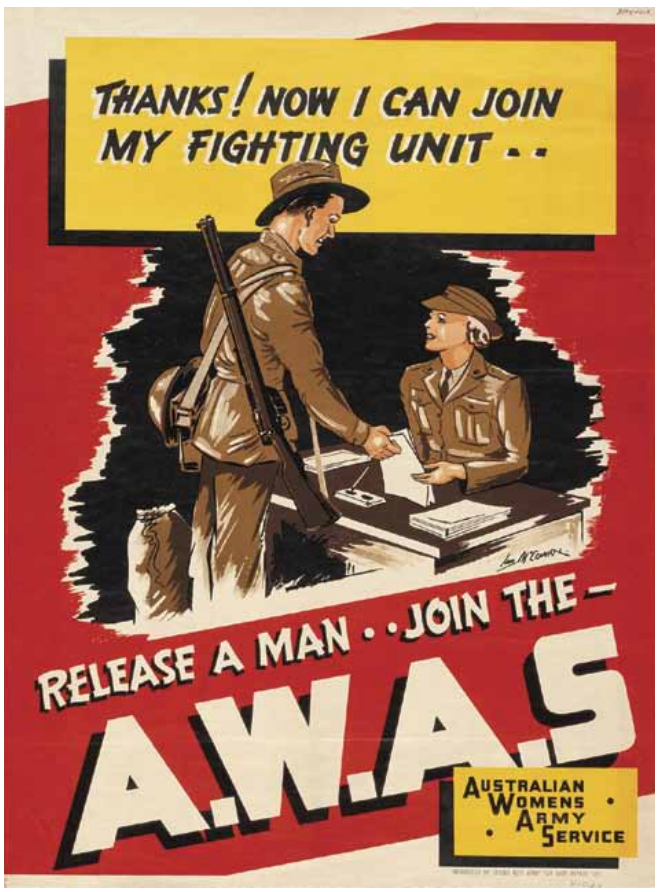
How did the role of women change during World War II?

During World War II, women's roles were radically affected because, as men enlisted in the armed services, there were not enough men left to be ordinary workers. When Japan entered the war in December 1941, there were 554 000 Australian males and 74 000 females (out of a population of 6 700 700) directly involved in war work. By March 1943, these figures had increased to 1 172 000 men and 184 000 women.

The number of women working in factories making goods for civilian use fell from 128 000 in 1941 to 82 000 the following year. This was because women moved out of traditional, low-skilled work into war work. At the same time, the number involved in farm work rose from 25 000 to 55 000.

SOURCE 2.51 Mrs David Dunlop, an electric welder, working in a Melbourne munitions factory, 2 February 1943

Government **propaganda** and patriotic women's magazines began to depict the 'working woman' very positively (see Source 2.52). Women were also encouraged to enlist in services such as the Australian Army Nursing Service (AANS), Australian Army Medical Women's Service (AAMWS), Australian Women's Army Service (AWAS), Volunteer Aid Detachment (VAD), Women's Australian Auxiliary Air Force (WAAAF) and Women's Royal Australian Naval Service (WRANS). These services were popular. During World War II, almost 25 000 women joined the AWAS, for example.



SOURCE 2.52 AWAS recruitment poster, early 1940s

Undertaking the same training as men, women worked in numerous non-traditional occupations, including truck drivers, motor mechanics, radar mechanics, technicians, welders and signallers. An Australian Women's Land Army was also established on 27 July 1942. Women's Land Army camps were set up across the country.

ISBN 978 1 4202 3077 2

There were 69, for example, in New South Wales alone. New work opportunities also became available in other areas. Female conductors began appearing on trams and women were even allowed to join the police force in limited roles such as drivers, clerks and storepersons.

SOURCE 2.53 WAAAF flight mechanics Lee and Paddy Whitlock working on a De Havilland Mosquito aircraft engine, Williamtown, New South Wales, c. 1944

A plan to form a women's land army to take the place of men serving in the forces has been evolved by the Country Women's Association. The Association feels that this will be one of the most useful ways to help Australia and the Empire. In a statement issued yesterday the Association said that it knew that the work would be laborious, and possibly unpleasant on hot days, but surely women would rise to the occasion as the women of England had done. Farmers must not expect skilled work from untrained workers, but it must accept the spirit in which it is given. Helpers on their part must be prepared to be punctual and conscientious, regarding their work as national service ...

The Argus, 18 November 1939

SOURCE 2.54 Formation of Women's Land Army

SOURCE 2.55 Women at the Cowra Women's Land Army Training Farm clearing chaff from a stripping machine, c. 1942

ISBN 978 1 4202 3077 2

SOURCE 2.56 Helen McGregor and Flora Hendy, members of the Land Girls' Army, working on Killara, near Stawell, Victoria, September 1941

SOURCE 2.57 A cartoon from *The Bulletin*, 17 November 1943

SOURCE 2.58 A Commonwealth government advertisement, *The Age*, 9 September 1942

This change in the attitude to the traditional role of women was short-lived. Representations of women's roles in popular magazines clearly show this change. When the war ended, pictures of female welders and mechanics were quickly replaced by images of brides and housewives. Source 2.59 explains this change.

Go to OneStopDigital to watch three video clips showing the role of women in both paid and unpaid work over 200 years in Australia.

ISBN 978 1 4202 3077 2

ACTIVITY 19

Chronology, terms and concepts

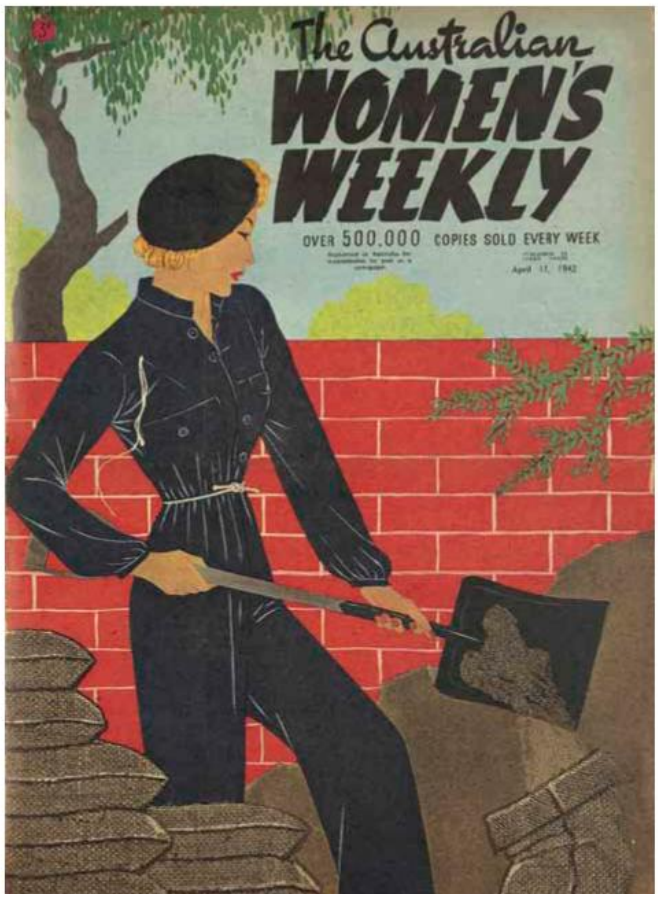
1 What women's services do these initials represent: AAMWS, AWAS, VAD?

2 List three non-traditional jobs women undertook during the war.

During the early war years, up to 1942, homemaking and motherhood remained the most important job. As the need for increased supplies of female labour became paramount, the magazine began to change the image of its heroine. As long as women were needed in the workforce, magazine propaganda painted an attractive image of the working woman. But as soon as the war was over, the working woman ceased to exist for the Women's Weekly, being replaced by the bride.

Andree Wright, 'The *Australian Women's Weekly*, Depression and the War Years: Romance and Reality', *Refractory Girl*, 1973, no. 3, p. 11.

SOURCE 2.59 How the *Australian Women's Weekly* presented women's work



SOURCE 2.60 *Australian Women's Weekly* cover, 11 April 1942

SOURCE 2.61 *Australian Women's Weekly*, 8 December 1945

Analysis and use of sources

1 Read Source 2.54. How does this source help our understanding of the Women's Land Army?

2 Look at the photographs of working women (Sources 2.51, 2.53, 2.55 and 2.56). How do these sources assist an investigation into the roles of women during World War II?

3 Read the advertisement (Source 2.58). What was its purpose?

4 How does the government advertisement (Source 2.58) try to achieve its purpose?

5 What does the cartoon from *The Bulletin* (Source 2.57) show?

6 What is shown on the cover of the *Australian Women's Weekly* from April 1942 (Source 2.60)?

7 What was the purpose of the cover?

8 What does the AWAS recruitment poster (Source 2.52) tell us about the federal government's strategies to increase the number of soldiers outside the zone for conscripted service?

ISBN 978 1 4202 3077 2

Explanation and communication

1 What led to more Australian women joining the workforce?
2 Why did the number of women working in factories making civilian goods fall?

Evidence

1 What is Source 2.61 and when was it published?
2 What happened at this time?
3 Compare Source 2.60 with Source 2.61. How are the two covers different or similar?

Empathy

1 You are a serviceman coming home on a troopship at the end of 1945. Before you joined the armed services you worked in a factory as a welder. Write a diary entry about your hopes about work when you return home.
2 You are Mrs Dunlop (see Source 2.51). The war has ended. Write a diary entry about your hopes about your work.
3 You are the editor of the *Australian Women's Weekly*. Write a memorandum to your senior staff explaining why you chose the cover for the 8 December 1945 issue (Source 2.61).

Perspectives and interpretations

1 What attitude towards women is presented in the cartoon from *The Bulletin* (Source 2.57)?
2 How does Andree Wright's interpretation (Source 2.59) help you to understand the changing roles of women?
3 Does the cover of the *Australian Women's Weekly* from 8 December 1945 (Source 2.61) support or contest Andree Wright's view of the magazine (Source 2.59)? Explain.

ICT

1 Locate four images of women undertaking non-traditional roles during World War II. Use the four images that you find in a PowerPoint presentation to explain how and why women's roles changed during World War II. Use one image per slide.
2 Using Excel or another spreadsheet or graphing program, draw a graph to show the number of women and men doing war work in December 1941 and March 1943.

Continuity and change

1 What had changed during World War II in terms of women and work? Why?
2 At the end of World War II, what remained the same about women and paid work?

What was the significance of World War II to Australia's international relationships in the 20th century?

The Japanese entered the war on 7 December 1941, when they attacked the American naval base at Pearl Harbour in Hawaii. This drew the United States into World War II.

Japan became the most serious threat for Australia. As noted elsewhere in this chapter, in 1942, the Australian mainland was bombed and Japanese midget submarines attacked Sydney Harbour and the New South Wales coast. There was a fear among the Australian population that an invasion would occur as Japanese troops had moved swiftly south and landed in New Guinea.

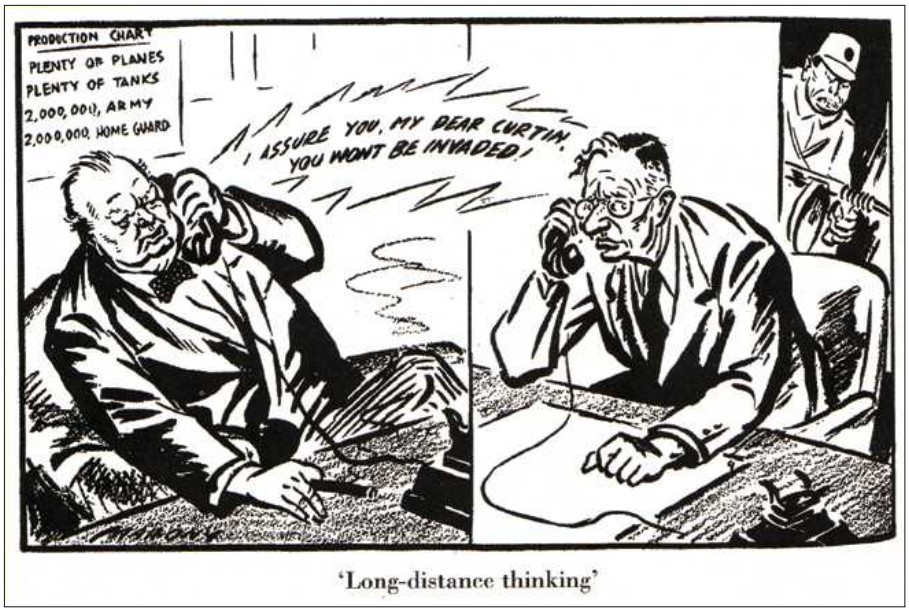
War had come to Australia at a time when its main ally, Britain, was at war in Europe. Prime Minister Curtin had recognised the need to bring Australia closer to the powerful United States and to not rely solely on Britain for protection. Source 2.62 is Curtin's announcement of his planned change in relationships.

> The Australian Government's policy has been grounded on two facts. One is that the war with Japan is not a phase of the struggle with the Axis Powers [Germany and Italy], but a new war ...
>
> Without any inhibitions of any kind, I make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom.
>
> We know the problems that the United Kingdom faces. We know the constant threat of invasion. We know the dangers of dispersal of strength. But we know, too, that Australia can go, and Britain can still hang on.
>
> We are therefore determined that Australia shall not go, and we shall exert all our energies towards shaping of a plan, with the United States as its keystone, which will give our country some confidence of being able to hold out until the tide of battle swings against the enemy.
>
> *The Herald* (Melbourne), 27 December 1941

SOURCE 2.62 Australia looks to America

In February 1942, Curtin ordered Australian troops who had completed action in the Middle East to return to Australia. This led to a dispute with Britain's prime minister, Winston Churchill.

ISBN 978 1 4202 3077 2



SOURCE 2.63 Churchill (left) takes a call from Curtin (right) in this cartoon from the *Daily Telegraph*, 1942

Churchill wanted the Australians to continue assisting with Britain's defeat of Germany. But Curtin wanted the troops to defend Australia. With the fall of the British colony Singapore, thought at the time to be invincible, Australians saw the wisdom of Curtin's decision.

The commander of Allied forces in the Pacific was the flamboyant American General Douglas MacArthur. Curtin invited MacArthur to base himself in Australia. This was a further step in Australia's changing relationship with Britain and the United States. Most Australians were happy with this partnership with the United States in the face of a Japanese invasion. But, when American troops arrived in Australian cities for R&R (rest and recreation), tensions developed. Australian men resented the Americans with their cash and attractiveness to many women. This led to numerous fights, usually fuelled by alcohol. In Brisbane, where many Americans were stationed, these fights became so large that they became known as the 'Battle of Brisbane'.

Australia's relationship with the United States was strengthened as a result of World War II. But this did not mean the traditional link to Britain was broken. Indeed, the federal government invested much time during the war trying to persuade Britain to move back into the Pacific region. In January 1944, the Canberra Pact was signed by Australia and New Zealand. This pact specifically protected British imperial interests in the South Pacific. When Menzies again became prime minister in 1949, he ensured Australia remained a loyal supporter of the British Empire.

> ... once the enormous industrial and military might of the United States had been mobilised, the contribution of small allies to the defeat of Japan was largely superfluous.
>
> Jean Beaumont, 'World War II', in *The Oxford Companion to Australian History*, 1998, p. 695

SOURCE 2.64 The United States as the great protector

SOURCE 2.65 Emblem of the Australian–American Association, formed in 1941

ISBN 978 1 4202 3077 2

SOURCE 2.66 Jac,'Hope of his side', *Daily Mirror*, 1943

ACTIVITY 20

Chronology, terms and concepts

1 Place these events in correct chronological order: Japan attacks Pearl Harbor; Curtin makes his 'Australia looks to America' announcement; signing of the Canberra Pact; fall of Singapore.

Analysis and use of sources

1 When was the report of Curtin's announcement (Source 2.62) published and what was happening at this time?

2 Why is Curtin's announcement (Source 2.62) useful to historians investigating Australia's relationship with Britain and the United States during World War II?

3 What was Curtin's likely motive when he said, 'But we know, too, that Australia can go, and Britain can still hang on'?

4 How would the fall of Singapore have influenced Australians' view of Curtin's decision to 'look to America'?

5 What is shown in the cartoon (Source 2.63)?

6 What was the purpose of this cartoon (Source 2.63)?

7 What does Jean Beaumont's analysis (Source 2.64) suggest about Australia in comparison with the United States?

8 Describe the symbols used in the emblem of the Australian–American Association (Source 2.65).

Explanation and communication

1 What led to a dispute between Curtin and Churchill?

2 What led to resentment of American soldiers?

3 Explain how and why Australia's relationship with Britain and the United States changed during World War II.

Evidence

1 Describe what is being shown in the cartoon from the *Daily Mirror* (Source 2.66).

2 What does the cartoon from the *Daily Mirror* (Source 2.66) tell us:

   a about the power of the United States

   b about Australia's relationship with the United States at the time?

Empathy

1 Imagine that you are General MacArthur and that you have just seen this cartoon in a copy of the *Daily Mirror* (Source 2.66). You decide to write a brief note to the cartoonist, Jac. What would you say?

2 Imagine that you are living in Darwin in 1943 and see this cartoon (Source 2.66) in a copy of the *Daily Mirror*. How would it make you feel?

Perspectives and interpretations

1 Menzies was the leader of the opposition when Curtin made the 'Australia looks to America' announcement. He described Curtin's announcement as 'a great blunder' that would damage Australia's ties with Britain. Why would Menzies have had this perspective?

2 Could you use the cartoon from the *Daily Mirror* (Source 2.66) to contest the view put forward in Jean Beaumont's analysis (Source 2.64)? Explain.

Continuity and change

1 What does the cartoon from the *Daily Mirror* (Source 2.66) tell us about something that has been ongoing in Australia's history? (Think about this in relation to the other cartoon, Source 2.63.)

2 What does the cartoon from the *Daily Mirror* (Source 2.66) tell us about change in Australia's history? (Think about this in relation to the other cartoon, Source 2.63.)

ISBN 978 1 4202 3077 2

History challenges

Go to OneStopDigital for internet lessons relating to this chapter.

Being creative

Write a five-paragraph newspaper article on the Japanese submarine attack on Sydney Harbour. Go to OneStopDigital to use the *Dictionary of Sydney* as a source and illustrate your article.

Getting the message across

Compare Alan Moir's cartoon (Source 2.68) with Jac's cartoon (Source 2.66).

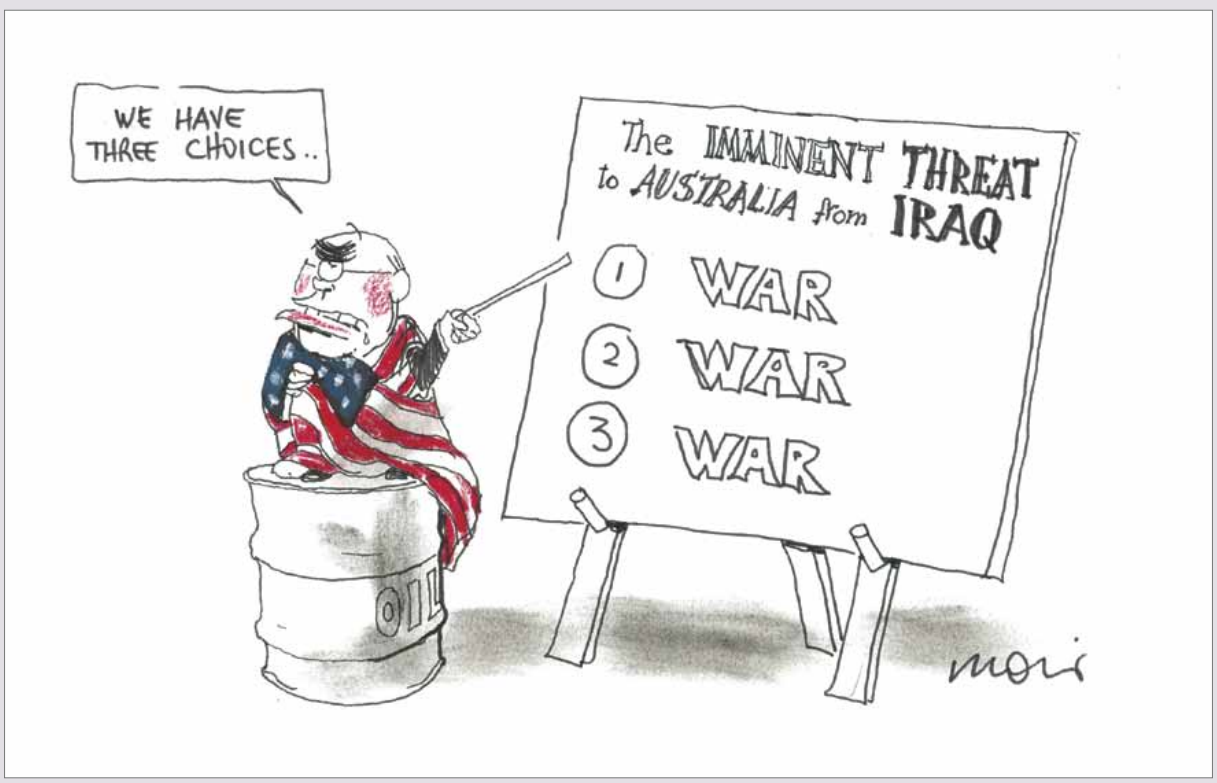
ICT

Go to OneStopDigital to visit the Sydney Jewish Museum online. Write a 400-word review of how useful the museum website is to investigate the Holocaust.

Visual communication

1 Write 100 words on how an Australian soldier on leave might feel about what is shown in Source 2.67.

SOURCE 2.67 Myer staff in Melbourne hang a portrait of General MacArthur outside the store to celebrate American Independence Day, July 1943



SOURCE 2.68 A cartoon from 2002 drawn by Alan Moir, showing the then prime minister, John Howard

ISBN 978 1 4202 3077 2

2 Write 100 words on how one of the people shown in Source 2.67 might feel about what they are doing.

Figure it out

1 Study the table of average yearly incomes (Source 2.69). Approximately how much more were men paid than women in manufacturing?

2 Did the war affect the rate of women's pay in manufacturing? Explain.

3 Create a bar graph showing men's and women's wages along the vertical (*y*) axis and years along the horizontal (*x*) axis. Use Excel or another graphing program.

Year	Male $	Female $
1939	464	208
1944	685	345
1945	666	339

Wray Vamplew (ed.) *Australians: Historical Statistics,* 1987, p. 161

SOURCE 2.69 Average yearly income in manufacturing by sex, 1939–45

Crossing cultures

Using a search engine, locate the Hiroshima Peace Memorial Museum website.

Read or listen to the testimony of two survivors of the atomic bombing of Hiroshima. Summarise their stories into a one-page account.

Talking points

Have a class discussion on the topic: 'Should people today walk along the Kokoda Track?'

Research these points before your discussion:

- the physical challenges involved
- the income created for villagers in this poor area
- the difficulty of evacuating people who are injured while hiking
- the environmental impact of visitors in this area
- how should soldiers and their deeds be remembered.

Go to OneStopDigital for group activities relating to this chapter.

SOURCE 2.70 The Hiroshima Peace Memorial Museum, shown here in 2011, opened in 1955

ISBN 978 1 4202 3077 2

Section 2

Rights and freedoms, 1945–present »

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

2

KEY TERMS

apartheid	South African social system where people of different skin colours were legally forced to live completely separate lives
genocide	the systematic extermination of a racial or national group

The rise of national independence

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

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

Gandhi developed a philosophy of non-violent resistance against racial injustice rather than armed revolution. The idea was that eventually the people trying to impose an unjust system on others would see the truth and the law would be changed. This system included the use of protests, strikes and refusing to obey unjust laws.

SOURCE S2.1 Mahatma Gandhi marches in the salt protest, 1930

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

ISBN 978 1 4202 3077 2

SOURCE S2.2 President Sukarno and his wife, Fatmawati, in a parade celebrating Indonesia's independence on 17 August 1945

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

South Africa

While most people were horrified by the thought of race-based laws after the war, having seen the genocide practised by Hitler's Germany, South Africa became a country governed by race-based laws. The racial discrimination that had existed since the English and the Dutch had first settled there became part of a complex systems of laws that governed every aspect of people's lives: where they could live, what work they could do, where they could go to school, even whom they could marry. The vast majority of the people, those of African background, had very limited choices available to them. The apartheid laws were introduced from 1948 onwards. There was considerable resistance to the laws but protestors were treated brutally. One of the most prominent examples of this was the 1960 Sharpeville massacre, where 69 people were killed by police.

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

SOURCE S2.3 Nelson Mandela speaks to a crowd in Soweto after his release from prison, 11 February 1990

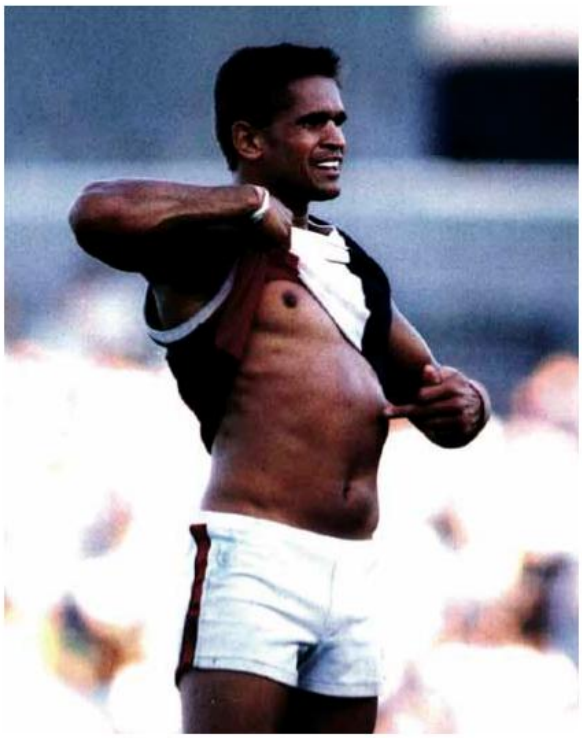
ISBN 978 1 4202 3077 2

Australia's Indigenous people

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

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

SOURCE S2.4 Land rights demonstration, Parliament House, Canberra, 30 July 1972, photograph by Ken Middleton



SOURCE S2.5 Nicky Winmar demonstrates his pride in his Aboriginality to a hostile crowd of AFL spectators, April 1993

ACTIVITY 1

Explanation and communication

1. Find a recording of Paul Kelly's song 'From Little Things, Big Things Grow'. Listen to it. Then choose a civil rights struggle—either small and local or global—and write song lyrics about it.
2. There are many prominent Aboriginal sportspeople, particularly in AFL football, but there almost none who go on to media careers. Does this mean the media discriminates against Indigenous people? Or that audiences do? Have a class discussion.

Historical questions and research

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

ISBN 978 1 4202 3077 2

Chapter 3

Rights and freedoms, 1945–present

Men and boys at Oenpelli Mission, Northern Territory, 1945

HISTORY SKILLS

In this chapter you will learn to apply the following skills:

- describe the drafting of the Universal Declaration of Human Rights and the contribution of Australia's HV Evatt
- describe accounts of the past experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families
- outline the Freedom Rides in the United States, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms
- describe the aims, tactics and outcomes of a particular event in the Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms
- investigate the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing the struggle for rights and freedoms to national attention.
- identify areas that are the focus for continued civil rights action for Aboriginal and Torres Strait Islander peoples.

© Australian Curriculum, Assessment and Reporting Authority 2012

Inquiry questions

1. What were the origins and significance of the Universal Declaration of Human Rights?
2. What was the background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms?
3. What was the United States civil rights movement and how did it influence Australia?
4. How significant were the 1962 federal right to vote and the 1967 referendum for Aboriginal and Torres Strait Islander peoples?
5. What was the significance of the Mabo decision?
6. What was the significance of Reconciliation and the *Bringing Them Home* report?
7. How did civil rights activists achieve change for Aboriginal and Torres Strait Islander peoples?
8. What has been the nature of efforts to secure civil rights and freedoms?

Introduction

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

KEY TERMS

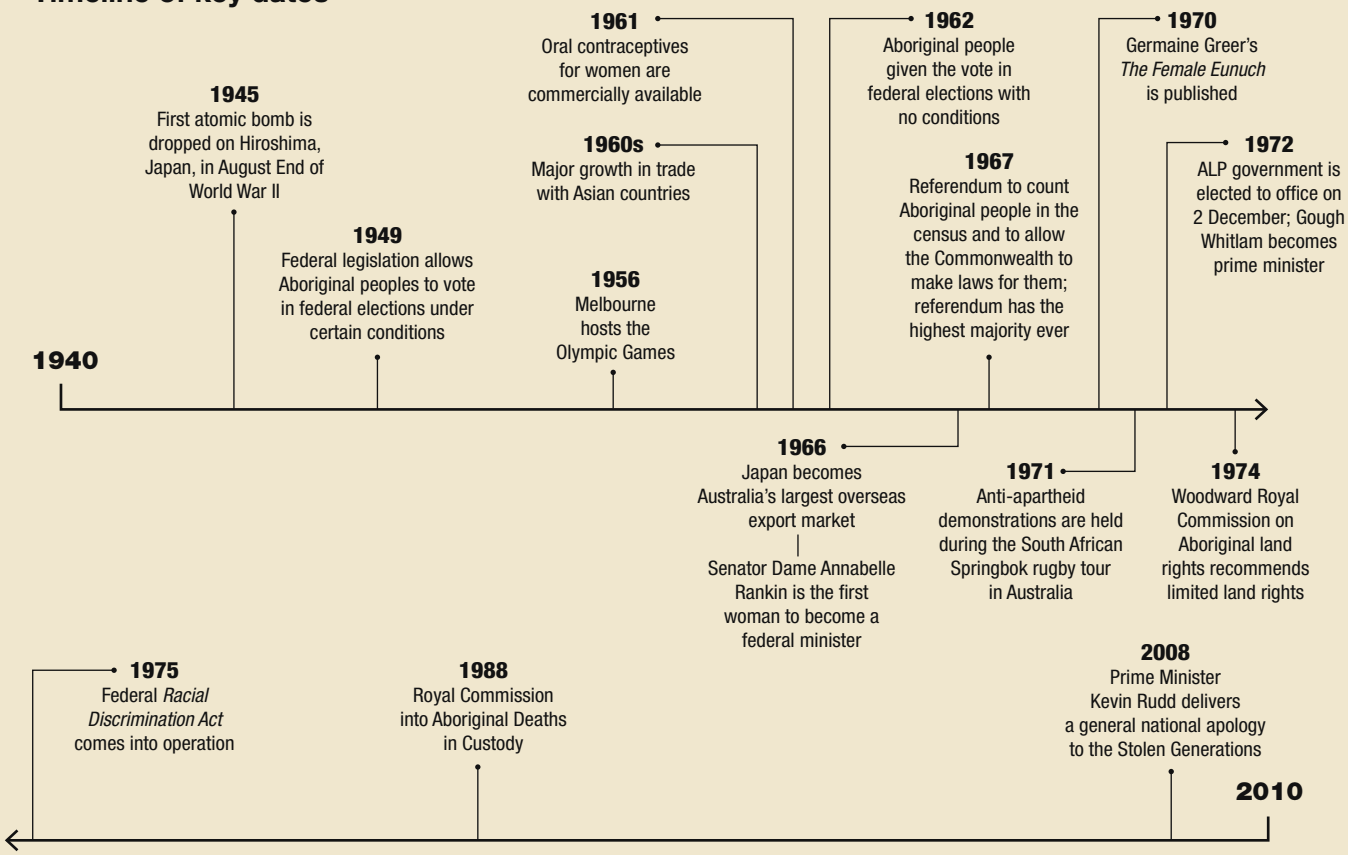
Go to OneStopDigital for podcasts relating to this chapter.

activist	a person who actively and vigorously promotes a cause
assimilation	when a person gives up their own customs and way of life to live like other people (for example, giving up Aboriginal ways for European customs)
Atlantic Charter	drafted by Britain and the US and issued in August 1941, it set out the Allied goals for the postwar world
civil rights	the rights that people in any society should have
Day of Mourning	the protest held by Indigenous people on Australia Day in 1938 to mark 150 years of oppression
Freedom Rides	bus journeys organised in the 1960s to protest against segregation in the United States and Australia
genocide	the systematic extermination of a racial or national group
human rights	the basic rights and freedoms that all human beings are entitled to
native title	recognition in Australian law of the rights of Aboriginal people and Torres Strait Islanders to land and waters under their laws and customs
Reconciliation	(in reference to Australia and Indigenous people) building mutually respectful relations between Indigenous and other Australians to foster cooperation and problem solving
segregation	separation of humans into racial groups in daily life
Stolen Generations	those approximately 100 000 Aboriginal children who were removed from their families and communities from the 1920s to the 1970s
terra nullius	the idea that Australian land had no legal owners when the Europeans first arrived

ISBN 978 1 4202 3077 2

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

Timeline of key dates



ISBN 978 1 4202 3077 2

Focus on history skills

SKILL

Perspectives and interpretations

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

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

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

Focus on history skills activities

Below and opposite are three perspectives of the same event. Read them, then answer these questions.

1. Describe the point of view of the person in Perspective 1.
2. Describe the point of view of the person in Perspective 2.
3. Describe the point of view of the person in Perspective 3.
4. How are these perspectives different?
5. Why might these perspectives be different?

PERSPECTIVE 1

When the soldiers entered our town I was so scared. They were shouting, waving their weapons and ordering us out into the street. We had no idea what would happen next. I feared that we would be shot as we had been told there would be no mercy shown to women and children by the invaders.

PERSPECTIVE 2

At last it looked like our struggle was over. The dictator of my country, our true enemy, had at last been assassinated and his army had fled. With the arrival of the Americans, I at last felt safe. The years of murder, torture and no freedom were about to end. It was to be a new beginning.

PERSPECTIVE 3

I led one of the first commando teams into the town and was part of the liberation force. We called to the people to come out of their homes. It was our aim to show that law and order had now returned, and people were now safe to carry on their daily lives without the fear of the past.

ISBN 978 1 4202 3077 2

Using timelines to gain a perspective

Perspectives help us to make sense of events. Without a perspective, we cannot make different connections between different events at different times, or even between events that happen at the same time.

Timelines can be a useful tool to help gain a perspective or to show one. While timelines usually just show the sequence in which event happened, if you divide events on either side of a timeline, you may be able to make connections that weren't clear before. For example, if political events are listed above the timeline and other events below the timeline, you may be able to see a link between various political events (such as different governments) and other events.

Focus on history skills activities

Below is a list of Australian events that occurred since the end of World War II. Decide on two categories in which to place the events, and then draw a timeline with all the events in one category listed on one side of the timeline, and all the events in the other category on the other side. What perspectives can you gain from the timeline?

1944 Liberal Party is formed in December.

1945 End of World War II

1947 Boom in immigration and the birth rate.

1947 Australian Broadcasting Commission begins broadcasting an independent news service

1948 First mass-produced motor car in Australia

1949 Liberal–Country Party elected to federal government; Robert Menzies becomes prime minister

1953 Australian Atomic Energy Commission is established

1954 Royal Tour of Australia by Queen Elizabeth and Prince Philip

1962 First university Chair of Australian Literature is established

1965 First official report on poverty, which focuses on Melbourne, by Professor Ronald Henderson

1966 Harold Holt becomes prime minister; the federal government remains a Liberal–Country Party coalition

1966 Introduction of decimal currency; there is debate on whether the new currency should be called 'dollars' or 'royals'

1968 John Gorton becomes prime minister after the disappearance of Harold Holt

1971 William McMahon becomes prime minister as the Liberal–Country Party is re-elected federally

1972 Gough Whitlam becomes the first ALP prime minister in 23 years

1975 National medical insurance scheme 'Medibank' becomes operational

1984 Royal Commission into British Nuclear Tests in Australia

ISBN 978 1 4202 3077 2

Think, Puzzle, Explore

1. Imagine you have been transported back in time to different places around the world in the second half of the last century. Close your eyes and picture the societies that people lived in then.
2. What sights and thoughts came into your head? Perhaps you thought of a person or event.
3. Draw up a list of what you remember about rights and freedoms in different societies in the second half of the 20th century.
4. Discuss in class what you remembered and draw up a class list.
5. Make another list, this time of the people and events associated with rights and freedoms in the second half of the 20th century that you would like to know more about or explore further. How might you find answers to your questions? What words could you search for on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?

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

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

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

Later, the events of World War II, especially the Nazis' attempted **genocide** of the Jews through the Holocaust (see Chapter 2, pages 49–56), shocked the international community into working together to promote peace and protect people from persecution.

Well before World War II had ended, world leaders began to work on an international agreement that would protect people from persecution and prevent future wars. Among those most responsible for the eventual founding

SOURCE 3.1 Eleanor Roosevelt, holding a poster of the Universal Declaration of Human Rights

ISBN 978 1 4202 3077 2

of the United Nations and the Universal Declaration of Human Rights were the President of the United States, Franklin D Roosevelt, and Eleanor Roosevelt, his **activist** wife.

The Four Freedoms

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

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

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

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

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

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

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

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

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

SOURCE 3.2 President Franklin D Roosevelt's Annual Address to the United States Congress, January 1941

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

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

ACTIVITY 1

Chronology, terms and concepts

1 What are human rights?

2 a Develop a chronology about the lead-up to and signing of the Universal Declaration of Human Rights.

b How did world events affect the drafting of the Universal Declaration of Human Rights?

3 Define the 'four freedoms'.

Analysis and use of sources

1 What is Source 3.2 and when was it made?

2 When did Roosevelt think that the 'four freedoms' should be attained?

3 Look at the four posters by Norman Rockwell published in *The Saturday Evening Post* (Source 3.3). Do you think they would have been effective in convincing Americans to support the war effort? Why?

Explanation and communication

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

ICT

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

ISBN 978 1 4202 3077 2

SOURCE 3.3 *The Four Freedoms*, paintings by Norman Rockwell published in *The Saturday Evening Post*, 1943

ISBN 978 1 4202 3077 2

The formation of the United Nations

President Roosevelt also sought international support for his idea of the 'Four Freedoms'. He first approached his closest allies. On 14 August 1941, at the end of a conference held on HMS *Prince of Wales* in the Atlantic Ocean, Roosevelt and British Prime Minister Winston Churchill issued a statement called the **Atlantic Charter**. In this statement, they declared that they would 'respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them'. This statement was an early international agreement between nations declaring that they would respect, and support, democratic rights for all people, including those living under totalitarian governments.

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

SOURCE 3.4 Prime Minister Winston Churchill (sitting, right) and President Franklin D Roosevelt (sitting, left) aboard the HMS *Prince of Wales*, August 1941

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

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

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

ACTIVITY 2

Chronology, terms and concepts

1 What was the 'Atlantic Charter'?
2 When was it signed?
3 What sort of governments was the Atlantic Charter challenging?
4 a Who were the four major powers?
  b What could they not agree to support?

Explanation and communication

1 Write an extended caption for the picture of Churchill and Roosevelt on board the *Prince of Wales* (Source 3.4).

ISBN 978 1 4202 3077 2

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

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

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

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

SOURCE 3.5 Evatt (right) and other members of the Australian delegation sign the Charter of United Nations, 26 June 1946

At the time, Dr Evatt said:

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

Quoted in N Harper and D Sissions, *Australia and the United Nations*, 1959, p. 255

Spotlight

Other international agreements on human rights

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

Some of the major international human rights agreements are:

1948 The Convention on the Prevention and Punishment of the Crime of Genocide
1965 The International Convention on the Elimination of All Forms of Racial Discrimination
1966 The International Covenant on Civil and Political Rights
1966 The International Covenant on Economic, Social and Cultural Rights
1979 The International Convention on the Elimination of Discrimination Against Women
1984 The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
1984 The Convention on the Rights of the Child
2007 The Declaration on the Rights of Indigenous Peoples

ACTIVITY 3

Explanation and communication

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

Historical questions and research

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

ISBN 978 1 4202 3077 2

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

3 Go to OneStopDigital to learn more about Dr Evatt. Write a 300-word biography.

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

The Stolen Generations

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

Aboriginal children were taken away from their families and communities because of white Australians' belief in the superiority of European culture. The removal of Aboriginal children from their families was not just something that happened in the 1920s and 1930s. Source 3.10 shows protestors outside Taree Court House in 1972. The protest is because a magistrate had decided that Aboriginal children should be taken from their mother—who is one of the protestors—because the courts did not approve of how the woman was bringing up her children.

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

SOURCE 3.6 Aboriginal children at the United Aborigines' Mission at Colebrook Home, Quorn, South Australia, c. 1936

ISBN 978 1 4202 3077 2

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

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

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

SOURCE 3.7 Aboriginal children as state wards

SOURCE 3.9 Margaret Kay at Cootamundra Girls' Home, 1923

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

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

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

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

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

SOURCE 3.8 Impacts of life at the homes

ISBN 978 1 4202 3077 2

SOURCE 3.10 Demonstration outside the Taree Court House, 1972

ACTIVITY 4

Analysis and use of sources

1 When was the Aboriginal Protection Board set up?

2 From Source 3.7, what happened to Aboriginal children at the age of 15?

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

4 Why were the children paid little for their work?

5 In what way was this policy paternalistic?

6 Examine Source 3.9.

- **a** Who do you think would have taken this photograph? (An Aboriginal person? A person working for the Aboriginies' Protection Board?)
- **b** Describe the way in which Margaret Kay is dressed.

7 From Source 3.8, what was the overall impact of life in the homes?

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

9 What was work like for children at Cootamundra?

10 What was the official attitude to the children?

11 What did most of the children become?

Evidence

1 Compare Source 3.8 with the photograph of Margaret Kay. Would you describe the photograph as an official source? Explain.

Empathy

1 Assume that you are the girl in Source 3.9. Write a letter home to your mother describing conditions at Cootamundra Girl's training school. You could include a description of the day you were photographed and your feelings about being away from home.

Perspectives and interpretations

1 The protest shown in Source 3.10 is because of a magistrate's decision to split up an Aboriginal family. Using the other sources, list the attitudes, policies and practices that may have influenced the magistrate to come to this decision.

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

ISBN 978 1 4202 3077 2

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

Many of the Stolen Generations never saw their families again, while others only found their families when they were adults. The consequences have been devastating for these people and their families and friends. Source 3.12 tells of one Aboriginal person's experience.

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

SOURCE 3.11 The policy of child removal

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

SOURCE 3.12 A stolen child remembers

SOURCE 3.13 Silvia, Louise and Marjorie, members of the Stolen Generations, holding a photograph of their parents during the Apology at Parliament House, 13 February 2008

ACTIVITY 5

Analysis and use of sources

1. Under what types of laws were Aboriginal and Torres Strait Islander children separated from their families?
2. Using Source 3.11, list three reasons for the removal of Aboriginal and Torres Strait Islander children.
3. Where were children taken when they were removed from their families?
4. Read Source 3.12. Why was the author so unhappy?
5. Read about the White Australia policy (Chapter 6, pages 216–217). Why did Aboriginal children pose a threat to White Australia?
6. Why do you think the term 'Stolen Generations' is used rather than 'Stolen Children'?

Explanation and communication

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

ISBN 978 1 4202 3077 2

Historical questions and research

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

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

1. What was the name of the inquiry into the Stolen Generations run by the Human Rights and Equal Opportunity Commission?
2. What were the four terms of reference of the inquiry?
3. What are the Link-Up organisations?
4. Why were they formed?
5. Why is the removal of Aboriginal children considered by many commentators to be genocidal? In order to answer this question, you must first define the term 'genocide'.
6. Do you think that the policy of removing Aboriginal children from their families was a racist policy? Write a five-paragraph essay explaining the reasons for your opinion and referring to evidence to support it.

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

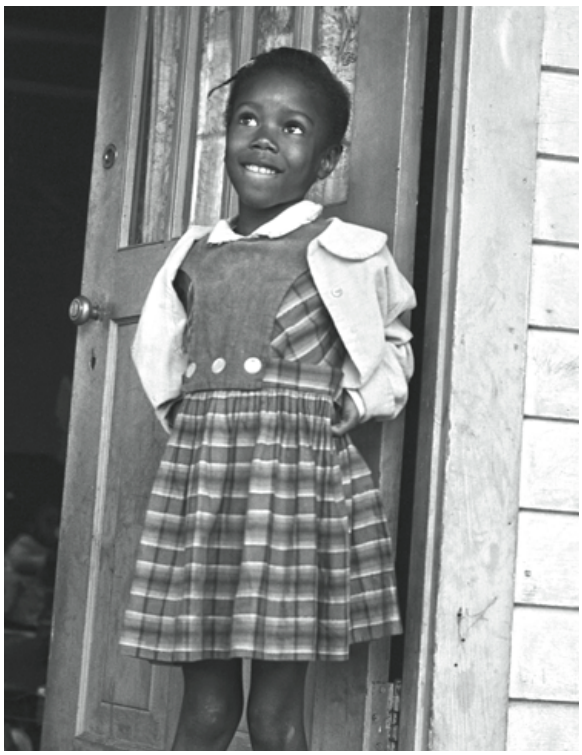
Beginning in the late 1950s, a movement of civil rights activists worked to end officially supported **segregation** in the southern states of the United States. This movement included some of the most famous and influential people in American history, like Martin Luther King Jr, as well as millions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

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

Ending segregation in education

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

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



SOURCE 3.14 Ruby Bridges in New Orleans in November 1960

ISBN 978 1 4202 3077 2

SOURCE 3.15 James Meredith walking to class at the University of Mississippi, accompanied by US marshals

ACTIVITY 6

Chronology, terms and concepts

1 Define 'Jim Crow laws'.

2 Make a timeline for the civil rights movement.

Explanation and communication

1 What was the *Brown v Board of Education* decision?

Historical questions and research

1 Go to OneStopDigital and answer the following questions.

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

2 Use the internet (including the website of the United States Marshals at OneStopDigital) to answer the following questions.

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

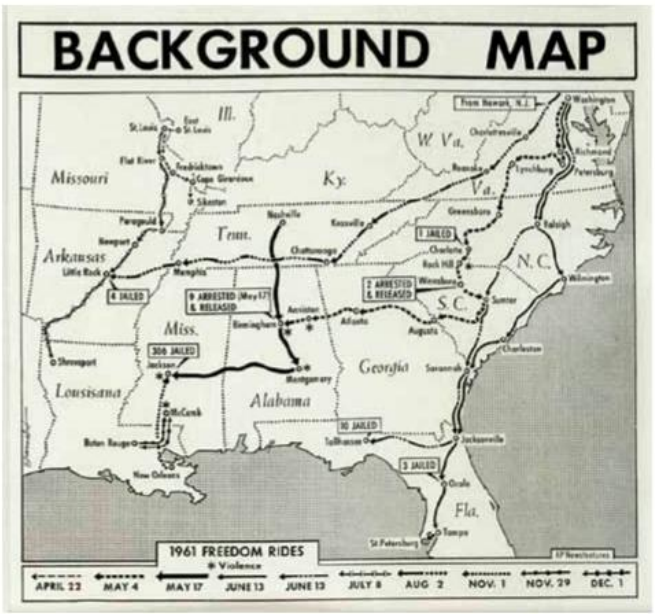
Ending segregation in American public transport: the Freedom Rides

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

ISBN 978 1 4202 3077 2

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

SOURCE 3.16 Members of the 'Washington Freedom Riders Committee', en route to Washington from New York; signs hang from bus windows to protest segregation



SOURCE 3.17 Map of the Freedom Rides in the United States. This map is also viewable at OneStopDigital.

ACTIVITY 7

Chronology, terms and concepts

1 What were 'Freedom Rides'?

2 What was the Ku Klux Klan?

SOURCE 3.18 Freedom Riders Jimmy McDonald, left, and Hank Thomas and regular passenger Roberta Holmes sit in front of the burned-out shell of a 'Freedom Bus' on 14 May 1961

ISBN 978 1 4202 3077 2

Empathy

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

Rosa Parks and Martin Luther King Jr

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

SOURCE 3.19 Rosa Parks is fingerprinted at a police station after her arrest in 1955

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

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

ACTIVITY 8

Explanation and communication

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

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

Spotlight

The dream of Martin Luther King Jr

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

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

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

SOURCE 3.20 Martin Luther King Jr delivers his address at the Lincoln Memorial in Washington on 28 August 1963

ISBN 978 1 4202 3077 2

SOURCE 3.21 Bill Onus, President of The Victorian Aborigines' Advancement League, was the only Indigenous person to take part in the march for Aboriginal Rights referendum, 29 May 1976

ACTIVITY 9

Explanation and communication

1 Go to OneStopDigital to read Martin Luther King Jr's 'I have a dream' speech. Design or describe a poster that captures part of King's speech.

The Australian Freedom Rides

On 6 May 1964, Australian students, shocked by the attacks on activists in the United States, staged a protest in front of the American consulate in Sydney. They burnt a cross in protest and dressed up like members of the Ku Klux Klan.

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

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

The Freedom Rides became a big news story, exposing the racial segregation that existed in Australia. They also became an inspiration for a generation of Aboriginal activists. (Read more about the Freedom Rides in a later section in this chapter, pages 123–125.)

ACTIVITY 10

Historical questions and research

1 Use the information on OneStopDigital to draw a map of the route of the Australian Freedom Ride, similar to the map in Source 3.17.

2 Using the internet for research, write a 300-word biography of *one* of these civil rights activists:
   - **a** Rosa Parks
   - **b** Martin Luther King Jr
   - **c** Charles Perkins.

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

Indigenous Australians and the federal vote, 1962

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

In 1949, Aboriginal people in New South Wales, Victoria, Tasmania and South Australia

ISBN 978 1 4202 3077 2

achieved the right to vote in federal elections without having to be a property owner or any other sort of restriction. The ALP government passed a law that allowed anyone who could vote in state elections to vote in federal ones. Queensland and Western Australia had state laws that did not allow Aboriginal people and Torres Strait Islanders to vote, and these laws continued to operate until 1962. In the Northern Territory, Indigenous Australians were also prevented from voting until 1962.

In paragraph 77 the committee recommended—

1 That the right to vote at Commonwealth elections be accorded to all aboriginal and Torres Strait islander subjects of the Queen, of voting age, permanently residing within the limits of the Commonwealth.

2 That, for the time being, the enrolment of aborigines and Torres Strait islanders be voluntary, but when enrolled, compulsory voting be enforced.

... The government wants to ensure that enrolment of the natives is entirely voluntary and that no undue influence or pressure is used by political parties or other interested bodies to induce the natives in respect of their enrolment or non-enrolment or in the exercise of their franchise ...

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

SOURCE 3.22 Parliamentary Committee on extending the franchise to Aboriginal people and Torres Strait Islanders, 1962

ACTIVITY 11

Analysis and use of sources

1 Legally, from what date could Aboriginal and Torres Strait Islander people vote in Australia?

2 What were some of the factors that stopped Aboriginal and Torres Strait Islander people from voting in elections?

3 Read Source 3.22. What were the parliamentary committee's recommendations regarding the voting rights of Indigenous people?

4 Did these recommendations give Indigenous people equal rights? Explain.

5 In what way was the granting of voting rights to Indigenous people in 1962 paternalistic—like a parent giving something to a child—rather than recognising Aboriginal people as equals?

The 1967 referendum

Background

Aboriginal organisations had called for amendments to remove discriminatory references to Aboriginal peoples in the Australian Constitution for many decades. It had been one of the demands at the conference held on the 1938 **Day of Mourning**. In 1962, an activist group, the Federal Council for Aboriginal Advancement, launched a campaign for a constitutional referendum. Source 3.24 is an extract from their petition.

Aboriginal peoples and organisations campaigned all over Australia for a constitutional referendum to be held. Oodgeroo Noonuccal was one of these campaigners. She travelled around the country to talk to Aboriginal Australians about the petition and to gather wider community support and media coverage. Noonuccal reflects on her campaign in Source 3.23.

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

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

In Gordon Bryant Papers, National Library of Australia

SOURCE 3.23 Oodgeroo Noonuccal on the referendum campaign

Go to OneStopDigital to watch a video showing the activists in the Federal Council of Aboriginal Advancement describing the push for the 1967 referendum.

ISBN 978 1 4202 3077 2

The Australian constitution at present provides:—
Section 51—Legislative Powers of Parliament: The Parliament shall, subject to this Constitution, have power to make laws for the peace, order and good government of the Commonwealth with respect to:—
Clause XXVI—The people of any race, other than the Aboriginal race in any State, for whom it is deemed necessary to make laws.
Section 127—Census: In reckoning the numbers of people of the Commonwealth or of a State, or other part of the Commonwealth, Aboriginal natives shall not be counted.
The Council maintains that these examples of racial discrimination should be removed.

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

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

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

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

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

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

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

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

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

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

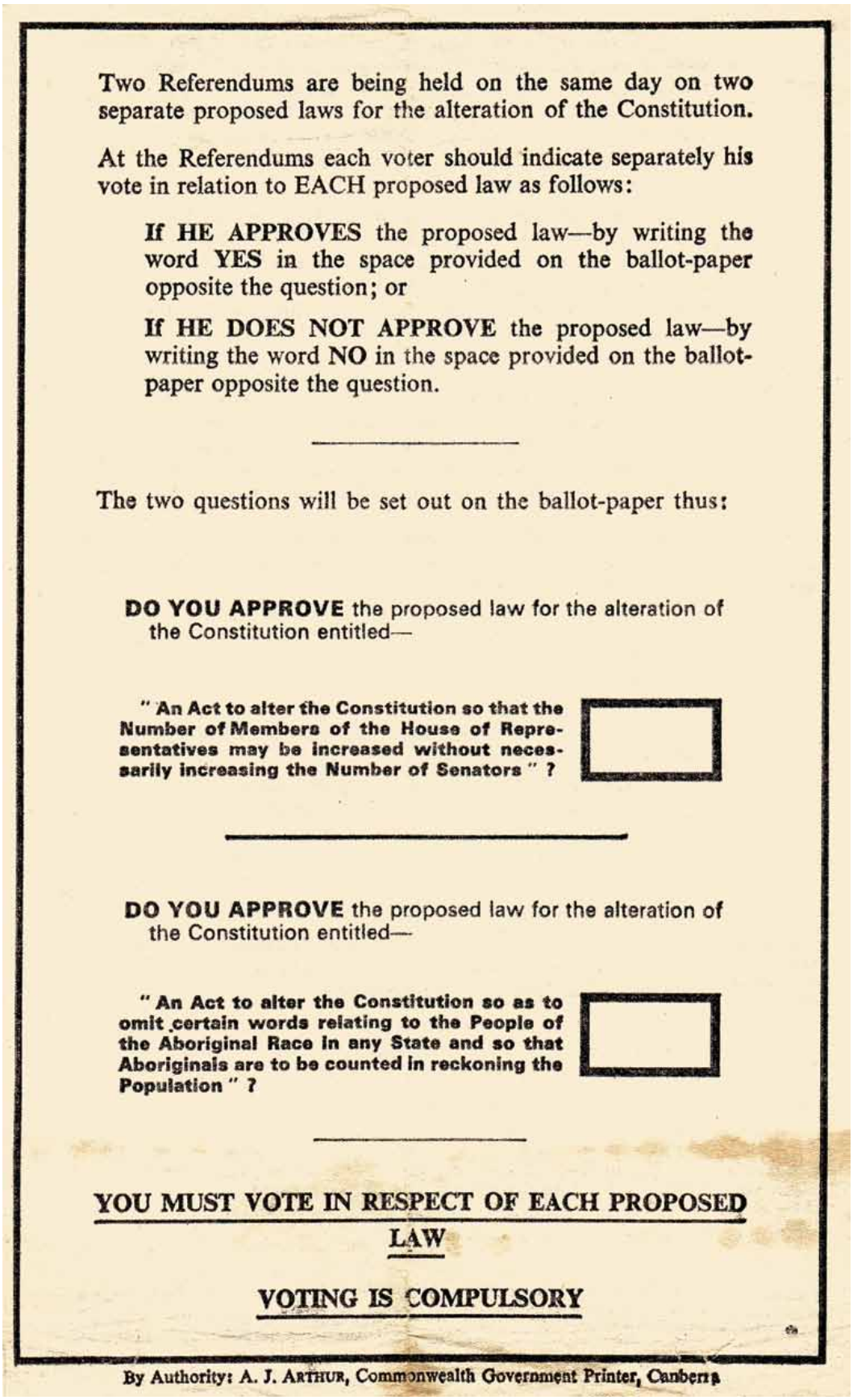
Australia has a responsibility to educate Aborigines and integrate them into the economic life of the community ... It is difficult to see how this responsibility can be met if accurate information is not obtained as to how many Aborigines are living in each locality ...

SOURCE 3.24 Federal Council for Aboriginal Advancement petition, 1962

The referendum and its results

In 1967, a constitutional referendum was held. One of the two questions asked was whether the discriminatory references to Aboriginal peoples in Sections 51 and 127 of the Constitution should be removed (see Source 3.25). The vote in favour of this amendment was 89 per cent. Both in the 1960s and today, the referendum has frequently been seen as having provided full citizenship to Aboriginal Australians. The constitutional changes did not in fact directly provide any new rights to Aboriginal peoples. But the changes were a very important symbolic victory.

ISBN 978 1 4202 3077 2



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

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

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

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

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

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

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

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

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

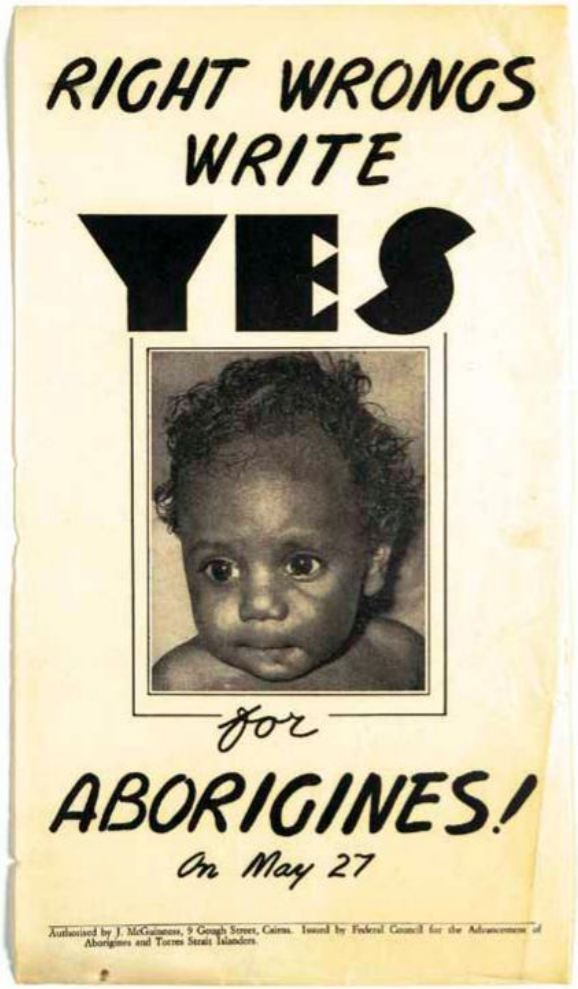
YOU MUST VOTE IN RESPECT OF EACH PROPOSED LAW

VOTING IS COMPULSORY

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

SOURCE 3.25 The 1967 referendum ballot paper

ISBN 978 1 4202 3077 2



SOURCE 3.26 Flyer for the 1967 referendum

ACTIVITY 12

Analysis and use of sources

1 Read Source 3.25.
   - **a** What were the two sections referring to Aboriginal peoples that were altered in the constitutional referendum in 1967?
   - **b** What was the effect of these two changes to the Constitution?
   - **c** What percentage of voters supported the removal of the references to Aboriginal peoples in the Constitution at the 1967 referendum?
   - **d** What were the reasons that the FCAA used to argue for these amendments to the Constitution?

2 Refer to Source 3.23.
   - **a** What was Oodgeroo Noonuccal's opinion of the level of knowledge that white Australians had about Aboriginal peoples and issues in the late 1960s?
   - **b** Do you think that she would have the same opinion today?

3 Refer to Source 3.24. Mark the following statements 'true' or 'false':
   - **a** An Aboriginal person who moved from New South Wales to Queensland lost the right to vote in state elections.
   - **b** An Aboriginal person who moved from South Australia to Victoria lost the right to own property.
   - **c** An Aboriginal person who moved from Western Australia to New South Wales gained the right to drink alcohol.
   - **d** An Aboriginal person who moved from New South Wales to Victoria lost the right to marry freely.
   - **e** An Aboriginal person who moved from New South Wales to any other state or territory lost the right to move around freely.

Explanation and communication

1 Write a one-page biography of Oodgeroo Noonuccal. Use at least one of the sources listed at OneStopDigital.

Empathy

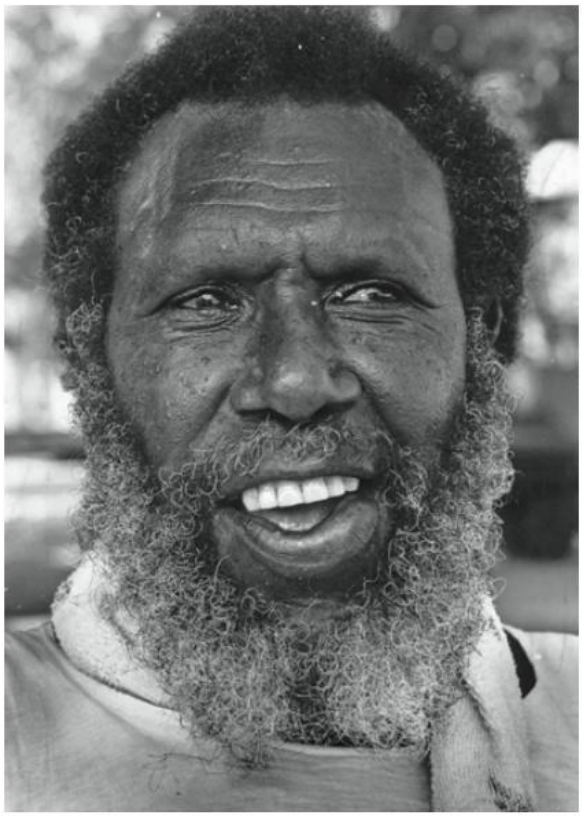
1 Use Source 3.26. Imagine you are an Aboriginal artist who designed this flyer. What does your flyer mean? And what motivated you to design it?

What was the significance of the Mabo decision?

The Mabo decision

In 1982, 'Eddie' Koiki Mabo, along with four other Meriam people from Mer Island in the Torres Strait, began a case in the High Court. They sought recognition of their traditional ownership of the island. On 3 June 1992, six months after Eddie Mabo's death, the High Court handed down its decision (see Source 3.28). The High Court recognised the Mer Islanders' traditional ownership of the land. In doing this, they overturned the legal idea of ***terra nullius***; *terra nullius* was found to be a legal fiction. The term **native title** was used by the High Court to describe traditional ownership of land before the arrival of Europeans.

ISBN 978 1 4202 3077 2



SOURCE 3.27 Eddie Mabo

> As England expanded its rule over other people's territories over the centuries, English law generally recognised pre-existing rights in relation to those lands. This was the experience in relation to Ireland and Wales, and later in Asia, Africa, the Americas and the Pacific. However, in Australia's case the colonial authorities refused to acknowledge that the indigenous peoples had any legal rights in land, preferring instead to see the land as 'terra nullius'—land belonging to no-one. Australia seemed to remain the exception until the High Court in *Mabo v. Queensland (No. 2)* on 3 June 1992 declared that Australian law recognised the title of Indigenous Australians to their traditional lands and waters.
>
> Aboriginal and Torres Strait Islander Commission, *Native Title Amendment Bill 1997: Issues for Indigenous Peoples*

SOURCE 3.28 Land belonging to no-one

Go to OneStopDigital to watch a video of members of the Kimberley Land Council talking about indigenous relationships to the land and the Mabo High Court decision.

ACTIVITY 13

Explanation and communication

1. Who took the case that led to the Mabo decision to the High Court?
2. What were they seeking legal recognition of?
3. Did the High Court decide in their favour?
4. What did the High Court ruling recognise?
5. What do you think the term 'legal fiction' means?
6. Explain, in your own words, *terra nullius*.
7. Write a one-page biography of Eddie Mabo. You may be able to locate a copy of the 2012 ABC TV telemovie *Mabo* or the 1990 documentary *Mabo, Life of an Island Man* to watch. The following titles would also be useful:

   Encyclopedia of Aboriginal Australia

   The Oxford Companion to Australian History

Historical questions and research

1. Research the recognition of indigenous land rights in one other country. For instance, you could research New Zealand, Canada or the United States.
2. Use your research and the information in this unit. How do you think Australia compares with other countries in terms of its recognition of Indigenous peoples' rights?

ICT

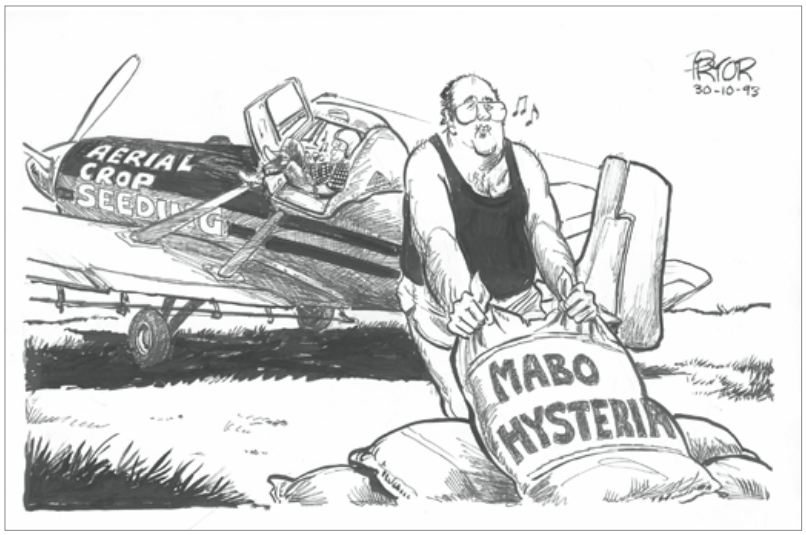
1. Find footage created by Aboriginal and Torres Strait Islander people about Eddie Mabo on YouTube. What insight does this give you about the significance of the Mabo decision for Indigenous people?

Native title

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

Native title exists where Aboriginal communities can show continuous connection to their traditional lands through traditional law and custom since the time of European arrivals. This is often difficult, given the history of forced movement and forced **assimilation** that Aboriginal peoples have suffered. Many Aboriginal Australians have no rights under

ISBN 978 1 4202 3077 2



SOURCE 3.29 Geoff Pryor's 1993 cartoon showing Peter Reith, shadow federal treasurer in the Liberal–National opposition

> Native title is the term used to describe the recognition in Australian law of the rights of Aboriginal people and Torres Strait Islanders to land and waters under their laws and customs ...
>
> To indigenous peoples land represents much more than an economic asset, although it is this as well. The land is the basis for the creation stories, for religions, spirituality, art and culture. It is also the basis for relationships between people and with earlier and future generations. The loss of land, or damage to land, can cause immense hardship to indigenous peoples.
>
> Aboriginal and Torres Strait Islander Commission, *Native Title Amendment Bill 1997: Issues for Indigenous Peoples*

SOURCE 3.30 Native title

the *Native Title Act*. This includes many people of the Stolen Generations. As with land rights, native title can only be claimed over Crown and other public lands. Freehold land—land that is privately owned—is not open to native title claims.

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

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

SOURCE 3.31 Denise Morgan Bulled giving evidence at the Yorta Yorta Native title claim, November 1996

ISBN 978 1 4202 3077 2

SOURCE 3.32 Geoff Pryor's 1997 cartoon showing National Party politician and Deputy Prime Minister Tim Fischer speaking to Prime Minister John Howard by phone

> Overall, Indigenous interests have lost out to those of the state/territory governments, miners and pastoralists. The best that can be said about the NTAA is that it is not as bad as it was going to be. This will not be much comfort to those native title holders whose traditional country is covered by GHPLs [pastoral leases] in Queensland, for example. They have been denied their day in court, the possibility of interim statutory access rights and any effective say over mining on their traditional country. From this perspective, Noel Pearson's response to the characterisation of the [Prime Minister John] Howard/[Senator Brian] Harradine agreement as a compromise is understandable. He said: (paraphrasing) don't expect us to be thankful that you only cut one of our legs off, just because you originally had planned to cut both off.
>
> Paul Burke, 'Evaluating the *Native Title Amendment Act* 1998', *Australian Indigenous Law Reporter* 28 1998 3(3), p. 33

SOURCE 3.33 The effect of changes to the *Native Title Act*

ACTIVITY 14

Chronology, terms and concepts

1. When was the *Native Title Act* passed?
2. What land can native title claims be made over?
3. What form can native title take?
4. Read Source 3.30. To what does the term 'native title' refer?
5. What led to the creation of the *Native Title Act*?
6. In your own words, describe what the land means to Indigenous peoples.
7. What do Aboriginal communities have to demonstrate in order to claim native title?

Analysis and use of sources

1. a. Use Source 3.33. In your own words, what was Paul Burke's assessment of the impact on the *Native Title Amendment Act*?
   b. What was Noel Pearson's view of the *Native Title Amendment Act*?
2. a. Use Source 3.32. Who is driving the bulldozer and what was his position in government?
   b. Who is the 'John' referred to in the cartoon?
   c. What is Geoff Pryor's view of the *Native Title Amendment Act* as shown in this cartoon? Explain.
   d. In this view, how successful was the Mabo decision?

Evidence

1. What is the view being presented in Source 3.29?
2. What other sources in this section support this view?
3. Why did it do this?

ISBN 978 1 4202 3077 2

Perspectives and interpretations

1 How might a pastoralist respond to Source 3.32? Explain.

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

3 Look at Source 3.29. What is the cartoonist's perspective on the Mabo decision? What is his view on how the Liberal Party regarded the Mabo decision?

Historical questions and research

1 Source 3.31 shows a part of the proceedings of the Yorta Yorta native title claim.

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

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

   or

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

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

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

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

The key findings of the Inquiry were:

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

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

SOURCE 3.34 Main findings of the *Bringing Them Home* Inquiry

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

ACTIVITY 15

Chronology, terms and concepts

1 Define 'systemic'.

2 What is genocide?

Analysis and use of sources

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

2 Where were Indigenous children placed?

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

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

ISBN 978 1 4202 3077 2

5 a Has the removal of children ended?

b In what way is it continuing today?

Historical research and questions

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

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

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

a Find out what the Commission's role is.

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

What is Reconciliation?

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

> The laws, policies and practices which separated Indigenous children from their families have contributed directly to the alienation of Indigenous societies today.
>
> ... In no sense has the Inquiry been 'raking over the past' for its own sake. The truth is that the past is very much with us today, in the continuing devastation of the lives of Indigenous Australians. That devastation cannot be addressed unless the whole community listens with an open heart and mind to the stories of what has happened in the past and, having listened and understood, commits itself to reconciliation.
>
> Australian Human Rights and Equal Opportunity Commission, *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*

SOURCE 3.35 The need for Reconciliation

> ... true reconciliation between the Australian nation and its indigenous peoples is not achievable in the absence of acknowledgment by the nation of the wrongfulness of the past dispossession, oppression and degradation of the Aboriginal peoples ...
>
> The present plight, in terms of health, employment, education, living conditions and self-esteem, of so many Aborigines must be acknowledged as largely flowing from what happened in the past ...
>
> ... it is apparent that recognition of the need for appropriate redress for present disadvantage flowing from past injustice and oppression is a pre-requisite of reconciliation ...
>
> Quoted in Australian Human Rights and Equal Opportunity Commission, *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*

SOURCE 3.36 Governor-General Sir William Dean, August 1996

> I thought that telling my story would be my way of being part of reconciliation for my ancestors who've gone, for the family that's still here and for my future family. I recognised in telling my story, that family was the only thing that I ever wanted in my life ... I did it for me, for family and for Australia, for Australians, and for our future. I told my story so that children are never hurt in this way in this country again ...
>
> With reconciliation being talked about, I kept thinking that you couldn't reconcile without knowing and understanding history and what you were or are trying to reconcile from that history. I knew my story was part of that history just like the other stories were and are part of history. When I told my story it wasn't only about what happened to me, Pamela, but something that happened to other people, something that Australia had denied, its past, its history.
>
> In Bronwyn Fredericks, 'Reflections on the Challenges with the *Bringing Them Home* Oral History Project', *Oral History Association of Australia Journal*, no. 28, 2006, pp. 17–21

SOURCE 3.37 Why Pamela Croft participated in the *Bringing Them Home* report

ACTIVITY 16

Analysis and use of sources

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

2 Use Sources 3.36 and 3.37. What do they suggest is needed to achieve Reconciliation?

3 Refer to Source 3.37.

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

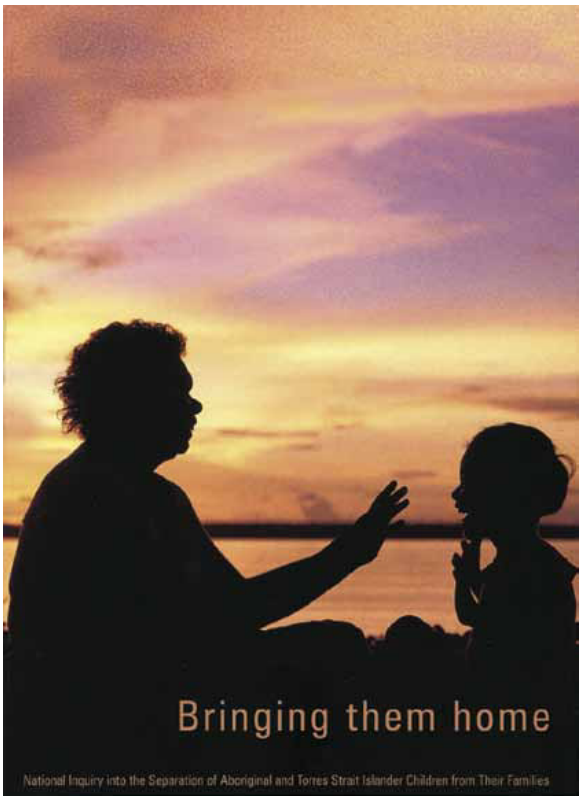
b What effect might first-person accounts like Pamela's have on the reader?

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

ISBN 978 1 4202 3077 2

Explanation and communication

1 What is the relationship between the two people in the image used on the cover of the *Bringing Them Home* report (Source 3.38)?



SOURCE 3.38 Cover of the *Bringing Them Home* report

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

3 Think about the themes of the report as described in Source 3.35 and imagine you are given the task of designing a new cover. Draw or describe what it would look like and explain what you are trying to say to the audience with your design.

Recommendations and impact of the report

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

SOURCE 3.39 Thousands march for Reconciliation across the Sydney Harbour Bridge

Among the report's 54 recommendations to be instigated or put into action soon after its submission was commemoration in the form of a national 'Sorry Day'. The first was held in 1998 and it continues to be celebrated annually on 26 May to commemorate the history of forcible removals and its effects.

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

ISBN 978 1 4202 3077 2

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

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

Look up Prime Minister Kevin Rudd's Apology to the Stolen Generations at OneStopDigital.

ACTIVITY 17

Analysis and use of sources

1 Use Source 3.39.
   - a How is a bridge a symbol of Reconciliation?
   - b In the image, what do the signs that people are holding say? What do you think they mean? Who are they for?

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

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

4 a What does Kevin Rudd apologise for?
   - b What was the significance of the Apology for Indigenous people?

Reparation

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

Reparation should consist of

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

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

SOURCE 3.40 Recommended components of reparations

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

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

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

1999 Queensland formally apologised to the Stolen Generations.

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

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

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

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

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

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

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

SOURCE 3.41 Parliamentary reparations timeline

ISBN 978 1 4202 3077 2

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

> What I am against is a repudiational reconciliation, if I can put it that way, something that involves repudiation of the past.
>
> Obviously, there were great injustices done to Indigenous people in the past, but I have never been willing to embrace a formal national apology, because I do not believe the current generation can accept responsibility for the deeds of earlier generations. And there's always been a fundamental unwillingness to accept, in this debate, the difference between an expression of sorrow and an assumption of responsibility.

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

SOURCE 3.42 John Howard radio interview, 17 October 2007

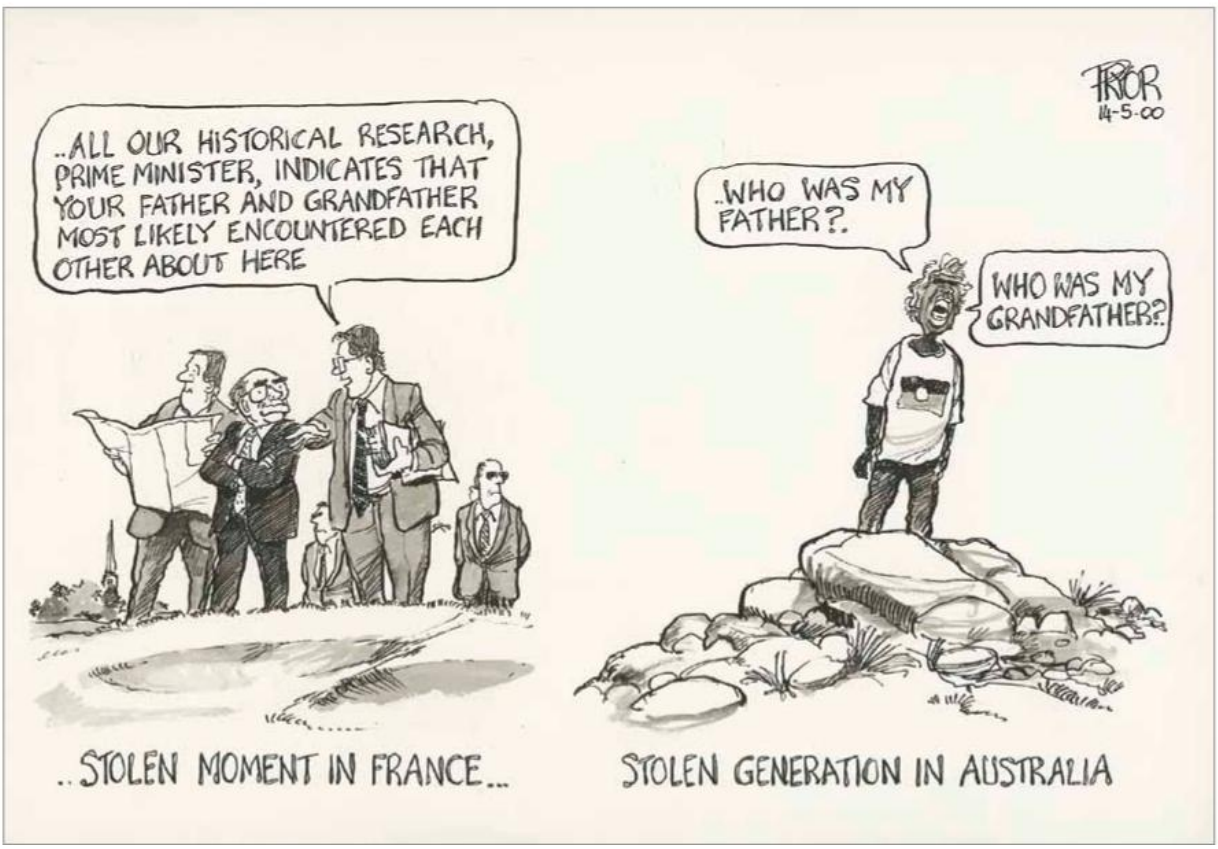
ACTIVITY 18

Chronology, terms and concepts

1. Define 'reparation'.
2. Define 'redress'.
3. Use Source 3.41. Make a timeline for 'parliamentary reparations'.

Analysis and use of sources

1. Refer to Source 3.42.
   - a. Does the prime minister acknowledge injustices towards the Indigenous people?
   - b. Does he apologise for these injustices? If not, why not?
   - c. Refer to Sources 3.40 and 3.42. Can reparations be met with acknowledgement but not responsibility? Pretending you are on the radio (either as John Howard or the interviewer), write a paragraph explaining why this is your view.
2. Refer to Source 3.43.
   - a. Who does the figure on the right-hand side represent?



SOURCE 3.43 A 2000 cartoon by Geoff Pryor, showing Prime Minister John Howard in France

ISBN 978 1 4202 3077 2

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

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

3 Refer to Source 3.41.

a Which events in the list of components (Source 3.40) might Source 3.41 be referring to?

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

Historical questions and research

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

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

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

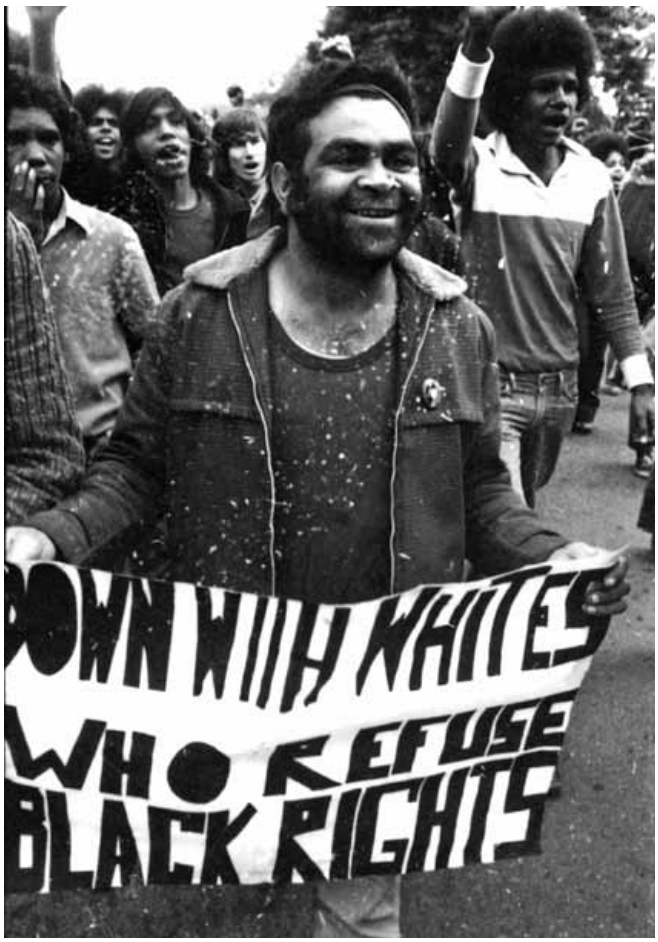
b When was it implemented and why?

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

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

Aboriginal rights

Aboriginal peoples have been fighting for their rights since the beginning of the European invasion of this continent. Organised protests, such as the strikes on Coranderrk station in the 1870s and the Day of Mourning in the 1930s, have been one way that they have fought for their rights. In the 1960s, the rest of Australia began to take more notice of Aboriginal Australians and their supporters' continuing fight against legal, economic and social discrimination (see Source 3.44). Media coverage helped their cause. Newspaper reports and moving images on television had significant impacts on public opinion. By 1970, the Aboriginal protest movement had begun to be successful in a number of its aims.



SOURCE 3.44 Protester at a land rights demonstration, Parliament House, Canberra, 1972

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

ISBN 978 1 4202 3077 2

wished, vote in elections and own property. They were entitled to award wages and to control their own children.

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

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

The council focussed on supporting state and community political activism and leading the fight throughout Australia for the end of discriminatory laws against Aboriginal people. It argued for the need for Aboriginal Australians to have the same rights of citizenship as other Australians. Source 3.45 contains an abbreviated version of the general principles adopted at the conference that established the Federal Council for Aboriginal Advancement in 1958.

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

Federal Council for Aboriginal Advancement, May 1958

SOURCE 3.45 Five basic principles of the Federal Council for Aboriginal Advancement

ACTIVITY 19

Chronology, terms and concepts

1 When was the Federal Council for Aboriginal Advancement formed?
2 Name three Aboriginal people who were involved in the Federal Council for Aboriginal Advancement.
3 Read Source 3.45. In your own words, describe the five basic principles set out by the Federal Council for Aboriginal Advancement.

Explanation and communication

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

Historical questions and research

1 One important organisation in the fight for Aboriginal rights in this period—the Federal Council for Aboriginal Advancement—has been discussed. Name three others and provide a one-paragraph description of each of them. Below is a short bibliography of useful books to start you off.
   - *Australian Encyclopedia*
   - Richard Broome, *Aboriginal Victorians*
   - *Encyclopedia of Aboriginal Australia*
   - Jack Horner, *Vote Ferguson for Aboriginal Freedom*
   - Nigel Parbury, *Survival: A History of Aboriginal Life in New South Wales*

The Freedom Ride

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

The aim of the bus tour was to publicise the discrimination against Aboriginal people that continued to exist in country towns. For example,

ISBN 978 1 4202 3077 2

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

In a letter to Mr Kingsmill, the chairman of the New South Wales Aborigines Welfare Board, Charles Perkins set out the aims of the tour (Source 3.46). Some years after the tour, Chicka Dixon explained the aims in rather different language (Source 3.47).

> The main objective of the whole tour would be a comprehensive survey of Aboriginal life in the main towns visited. This would be under factors such as: (1) Housing (2) Education (3) Employment (occupation—income) (4) Health (5) Attitudes—European and Aboriginal ... SAFA [Student Action for Aborigines] proposes also to integrate certain theatres, swimming pools etc. which discriminate against Aboriginal people. The tactics will follow the pattern set by the Rev. Martin Luther King. It is passive non-violent action ...
>
> We do not intend to create confusion or disturbances that will lead to violent action. We merely wish to stimulate both Aboriginal and European towns-people into doing something practical themselves about the situation ... As Chairman of SAFA I would appreciate the co-operation of the Board in allowing us access to Reserves as I believe this is a constructive and worthwhile project.
>
> Letter in the Aboriginal Welfare Board correspondence files, New South Wales Department of Aboriginal Affairs

SOURCE 3.46 Charles Perkins on the Freedom Ride

One of the towns visited was Moree, where the local council swimming pool excluded Aboriginal Australians. Source 3.50 (on page 125) gives *The Australian* newspaper's account of what occurred when the students picketed the swimming pool.

> Aboriginal adults were never allowed in and Aboriginal children were only allowed in with school groups on Wednesdays. When school hours finished, the whistle blew. Aboriginal children had to leave the water and only white children were allowed to stay.
>
> Nigel Parbury, *Survival: A History of Aboriginal Life in New South Wales*, p. 129

SOURCE 3.48 Segregated swimming

SOURCE 3.49 Charles Perkins is barred from taking a young Aboriginal boy into a local swimming pool in Kempsey, New South Wales

> What we were trying to do was to go into those racist towns and establish beyond a shadow of a doubt that discrimination and prejudice did exist. That was the idea of blowing those towns up. Because white people are so complacent. Apathy and complacency—even blokes I work with on the waterfront, blokes who are pretty militant, didn't believe that some of the things we were saying were really true. We wanted to show Australia what really existed in those outback towns ... For example, in those days, in Moree. Black kids weren't free to go in the swimming baths. Blacks couldn't go where they chose in the picture show. At Walgett they weren't allowed to drink out of the glasses in a local milk bar. Young girls weren't allowed to try on dresses in a frock shop there. And, of course, there was the pub discrimination. These were the things that we were trying to pick up, the grassroots discrimination that we were trying to bring out into the open.
>
> Quoted in Kevin J Gilbert, *Because A White Man'll Never Do It*

SOURCE 3.47 Chicka Dixon on the Freedom Ride

ISBN 978 1 4202 3077 2

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

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

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

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

The Australian, 22 February 1965

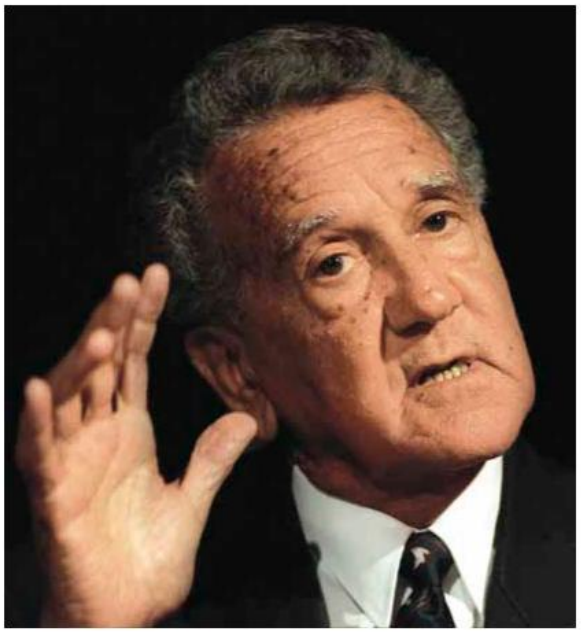
SOURCE 3.50 Student demonstration at the Moree swimming pool

With dramatic events like this one, the Freedom Ride received much media attention and was an important step in putting Aboriginal rights on the national political agenda. Source 3.51 discusses the outcomes of the Freedom Ride.

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

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

SOURCE 3.51 The impact of the Freedom Ride



SOURCE 3.52 Charles Perkins discussing the Freedom Ride

ACTIVITY 20

Analysis and use of sources

1. Read Source 3.46 and 3.47. Give some examples of the types of discrimination that the Freedom Ride aimed to publicise.
2. What do you think might be some of the reasons that Sources 3.46 and 3.47 express the aim of the Freedom Ride so differently?
3. Why do you think Aboriginal Australians were banned from the Moree swimming pool?
4. Refer to Source 3.48. How do you think the Aboriginal children felt when the whistle blew?
5. Use Source 3.51. What were three of the impacts that the Freedom Ride had?

Explanation and communication

1. Why was the 1965 bus trip of university students called the Freedom Ride?
2. Read Source 3.46. Why did Charles Perkins have to ask Kingsmill for access to Aboriginal reserves?
3. Read Source 3.48. What were the rules at Moree swimming pool about Aboriginal Australians?
4. Read Source 3.50. Who banned Aboriginal Australians from the Moree swimming pool and when did they ban them?

ISBN 978 1 4202 3077 2

Evidence

1 View the video on OneStopDigital. How powerful is moving footage as a source of evidence?

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

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

Empathy

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

Perspectives and interpretations

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

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

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

Historical questions and research

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

Australian Encyclopedia

Richard Broome, *Aboriginal Australians*
Encyclopedia of Aboriginal Australia

The Oxford Companion to Australian History

SOURCE 3.53 'Say sorry you miserable little bastard', Sydney Harbour Bridge walk for Reconciliation, 26 May 2000 (Photograph Paul Ashton)

ISBN 978 1 4202 3077 2

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

From the 1950s, civil rights movements developed across the world. As we have seen in earlier sections on the United States (pages 105–109) and Australia (pages 122–126), these movements aimed to bring about legal equality for minority and oppressed groups. Activities included civil resistance, peaceful protest, lobbying, petitions and raising media awareness of inequalities. The groups involved varied greatly, from the American Indian movement to the German Student Movement. The various movements achieved positive change. But they were not entirely successful.

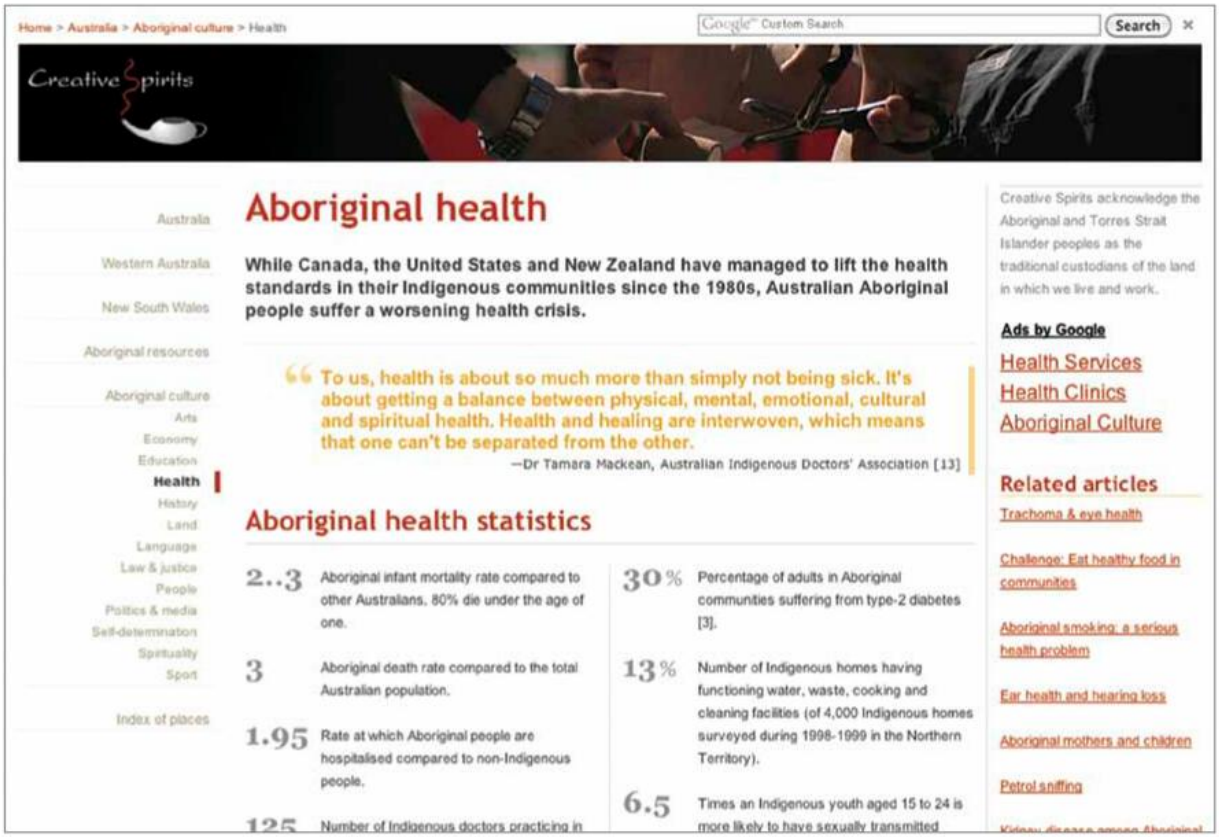
Growing in part out of the civil rights movement in the 1970s was the human rights movement. Major human rights activities occurred in eastern and western Europe against totalitarian regimes. Human rights campaigners were also active in Latin America and North America. The aims of this movement grew. It sought also to deal with social issues and economic conditions in underdeveloped countries. (See also the section on the United Nations Universal Declaration of Human Rights, which influenced the human rights movement: pages 96–101.)

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

Today, activist groups use the internet as a way to publicise their aims and the issues they are fighting for. Two examples are listed at OneStopDigital.

SOURCE 3.54 Jumbunna, Indigenous House of Learning, University of Technology, Sydney

ISBN 978 1 4202 3077 2



SOURCE 3.55 Aboriginal Health, 2011

ACTIVITY 21

Chronology, terms and concepts

1 What is a civil rights movement?
2 What sort of activities did a civil rights movement undertake?
3 What is the human rights movement?
4 What did its aims include?

Analysis and use of sources

1 What area of civil rights does Source 3.54 relate to?
2 What are two of the things Jumbunna does? (You may need to visit OneStopDigital to answer this.)
3 What area of rights does Source 3.55 relate to?

Historical questions and research

1 Use Source 3.54 to answer these questions:
   a When and why was Jumbunna established?
   b What does Jumbunna do to assist in strengthening Indigenous communities?
2 Use Source 3.55 to undertake research to answer these questions.
   a What activities does Creative Spirits undertake to secure rights for Indigenous people?
   b Source 3.55 lists a number of statistics about Aboriginal health. Choose two of these statistics and find out more about them.

The 2007 Intervention

Aboriginal health and child abuse in some Aboriginal communities have been issues that have received a lot of attention in the media and from governments in the last few years. There have been a number of state and territory government inquiries and reports. In 2007, in its last year in office, the federal Liberal–National government under John Howard began carrying out a dramatic new policy in the Northern Territory (for which the federal government has more responsibility than it does for the states) known as the 'Intervention'. Sources 3.56 and 3.57 describe the Intervention.

ISBN 978 1 4202 3077 2

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

- Introducing widespread alcohol restrictions on Northern Territory Aboriginal land;
- Introducing welfare reforms to stem the flow of cash going toward substance abuse and to ensure funds meant to be for children's welfare are used for that purpose;
- Enforcing school attendance by linking income support and family assistance payments to school attendance for all people living on Aboriginal land and providing meals for children at school at parents' cost;
- Introducing compulsory health checks for all Aboriginal children to identify and treat health problems and any effects of abuse;
- Acquiring townships prescribed by the Australian Government through five year leases including payment of just terms compensation;
- As part of the immediate emergency response, increasing policing levels in prescribed communities, including requesting secondments from other jurisdictions to supplement NT resources, funded by the Australian Government;
- Requiring intensified on ground clean up and repair of communities to make them safer and healthier by marshalling local workforces through work-for-the-dole;
- Improving housing and reforming community living arrangements in prescribed communities including the introduction of market based rents and normal tenancy arrangements;
- Banning the possession of X-rated pornography and introducing audits of all publicly funded computers to identify illegal material;
- Scrapping the permit system for common areas, road corridors and airstrips for prescribed communities on Aboriginal land; and
- Improving governance by appointing managers of all government business in prescribed communities.

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

- Increase its efforts and resources to ensure the servicing and protection of its citizens in the range of areas of State and Territory responsibility and support, within the scope of its resources, the national emergency response;
- Develop a comprehensive strategy to tackle the 'rivers of grog' across the Territory;
- Resume all special leases over town camps in the major urban areas where lease conditions have been breached, with the Australian Government acting in this area if the NT Government fails to do so; and
- Remove customary law as a mitigating factor for sentencing and bail conditions.

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

Australian Human Rights and Equal Opportunity Commission website

SOURCE 3.56 The Northern Territory Intervention, 2007

ISBN 978 1 4202 3077 2

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

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

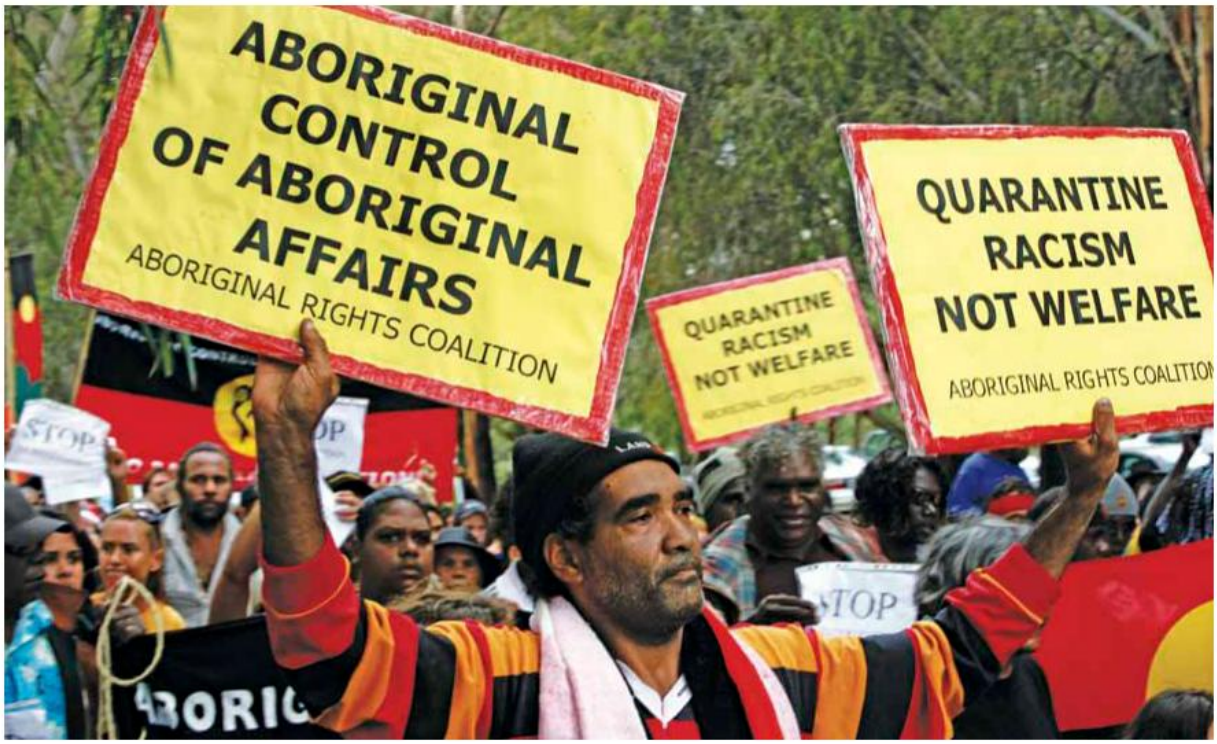
Meanwhile, ANTaR has consistently maintained that breaching the *Racial Discrimination Act* was not necessary to protect children. In particular, we have expressed our concerns that this led to mistrust, division and increased intolerance towards Aboriginal people that are barriers to empowering Aboriginal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

ANTaR (Australians for Native Title and Reconciliation), <www.antar.org.au/abetterway>

SOURCE 3.57 Concerns about the Northern Territory Intervention, 2011

SOURCE 3.58 Aboriginal Australians marching at the Convergence on Canberra rally against the Northern Territory Intervention, 12 February 2008

ISBN 978 1 4202 3077 2



SOURCE 3.59 Protesters marching with banners at the Convergence on Canberra rally against the Northern Territory Intervention, Canberra, 12 February 2008 (photograph Louise Whelan)

ACTIVITY 22

Chronology, terms and concepts

1 a Which organisation created Source 3.56?
  b What did the government announce?
  c What was the government's stated aim in doing this?
  d Summarise in point form the measures that the federal government introduced.
  e Summarise in point form what the federal government expected the Northern Territory government to do.
  f How long was the initial phase of the intervention to last?

2 a Which organisation produced Source 3.57?
  b Was it an official or community organisation?
  c What important change introduced by the federal government is mentioned by ANTaR which is not mentioned in Source 3.56?
  d What did ANTaR think that the federal government had failed to do?
  e What did ANTaR welcome?
  f Explain why ANTaR was concerned about the government's breaching (breaking) of the *Racial Discrimination Act*.

Evidence

1 a What is Source 3.58 and when was it created?
  b What does this source tell us about responses to the Northern Territory Intervention?

2 a What is Source 3.59 and when was it created?
  b What issues does the source present us with?

3 What do Sources 3.58 and 3.59 tell us about the nature of the efforts of some people to secure rights for Indigenous people?

Empathy

1 How would a civil rights activist respond to Sources 3.58 and 3.59?

2 How would a conservative politician respond to these sources?

Perspectives and interpretations

1 How does Source 3.57 help us to understand the attitude of many Indigenous people and human and civil rights activists towards the Northern Territory Intervention?

2 If Source 3.56 is used to explain the Northern Territory Intervention, what limits would it put on our understanding of the Intervention?

ISBN 978 1 4202 3077 2

History challenges

Go to OneStopDigital for internet lessons relating to this chapter.

Being creative

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

Getting the message across

Write a 150-word caption for Source 3.60 (below).

ICT

1 Go to OneStopDigital to visit Reconciliation Australia's website.

Navigate the site to locate information about these topics:

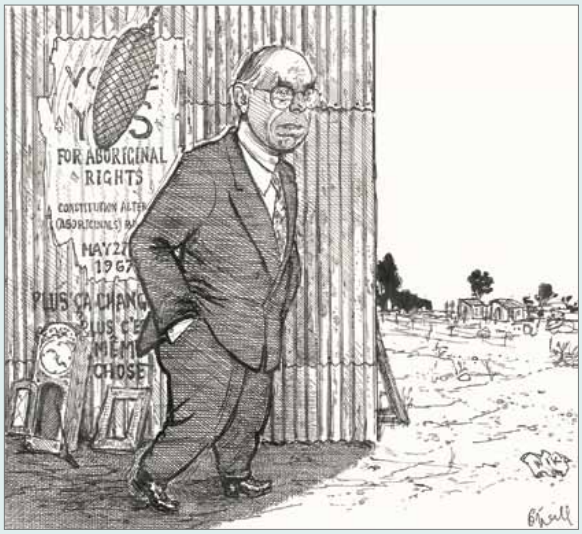
- **a** the organisation's activities in relation to rights for Indigenous people
- **b** social networking on the site.

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

SOURCE 3.60 Some of the estimated 300 000 people who took part in Bridge Walk 2000, in Sydney on National Sorry Day, 26 May 2000 (Photograph Paul Ashton)

ISBN 978 1 4202 3077 2

Visual communication

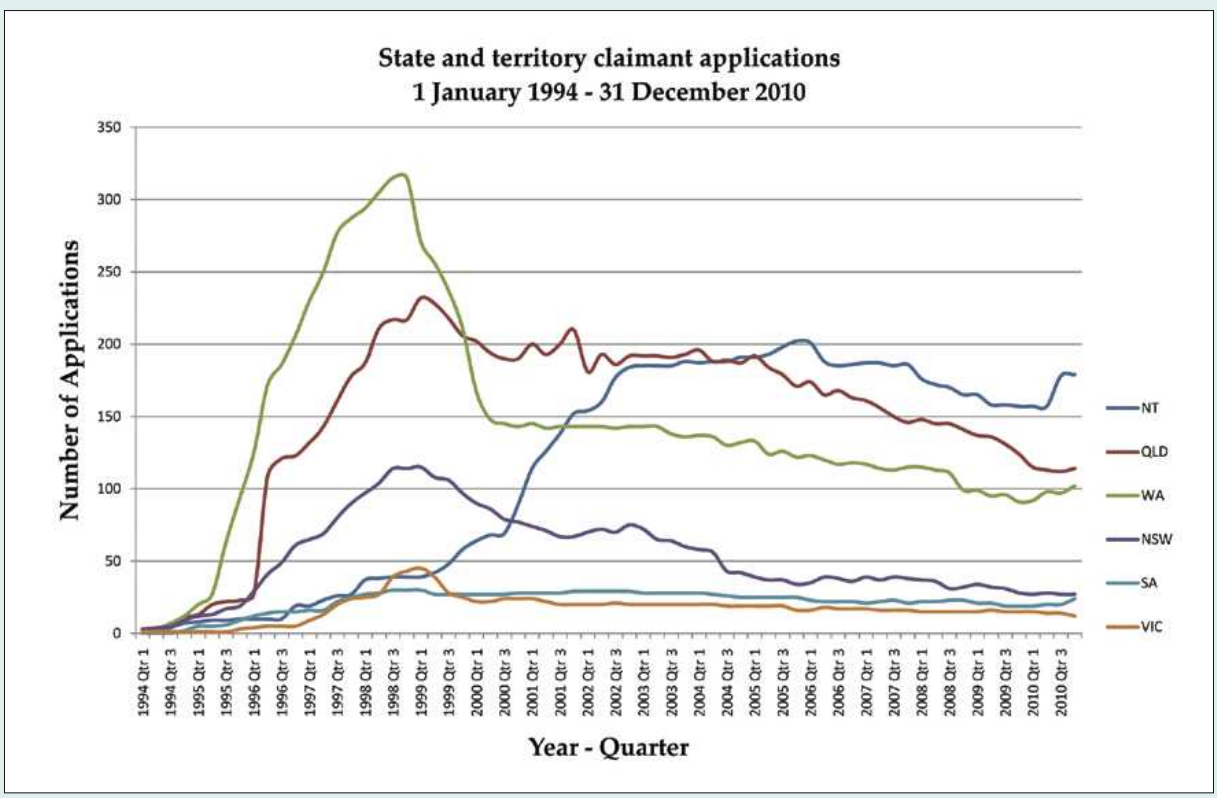


SOURCE 3.61 A cartoon by Ward O'Neill of Prime Minister John Howard in the outback, 1997

1 Look carefully at the cartoon (Source 3.61).
   - **a** What is the poster on the corrugated iron wall about?
   - **b** What is sitting on the ground below the poster? What condition is it in? And what do you think that it means?
   - **c** What is the object on a chain near Howard? What is it used for?
   - **d** What was 'Wik'? (You may need to do some research on this.)
   - **e** Why is the piece of paper with 'Wik' written on it lying crumpled on the ground?
2 What is the cartoonist's view of Aboriginal rights under the Liberal–National government of the time?

Figure it out

1 Use Source 3.62. Which state or territory had the most number of land claims? Why do you think this was so? (You might need to look at a map of Australia.)
2 In which quarter did land claims peak in your state or territory?
3 Find out which Land Council is closest to your school. Investigate whether a native-title related land claim has been made in your area or region.



SOURCE 3.62 Applications made to claim native title, 1994–2010

ISBN 978 1 4202 3077 2

Crossing cultures

Imagine you are one of the children in Source 3.63. If you had been asked to speak for one minute at the Apology, what would you have said?

Talking points

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

SOURCE 3.63 Children holding photographs of members of the Stolen Generations at the Apology to the Stolen Generations at Parliament House, Canberra, 13 February 2008

Go to OneStopDigital for group activities relating to this chapter.

ISBN 978 1 4202 3077 2

Section 3

The globalising world

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

KEY TERMS

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

New international cooperation

The devastation and horrors of World War II meant that people around the world were determined that such things should never happen again. This determination led to the creation of United Nations (see page 99) to help solve international political problems. National leaders were also particularly concerned about economic aspects and how to prevent problems like the Great Depression and the economic issues in Germany that had helped convince many ordinary German people to support Hitler. Even before the war was over, representatives from all the Allies met to help work ways to achieve these goals, and to plan ways to rebuild the world, particularly Europe, after the war. This meeting, which lasted for three weeks, was held in July 1944 and is known as the Bretton Woods conference; representatives from 44 countries, including Australia, took part. The conference resulted in two new international organisations, the International Monetary Fund and the World Bank Group, as well as a new international agreement on how countries should be able to trade with each other, the General Agreement on Tariffs and Trade (or GATT).

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

Non-government organisations

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

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

Business goes global

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

ISBN 978 1 4202 3077 2

SOURCE S3.1 People around the world eat the same brand of food and take part in the same entertainment

Rupert Murdoch, is one of the largest examples, while the surf- and sportswear company Billabong is a smaller one. Today there are around 250 multinational companies that are actually bigger than some nations.

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

Emigration and travel

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

While millions of people have moved between countries because they had little or no choice, there has been another form of movement between nations since 1945: mass tourism. International travel has become quicker and cheaper; airline travel in particular has become available to a far wider range of people. In the late 19th century, Australians who wanted a seaside holiday would travel by train to a resort town within their own state; today, Australians are just as likely to fly to a beach resort in Thailand, Indonesia or Fiji. Of course, it is not just Australians who have become global tourists;

ISBN 978 1 4202 3077 2

people from all of the world's richer nations enjoy travel. This increased awareness of and travel to other countries is part of people's growing sense and experience of globalisation, of being part of a global community, rather than just a member of an individual nation.

Communications

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

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

Environmental consequences of globalisation

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

ACTIVITY 1

Explanation and communication

1. Think of an NGO. Find its website and create a PowerPoint display of four slides about the NGO: include information about what it does, how it began and what it countries it works in.
2. Think of a multinational business. Find its website and create a PowerPoint display of four slides about the business: include information about what it does, how it began and what countries it operates in.

Evidence

1. Using the photo on page 135 and its caption, list at least three forms of international influence. (Hint: who designed the Sydney Opera House?)
2. At home, look in your refrigerator and pantry cupboard. What evidence can you find of globalisation in the food that your family uses? What products come from overseas or are used for meals inspired by the food of other nations?

Perspectives and interpretation

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

ISBN 978 1 4202 3077 2

Chapter 4

Popular culture, 1954–present

The Easybeats, c. 1967

HISTORY SKILLS

In this chapter you will learn to apply the following skills:

- identify which sports were popular in Australia after World War II, such as football, horseracing, cricket
- investigate the cultural influence of the United States, as seen in the arrival of television for the Melbourne Olympics (1956) and Bill Haley's Australian tour (1957)
- compare and contrast views on the values and beliefs of rock'n'roll, film and television across time, age and gender
- identify American and Asian influences on Australian popular culture since World War II
- investigate the changing contribution of the Australian rock'n'roll, film and television industries to Australian culture and identity through the development and export of music, film and television.

© Australian Curriculum, Assessment and Reporting Authority 2012

Inquiry questions

1. What was the nature of popular culture in Australia at the end of World War II?
2. What were the developments in popular culture in postwar Australia and their impact on society?
3. How did the nature of the music, film and television industries in Australia change during the postwar period?
4. What has been Australia's contribution to international popular culture?
5. How have changing beliefs and values influenced the Australian way of life?

Introduction

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

- the use of atomic weapons
- massive levels of pollution generated by industrial development, cars and aircraft
- the destruction of landscapes by mining, excavation and building.

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

KEY TERMS

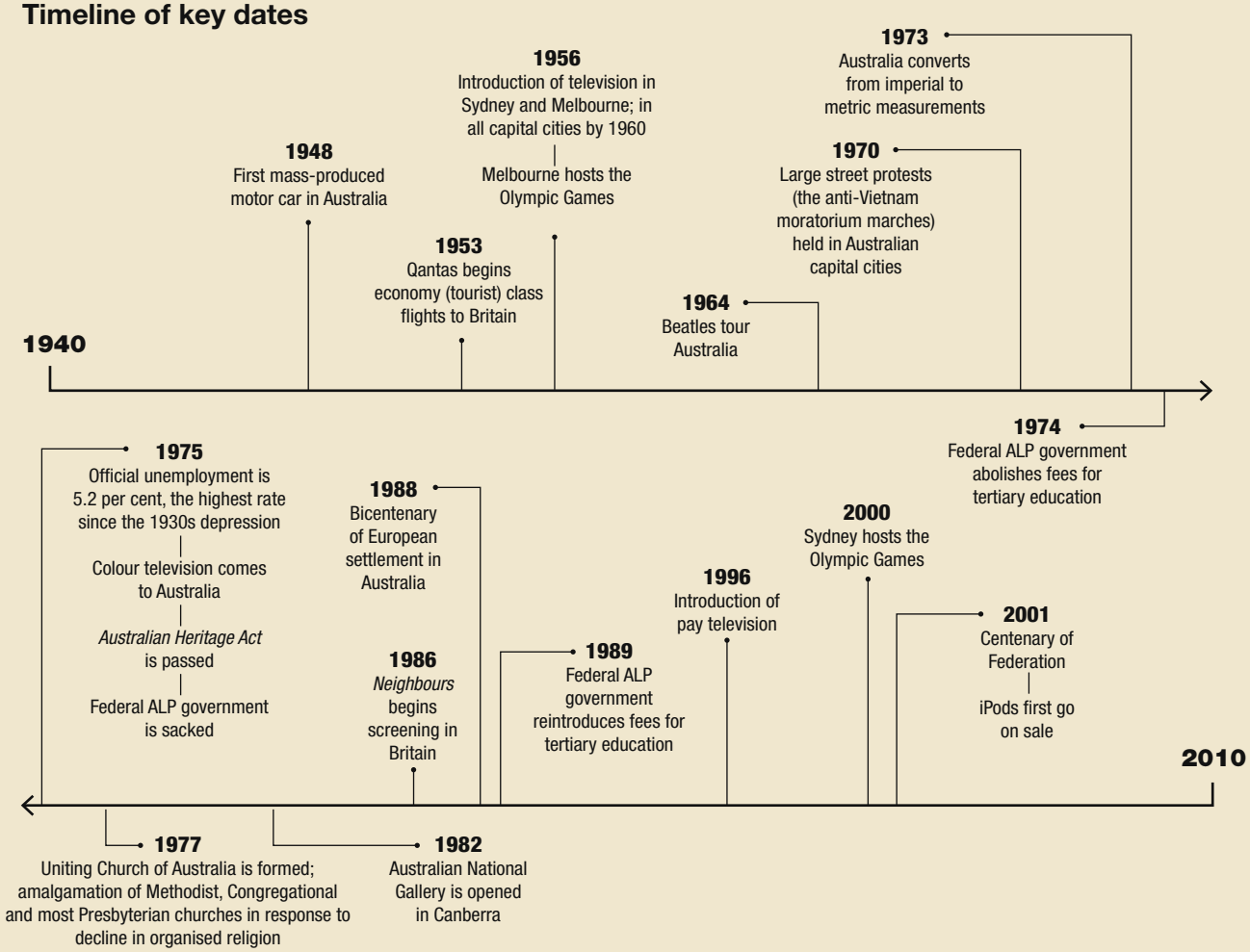
conservatives	people who do not like change but prefer tradition
cultural imperialism	implanting the culture of a dominant society into a less powerful one
egalitarian	believing in the equality of all people
gender	socially learnt behaviour: for example, boys wearing blue; girls wearing pink
generational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

Go to OneStopDigital for podcasts relating to this chapter.

ISBN 978 1 4202 3077 2

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

Timeline of key dates



ISBN 978 1 4202 3077 2

Focus on history skills

SKILL

The analysis and use of sources

Reliability: part 1

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

Questions for written sources

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

Questions for pictorial sources

Drawings and paintings

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

Cartoons

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

Photographs

The camera sometimes lies!

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

Statistics

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

Focus on history skills activities

1. Select a written source from within this chapter. How reliable is it? Give reasons for your judgement.
2. Select a pictorial source from within this chapter. How reliable is it? Give reasons for your judgement.
3. What makes a news report reliable? What makes a news report unreliable? Draw a mind map to summarise your ideas.

ISBN 978 1 4202 3077 2

Using sources with timelines

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

Focus on history skills activities

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

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

ISBN 978 1 4202 3077 2

Think, Puzzle, Explore

1. Imagine you have been transported back in time to Australia in the second half of the last century. Close your eyes and picture how people lived then. What influences from other countries are having an effect on their lives?
2. What sights and thoughts came into your head? Perhaps you thought of a person or event, an object or a building.
3. Draw up a list of what you remember about influences from other countries on Australia in the second half of the 20th century.
4. Discuss in class what you remembered and draw up a class list.
5. Make another list, this time of the overseas influences on Australia in the second half of the 20th century that you would like to know more about or explore further. How might you find answers to your questions? What words could you search for on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?

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

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

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

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

Sport is a part of the Australian identity. Australians, the image has it, are supposed to be 'sporty' and fit. It has been claimed that Australian sport and sportsmanship demonstrates the egalitarian nature of our society but realities on the sports field do not always fit this image. And sometimes the image is not the full picture: while large numbers of Australians continue to attend sporting events, just as many go to gallery and museum exhibitions.

SOURCE 4.1 Coogee Beach, Sydney, c. 1946, taken for the magazine *Walkabout*, which reported on Australian life

ISBN 978 1 4202 3077 2

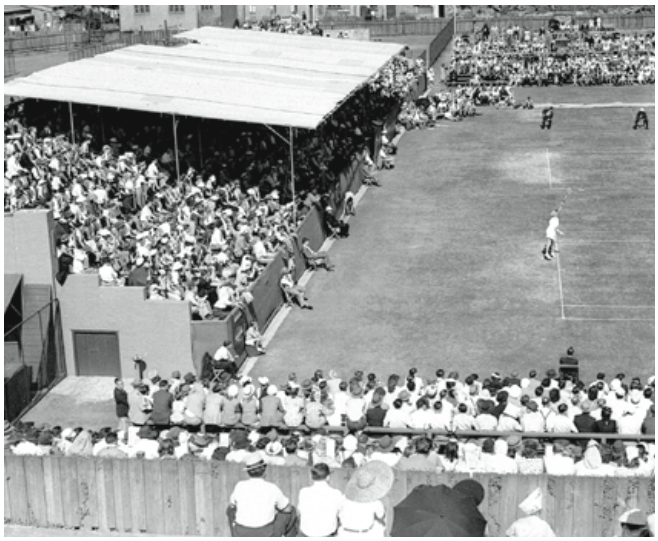
The following sources will allow you to identify aspects of Australian popular culture at the end of World War II.

SOURCE 4.2 North Melbourne Football Club, 3rds, VFL premiers, 1946

SOURCE 4.3 Racegoers watch Tulloch win the 1959 Brisbane Cup at Eagle Farm racecourse

SOURCE 4.4 East Torrens players go in to bat, Prince Alfred College grounds, Adelaide, 1948

ISBN 978 1 4202 3077 2



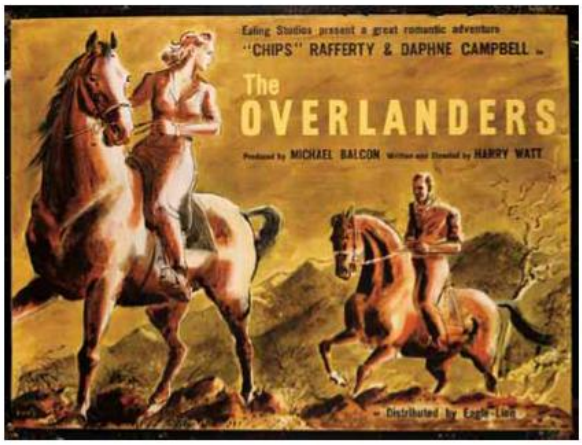
SOURCE 4.5 Final of the 1947 Women's Australian Singles, Hopman v Long, White City, Sydney

SOURCE 4.8 Girls playing netball at the Acme Theatres picnic, c. 1946, Sydney

SOURCE 4.6 A woman playing golf, Victoria, c. 1946

SOURCE 4.7 Radio Station 2SM broadcasting from the British Centre, Sydney, 21 February 1945

ISBN 978 1 4202 3077 2



SOURCE 4.9 Poster for the film, *The Overlanders*, 1946

ACTIVITY 1

Chronology, terms and concepts

1 What is popular culture?

2 How is popular culture expressed?

Analysis and use of sources

1 Use all of the photographic sources in this section.
   - **a** When, approximately, were most of these sources made?
   - **b** What had happened around this time?
   - **c** What do most of these sources relate to?

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

> The good wishes of the Commonwealth Government go to the representatives of Ealing Studios, Mr. Harry Watt and his associates, who are producing 'Overlanders.' ...
>
> I feel that the production of 'Overlanders' on a multi-lingual basis will help greatly to publicise Australia throughout the world. It will bring to people everywhere the problem and the promise of our great outback areas, with a realism no other medium could equal. It will present our outback settlers and drovers, who cheerfully face the hardships of their rugged environment, and who have had such a bearing on our literature, and national character ...
>
> JB Chifley
> Prime Minister
> Commonwealth of Australia
>
> Quoted in Judith Adamson, *Australian Film Posters, 1906–1960*, 1978, p. 43

SOURCE 4.11 Chifley's praise for *The Overlanders*

SOURCE 4.10 Romano's Restaurant, Newcastle, 1946

ISBN 978 1 4202 3077 2

3 a What organisation commissioned Source 4.1?
  b How would it have been used?
  c What impression of Australian life is the photographer giving?
4 a Why was Source 4.2 taken?
  b What was the purpose of this source?
5 Which source or sources can be used to explain the influence of British culture on Australia? Explain.
6 Which source or sources can be used to show how British popular culture activities adapted to Australian conditions?
7 Which source or sources shows the influence of other cultures in Australian popular culture?
8 Which sources support the view that mainstream Australian sports were largely masculine?
9 How are women represented in the sources relating to sport?
10 How are women represented in sources relating to other forms of popular culture?
11 a What is Source 4.9 and when was it produced?
  b What aspect of Australian popular culture is Source 4.9 connected with?
  c What impact might a film like *The Overlanders* have had audiences?
  d What kind of national identity would this film have reinforced?

Explanation and communication

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

Perspectives and interpretations

1 Use Source 4.11. Why did Chifley praise *The Overlanders*?
2 Can you think of a film made in 2008 that could be compared to *The Overlanders*?

> [Sport] reflected contemporary society and cultural attitudes ... historically Aborigines have been excluded from most mainstream recreational activities, women discriminated against, and 'minority' ethnic groups marginalised. Hence the much-vaunted egalitarian sporting or leisure culture has always been incomplete.
>
> Wray Vamplew and Daryl Adair, 'Sport and leisure' in *The Oxford Companion to Australian History*, 1999, p. 602

SOURCE 4.13 Historians on Australian sport

ACTIVITY 2

Evidence

1 What does Source 4.12 tell us about the role of sport in Australian popular culture?
2 What does Source 4.12 tell us about Australia's relationship to Britain in the first decades of the 20th century?

Empathy

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

Perspectives and interpretations

1 What view of sport is presented in Source 4.13?
2 How does this differ from the view expressed by Spence and Fox (Source 4.12)?
3 Which sources in this section support the views presented in Source 4.12?
4 Which sources in this section support the views presented in Source 4.13?
5 Which view—or which parts of each view—do you agree with? Give reasons.

> The climate of Australia irresistibly invites to the holiday spirit. Over most of the Continent there are at least three hundred fine sunny days in the year. Cricket can be, and is, played from one year's end to the other. The combined effects of an open air climate and a holiday spirit is a large measure account for the strange prominence which these five millions of people have won in the domain of sport: challenging the supremacy of England herself in the cricket-field; producing frequently world's champions in the sports of rowing, swimming, boxing, tennis; making no mean show at football, though to that game the usually hard grounds and warm temperatures of Australia are not favourable.
>
> Percy Spence and Frank Fox, 'Australians at play', *Australia*, 1910, p. 95

SOURCE 4.12 Why Australians are good at sport

ISBN 978 1 4202 3077 2

Continuity and change

1 When were Sources 4.12 and 4.13 published?

2 How would you explain the differences between the two views?

What were the developments in popular culture in postwar Australia and their impact on society?

Technology had a major impact on popular culture after World War II. So, too, did new types of music, the commercialisation of activities such as sport and the liberalisation of social conventions. The removal of early closing hours for hotels—which had led to the phrase 'six o'clock swill' as male patrons rushed down drinks before 6 pm—saw the revival of hotels as places of entertainment. Early closing was removed in New South Wales in 1954, Victoria in 1966 and South Australia in 1967.

The introduction of television in 1956 saw an increase in home entertainment. As a result, cinema audiences halved between 1956 and the early 1960s. Many former cinemas were converted into suburban shopping centres. Some were turned into ice-skating rinks. Television also increased the influence of American culture in Australia.

In terms of music, American and British rock'n'roll and roll transformed much about youth culture. From the late 1950s, throughout Australia's suburbs, young people—mainly males—formed bands that practised in garages (often irritating neighbours) and played in backyards at parties. Young people purchased vinyl recordings of the latest hits and they flocked to see visiting international pop and rock stars. There were some gender differences. Most of the thousands of people who greeted the Beatles in 1964 were young women.

New media and music, and the new fashions they influenced or promoted, were met with mixed feelings. **Conservatives** saw these changes as socially dangerous. They wanted to protect traditional culture and values. Young people engaging in this youth culture were viewed as being **rebellious**. Conservative reactions could also be **generational**. The music, fashion and other industries were to cash in on these developments.

Television

In New York and other big American cities—there is a more civilised approach in England—people are tearing down bookshelves, bureaus; slinging out cocktail cabinets; generally playing havoc with their domestic ensembles so that a 'viewing room' can be created.

In effect, the U.S.A. is seeing thousands of tiny cinemas spring into existence every week.

The effects are more devastating than they may seem. Children are refusing to study or eat because taking meals or studying is a waste of good viewing time. So parents are putting tables with built-in seats in front of the T.V. set so that the youngsters can fill their stomachs and their eyes at the same time. But you won[']t see schoolbooks on those tables.

Some families are going even to the length of screwing down their most comfortable chairs so that they cannot be moved away from the hypnotic screen ...

One of the other things they have thought of is Phono-Vision. This is a device whereby a switch on your telephone will enable you to see on your television screen certain feature films being put out from the television station ...

Can you realise what this is the beginning of? It is the first step to seeing as well as hearing all your 'phone correspondents! What a fate that will be!

WA Clarke, *Sydney Morning Herald*, 13 January 1951, p. 9

SOURCE 4.14 The coming of television

SOURCE 4.15 Cartoonist George Molnar's view of television, 1956

ISBN 978 1 4202 3077 2

Spotlight

The Mavis Bramston Show, 1964

SOURCE 4.16 Publicity shot for *The Mavis Bramston Show*, 7 Network, 1964

'Are the kiddies in bed? Good ...'

So purrs Gordon Chater at the outset of *The Mavis Bramston Show*, declaring the adult intent of this late-night fare. When it appeared in 1964, *Mavis* was cutting edge and risqué. Though the double entendres and 'blue' humour that outraged some viewers look decidedly tame now, a surprising amount of the material still entertains. The satire hasn't lost its bite and it retains an irreverent, playful energy. On the other hand, some parts look old-fashioned and twee and verge on the cringe-worthy. That these extremes exist in the same show reflects the cultural flux of 1960s Australia.

This [first] episode inflates—then bursts—the balloon that is Mavis Bramston, supposed British performer and 'star' of the show. Bramston, it turns out, is a C-grade hack, her audition ... so bad that negotiations were called off—too late, though, to stop the show getting her name. Mavis's comically awful audition tape lampoons the importing of washed-up international performers to headline local productions, a not uncommon practice at the time that was the target of considerable griping.

Kate Matthews, curator's notes, *The Mavis Bramston Show*, from australianscreen online

SOURCE 4.17 *The Mavis Bramston Show*

Sydney, Wednesday.—The World Council of Churches to-day expressed grave concern on television's future influence on Australian morals.

It passed a resolution urging careful selection, control, and presentation of programmes.

Television should be used as far as possible to stimulate creative thinking, cultural interests, and development of Christian moral values, the resolution added.

Courier-Mail, 15 February 1951, p. 1

SOURCE 4.18 Churches and television, 1951

NOW that all the exciting possibilities of the television era are beginning to be a main topic of conversation, I think it is important to realise that television offers a challenge and an obligation to everyone, especially to parents. By taking an intelligent interest in the kind of programmes planned for children, and voicing praise or criticism wherever necessary, we can play some part in this formative stage. Then we can be sure that this powerful new medium—capable of such influence for good or evil—will not only widen the field of entertainment for our children but enrich and stimulate their imaginations.

£1/1/- to Mrs. I. Simmons, 8 Avon Rd., Dee Why, N.S.W.

Letter to *The Australian Women's Weekly*, 1956

SOURCE 4.19 Television isn't necessarily a bad thing

ACTIVITY 3

Chronology, terms and concepts

1 Define 'conservative'.
2 Define 'rebelliousness'.
3 What is liberalisation?
4 What is the meaning of 'generational'?
5 Define 'gender'.

Analysis and use of sources

1 a Read the first three paragraphs of Source 4.14. Briefly describe this source.
  b How does Source 4.14 support the view that television was a corrupting influence on traditional ways of life?
2 a Describe Source 4.15.
  b Does this source support or contradict the view given in Source 4.14?

ISBN 978 1 4202 3077 2

3 a Describe Source 4.18.
  b What was the World Council of Churches' view of television?
4 a Describe Source 4.19.
  b How do Sources 4.18 and 4.19 differ? Explain.

Explanation and communication

1 Using evidence from Sources 4.14 to 4.19, explain why some people were concerned about the introduction of television.
2 Use Sources 4.16 and 4.17 and, if needed, the internet to answer the question: In what ways did *The Mavis Bramston Show* challenge conservatism?

Perspectives and interpretation

1 Are the views expressed in Source 4.14 conservative or liberal? Explain.
2 Are the views expressed in Source 4.17 conservative or liberal? Explain.
3 Are the views expressed in Source 4.18 conservative or liberal? Explain.
4 Are the views expressed in Source 4.19 conservative or liberal? Explain.
5 a How would the writer of Source 4.19 respond to Sources 4.14, 4.17 and 4.18?
  b How might journalist WA Clarke have responded to Source 4.19?
6 Use all the sources. What role did generational differences play in the debate over the introduction of television?

Rock'n'roll comes to Australia

With mass production of record players, and smaller and cheaper radios—even cars now had in-built radios—listening to music became an ever more common activity. The rebellious youth of the 1950s weren't satisfied with the music their parents liked. Just as the daring young people of the 1920s had listened to jazz, the young people

SOURCE 4.20 Australian film poster for the American film *Blackboard Jungle*, 1955

ISBN 978 1 4202 3077 2

of the postwar period listened to a new style of music: rock'n'roll. Unlike the 1920s, when record players and even radios were luxury items, nearly everyone could hear rock'n'roll.

The 1955 American film 'Blackboard Jungle' earned its place in rock'n'roll history with the inclusion of Bill Haley's recording of 'Rock Around the Clock', which played over the movie's opening credits. Set in a tough New York high school, the film linked teenage rebellion and violence with rock'n'roll. Glenn Ford played the lead role.

When the film was screened in June 1955 in Sydney, Haley's 'Rock around the Clock' provided many Australians with their first taste of rock'n'roll. EMI had the first option on releasing the record locally, but failed to do so. Festival Records quickly obtained the rights to 'Rock Around the Clock' and released the record in August 1955 to immediate runaway success. It was one of Festival's first 45rpm releases. For weeks at a time the single was virtually the only record Festival pressed, with the staff working around the clock to fulfill orders. Previous 78rpm singles like Mitch Miller's 'Yellow Rose of Texas' were considered hits in Australia when they sold 50,000 copies, but by October the following year Haley's 'Rock Around the Clock' had sold an extraordinary 144,000 copies, and remained the fastest-selling single for any Australian record company.

'Rock Around the Clock' saved Festival Records from financial troubles, confirmed the future of 45rpm discs and revealed a huge untapped teenage market. For a brief moment in time Bill Haley and his backing band, the Comets, were the hottest rock act in the world. The American concert promoter Lee Gordon saw the money-making possibilities in rock'n'roll and toured Haley to Australia in January 1957. For countries like Australia, which had only heard about rock music second-hand, the opportunities Haley presented were seized with open arms. Parents were horrified, but the young people loved it.

Blackboard Jungle 'Statement of significance', Powerhouse Museum, Sydney

SOURCE 4.21 The importance of *Blackboard Jungle*

I heard Bill Haley singing 'Rock around the Clock' [when I saw *Blackboard Jungle* when I was 20 years old] and it really freaked me out like nothing I'd ever heard before. I told myself that I had to get amongst this rock'n'roll stuff, so for a while I started impersonating Bill Haley.

Quoted in Michael Sturma, *Australian Rock'n'roll: The First Wave*, 1991, p. 16

SOURCE 4.22 Johnny O'Keefe, Australian rock'n'roll star

SOURCE 4.23 Johnny O'Keefe at the Channel 7 studio in his television show *Sing, sing, sing*, 31 December 1963

ACTIVITY 4

Analysis and use of sources

1 Use Sources 4.20 and 4.21.

- **a** What was the *Blackboard Jungle*, when was it released and what was it about?
- **b** What role did rock'n'roll play in the film?
- **c** What impact did the film have in Sydney?
- **d** What were the generational responses to Bill Haley's 1957 tour of Australia?
- **e** Use Source 4.22. How can this source be used to explain different generational responses to rock'n'roll?

ISBN 978 1 4202 3077 2

Go to OneStopDigital to watch a clip from the Beatles' visit to Australia in 1964.

SOURCE 4.24 Crowds, largely young women, line Exhibition Street in Melbourne to see the Beatles in June 1964

SOURCE 4.25 Model in Beatles underwear, 28 April 1964

Explanation and communication

1 Write captions of 150 words for the photographic Sources 4.23, 4.24 and 4.25. Part of the caption must explain why the photograph is significant.

Perspectives and interpretations

1 You are a conservative, older woman and you have seen the photograph of the model in Beatles underwear (Source 4.25) in a newspaper in 1964. Write a letter to the newspaper's editor outlining your views on the publication of such an image. You should mention the influence of rock'n'roll in your letter.

NEW ROCK AND ROLL CRAZE

By BERNARD FLETCHER

NOT long ago the police were called out in Connecticut to break up a session at which 2000 teenagers were found in a state of hysterical abandon. The reason was Rock and Roll [R. and R.], the new music sensation which is sweeping the States.

It has also started a battle. Pro-R. and R. bodies say it keeps young people off the streets; the anti faction claim that it is harmful to morals, having their assertions that one of the ingredients of this music is the use of suggestive lyrics.

R. and R. is not really new. Until the end of the '30s all the larger record companies in America produced records especially for the negro trade. They were called 'race' records, and the few samples I have heard were distinctly off-color ...

R. and R. may never come to Australia, but then, on the other hand, juvenile crazes have a habit of spreading. Maybe courses in physical culture are in order because, apparently, rocking and rolling is strenuous work.

Isn't it funny when you think that the Viennese waltz was once considered scandalous and was banned by polite society?

The Australian Women's Weekly, 20 July 1955, p. 29

SOURCE 4.26 Warning to Australians of a coming craze

ISBN 978 1 4202 3077 2

2 Use Bernard Fletcher's article in *The Australian Women's Weekly* (Source 4.26).
   a Read the source and make a list of words and phrases that indicate that the writer is opposed to rock'n'roll.
   b Make a list of words and phrases that indicate that the writer is not opposed to rock'n'roll.
   c What is the writer's overall view of rock'n'roll?

> The coming of rock-'n-roll has shown us how slow older people are to accept new ideas. My mother, who took a dislike to rock-'n-roll immediately, has heard so much of it now that she is beginning to like it. Rock-'n-roll, like abstract art and television, is here to stay—so people might as well learn to enjoy it now as later.—Ron Rowe, St. Kilda, Vic.
>
> *The Australian Women's Weekly*, 8 June 1960, p. 42

SOURCE 4.27 Older people and rock'n'roll

ACTIVITY 5

Evidence

1 What is Source 4.27 and who wrote it?
2 What is Ron Rowe's view of television?
3 How would Bernard Fletcher (Source 4.26) have responded to this letter?

Empathy

1 Imagine you are a conservative journalist. Write a 200-word review of one of the songs listed in the 'Historical questions and research' activity. Choose a newspaper, magazine or newsletter of the times where you will publish the review.
2 Imagine you are Ron Rowe (Source 4.27). Write a 200-word review of the song you chose in the previous activity. Choose a newspaper, magazine or newsletter where you will publish the review.

Cause and effect

1 'Australian popular culture developed independently.' Discuss.

Perspectives and interpretations

1 Either draw or describe a cartoon about one of these topics:
   a the impact of television in 1956
   b the impact of rock'n'roll in the 1950s or early 1960s. You need to decide whether your cartoon will portray a conservative or a liberal view.

Historical questions and research

1 Research one of the following songs (including listening to it):
   - Bill Haley and the Comets, 'Rock Around the Clock' (1955)
   - Elvis Presley, 'Hound Dog' (1956)
   - Johnny O'Keefe, 'Wild One' (1958)
   - any other hit single from the 1950s.

   Design an 'ep' (17.5 cm x 17.5 cm: 45 revolutions per minute) record cover for the song you have chosen.

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

The United States has had numerous influences on Australian society since the 19th century. Words such as 'homestead' came from the United States. Barbed wire, used extensively by Australian pastoralists from the last quarter of the 19th century, was an American invention. Throughout the 20th century, the Hollywood film industry has had a major impact on Australian society. After World War II, Asian countries, such as Japan and India, were to have a growing influence on entertainment and the arts, among other things. Some people fear such influence as **cultural imperialism**.

Technological developments in manufacturing, transport, communications and media brought about **modernisation** and **globalisation**. Modernisation involves the application of the latest technologies to everyday life. Western capitalist countries such as Australia and the United States modernised at different speeds and times. The United States was generally more 'advanced' and it influenced Australia.

Modernisation is not necessarily 'Americanisation'. Some aspects of Australia's modernisation were homegrown. The United States, too, was influenced by other countries, such as Britain. But generally, the period after World War II was one of increasing globalisation.

ISBN 978 1 4202 3077 2

Globalisation, at one level, is a process of economic and cultural integration. In this process, cultures across the world become increasingly similar. The cultures of the most powerful countries become transplanted or mixed into other cultures. Traditional cultures and practices can be changed or lost. Not all aspects of the weaker culture are affected. Different groups in the weaker culture can be affected in various ways, sometimes not at all. These processes were reflected in changes to the Australian film, music and television industries.

Go to OneStopDigital to watch vox pops for the very first ABC *Four Corners* program.

PROGRAMS FOR TODAY

TV

ATN Channel 7

12.30: Cartoons.
*12.45: Canberra Report—George Baker.
1.00: Sir Lancelot—"Shepherds War."
1.30: Ray Milland Show—"A Week with Cinderella."
2.00: Jeannie Carson Show—"Jeannie and the Lumber King," starring Jeannie Carson.
2.30: Buckskin—"Well of Gold," starring Tommy Nolan.
3.00: If You Had a Million—"The Jonathon Carroll Story."
*3.30: Religious Program.
*4.00: Comment — "The Sydney Morning Herald" special correspondent George Baker interviews Mr Gough Whitlam, M.P.
4.30: Eddie Cantor Comedy Theatre—"The Suspicious Husband."
*5.00: The Burning Question—"Is Alcoholism a National Problem?" Chairman, Dr Malcolm Mackay. Panel, Mr O. S. Williams, executive director of the Foundation for Research and Treatment of Alcoholism; Dr Patrick Spate, medical director of the Langton Clinic, Moore Park; Mr Norman Lane, Sydney businessman: and Mr Justice J. H. McClemens, Judge of the Supreme Court.
5.30: Roy Rogers Show—"Gaolbreak."
6.00: The Terrible Ten—"The Treacle Gun Spy."
6.10: Cartoons.

MADELEINE CARROL (ATN 7, 8 p.m.)

6.30: Quick Draw McGraw—by the creators of the famous "Tom and Jerry" cartoons.
7.00: William Tell — "Undercover."
7.30: Leave It to Beaver—"Wally's Test," starring Jerry Mathers and Tony Dow.
8.00: Caltex Theatre—"My Favourite Blonde," Bob Hope, Madeleine Carroll (A).
9.30: Alfred Hitchcock Presents — "Road Hog," Raymond Massey (A).
10.00: Medic — "The Inconstant Heart" (A).
*10.30: News and News Digest.
11.15: Close.
* ATN live telecast.

. . . and radio

9 a.m.: 2FC: Melody; 9.30, Radio Service. 2BL: Weather; 9.2, Countryman's Session; 9.15, Interlude; 9.20, English; 9.30, Concerto Hour. 2GB: Hi-Fi Showcase. 2UE: World Hits; 9.30, Disc Jockey Star Parade. 2UW: Allan Toohey. 2CH: Sunday School; 9.30, Dedication at Opening of Bible House—Canberra.

RADIO NEWS

2FC: 8.45 a.m., 12.30, 1.30 7, 9, 10.30, 11 p.m.
2BL: 7.30 a.m., 7 p.m.
2GB: 8.30, 11.45 a.m., 12.30, 2, 4, 6.45, 9.30 p.m.
2UE: 7, 8.45 a.m., noon, 4, 6.45, 9 p.m. 2UW: 6.45, 7.30, 8.30 a.m., noon, 6.30.

ABN Channel 2

11.00: Divine Service St. Paul's Cathedral.
4.00: The Living Sea—"Bird Island."
4.30: Dan Farson Presents — "Mixed Marriages."
4.45: Sunday Concert.

TV

DISTINGUISHED stage and screen actor Sir John Gielgud will make his television debut on ATN 7 next Sunday.

He will star in the British drama "A Day By the Sea," which will be telecast at 8 p.m.

The play was specially adapted for TV from the original West End stage production in 1953, when Sir John co-starred with Dame Sybil Thorndike and Sir Ralph Richardson.

Written by N. C. Hunter, "A Day By The Sea" is centred around a group of people spending a day at a country house in Dorset.

The group includes a divorcee, a disappointed career diplomat slowly being shunted from one unrewarding post to another, a Scottish governess, and a doctor whose love is the gin bottle.

Co-starring with Sir John Gielgud in the TV version is Gladys Cooper, who won an Academy Award as the best supporting actress in the movie, "Now Voyager."

Others in the cast include Margaret Leighton, Roger Livesey, Megs Jenkins, Nicholas Hannan, and Alan Webb.

☆ ★ ☆

YANCY DERRINGER (TCN 9, Thursday, 10 p.m.), a new show which had its premiere recently, should be a suc-

SOURCE 4.28 Television and radio program, 1960

ISBN 978 1 4202 3077 2

ACTIVITY 6

Chronology, terms and concepts

1 Define 'modernisation'.

2 What is 'globalisation'?

3 What is 'Americanisation'?

Historical questions and research

1 You need to investigate Source 4.28. Use the title of this section—How did the nature of the music, film and television industries in Australia change during the postwar period?—to think up an inquiry question about the television industry.

2 How would you use Source 4.28 to answer your question?

3 a Choose 10 television programs on Channel 7. Find online historical resources to identify their country of origin.

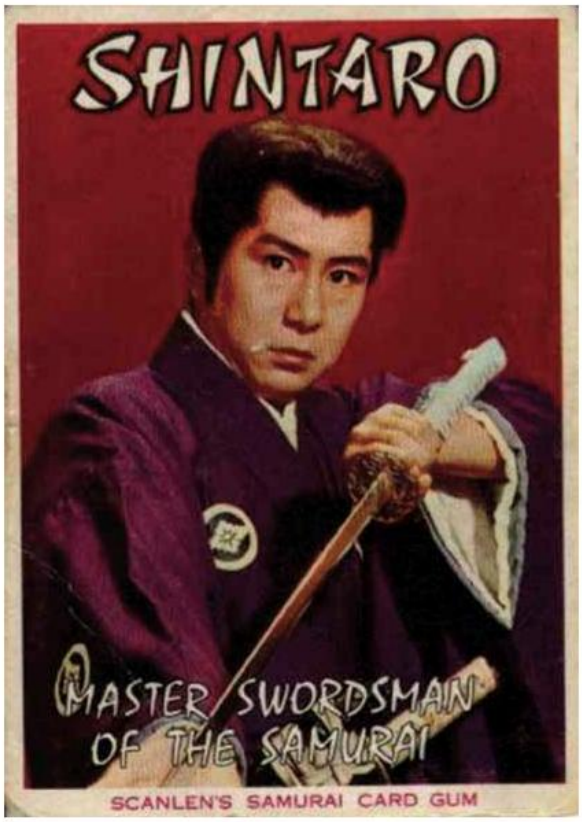
b Use your findings from part (a). What do they tell us about content on Australian television in the early 1960s?

c Find a current television guide for a commercial television channel. Discuss the similarities or differences about the amount of overseas content in Australian television in 1960 and now.

Asian influences in a globalising world

In the 1940s, after bombing attacks and midget submarines, many Australians feared a Japanese invasion. A little more than 20 years later, Japan threw its energy into civilian industries. And Australians welcomed into their homes Japan's distinctive cartoons, comic books and television shows—from the peace-loving *Kimba the White Lion* to the fearsome *Samurai*.

Japan is not the only Asian country to have a global influence in this way. India has one of the largest film industries in the world; the industry is so large that it has been nicknamed 'Bollywood'. While the industry concentrates mainly on musicals that are screened mostly within India, there has been some influence on the rest of the world. Some Bollywood films have been shot in Australia and the Australian cricket player Brett Lee has acted in one. Bollywood-style dance classes have also become popular.



© Senkosha Productions

SOURCE 4.29 A Scanlen's Shintaro Samurai card, which came with chewing gum, 1965

'The Samurai,' the first Japanese show telecast on Australian TV to have such a phenomenal success, is doing better than ever in its first repeat on Sydney's TCN9.

Every Sunday at 12.30 p.m. Shintaro once more lays about him with his Samurai sword, upholding the honor of the Shogun of Japan. (The Shogun was the hereditary commander-in-chief and virtual ruler in the days before the Emperors.)

If inquiries, letters, and demands for photographs are a guide, Shintaro has a bigger TV audience than ever.

The age group of fans has certainly risen, for as well as the young TV set, many frustrated dads and grandads who couldn't see the premiere run at 5.30 p.m. are catching up with the exploits of the Samurai and the Ninjas.

'The Samurai' took over TCN9, Sundays at 12.30, from Shirley Temple, which seems to signify something, and it looks as if it will take over smartly from Santa Claus, for Shintaro arrives in Sydney in person to star at Sydney's Stadium from Boxing Day on.

The Australian Women's Weekly, 8 December 1965, p. 15

SOURCE 4.30 *The Samurai*, 1965

ISBN 978 1 4202 3077 2

ACTIVITY 7

Analysis and use of sources

1 What is Source 4.29?

2 Use Source 4.30.

- **a** What was *The Samurai*?
- **b** According to this source, how was the show received in Australia?
- **c** What happened when *The Samurai* took over the 12.30 pm time slot on Sundays?
- **d** What was the significance of this? (You may need to find out who Shirley Temple was.)
- **e** What was happening from Boxing Day?
- **f** How do you think some Australian World War II veterans might have reacted to this article? (See pages 60–65.)

© Senkosha Productions

SOURCE 4.31 Photograph of Shintaro in *The Australian Women's Weekly*, 1965

Could you please publish an article on The Samurai or at least a picture of its hero, Shintaro, a warrior whose face and bravery I have fallen in love with. I am certainly not alone in considering The Samurai the finest example of this type of programme so far seen on Sydney television. I hope the series will continue for a long while. - Elizabeth P., Marrickville.

TV Week, 13 February 1965

SOURCE 4.32 One view of *The Samurai*

The headmaster of Sydney's newest private boys' preparatory school [Pittwater House] has banned 'Shintaro cards and any association with that cult.'

Shintaro, played by Koichi Ose, is the hero of The Samurai, a Japanese-produced TV series currently popular with boys throughout Sydney. The headmaster, Mr Rex Morgan, told parents at the Pittwater House preparatory school speech night last night.

'I question the mental health of a nation which permits its schoolchildren to be exposed to the current cult of Japanese sadism and cruelty in the guise of a TV hero. I should have thought we had enough of this sort of thing during the war without glorifying such attitudes by the present TV representation and its perpetuation by the sale of sweetmeats containing swap cards.'

Mr Morgan said that to him this was further indication of the lack of principles of some retailers and advertisers. It was essential that children be 'fortified with minds able to resist such undermining and able to discriminate between right and wrong, between good and bad, between the worthwhile and the fruitless.'

Mr Morgan said he had been criticised for being a 'right-wing **reactionary**'. He said, 'If right-wing reactionary means putting back into life some of the old-fashioned virtues such as good manners, respect for parents, recognition for elders and betters, accepting that Jack is not as good as his master, then I ask you parents to subscribe to the same philosophy. I shall react more and more sharply against the sick and soft and unmanly attitudes which so many people are affecting these days.'

Daily Mirror, 14 December 1965

SOURCE 4.33 A second view of *The Samurai*

ISBN 978 1 4202 3077 2

I strongly protest the statement attributing sadism to the TV series The Samurai by Mr R.H. Morgan, headmaster, Pittwater Preparatory School. That one of this city's supposedly foremost educators should be so bigoted and twisted about the triumph of rights over wrongs, good manners and kindliness as portrayed in the series, bespeaks of a completely closed mind.

His statement, 'This type of programme is producing sick, soft and unmanly attitudes in Australian society' obviously applies not to Australians but to himself. I am father of three boys from 4 to 7½ years. The three of them watch the show as well as myself. All of us are attracted by the beauty of the art direction, camera work and general presentation of the series which is a fairly honest portrayal of life in early Japan.

To see my boys running, jumping and only very occasionally standing still in emulation of the physical feats of the good or bad, seems quite the reverse of soft and unmanly. This seems to be the season when headmasters blame the children whom they are supposed to be leading for the faults into which their own generation has led the young.

If Mr Morgan could open his mind sufficiently to study a little of the history of another country like Japan, he would find portrayed in The Samurai a spirit of fine discipline, physical and mental, and honour far above anything he could teach. I had considered sending my children to Pittwater House which I believed was staffed by forward thinking people. But after reading Mr Morgan's attack, I most certainly will not.

- John Z. Huie, Seaforth

Letter from a *Daily Mirror* reader, 23 December 1965

SOURCE 4.34 A third view of *The Samurai*

ACTIVITY 8

Analysis and use of sources

1 How would you describe the person who wrote Source 4.32?

2 In Source 4.33, which group does the *Daily Mirror* identify as the audience for *The Samurai*?

3 What group does Source 4.30 identify as *The Samurai*'s audience?

4 Based on these three sources, who do you think watched *The Samurai*?

Explanation and communication

1 Write a paragraph (150 words) arguing that generational differences were the main cause of the different reactions to *The Samurai*.

Perspectives and interpretations

1 What view of *The Samurai* is given in Source 4.32?

2 a Whose perspective is given on *The Samurai* in Source 4.33?

b What is Headmaster Morgan's view of *The Samurai*?

c Why do you think he held this view?

3 a Describe the person who wrote Source 4.32.

b How does the view of *The Samurai* in this source differ from that in Source 4.34?

c Why do you think the views are different?

4 a In Source 4.33, what was Headmaster Morgan's view 'of some retailers and advertisers'?

b What sources in this section could be used to support this view?

Historical questions and research

1 What influence has Bollywood had on:

a the Australian film industry

and

b Australian popular culture?

ICT

1 Go to OneStopDigital to view a documentary about Shintaro to find out more about:

a how children responded to the television show *The Samurai*.

and

b how adults responded to the show.

ISBN 978 1 4202 3077 2

SOURCE 4.35 *Ek se Badhkar Ek* poster, 2004

Music festivals and globalisation

Like many aspects of popular culture, music festivals as we know them today had their beginnings in the United States. The Woodstock Festival, held in California in 1969, captured the music of the times and the mood of the mainly young people who attended it, becoming a symbol for their generation. It also inspired others to hold similar festivals around the world: not direct copies, but their own versions of the same basic elements: modern young people, modern music, modern attitudes—a break from the past.

ACTIVITY 9

Evidence

1 Which source provides evidence about one event that influenced the Australian Sunbury Folk (later called Rock) Festival? Explain why.

2 Investigate the Woodstock Music and Art Fair and write 200 words about it.

SOURCE 4.36 Poster for the Woodstock Music and Arts Fair, 1969

ISBN 978 1 4202 3077 2

SOURCE 4.37 Max Merritt and the Meteors, Sunbury Rock Festival near Melbourne, 1972

SOURCE 4.38 Crowd at the Sunbury Rock Festival

SOURCE 4.39 Sunbury Rock Festival

3 How do Sources 4.37, 4.38 and 4.39 allow historians to explain the Sunbury phenomenon?

Empathy

1 You are the person in Source 4.39 talking to a newspaper reporter. Tell the reporter what the Sunbury Festival means to you.

Perspectives and interpretations

1 What might Rex Morgan (Source 4.33) have thought about the Sunbury concert?

Historical questions and research

1 What was the significance of Woodstock?

Continuity and change

1 What do Sources 4.36 to 4.40 tell us about the impact of technology on the music industry over time?

2 What has changed over time in terms of live music concerts?

3 What has remained the same about live music concerts?

ISBN 978 1 4202 3077 2

SOURCE 4.40 Soundgarden perform at the Big Day Out, Perth, 5 February 2012

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

The Australian film, music and television industries have made significant contributions to Australian culture and identity. They have also played a critical role in shaping international awareness and understandings of Australia and Australian identity.

Films such as *Crocodile Dundee*, released in 1986, had major impacts on overseas audiences. Paul Hogan, the star of the film, also featured in a series of advertisements for the Australian Tourism Commission from 1984 to 1990, which promoted 'Aussie' culture to other countries. The film boosted the advertising campaign's popularity.

Australian television series also reflected the nation's character. A number of these series also became popular overseas and introduced modern Australian life and culture to different parts of the world. In the late 1970s and early 1980s, the Reg Grundy Organisation produced a number of soap operas that also screened overseas: *The Young Doctors* (Britain, France and Spain), *Sons and Daughters* (the Azores, Belgium, Britain, New Zealand and the Netherlands, as well as being adapted for German television) and most famously *Prisoner*, which became a cult hit in Britain, Canada, Sweden and the United States. *Prisoner* even inspired a stage show—and is still selling on DVD around the world. Rival production company Crawfords produced *The Sullivans*, which was watched in Britain and Europe, and also in the United States (DVDs are available in English and Dutch). Reg Grundy is also responsible for *Neighbours*, watched in 50 countries, which was the most successful of them. *Home and Away* has also been a success in Britain.

It is not just programs that have been successful overseas; a number of Australian actors have also achieved international success: New Zealand-born Russell Crowe and Guy Pearce (both ex-*Neighbours*), Geoffrey Rush, Cate Blanchett, Toni Collette, Rachel Griffiths and Hugh Jackman, Poppy Montgomery and Anthony LaPaglia.

Music has also contributed to this process. Among the large number of groups to be recognised overseas are the Seekers and the

ISBN 978 1 4202 3077 2

Easybeats in the 1960s, AC/DC and Nick Cave and the Birthday Party in the 1970s, INXS, Midnight Oil and Men at Work in the 1980s, Powderfinger in the 1990s, and Jet, Wolfmother and the Vines in the 2000s. While bands tend to be male-dominated, the women who have had successful music careers overseas have tended to be soloists, such as Olivia Newton-John (1980s) and Kylie Minogue (1990s), or all-female acts such as The Veronicas (2000s).

Skippy the Bush Kangaroo

'Skippy,' a television series for children, is one of the few local productions of which Australians can be unreservedly proud. It is not just 'good for an Australian series'—it is good by any standard.

Overseas television networks also seem to think 'Skippy' is a good series. It has already been sold in England, Europe, Canada, and Japan.

In Australia 'Skippy' will be shown soon Commonwealth-wide on the National Nine Network. Photographed in full color, the series shows the Australian bush at its best and provides an ideal setting for Skippy the heroine.

Skippy, a female 'forester' kangaroo from Queensland, is a real heart-stealer. She has beige-colored fur, soft brown eyes, and eyelashes a film star might be proud of.

In the series, Skippy lives in Waratah National Park, a fictitious flora and fauna reserve situated on the east coast of Australia.

Most of the scenes for 'Skippy' are filmed in Kuringai Chase—just north of Sydney—and other national parks in N.S.W. At Duffy's Forest, near Belrose, an outer Sydney suburb, a realistic Ranger headquarters was built on 24 acres [about 10 hectares] of Crown land.

'Skippy' gained the approval of the N.S.W. government with the pilot episode, which was made in Kuringai Chase.

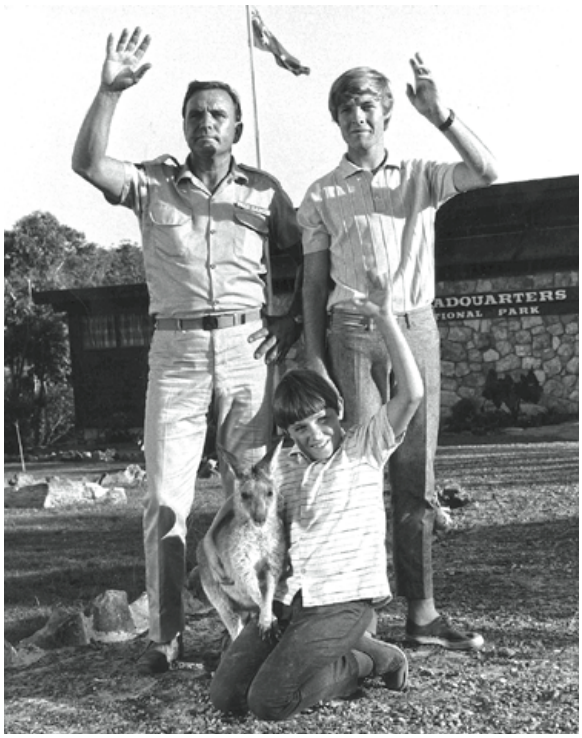
The Government immediately set aside 24 acres of bushland for use as the film set and also gave the producing company, Fauna Productions, access to the surrounding 500 acres [200 hectares].

'Skippy' is the story, week by week, of the adventures of a group of Waratah Park rangers headed by Superintendent Matt Hammond (played by Ed Devereaux).

Matt and his two sons, Mark (Ken James) and Sonny (Gary Pankhurst), live in Waratah Park.

The Australian Women's Weekly, 13 September 1967, p. 8

SOURCE 4.41 Skippy, 1967



SOURCE 4.42 Skippy, with actors Ed Devereaux, Ken James and Garry Pankhurst, 1968

I remember flying into Japan and there were all these people at the airport and I thought, 'Wow, I must have been travelling with somebody really famous.' I looked around and realised it was all for me.

The Telegraph, 3 May 2011

SOURCE 4.43 Liza Goddard, who played Clancy Merrick in 44 episodes of *Skippy*

SOURCE 4.44 Loading cartons of St Peters Distillery 'Skippy' wine for export to France and Italy, July 1977

ISBN 978 1 4202 3077 2

ACTIVITY 10

Analysis and use of sources

1 What was the television series *Skippy* about?

2 a Was the series popular overseas?

b What sources provide evidence about its popularity? Explain.

c Why do you think it may have appealed to an overseas audience?

d Can you think of other television series in any country that featured animals and was popular overseas?

3 a How did the New South Wales state government respond to the series?

b Why do you think that the government did this?

c How did other commercial interests respond to the success of the series? (See Source 4.44.)

Explanation and communication

Use Sources 4.41, 4.42, 4.43, 4.44 and any of your answers to the questions in this section.

1 How was Australian identity portrayed in *Skippy*?

2 Explain why the series was so successful overseas.

Perspectives and interpretations

1 A number of historians are concerned with the way that animals are viewed in history. How might a historian concerned with animal rights view aspects of the *Skippy* television series?

2 How might a historian concerned with Australian nationalism view the *Skippy* series?

3 How might a child at the time have viewed the series?

Historical questions and research

1 Investigate what happened to some of the animals used in the *Skippy* series. Use a combination of key words to locate information, including moving footage and stills, on the internet:

- Skippy the Bush Kangaroo
- stand-ins
- kidnap
- RSPCA
- emus

Write 300 words based on your findings.

The Go-Betweens

SOURCE 4.45 Robert Forster and Grant McLennan, founding members of the Go-Betweens

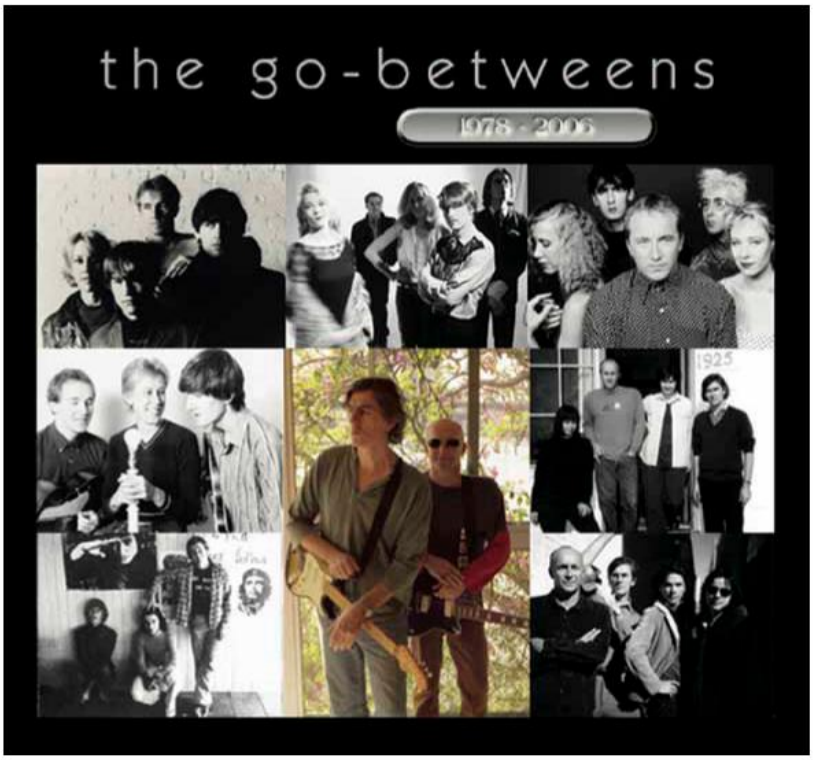
A sympathetic reviewer once likened an early Go-Betweens album to a poetry reading, but Wednesday night the brilliant Australian band dispelled its bookish reputation with its most musical 9:30 club performance yet. The group, expanded from a trio to a quintet since its poetry-reading days, now has at its disposal a wide array of timbres (latest addition Amanda Brown provides violin, oboe, guitar and backing vocals) and a new-found rhythmic confidence.

Though the band's recent 16 Lovers Lane album has a light, acoustic sound, at 9:30 only The Devil's Eye was played thus. Instead, the backbeat came up front, with Quiet Heart given a primal pulse and Streets of Your Town a funky swing. These surprisingly loose-limbed arrangements didn't always improve on the recorded versions—Grant McLennan's full-bodied melodies generally fared better than Robert Forster's lean ones—but they showed that the Go-Betweens have achieved a musical playfulness worthy of the verbal wit for which they've long been known.

'The Go-Betweens', Mark Jenkins, *Washington Post*, 21 April 1989

SOURCE 4.46 An American opinion of the Go-Betweens

ISBN 978 1 4202 3077 2



SOURCE 4.47 Go-Betweens website

On Saturday 6th March 2006, legendary singer-songwriter and member of The Go-Betweens Grant McLennan died in his sleep at his home in Brisbane. He will be deeply missed by all who knew him, whether personally or through his music.

<www.go-betweens.net>

SOURCE 4.48 Tribute to Grant McLennan from the Go-Betweens website, 2011

ACTIVITY 11

Explanation and communication

1 From Source 4.47, when did the Go-Betweens form?

2 From Source 4.45, who were the founding members?

3 a From Source 4.46, did the Go-Betweens achieve international recognition? Explain.

b How had the band changed by 1989?

c From Source 4.47, was the band line-up to change in the future?

d From Source 4.46, how were the Go-Betweens regarded in the US?

If anyone has a right to be bitter and twisted and full of 'it should have been me' stories, it's Robert Forster of the Go-Betweens, an Australian band which during the 1980s was acclaimed as packing more songwriting punch than their close friends and touring partners, REM, but which somehow never made it into multi-platinum, front cover of Rolling Stone land. Between 1983 and 1989 they released six of the best albums ever recorded in that decade and while they may never have bothered the compilers of the charts, those people who did hear them were invariably inspired to form their own band.

'I do try to be resentful, I really do, but I just can't bring myself to do it,' says Forster who played the Lennon to his song-writing partner's Grant McLennan's McCartney in the band.

'People often ask me would I swap the artistic reputation of a top 20 hit but I wouldn't and that comes down to how we feel about the music. Even in the early days when we formed in Brisbane we were always shocked after playing a gig that people we had never met before would come up to us and congratulate us on the songs and in a sense we've kept that naive sort of innocence about us. I never have that "we were robbed" feeling when looking around now at where some of our contemporaries are.'

If ever a band epitomised the cliche of 'critical acclaim but commercial indifference' it is the Go-Betweens. Salivated over by critics and the more discerning end of the musical fan spectrum, they never compromised their superb melodies and bitter-sweet lyrics. 'There really is no need to sell 10 million copies of your album and while that situation would certainly have helped us, it's not what we're about. Looking back now I'm sort of glad that I never ended up being a rock star and standing on a PA stack in a stadium waving a white flag round, if you know what I mean.'

'Interview with Robert Forster', *Irish Times*, 5 May 1997

SOURCE 4.49 An Irish view of the Go-Betweens

ISBN 978 1 4202 3077 2

ACTIVITY 12

Analysis and use of sources

1 From Source 4.49, what impact did the Go-Betweens have overseas?
2 What is Robert Forster's view of the success of the Go-Betweens?
3 Who were the primary fans of the Go-Betweens?
4 According to the *Irish Times*, what did the Go-Betweens never do?

Historical questions and research

1 Were the Go-Betweens an indie rock band? Explain.
2 How were the Go-Betweens an example of globalisation, both in Australia and from Australia?

ICT

1 Find the definition of 'indie rock'.

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

The Dish

The Dish is an Australian film released during 2000.

ACTIVITY 13

Explanation and communication

1 How is *The Dish* nationalistic?

Evidence

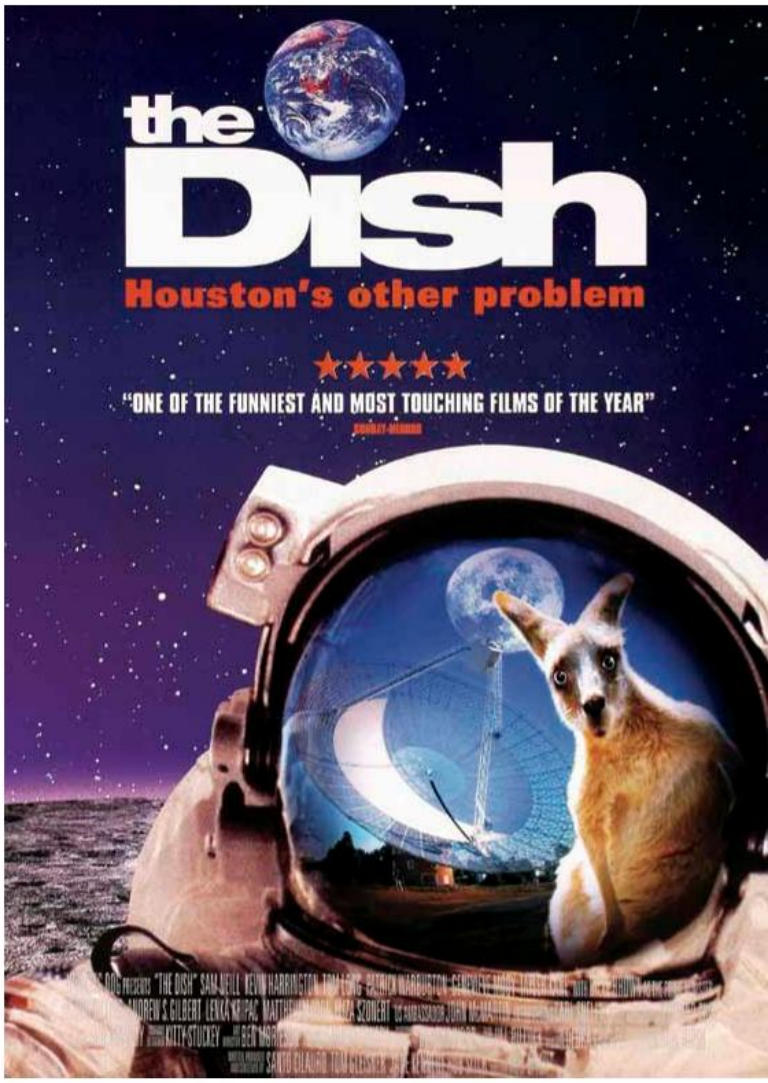
1 Locate general details about *The Dish*: cast; writer; director; storyline; when it was released in Australia and other countries; and box office takings.
2 Find a trailer for *The Dish* or a copy of the movie and watch it.

Empathy

1 Imagine that you are the artist that designed Source 4.50. Why did you design the poster this way?

Perspectives and interpretations

1 Find two reviews of *The Dish*: one positive and one negative.



SOURCE 4.50 Poster for the United States release of the Australian film, *The Dish*

a How do the reviewers see Australian culture being portrayed in the film?
b Locate evidence in the trailer or the film that either supports or contests the reviewers' views of the film.

2 What values do the reviewers believe that the film shows Australians as having?
3 What does the poster communicate to Americans about Australian values?

Religion and Australian society

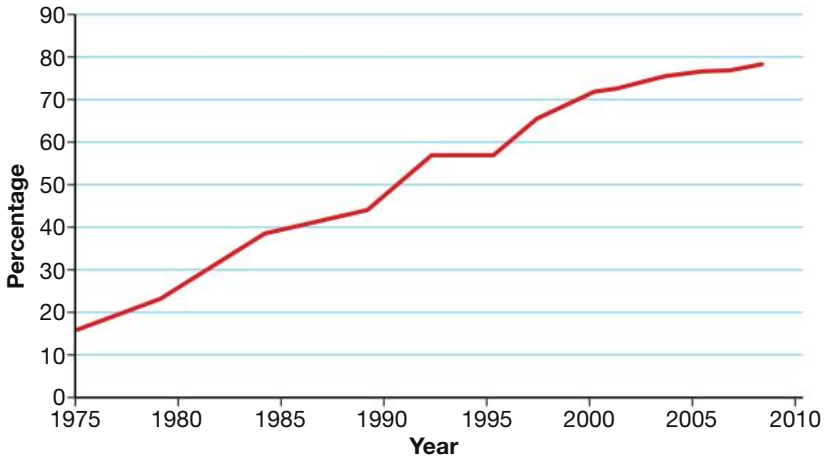
Since the 1950s, religion has played a decreasing role in the lives of most Australians. The sources on the following page explore this topic.

ISBN 978 1 4202 3077 2

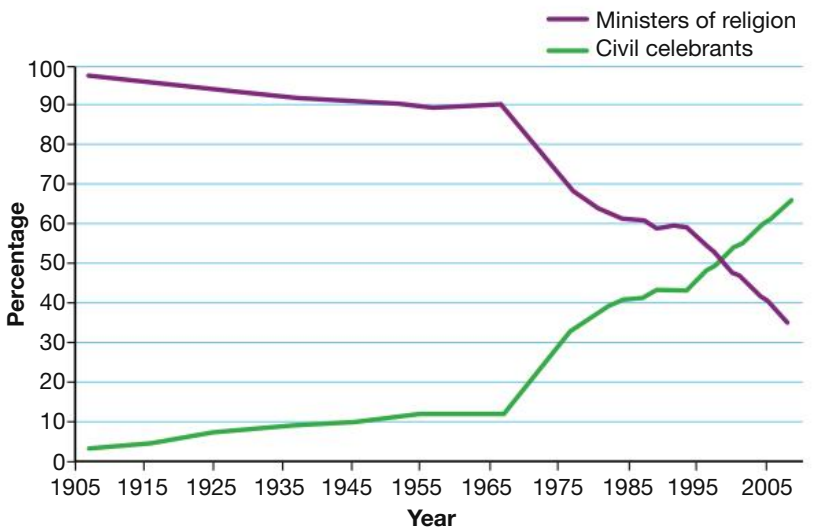
In terms of religion, the popularity of family history and genealogy could be linked to the **secularisation** of Australian society, particularly from the 1970s. At this time the number of family history societies began to multiply as the church-going population continued to dwindle. The Uniting Church, for example—Australia's third largest religious denomination—was formed in 1977 when the Congregational, Methodist and Presbyterian Churches joined together in the face of declining congregations. The number of people who associate themselves with the church—who are largely ageing Anglo-Australians—has slipped from twelve per cent of the Australian population at the time of its formation to just over six per cent today. Actual membership has dropped to around 300,000 (or 1.5% of the national population).

Paul Ashton and Paula Hamilton, *History at the Crossroads*, 2010, p. 32

SOURCE 4.51 Secularisation



SOURCE 4.52 Percentage of marriages preceeded by cohabitation 1975–2008



SOURCE 4.53 Category of marriage celebrants, 1908–2008

ACTIVITY 14

Chronology, terms and concepts

1 What is meant by the term 'secularisation'? Use evidence from the two graphs (Sources 4.52 and 4.53) in your answer.

Analysis and use of sources

1 How does Source 4.51 support the view that Australian society became increasingly secular after World War II?

2 Does Source 4.52 support or contradict the view given on secularisation in Source 4.51?

3 Does Source 4.53 support or contradict the view given on secularisation in Source 4.52?

Historical questions and research

1 Prepare an interview with a family member, friend or a neighbour about the secularisation of Australian society.

2 Use Sources 4.51, 4.52 and 4.53 to develop four questions that you would ask them. (The last question could be very general to allow the person to tell you something that you might not have thought of.)

3 Either record the interview or take notes. Then write a page about the secularisation of Australian society using this information.

ISBN 978 1 4202 3077 2

International perceptions of Australia

Australian attitudes towards and treatment of migrants affects the way Australia is seen by other countries. In 2009, for example, many Indians were attacked and robbed, mainly in Melbourne. An Indian government inquiry concluded that there were 23 racially motivated crimes.

The Australian government began its own inquiry but also tried to contain criticism of Australia. Education had become the third-largest income earner for the country. The government was partly concerned that international student numbers might drop if Australia was seen to be racist. The largest number of international tertiary students came from India.

Racial prejudice against Muslims and people of Arabic appearance also attracts international attention.

The surge in temporary migrants with a right to work has created an unprecedented, unplanned migration wave. Senator Evans said Australia needed a rational immigration debate, beyond the hysteria about the few hundred boat people who arrive each year ...

[Immigration minister] Senator Evans said immigration should be the nation's labour agency, meaning a continued high intake of migrants, especially younger, skilled workers.

But the desires of migrants—including overseas students who came in on temporary visas in order to gain permanent residency—should not be driving Australia's immigration policy.

Decisions about who came to Australia would be increasingly left to employers although, conversely, Australia would also be competing for the most highly skilled migrants. Senator Evans said to do that successfully the impacts of record high immigration on our liveability had to be tackled.

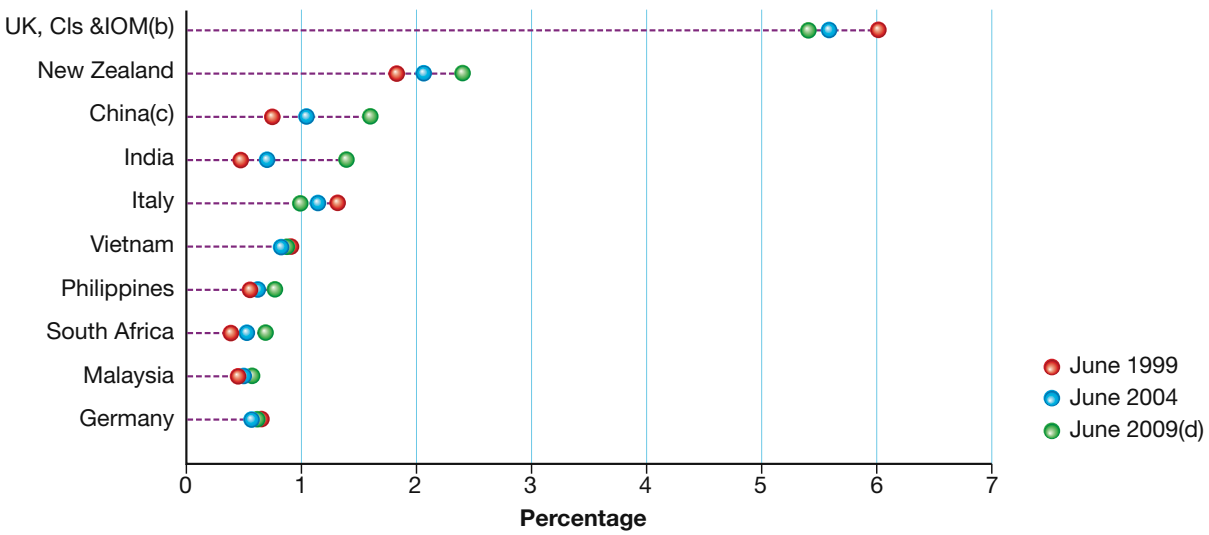
'In Australia we've got this sense of, "Well, we're the lucky country" and ... people will naturally come here, and that's still true to an extent. But other countries ... are increasingly marketing themselves too.'

He said immigration policy would remain non-discriminatory and that Australia's Muslim communities posed no fundamental threat—despite the arrest of five Melbourne men on terrorism charges, three from Somalia and two from Lebanon.

'I don't want to downplay terrorism ... It is a serious public policy challenge that has to be tackled ... But there's also been this slightly irrational fear and debate about people who arrive unauthorised as possibly posing some sort of threat.'

'Migration rules set for a revamp', Mary-Anne Toy, *The Age*, 31 August 2009

SOURCE 4.54 Why immigrants come to Australia



(b) United Kingdom, Channel Islands and Isle of Man.

(c) Excludes SARs and Taiwan.

(d) Estimates for 2008-09 are preliminary.

Australian Bureau of Statistics

SOURCE 4.55 Australian immigrants' top 10 countries of birth, 2009

ISBN 978 1 4202 3077 2

ACTIVITY 15

Analysis and use of sources

1 Use Source 4.54.
   - **a** What did Senator Evans believe that Australia needed?
   - **b** What did Evans think immigration should be?
   - **c** Who did Evans think would be increasingly left to make decisions about migration?
   - **d** Did Evans think that Australia should market itself more to attract migrants? Why?

2 How can Source 4.56 be used to support the view that Australia's immigration policy became less discriminatory?

Australian Bureau of Statistics

SOURCE 4.56 Percentage of Australia's population born overseas, 1889–2009

3 Use Source 4.56.
   - **a** Approximately what percentage of Australia's population was born overseas in 1949?
   - **b** Approximately what percentage of Australia's population was born overseas in 2009?
   - **c** How does this source indicate a change in beliefs or attitudes in Australia since World War II about people of different nationalities?
   - **d** In what ways would the pattern of immigration shown in Source 4.56 affect Australian life?

Explanation and communication

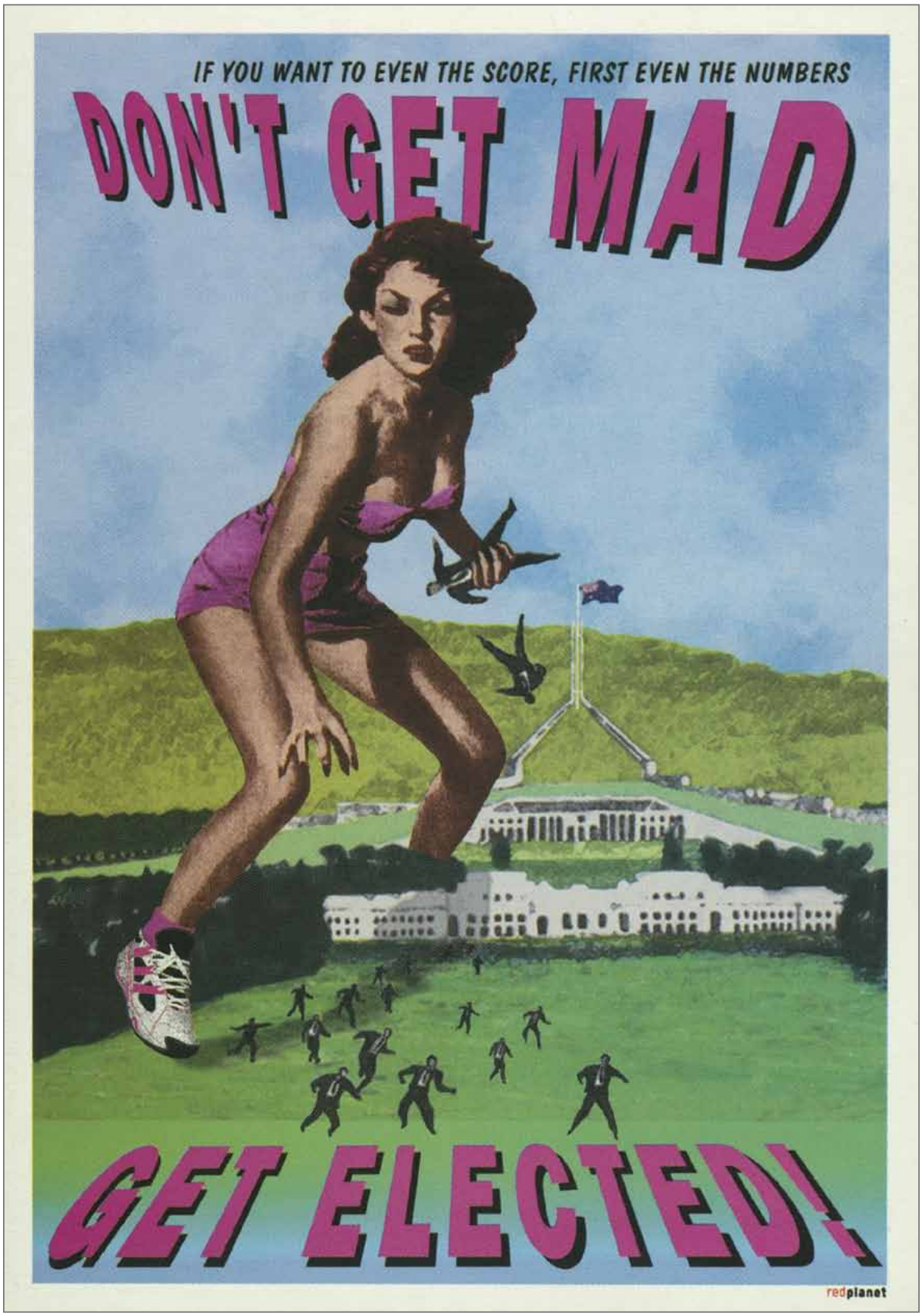
1 In Source 4.54, Senator Evans indicated that he thought that Australia's reputation for being the 'lucky country' would help attract skilled migrants. But he also noted that Australia needed to market itself to compete with other countries for migrants with skills or other resources. Design a poster that would persuade skilled migrants to immigrate to Australia today.

2 What issues does Source 4.58 raise about the position of women in Australian society? What does this say about Australia's claim to be an egalitarian society? In what other ways are women discriminated against in Australia?

Use this source and these questions to develop a topic for a class debate.

SOURCE 4.57 Dutch immigrants arriving in Australia, 1954

ISBN 978 1 4202 3077 2



SOURCE 4.58 Carol Porter, 'Don't get mad get elected', c. 1998

ISBN 978 1 4202 3077 2

History challenges

Go to OneStopDigital for internet lessons relating to this chapter.

Being creative

Source 4.59 is from a paper-based photo album and Sources 3.60 and 3.61 are from a personal collection of digital photographs. They tell us about two major influences in contemporary popular culture. What are they? And how influential have they been?

SOURCE 4.59 Pauline at Disneyland, California, 1976

SOURCE 4.61 After the Gleewarts Express, Central Station, Sydney, 9 am, 2007

Find at least three images from your own or your family's photographic collections that show aspects of popular culture. Write and present a two-minute class presentation about the photographs.

SOURCE 4.60 On board the Gleewarts Express, Central Station, Sydney, 5 am, 2007

ISBN 978 1 4202 3077 2

ICT

Go to OneStopDigital to view a short advertisement.

1 What was the purpose of this advertisement?
2 How is the Australian national identity portrayed?
3 Why was it used in this way?
4 Why did Hogan use the word 'shrimp' in the advertisement?
5 What does this tell us about cultural differences?

Getting the message

SOURCE 4.62 Geoff Pryor cartoon of Sylvester Stallone as Rocky appearing on a children's TV show, 1996

1 To what television series does this cartoon refer?
2 Research the television series.
3 How does this series reflect the influence of other cultures?
4 a Choose one of the following television series from the 1960s:
   - *Whiplash*
   - *Romper Room*
   - *Homicide*
   - *Division 4*

   b Watch a trailer or episode of the series you selected on YouTube.
   c Research the series.
   d Use your notes to write 200 words on the cultural origins of the show.

Visual communication

SOURCE 4.63 Martin Sharp, Luna Park: National Trust, 1979

1 Use the internet or books in your school or local library to find out what 'Pop Art' is.
2 How does Source 4.63 show the influence of British and American culture on Australia?
3 Do some research. Find out what influence Martin Sharpe has had on pop art internationally.
4 How does Luna Park reflect the influence of American culture on Australian popular culture?

ISBN 978 1 4202 3077 2

Figure it out

Place	Year	Title	Artist	Sales (platinum albums)
1	1986	*Whispering Jack*	John Farnham	24
2	1977	*Bat Out of Hell*	Meat Loaf	22
3	1975	*Come On Over*	Shania Twain	15
4	1985	*Jagged Little Pill*	Alanis Morissette	14
5	1982	*Innocent Eyes*	Delta Goodrem	14
6	1987	*Greatest Hits Collection*	Queen	13
7	1995	*Thriller*	Michael Jackson	12
8	1981	*Rumours*	Fleetwood Mac	12
9	2003	*Savage Garden*	Savage Garden	12
10	1996	*Falling into You*	Celine Dion	12

Based on ARIA accreditations for more than 500,000 copies sold

SOURCE 4.64 Top 10 albums in Australia by sales

1. What does Source 4.64 tell us about the influence of other cultures on the Australian music industry?
2. Create your own 'Top 10 Albums' list in your class. Everyone should contribute the name of their favourite album. Make a list of the 10 most popular albums. Discuss the different cultural influences in the albums.

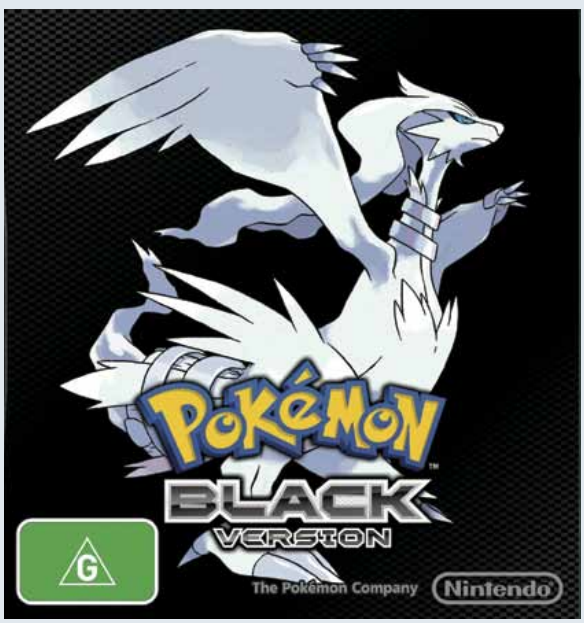
Crossing cultures

Undertake research on Pokemon. What impact has it had on popular culture in Australia and overseas?

Where is your favorite game from? How has it affected Australian popular culture?

Talking points

Listen to examples of late 1950s and early 1960s rock'n'roll in class. Run a class discussion about the nature of the music and reactions to it at the time it was first broadcast.



SOURCE 4.65 Pokemon

Go to OneStopDigital for group activities relating to this chapter.

ISBN 978 1 4202 3077 2

Chapter 5

The environment movement, 1960s–present

British activist from Oxfam, protesting in Durban at the UN Framework Convention on Climate Change, 9 December 2011

HISTORY SKILLS

In this chapter you will learn to apply the following skills:

- outline the emergence of concerns about the preservation of natural areas for future generations
- investigate the impact of early texts that warned about environmental change
- explain the significance of ideas about the environment
- investigate a range of environmental impacts
- explain the struggle over French nuclear weapon testing in the Pacific from 1966 to 1996
- explain the responses of governments and organisations to environmental threats
- evaluate the effectiveness of international protocols and treaties.

© Australian Curriculum, Assessment and Reporting Authority 2012

Inquiry questions

1. What was the background to environmental awareness in the United States and Australia?
2. How did population increases, urbanisation, increasing industrial production and trade affect the environment?
3. How did the environment movement grow, and how does it influence ideas?
4. What were the significant events and campaigns that contributed to popular awareness of environmental issues?
5. How have Australian governments and international organisations responded to environmental threats since the 1960s?

Introduction

THE DROPPING OF two nuclear bombs on Japan in 1945 by the United States bleakly announced the nuclear age. Photographs of the aftermath and the victims of the bombing were to become well known across the world (they were also used to promote antinuclear policies). Postwar population growth and a massive rise in industrial growth and production put enormous pressures on the planet. Pollution became a critical problem both in developed and developing countries. In the mid to late 1960s, fears grew about the Earth's capacity to sustain these levels of growth. With the Cold War, fears also mounted about the possibility of nuclear war. Environmental activists and advocates across the world developed the environmental movement in new ways to meet these challenges.

The growth of awareness about environmental issues led governments to take a more active role, both locally and internationally. In Australia, state and federal agencies were established to ensure any negative impact on the environment was minimised. By 2012, the issue of climate change became a hotly debated topic.

KEY TERMS

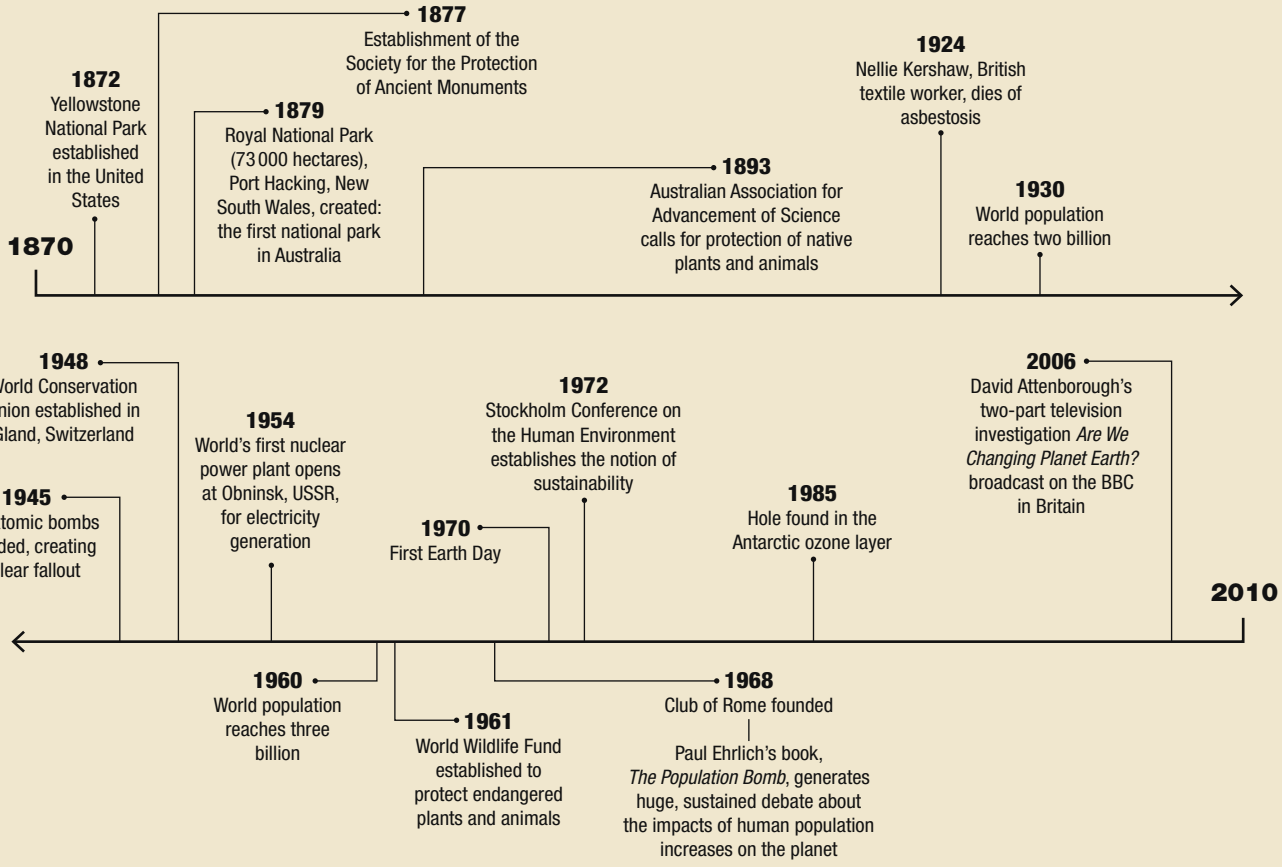
Go to OneStopDigital for podcasts relating to this chapter.

conservationists	people who try to protect the environment
deforestation	loss of trees
degradation	damage or destruction of the natural environment, such as resource depletion, deforestation and habitat destruction
environmentalism	a broad movement aimed at conservation of the environment, the protection of biodiversity and the practice of sustainable development
estuary	the body of water at the mouth of a river where the freshwater stream meets the ocean
fauna	the animal life of an area
flora	the plant life of an area
global warming	the gradual rise in the Earth's atmospheric temperature (due to the greenhouse effect) that creates damaging climatic changes
green bans	industrial bans enforced by builders' labourers and other unions to prevent demolition or damage to places of heritage significance
greenhouse effect	increased levels of gases such as carbon dioxide and methane in Earth's atmosphere trap radiation from the Sun close to the Earth, leading to a gradual rise in temperature (a bit like putting an extra blanket or doona on your bed)
native	plants and animals that are indigenous to a particular area
preservationists	people who advocate to preserve architecturally or historically significant buildings
trade union	an organisation consisting of workers from a particular trade that works to promote their interests
urbanisation	the growth of cities and towns

ISBN 978 1 4202 3077 2

The Hacking River in the Royal National Park, Sydney

Timeline of key dates



ISBN 978 1 4202 3077 2

Focus on history skills

Skill

The analysis and use of sources

Reliability—part 2

In our Focus on history skills at the beginning of Chapter 4 (page 142), we looked at the reliability of sources.

In researching information, you will often use websites identified from a search of Google. Here is a list of questions to help you judge the reliability of sources you find on the internet.

WHO

- Who authored the web pages and are they an expert?
- Is a biography of the author included?
- How can I find out more about the author?
- Does the website address contain .com, .org, .gov or .edu?

WHAT

- What does the author say is the purpose of the site?
- What other reasons might there be for the site to exist?
- What information is included and does this information differ from other sites?
- What is the purpose of the page?

WHEN

- When was the site created?
- When was the site last updated?

WHERE

- Where does the information come from?
- Where can I look to find out more about the sponsor (if there is one) of the site?

WHY

- Why is this information useful for my purpose?
- Why should I use this information?
- Why is this webpage better than another?

Focus on history skills activities

1 Match these domain abbreviations with the correct meaning

.edu	created by a person or group who uses an internet service provider
.gov	created by an organisation
.org	created by a company or business
.com	created by a college, university or other educational institution
.net	created by the American military
.mil	created by a government office or agency

2 Would sites that are .gov always be more reliable than those that are .com? Explain your answer.

3 Visit the site listed at OneStopDigital. Judge how reliable it is as a source of information on Velcro.

4 Find two sites which contain information about the environment in Australia; one site you should judge to be reliable, the other not reliable. Explain how you decided.

ISBN 978 1 4202 3077 2

Taking care with sources

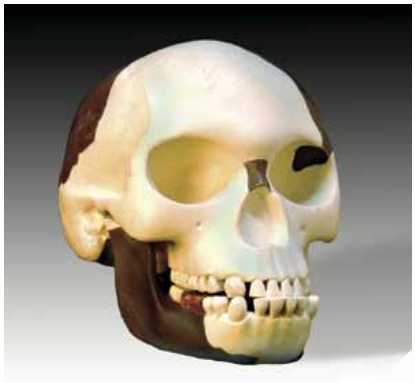
Historians should always check the reliability of their sources but sometimes this rule can be forgotten or overlooked. The consequences can be serious.

In 1912, new discoveries were being made in Europe about human ancestors. Some English people were very keen to try to find an early human ancestor in Britain. When Charles Dawson, an amateur archaeologist, reported finding human-like skull fragments (see Source H5.1) at Piltdown in England, many archaeologists were proud: England had a part in the history of evolution. Dawson and a few professional scientists continued excavating and found other remains, and implements, including what they called a tool and what other people called a prehistoric cricket bat (Source H5.2). While overseas scientists were sceptical about the findings, they remained part of official British displays and formal historical writing for several decades.

By the late 1940s, discoveries elsewhere of other human ancestors were making it hard to work out just where 'Piltdown Man' fitted in. An English scientist working at the museum where the Piltdown remains were kept decided to test them; he discovered that they weren't ancient remains at all. More scientific tests were carried out and it was found that all the Piltdown items were forgeries.

As several of the key people involved in 'excavating' the remains had died, it was hard to establish who had started the hoax and why. It is even said that Sir Arthur Conan Do[illegible]e creator of Sherlock Holmes, could have [illegible]ed.

The lesson remains: alw[illegible] evidence carefully.



SOURCE H5.1 A display showing a reconstruction of the Piltdown Man's skull, based on the bone fragments 'found'

SOURCE H5.2 A tool, a prehistoric cricket bat or something else entirely?

Focus on history skills activities

Research the 1983 'Hitler Diaries' hoax using the internet. Why were people fooled into believing the diaires were genuine?

Go to OneStopDigital to listen to a radio program on the hoax.

ISBN 978 1 4202 3077 2

Think, Puzzle, Explore

1. Imagine you have been transported back in time to Australia in the second half of last century. Close your eyes and picture the environment. What things are affecting the environment, both positively and negatively?
2. What sights and thoughts came into your head? Perhaps you thought of a person or event, an animal or a place.
3. Draw up a list of what you remember about positive and negative influences on the Australian environment in the second half of the 20th century.
4. Discuss in class what you remembered and draw up a class list.
5. Make another list, this time of the issues affecting the Australian environment in the second half of the 20th century that you would like to know more about or explore further. How might you find answers to your questions? What words could you search for on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?

What was the background to environmental awareness in the United States and Australia?

Europeans and the natural environment

When Europeans first came to Australia most of them saw the environment as harsh and alien. It was very different from England and Europe. Throughout the 19th century, the new inhabitants worked to tame the environment and develop money-making industries. Towards the end of the century, people's attitudes began to change. As more people became aware of the value of Australia's natural environment and the damage being done to it, they realised the need to protect it.

People who try to protect the environment are called **conservationists**. They argue that features of Australia's natural environment are unique and should be preserved for future generations. Other people claim that conservationists are standing in the way of 'progress' and that everyone would benefit if the environment was to be developed or its features used. These people are often involved with industry.

Chronology

1788	Clearing, building and farming by European arrivals begins at Sydney Cove and Norfolk Island
1865	Formation of the Commons Preservation Society, Britain
1866	Reserve declared at Jenolan Caves by the New South Wales government
1872	Yellowstone National Park established in the United States
1877	Establishment in Britain of the Society for the Protection of Ancient Monuments
1880s	Australians in cities begin to call for conservation of the natural environment
1885	Rocky Mountains National Park established in Canada
1887	Natural History Association formed in New South Wales
1887	Tongariro National Park created in New Zealand
1892	Tower Hill Victoria declared Victoria's first national park in an attempt to stop degradation of the site
1893	*Native Bird Protection Act* passed in New South Wales
1890s–1900s	Formation of various conservation groups in Australia
1916	Formation of the United States National Parks Service

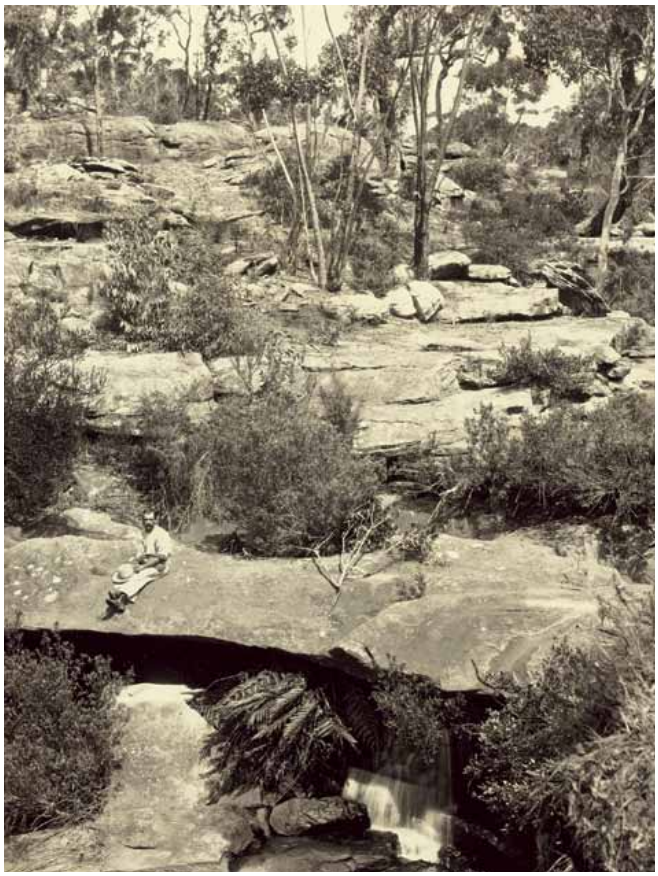
ISBN 978 1 4202 3077 2

SOURCE 5.1 Yellowstone River, 1871, in the area that was to become Yellowstone National Park in the following year (Photographer William H. Jackson)

SOURCE 5.2 Tom Roberts, *In a corner on the Macintyre (Thunderbolt in an encounter with police at Paradise Creek)*, 1895

Governments began to pass laws to protect the environment. (See the timeline on page 175 and the chronology on page 178.) This was in response to pressure from people and groups with special interests in environmental protection. Before the 1970s, however, environmental laws in Australia were generally passed in a bits-and-pieces fashion. They were not always compulsory and were mostly ineffective. Laws passed from the 1890s to the 1920s were almost exclusively concerned with protecting native **flora** and **fauna**. Some of the flora and fauna had become state and national symbols. These were polite responses to growing environmental problems caused by clearing, and unsuitable farming, mining and business practices. The release of non-**native** animals, in particular rabbits, also caused enormous damage.

Some middle-class **preservationists**, usually unsuccessfully, pressed governments to save cherished homesteads and mansions for future generations. But in Australia the built environment remained unprotected until the second half of the 20th century.



SOURCE 5.3 Royal National Park, New South Wales, 1888

ISBN 978 1 4202 3077 2

ACTIVITY 1

Chronology, terms and concepts

1 To what does 'conservation' refer?

2 What are 'flora' and 'fauna'?

3 How would you define the idea of 'progress'?

4 Use the chronology to make a timeline for 'The emergence of the preservation movement'.

Analysis and use of sources

1 a What is Source 5.1, who took it and when was it taken?

b From the chronology on page 178, what happened just after this photograph was taken?

c What reaction do you think the photographer hoped to gain?

d 'Heroic' means to be bold and noble. Do you think this image is heroic? Explain.

2 a What is Source 5.3? Where and when was it taken?

b What event in the chronology can be used to investigate this source?

c Is this source different from or similar to Source 5.1? Explain.

3 a What is Source 5.2? Who created it and when?

b Is this source similar or different to Source 5.3? Explain.

c Tom Roberts (1856–1931) was a very popular Australian artist. What impact might his painting have had on people's attitudes towards the Australian environment?

Explanation and communication

1 What did most Europeans at first think about the Australian environment? Why?

2 a What happened with some people towards the end of the 19th century?

b What events in the chronology support your answer?

3 a What did governments begin to do?

b Why did they do this?

c What events in the chronology support your answer to part (a)?

4 How protected was the built environment?

The idea of a 'national park' must have jarred strangely the nineteenth century intellects upon which the words of a Montana lawyer fell as he spoke from the shadows of a campfire in the wilderness of ... Yellowstone one autumn night 70 years ago [in 1870]. For Cornelius Hedges addressed a generation dedicated to the winning of the West. He spoke at a time when stout hearted pioneers had their faces determinedly set toward the distant Pacific as they steadily pushed the frontier of civilization and industrialization across prairie and mountain range to claim the land for a Nation between the coasts. His plan was presented to men cast of that die—men whose courage and enterprise characterized the era in which they lived.

But Cornelius Hedges had looked deeply into American character and was not disappointed. He counted upon the altruism [thought for others] which marked that character, and planted in it the ideal which instantly took root and has since flowered as one of America's greatest treasures: the national park system. Thus was a new social concept born to a Nation itself reborn.

A Brief History of the National Park Service, United States Department of the Interior, 1940

SOURCE 5.4 The origins of America's first national park

SOURCE 5.5 As Australians began to appreciate their environment, they began to incorporate local environmental features into designs for wallpaper, curtains and cushions and other household decorations, such as this waratah bookplate (1889–91)

ISBN 978 1 4202 3077 2

It must be extremely gratifying to those who have for many years past urged the importance of reserves for public recreation, to see the ... announcement of the reservation of a National Park, which for extent and beauty will hardly find its parallel within the same distance of any metropolis in the world ...

But though civilization has thus made its descent upon the fringes of this new national park, the great bulk of the area between the Bottle Forest Road and the sea coast had, until the survey of the Illawarra railway line was made, remained a 'terra incognita.' An occasional sportsman and a few surveyors may have trespassed now and again upon its solitude, but in the main it is as little known and has been as little visited as if it had been 1000 miles [1600 km] away. The time has come for this solitude to be disturbed ...

The chief feature of the geography of this noble reserve is the Port Hacking Creek running southwards, and terminating in the Port Hacking **estuary** which runs westward ...

The park therefore will contain a great variety of grand and beautiful features. It has at least six miles [10 km] of frontage to the ocean, with cliffs and bays and beaches; it has several miles of frontage to the quiet estuary of Port Hacking; it has the deep gorges of the Woronora and the Port Hacking Creek, and it has the sandstone slopes, with their peculiar forms and vegetation, with which the travellers on the Blue Mountains are now familiar. It has in the valleys one attraction, no longer to be found in the well-known gulleys of the Blue Mountains, namely, splendid specimens of Australian timber. The woodman's axe has spared these trees, on account of the difficulty of getting the timber away, and these giants of the forest now happily remain to adorn a people's park, and show perpetually what Australian vegetation is capable of ...

Report of New South Wales parliamentary proceedings in the *Sydney Morning Herald*, 2 April 1879, p. 4

SOURCE 5.6 Australia's first national park

SOURCE 5.7 Land clearing and resultant soil erosion on the banks of the Ovens River, near Beechworth, Victoria, c. 1856

ACTIVITY 2

Analysis and use of sources

1 From Source 5.4, who was one of the Americans who argued for the creation of national parks?

2 Why does the writer think that Hedges' idea of a national park would have 'jarred' (or clashed) with the pioneers who lived near Yellowstone?

3 Why do you think Hedges and others wanted to create national parks?

4 Use Source 5.6. When and where was this source published?

5 What had the area set aside for the national park remained for most people?

6 a What word is used to describe the reserve?
  b Why do you think this word was used?
  c What attraction did the national park contain?
  d What had saved the trees?
  e Would the author agree that national parks were at one level a kind of outdoor, natural museum?

ISBN 978 1 4202 3077 2

7 a What is Source 5.5 and when was it made?

b How useful is this source in helping to investigate changing attitudes to the environment in Australia?

Historical questions and research

1 In 1930, eminent historian Sir Keith Hancock wrote the following in his book *Australia*: 'The invaders hated trees'.

Find at least two visual sources that support this view and two that challenge it. (The photograph of the Ovens River, Source 5.7, is an example.) Use your sources to discuss Hancock's view.

How did population increases, urbanisation, increasing industrial production and trade affect the environment?

World War II led to the development of a broad range of products that would later be commercialised. One of them was the pesticide DDT, now known to cause cancer. The massive destruction caused by the war also stimulated a postwar boom. Both the world's production, and its population, increased enormously.

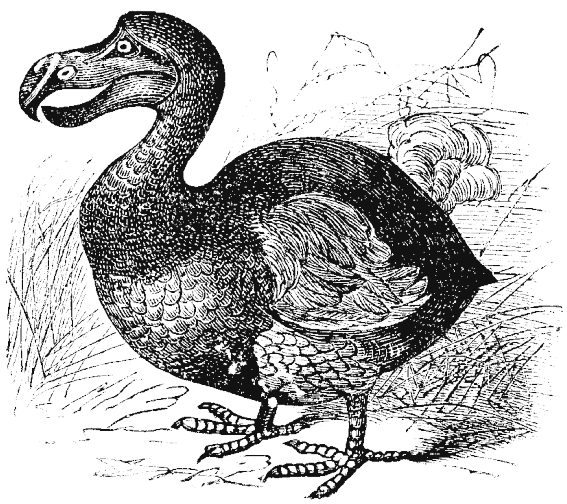
As population and industry grew in most countries in the 1950s and 1960s, little consideration was given to negative effects that resulted, such as air and water pollution. Attitudes would change in the 1970s.

In this section you will look at examples of these increases in production and population, and you will investigate their impact on the environment in the second half of the 20th century. You will also look at some of the responses to environmental problems and how these responses influenced public awareness.

Learning that the world is not a tip

For most of human history, people have taken what they needed from the environment—food, water, fuel—and not particularly cared what happened to the rubbish afterwards. The ancient Romans realised that keeping sewage away from housing was a good idea but even that practice didn't survive the fall of their empire; in medieval Europe, sewers were little more than open gutters in the streets. Animals—most famously the dodo in Mauritius and passenger pigeons in America—were hunted to extinction. But from the 19th century there has been a gradual awareness that what humans do has an impact on the environment: that what we take and how we dispose of the waste has consequences for us.

The use of fossil fuels—coal, oil and gas, created naturally from the remains of plants and animals that died thousands of years ago—is a good example. The Industrial Revolution created a need for power that had never existed before. People began to mine and use coal, oil and gas on a vast scale, to power the new machines and all the other technologies that came after them—either directly, through burning and combustion engines, or for generating electricity to provide power. The use of fossil fuels creates waste products—particularly carbon dioxide. While it seemed there were no problems in simply pumping more and more carbon dioxide into the atmosphere, the world's leading scientists now agree that this is not the case. The higher levels of carbon dioxide and other gases that have been released into the atmosphere have created what is called the **greenhouse effect**, which in turn, through **global warming**, threatens to change the nature of every environment on the planet. Other chemicals produced by using fossil fuels—particularly those in the exhaust fumes of cars and trucks—are toxic and, when enough exhaust fumes collect, can make people ill or even kill them.

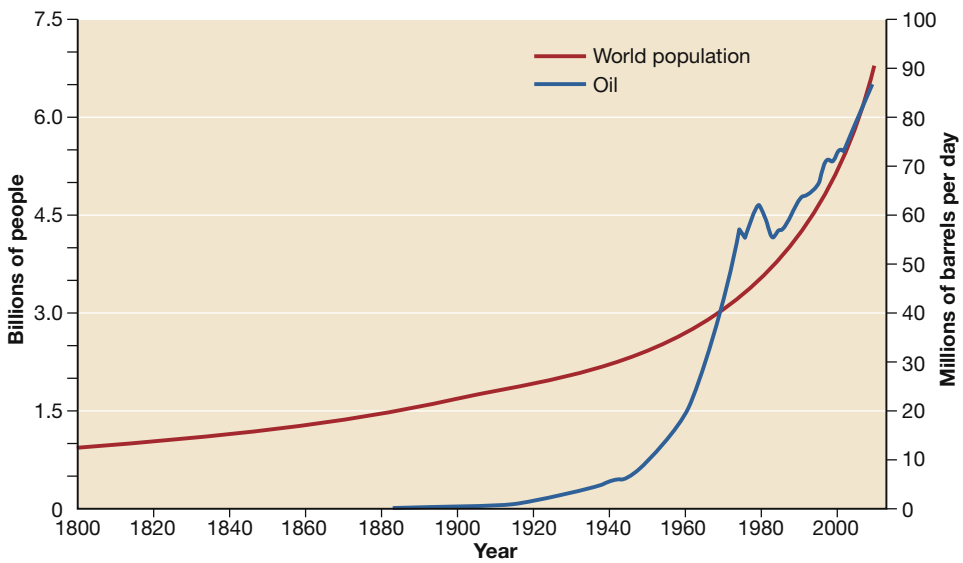


SOURCE 5.8 The dodo is one of the most famous animals to have been made extinct as a direct result of human action

ISBN 978 1 4202 3077 2

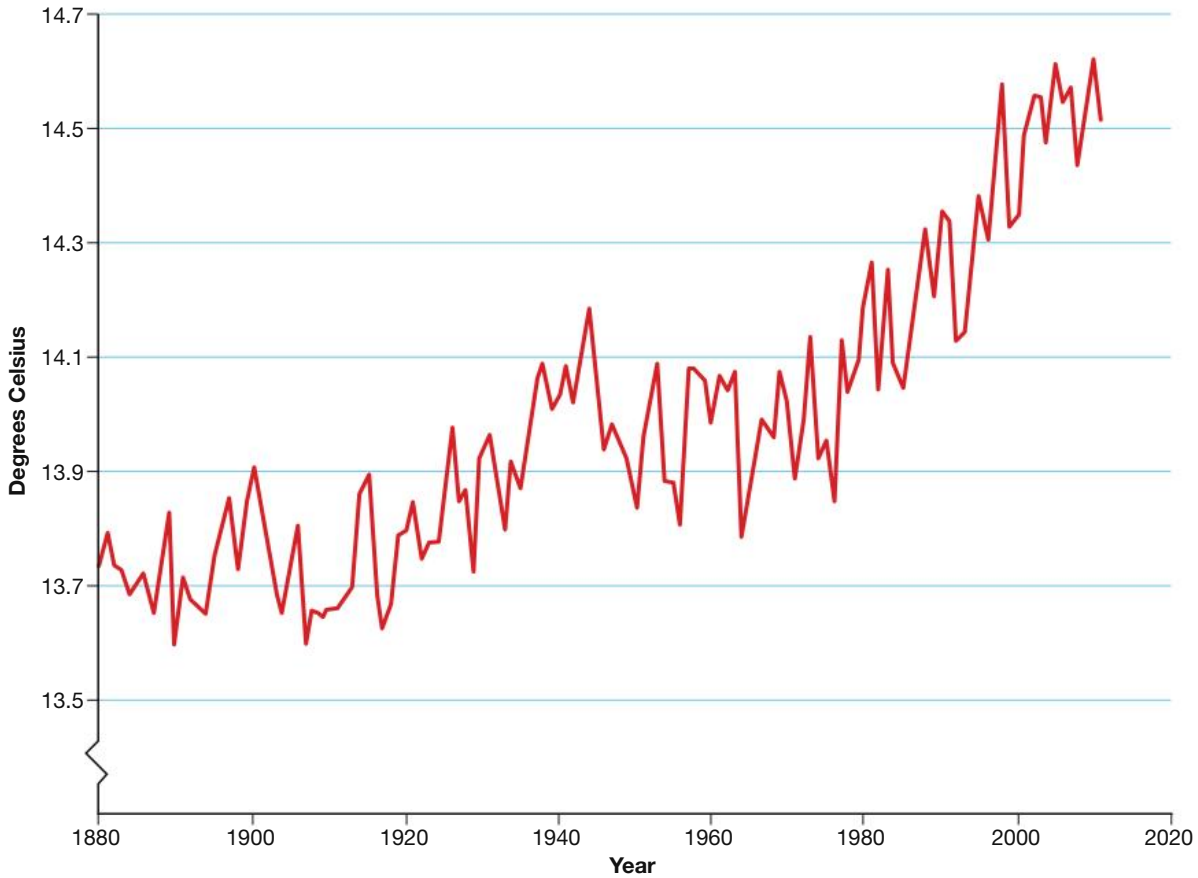
Chronology

1945	Major industrial boom after World War II; many chemical and other developments during the war
1948	International Union for the Protection of Nature and the World Conservation Union founded in France
1949	United Nations Scientific Conference on the Conservation and Utilization of Resources at Lake Success, New York
	Urban sewage becomes a major issue for the United States Great Lakes
1950	Smog becomes a serious problem in Los Angeles.
1952	London smog takes 4000 lives; causes problems in other major cities
1956	Mercury poisonings in the Japanese fishing village of Minamata caused by industrial discharges; mercury a major problem elsewhere
1959	Antarctica Treaty comes into effect with 12 nation signatories to protect the continent First United Nations Conference on the Law of the Sea ratifies draft environmental protection terms
1962	US biologist and ecologist Rachel Carson's highly influential book *Silent Spring* is published warning about DDT and other toxic chemicals
1963	Britain, the United States and the USSR sign a limited atmospheric nuclear test ban treaty
1967	Oil tanker *Torrey Canyon* runs aground off Cornwall, UK, causing 119 000 tonnes of oil to spill
1968	Unesco holds Intergovernmental Conference of Experts on the Scientific Basis for Rational Use and Conservation of the Resources of the Biosphere
1971	DDT, developed in World War II, generally banned in the United States (not totally banned in Australia until 1987)
1972	Stockholm Conference; at the conference Indian Prime Minister Indira Gandhi connected environment and development issues Out of the Stockholm Conference Barbara Ward and Rene Dubos produce their book *Only One Earth: The Care and Maintenance of a Small Planet* Establishment of United Nations Environment Program: first global program of its kind
1976	UN Conference on Human Settlement held in Vancouver draws up 65 recommendations to provide basic shelter for the world's population



SOURCE 5.9 World population and oil production, 1800–2000

ISBN 978 1 4202 3077 2



SOURCE 5.10 Average global temperatures, 1880–2010

ACTIVITY 3

Analysis and use of sources

1 a Approximately by how much did the world's population grow between 1880 and 1940?
   b What was the approximate growth in world population between 1940 and 1980?
   c Describe the growth of the world's population from World War II until 1980.

2 a Approximately how many barrels of oil were being produced globally in 1960?
   b How many barrels were being produced in 1980?
   c Did oil production between 1960 and 1980 double, triple or quadruple?

3 Use the chronology.
   a List two events from the chronology that relate to population increases.
   b Explain the connection between the event and population growth.

4 Use the chronology again.
   a List three events that relate to oil production.
   b Explain the connection between the event and oil production.

5 Use Source 5.10 to answer these questions.
   a By approximately how many degrees did the average global temperature rise between 1880 and 1950?
   b What was the approximate rise between 1950 and 2000?
   c Was the rise greater between 1880 and 1950 or 1950 and 2000?
   d Was it more than double or more than triple?

6 In what ways can Source 5.9 be used to explain Source 5.10?

ISBN 978 1 4202 3077 2

SOURCE 5.11 Steel works at Newcastle, New South Wales, 1954

SOURCE 5.12 Housing Commission flats in the inner-city Sydney suburb of Glebe, 1961

SOURCE 5.13 Downtown Los Angeles covered in smog (a form of pollution) in 1968

ISBN 978 1 4202 3077 2

SOURCE 5.14 Wolfgang Siever's photograph of Hamersley Iron's iron ore mine near Mt Tom Price in Western Australia, 1975

Oh, mercy mercy me
Oh, things ain't what they used to be
No, no
Where did all the blue sky go?
Poison is the wind that blows
From the north, east, south, and sea
Oh, mercy mercy me
Oh, things ain't what they used to be
No, no
Oil wasted on the oceans and upon our seas
Fish full of mercury
Oh, mercy mercy me
Oh, things ain't what they used to be
No, no
Radiation in the ground and in the sky
Animals and birds who live nearby are dying
Oh, mercy mercy me
Oh, things ain't what they used to be
What about this overcrowded land?
How much more abuse from man can you stand?
My sweet Lord
My sweet Lord
My sweet Lord

SOURCE 5.16 Marvin Gaye lyrics to the hit song 'Mercy mercy me', 1971

For the people of the Carteret Islands in Papua New Guinea, ... [climate change is] a bit more serious ... As the sea level rises, their drinking water and crops have been poisoned by salt. The 1000 Islanders are packing up and their home abandoned to the waves.

They are the first entire people to officially be evacuated because of climate change.

For Ursula Rakova, seeing her ancestral homeland disappear is a hard reality. As she says, 'Climate change is not just about statistics. Climate change is not just about science. Climate change is about human rights.'

Source: <www.oxfam.org.uk/applications/blogs/campaigners/2009/04/carteret_islands_sunk_by_clima.html>

SOURCE 5.15 Climate change evacuations in Papua New Guinea

SOURCE 5.17 The Carteret Islands, Papua New Guinea

ISBN 978 1 4202 3077 2

ACTIVITY 4

Analysis and use of sources

1 a Copy this table into your workbook.

Source	Cause	Effect	Reason
5.10			
5.11			
5.12			
5.13			

b For each of the sources, fill in the table to indicate whether they were a cause or an effect (or both) of either global warming, increased oil production and use or population growth.

c Then provide your reason for this answer.

2 What is Source 5.16 and when was it broadcast?

3 Use the chronology. In general, what was happening when Marvin Gaye wrote and recorded this song?

4 Would you say that it was a song for its time? Why?

5 What events in the chronology can you link to Gaye's song?

Explanation and communication

1 Write a caption of around 50–100 words for Sources 5.11–5.14. Use the existing caption and at least one of the entries in the chronology to give the photograph a context.

2 Choose an event from the chronology, or one mentioned elsewhere in this chapter. Research the event and write your own song lyrics about it.

Perspectives and interpretations

1 From Source 5.16, what is Gaye's view on the impact of population increases, **urbanisation** and industrial production on the environment?

2 How does this source help us to understand attitudes to the environment at the time it was written?

3 How might the chairman of the board of an oil company have reacted to Gaye's song?

Historical questions and research

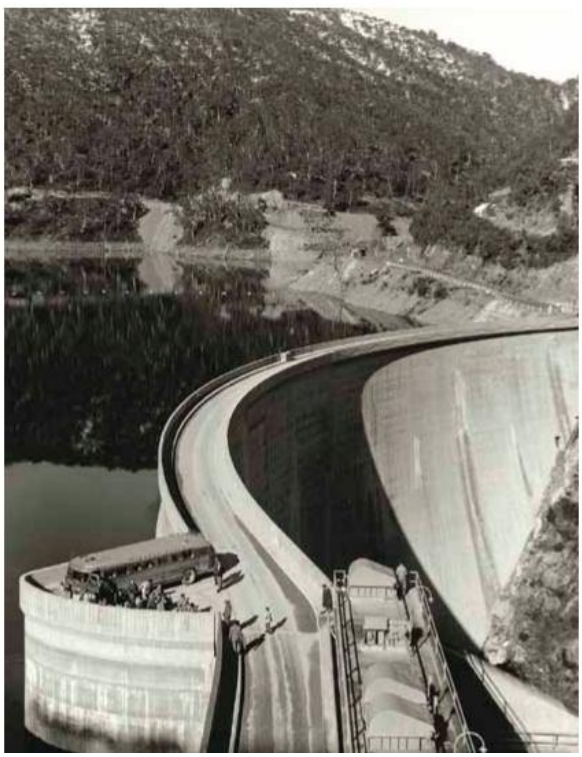
1 Investigate the following questions:

a How popular was Marvin Gaye's song 'Mercy mercy me'?

b What impact did it have on the environment movement?

How did the environment movement grow, and how does it influence ideas?

Green politics



SOURCE 5.18 Wolfgang Sievers' photograph of one of the newly constructed dams in the Snowy Mountains Hydro-electricity scheme in 1960

The early 1970s saw the emergence of a militant environment movement in Australia. It was one of several 'new' social movements that developed in Australia in the late 1960s and early 1970s. It mirrored developments in Western Europe and the United States. The issues giving rise to the conservation movement of the latter part of the 19th century and early 20th century—leading to the formation of national parks and a change

ISBN 978 1 4202 3077 2

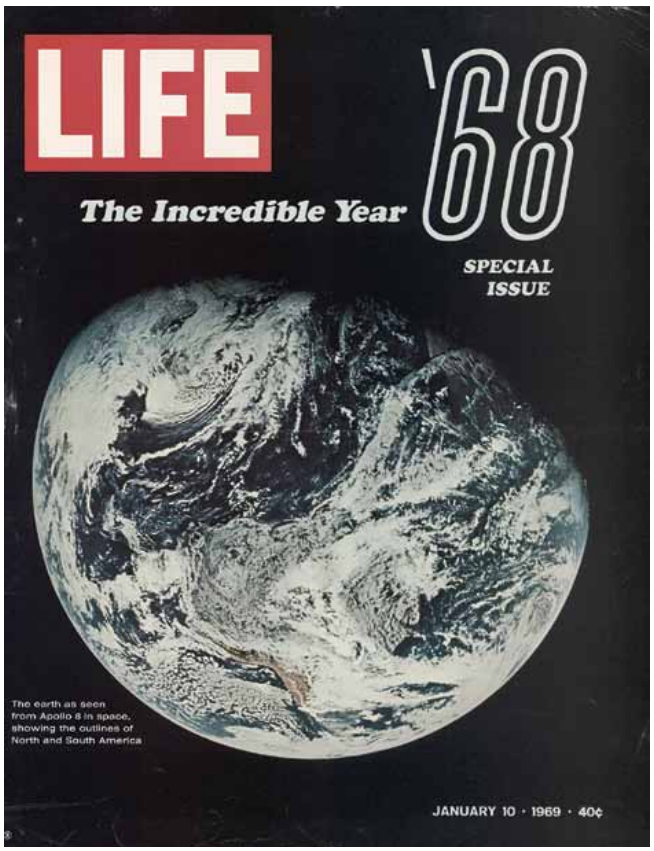
Chronology

1947	Australia's first National Trust formed in New South Wales
1956	National Trust formed in Victoria
1964	Australian Conservation Foundation formed
1965	Australian Council of National Trusts established
1968	First photos of Earth taken by humans from space during the *Apollo 8* mission launched 21 December 1968; images gave rise to the phrase 'Spaceship Earth'
1969	Pollution Probe set up by a group of students at the University of Toronto The United States creates the Environmental Protection Agency
1971	First **green ban** launched by Jack Mundey of the Builders' Labourers Federation in Sydney
1971	Greenpeace established by protestors sailing from Vancouver to protest against underground nuclear tests at Amchitka Island, Alaska
1972	ENDA (Environnement et développement du tiers-monde) is established as a network to provide education about environment and development in Africa. The United Tasmania Group, which stands candidates in the state election, is possibly the world's first green political party
1972	Australian ALP federal government creates the Department of Environment Club of Rome, a group of world public servants, educators, economists, educators, humanists, industrialists and scientists issues *Limits to Growth*
1975	Australian Heritage Commission established
1980	One of the world's first and most high-profile green political parties is formed in Germany
1983	Bob Brown in Tasmania is the first member of the Greens to be elected to a state parliament
1990	Senator Jo Vallentine from Western Australia, originally elected to parliament as a member of the Nuclear Disarmament Party, becomes the first Greens federal member of parliament when she joins the Western Australian Greens
1992	Australian Greens Party formally launched federally

in popular attitudes to Australia's plants and animals—remained. This was particularly so in relation to bushland.

Postwar prosperity and the Cold War had created an unfavourable environment for radical social movements. People wanted to get on with their own lives and not be worried about wider global problems—they had had enough of that with the war. The environment movement re-emerged in the 1960s. By this time environmental **degradation** caused by economic activities and new technologies was becoming apparent. These included mining and hydro-electric schemes under a broad federal 'national development' policy.

An important influence in the re-emergence of **environmentalism** was the growth of the international movement. Since World War II, conservation in Australia had also come to include historic buildings. Thus the conservation



SOURCE 5.19 This special feature of the American magazine *Life*, published on 10 January 1969, featured a photograph of the Earth taken by members of the *Apollo 8* mission. This and similar images had a major impact on how people viewed their world

ISBN 978 1 4202 3077 2

movement of the 1960s and 1970s embraced the legacy of human culture as well as nature. Its main advocates were the state-based National Trusts (see the chronology on page 188). Based on the British model, the executive (the committee in charge of the group) and members of the National Trusts were more 'upper class'. But the Trust movement was an effective pressure group.

The same could not be said about the movement for the natural environment. Set up in 1965, the Australian Conservation Foundation's (ACF) founding members—including scientist Francis Radcliffe—saw the Foundation's role as a national advisory group of experts on conservation matters. Although a number of prominent conservationists including Judith Wright and Milo Dunphy were invited to join, most of its initial membership came from the more eminent end of science, government and business circles. Advocating 'controlled development', its executive included Sir Garfield Barwick, the Chief Justice of the High Court, as president.

The ACF avoided any activism in dealing with conservation issues. It used 'rational argument'. This position was based on the scientific conception of conservation as 'wise-use'. This approach had dominated debate during the 20th century. It was based on ideas of 'national development' and influenced by the powerful ideology of 'progress'.

Ultimately the ACF's position proved insufficient in responding to the various environmental concerns that were emerging by the late 1960s. It played no major role in significant campaigns such as those to save the Great Barrier Reef from mining and oil-drilling or to stop sand mining at Fraser Island and the Myall Lakes. As environmental battles were being lost to powerful resource industries and state governments eager for economic development, it became very apparent to the Foundation's membership that the executive's approach was ineffective.

But urban environmental campaigns waged in the early 1970s drew on left-wing traditions. This linked the environment movement with groups like the **trade union** movement. The basis of this urban activism was local residents' groups. These formed from the mid-1960s in response to growing concerns about the impact of

Spotlight

Fraser Island

Fraser Island, just off the Queensland coast near Maryborough and Hervey Bay is the world's largest sand island. Among other unique features, it has about half of the world's perched freshwater dune lakes. Fraser Island was given World Heritage Listing in 1992. Logging began on the island in the 1860s; mining of the island's different sands, which contain the minerals rutile, zircon and monazite, began in 1949. Rutile is a source of titanium dioxide, used to provide a bright white colour in paints, on paper (such as this page), in toothpaste, skim milk (it is also said to improve the taste), in pills and tablets, in glazes for ceramics, and in sunscreens. It has potential uses in treating waste water and in generating solar electricity. Zircon is mainly used in industry, because it can withstand high temperatures, such as in engines, blast furnaces and even spacecraft. Monazite is a source of thorium, used in televisions, computers, robots and in X-ray devices. An environmental group, the Fraser Island Defenders Organization, began campaigning in 1971 to stop mining and logging. Mining stopped in 1976; logging in 1991. In 1998 the island became a national park.

SOURCE 5.20 Mangroves at sunset on Fraser Island, Queensland (photographed by Peter Dombrovskis)

ISBN 978 1 4202 3077 2

large-scale development on city and suburban environments in booming property markets. The environment movement was becoming more radical. Confrontational activities became part of its approach. At the forefront were young urban activists, politicised and mobilised by the student and anti-war movements of the period.

In Sydney and Melbourne, the campaigns of the early 1970s were often conducted in cooperation with the Builders' Labourers Federation in what became known as the green bans movement. These were industrial bans enforced by builders' labourers and other unions to prevent demolition or damage to places of heritage significance.

SOURCE 5.21 Poet and environmental activist Judith Wright in 1981 (photograph courtesy of NLA/Alec Bolton)

SOURCE 5.22 Jack Mundey, trade unionist and environmentalist, was the key leader of Sydney's 'green bans' movement from 1971 to 1974 (photographed in 1976 by Rennie Ellis)

Often another objective of these campaigns in inner-city areas was the preservation of working-class communities and the maintenance of low-cost housing. This was the case with the high-profile battles for Fitzroy in Melbourne and The Rocks and Woolloomooloo in Sydney. While short-lived, these battles were an important factor in generating public awareness about heritage conservation during this decade. They played a central role in shaping Australians' environmental consciousness.

ACTIVITY 5

Chronology, terms and concepts

1 What happened in the 1970s and what was it part of?
2 What influenced the Australian environment movement?
3 What was one of the issues that remained the same for the movement?
4 What postwar factors had made it difficult for social movements such as the environment movement?
5 a What happened in the 1960s?
  b Why did this happen then?
6 What helped environmentalism to re-emerge in Australia?
7 How had the movement changed since World War II?
8 What were Australia's National Trusts based on?
9 Was the National Trust movement effective?
10 a When was the Australian Conservation Foundation (ACF) set up?
  b What did it advocate?
  c What did it avoid?
  d Describe the ACF's role in major environmental campaigns in the 1960s.
11 What did environmental campaigns draw on and link to in the early 1970s?
12 What were local residents concerned about?
13 What happened to the environment movement?
14 Who were at the forefront of the environmental movement?

ISBN 978 1 4202 3077 2

15 How had they become politicised?

16 What were 'green bans'?

17 Where were some of the high-profile urban battles fought?

18 What did green bans generate?

Explanation and communication

1 Design a logo or a poster for the green bans movement.

Evidence

1 a What is Source 5.19?
   b Approximately when was it created?
   c When was it published?
   d Explain what the cover means.

2 Use your answer to write a caption for the magazine cover.

Empathy

1 If you had been an environmentalist at that time, what might the image of Earth from space have meant to you?

Perspectives and interpretations

1 a Use the image of the Snowy Mountains Hydro-electricity scheme (Source 5.18). How would an advocate of progress describe this source? Why?
   b How would an environmental activist concerned about protecting the local environment describe this source. Why?
   c How would an environmental activist concerned about climate change caused by coal-burning power stations describe this source. Why?

2 Use Source 5.20. How would an advocate of progress describe this source if they knew that the sand in this area contained a huge amount of rare and valuable minerals? Why?

3 How would the following people describe Source 5.20, knowing about the minerals that the sands contain:
   a people who like to buy bright white paper to put in their computer printers
   b Australian toothpaste manufacturers
   c skim-milk drinkers
   d Hervey Bay hotel and backpacker hostel owners
   e the owners of an environmentally conscious Australian company who want to start producing solar generators and waste-water recycling equipment
   f the traditional owners, the Butchulla people.

Historical questions and research

1 Research Judith Wright's (Source 5.21) life as an environmental activist. Write 250 words.

2 Why is the image of the Earth from space (Source 5.19) important for the environment movement?

The new conservation movement

Taking the urbanists' lead, many nature conservation groups abandoned the more restrained methods of campaigning. Apocalyptic predictions coming from overseas of the world running out of resources—fuel, timber, clean air, clean water, enough land to grow food—as well as pollution and a population explosion promoted a stronger sense of urgency about environmental issues. There had also been a shift in conservation thought during the 1960s.

Conservation now took on a broader meaning. It extended to the maintenance and management of entire natural processes. Conservation was no longer simply about the husbanding of particular resources or 'wise use'. It was around this time that theories such as the Gaia hypothesis became popular. Even the competing view of conservation as 'preservation' that had found broad support and popular expression in the bushwalking movement from the 1920s now failed to encapsulate the complexity of nature conservation.

State-based environmental groups, including environment centres and conservation councils, had already begun campaigning on many different issues at the local level. The internal tensions within the Australian Conservation Foundation came to a head in 1973. The executive was sacked for its failure to mount an effective fight to save Tasmania's Lake Pedder from being flooded as part of a hydro-electric scheme. 'Troublemakers', such as the New South Wales Builders' Labourers Federation President Jack Mundey, and environmental activist Geoff Mosley, were elected to the Foundation's new executive. They were willing to use more militant campaign methods. This transformed the ACF into an activist organisation.

ISBN 978 1 4202 3077 2

SOURCE 5.23 View into Circular Quay showing Sydney's central business district around 1950—a low-rise city

SOURCE 5.24 View into Circular Quay showing Sydney's central business district on 25 January 1979—no longer a low-rise city

In the 1980s, non-Indigenous Australians began to appreciate Aboriginal culture more than they had in the past. Archaeologists played an important role in developing a broader understanding and appreciation of Aboriginal culture. They argued for the protection of Aboriginal sites, although they largely saw Aboriginal heritage as a remnant of the past rather than a living culture and overlooked Indigenous history since 1788. It would not be until the 1980s that Aboriginal Australians began to become directly involved in the identification and management of their own natural and cultural environments.

Go to OneStopDigital to watch a video based on Jack Mundey. How do the actions of Elliot (the character representing Mundey) reveal an understanding of larger social issues?

ACTIVITY 6

Chronology, terms and concepts

1 What was the Gaia hypothesis? Find out more about this.

Analysis and use of sources

1 a What did many nature conservation groups do?

b What lead them to do this?

c Describe the shift that took place in conservation thought in the 1960s.

ISBN 978 1 4202 3077 2

2 What happened to the Australian Conservation Foundation in 1973?

3 Who were some of the new people elected to run the Foundation?

4 How was Aboriginal culture and heritage generally dealt with by the environment movement?

5 a To which environment do Sources 5.23 and 5.24 relate?

b A generation is usually said to be 30 years. How many generations had it taken for Sydney to go from a low-rise to a high-rise city?

c How do these sources help us to think about the benefits and the disadvantages of modern urbanisation?

Historical questions and research

1 Interview a family member or friend who has seen major change in an urban environment over two or more decades. Think of questions that you would ask them about the environment and issues about quality of life. See if you can find photographs of the place they talk about at different times. The person you interview may also have photographs. These could be used during the interview.

What were the significant events and campaigns that contributed to popular awareness of environmental issues?

Chronology

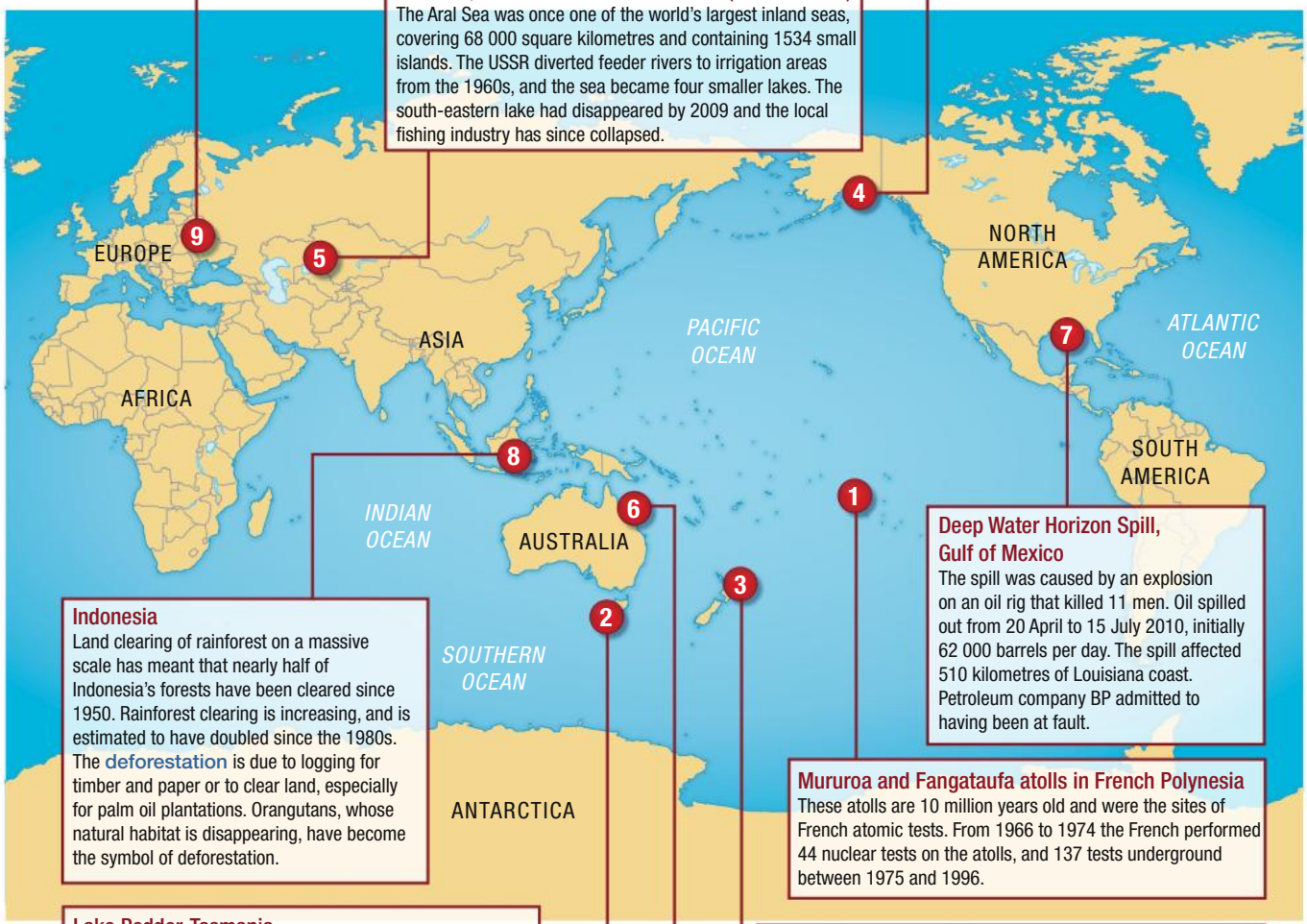
1966 to 1996	France carries out 193 atomic tests in Polynesia
1971	Fraser Island Defence Organization (FIDO) formed to oppose the granting of further leasing for sand mining on the Island by American mining company Dillgham-Murphyores
1972	Lake Pedder, a natural lake, is dammed and flooded to become part of the upper Gordon River hydro-electric generation scheme by Tasmania's Hydro Electric Commission
1976	Sand mining on Fraser Island stops when the federal government does not renew the mining company's licences Ranger Uranium Environmental Inquiry (Fox Commission) report gives qualified approval to developing Australia's uranium reserves
1978	Unions involved in the uranium industry honour existing contracts but ban any new mining until safeguards are set
1978	Whaling from Australia ceases with the closure of Cheynes Beach station near Albany, Western Australia
1979	Kakadu National Park in the Northern Territory proclaimed
1982	Royal Commission into the Maralinga atomic tests, carried out in South Australia in the 1950s
1985	Greenpeace ship *Rainbow Warrior* sunk in Auckland Harbour, New Zealand, by members of a branch of the French Foreign Intelligence Service
1989	24 March *Exxon Valdez* oil spill in Prince William Sound, Alaska
1990s	Drought takes hold in eastern Australia: in the first half of the decade in Queensland and northern New South Wales; from 1995 until 2010 in Tasmania and Victoria
1997	Macquarie Island, Heard Island and McDonald Island (Australian territories in the Southern Ocean) put on the World Heritage List
2000	Official confirmation that the 1990s was the wettest decade of the century
2007	Aral Sea diminished to one-tenth of its original size due to irrigation projects dating back several decades to the Soviet Union
2009	Black Saturday bushfires in Victoria kill 173 people
2010	BP (British Petroleum) Deepwater Horizon oil spill in the Gulf of Mexico; the most devastating marine spill ever
2011	Devastating floods in Queensland: 35 people die and 70 towns are affected

ISBN 978 1 4202 3077 2

Chernobyl nuclear accident, Ukraine, USSR
On 26 April 1986 an explosion and fire at a nuclear energy power plant killed 31 people and caused radioactive pollution to be released into the atmosphere. The fallout from the explosion was blown over western USSR and eastern Europe. Estimates of the total death toll from people being contaminated by radioactivity range from 4000 to 200 000. It is the worst nuclear accident on record.

Prince William Sound, Alaska
On 24 March 1989 the oil tanker *Exxon Valdez* ran aground on Bligh Reef in Prince William Sound. Estimates of spillage ranged from 260 000 to 750 000 barrels of oil. The oil covered 2100 kilometres of coastline and 28 000 square kilometres of sea. The isolated position and a storm made clean-up operations difficult.

Aral Sea, Uzbekistan and Kazakhstan (former USSR)
The Aral Sea was once one of the world's largest inland seas, covering 68 000 square kilometres and containing 1534 small islands. The USSR diverted feeder rivers to irrigation areas from the 1960s, and the sea became four smaller lakes. The south-eastern lake had disappeared by 2009 and the local fishing industry has since collapsed.



Deep Water Horizon Spill, Gulf of Mexico
The spill was caused by an explosion on an oil rig that killed 11 men. Oil spilled out from 20 April to 15 July 2010, initially 62 000 barrels per day. The spill affected 510 kilometres of Louisiana coast. Petroleum company BP admitted to having been at fault.

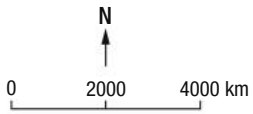
Indonesia
Land clearing of rainforest on a massive scale has meant that nearly half of Indonesia's forests have been cleared since 1950. Rainforest clearing is increasing, and is estimated to have doubled since the 1980s. The deforestation is due to logging for timber and paper or to clear land, especially for palm oil plantations. Orangutans, whose natural habitat is disappearing, have become the symbol of deforestation.

Mururoa and Fangataufa atolls in French Polynesia
These atolls are 10 million years old and were the sites of French atomic tests. From 1966 to 1974 the French performed 44 nuclear tests on the atolls, and 137 tests underground between 1975 and 1996.

Lake Pedder, Tasmania
Lake Pedder was flooded by damming in 1972 as part of the Gordon River hydro-electricity generation scheme. This was a state government incentive to generate cheap, renewable energy to attract industry to Tasmania. Local and overseas protests over the flooding began in 1967. In 1972 activist Brenda Hean died in a suspicious air crash on her way to a protest.

Auckland, New Zealand
On 10 July 1985, Greenpeace International's protest vessel, the *Rainbow Warrior* was sunk in Auckland Harbour by a branch of the French foreign intelligence service. The action was taken to stop the vessel protesting over nuclear testing in Mururoa, an atoll in French Polynesia. Photographer Fernando Pereira drowned on board. Two French agents were sentenced to 10 years' prison but only served two years.

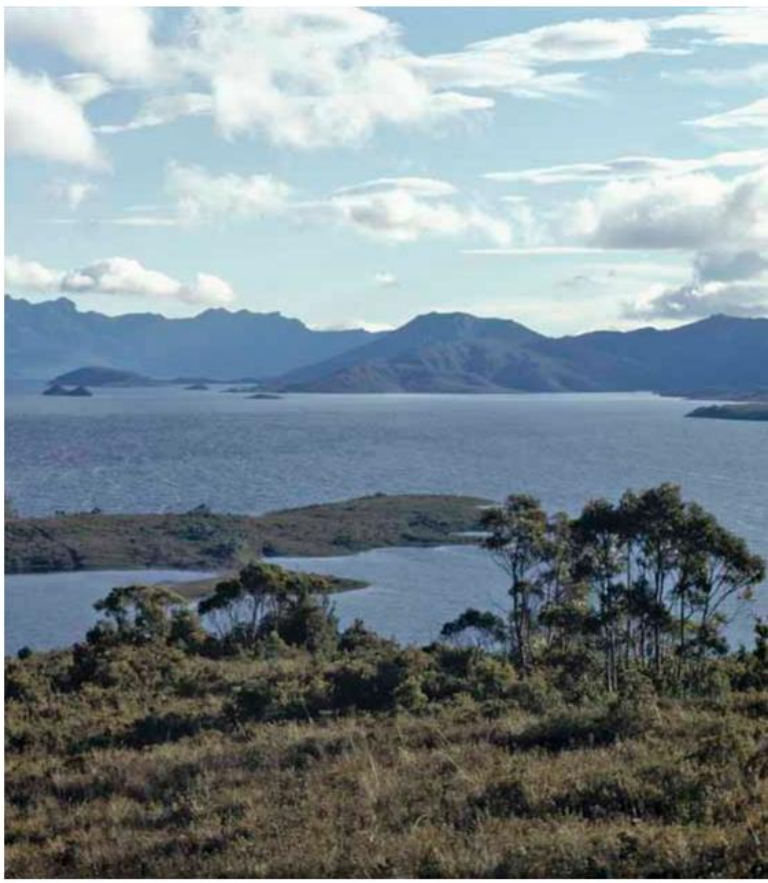
Great Barrier Reef
The Great Barrier Reef is the world's biggest reef system with 900 islands and 2900 reefs in the Coral Sea. It was listed as a World Heritage site in 1981. Much of the reef is in the Great Barrier Reef Marine Park. The reef is threatened by human exploitation (tourism and fishing), run-off from the mainland and larger inhabited islands, and climate change. Tourism on and around the reef is worth AUD$1 billion annually. The 2009 *Great Barrier Reef Outlook Report* indicates that the reef is under serious threat. This report has received a great deal of public attention.



SOURCE 5.25 Environmental hot spots

ISBN 978 1 4202 3077 2

SOURCE 5.26 French nuclear test at Mururoa, French Polynesia, 1970; a connection has been established between French nuclear tests in the Pacific from 1966 and the high incidence of thyroid cancer in the area



SOURCE 5.27 Lake Pedder (photograph by John Russell Ashton, 1974)

ACTIVITY 7

Analysis and use of sources

1 Source 5.25 has information about nine significant events and campaigns that raised popular awareness of environmental issues. There is a photograph relating to each of these, Sources 5.26–5.34.

Use Source 5.25, the chronology on page 193 and the relevant photograph. Take notes about the event or campaign. Include information on these points:

- **a** when it occurred or over what period it occurred
- **b** what happened or what it was a response to
- **c** why it took place
- **d** what the impact was on the environment

Use this information to write a 200-word summary of each event or campaign.

2 How useful do you think Sources 5.26–5.34 are in explaining popular awareness of environmental issues?

SOURCE 5.28 Greenpeace's flagship *Rainbow Warrior*, 10 July 1985, after being blown up

ISBN 978 1 4202 3077 2

SOURCE 5.29 Workers at McPherson Bay, Naked Island, 21 April 1989, in the aftermath of the *Exxon Valdez* oil spill

SOURCE 5.31 The Great Barrier Reef, around 2007

SOURCE 5.30 Part of the Aral Sea, around 2009

SOURCE 5.32 Protestors at a rally held on 8 May 2010 in New Orleans organised by the Sierra Club against the BP Deepwater Horizon oil platform disaster

ISBN 978 1 4202 3077 2

SOURCE 5.33 Indonesia's rainforests are under threat from logging and land clearing

SOURCE 5.34 A worker checks the level of ground contamination in the abandoned town, four years after the nuclear explosion at Chernobyl

Historical questions and research

1 Search the internet to find five images that you would use in a PowerPoint presentation on one of the following events or campaigns:
   - the Franklin River Blockade
   - green bans

2 a Choose one of the examples of environmental campaigns or events shown in Source 5.25 as a case study.

   b To investigate your case study, what three questions would you use for your inquiry? Make sure that you ask questions that will allow you to get both sides of the story.

   c You will also need to locate historical sources for use in your case study. What three sources will you use? (For example, would newspaper reports be useful?)

   d Write a one-page report on your case study. Include one map and at least one photograph.

Sharing the environment with other species

Humans have always hunted and killed other animals. Some historians believe that Indigenous people were responsible for the extinction of some species of 'megafauna' in Australia. In the 19th century, people began to realise that humans could wipe out entire species of other animals.

In the 20th century, people began to take effective measures to stop this. While animals such as elephants, lions and pandas have drawn international attention to the issue, in Australia activists have focussed on less glamorous animals such as the bilby or Leadbetter's possum. One species that is still attracting international attention is the whale.

From the first European settlement, whales were hunted in Australia, for their meat, their skin and their oil. (Right whales earned their name because they were the 'right' whale to catch.) By the second half of the century, whales could not breed quickly enough to replace the animals that were being killed.

In the 1970s, in line with the general increase in environmental activism, some groups, such as Project Jonah, began to campaign against whaling. In 1978, an inquiry by the federal Liberal government recommended that Australia

ISBN 978 1 4202 3077 2

SOURCE 5.35 A protestor sits on a Japanese flag covered in fake blood while members of Animal Liberation Victoria conduct a protest in front of the Japanese Consulate, 3 January 2008, in Melbourne. The protest was about Japanese 'scientific whaling'. (Courtesy William West/AFT/Getty Images)

should stop whaling. Internationally, whaling has largely been stopped, although some nations, such as Japan and Norway, continue to hunt and kill whales due to loopholes in international agreements.

ACTIVITY 8

Explanation and communication

1 Choose one of the photographic sources in this section (pages 195–198). If you were going to use this as a poster, what slogan would you use on it?

Perspectives and interpretations

1 Use Source 5.35. What is the protestor's view of 'scientific whaling'? (You will need to research 'scientific whaling'.)

2 Imagine you live in a traditional whaling community, such as those in Indonesia, Canada and Alaska. (International agreements currently allow these communities to continue to hunt whales.) Write a letter to the protestor shown in Source 5.35, explaining your community's view on whaling. (You will need to research whaling in your chosen community.)

3 Imagine you are a member of the international commission that decides whether whales should be hunted and by which countries. What factors would you take into consideration when deciding between the competing views? What evidence would you want to see or hear?

Historical questions and research

1 Use the internet. What was controversial about the *Nisshin Maru*? (See Source 5.35.)

2 What towns in your state were whaling centres? (If you are in the Northern Territory or ACT, choose one of the states.) Choose one of these towns. What industries have replaced whaling in the town? What effect has the loss of whaling had on the town?

How have Australian governments and international organisations responded to environmental threats since the 1960s?

SOURCE 5.36 A Greenpeace activist during a demonstration on 21 July 2001 in Bonn, Germany, protesting about inadequate support for the Kyoto agreement on climate change from Australia, Canada and the United States

ISBN 978 1 4202 3077 2

Chronology

1974	Commonwealth Commission of Inquiry into the National Estate
1974	Historic Buildings Act passed in Victoria
1977	New South Wales Heritage Act passed
1977	The Queensland government bans street marches
1980	United States passes the *Comprehensive Environmental Response, Compensation, and Liability Act* (CERCLA)
1987	The Montreal Protocol comes into operation to phase out the use of substances that damage the atmosphere's ozone layer
1989	For the first time in Australian history, the Greens party is able to help decide government policy when the party holds the balance of power in the Tasmanian parliament
1992	United Nations' Framework Convention on Climate Change comes into operation
1995	World Bank rates Australia world's richest nation in terms of natural resources
1996	The $1.25 billion Natural Heritage Trust established to oversee the conservation of Australia's environment
1997	11 December, Kyoto Protocol adopted (linked to UN's Framework Convention on Climate Change); detailed rules, the 'Marrakesh Accords', adopted 2001; in force
1998	Federal government proclaims a marine park in the Great Australian Bight under the *National Parks and Wildlife Act*
1999	Federal government passes the *Environment Protection Biodiversity Conservation Act*
2009	*Great Barrier Reef Outlook Report* published
2011	Major debates in Australia over the federal government's planned introduction of a carbon tax for 2012

ACTIVITY 9

Chronology, terms and concepts

1 When was CERCLA enacted?
2 What did it do?
3 What was it a response to?
4 Make a mind map indicating what CERCLA does.
5 What is the NPL?
6 What is the NCP?

CERCLA OVERVIEW

The Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), commonly known as Superfund, was enacted by Congress on December 11, 1980. This law created a tax on the chemical and petroleum industries and provided broad Federal authority to respond directly to releases or threatened releases of hazardous substances that may endanger public health or the environment. Over five years, $1.6 billion was collected and the tax went to a trust fund for cleaning up abandoned or uncontrolled hazardous waste sites. CERCLA:

- established prohibitions and requirements concerning closed and abandoned hazardous waste sites;
- provided for liability of persons responsible for releases of hazardous waste at these sites; and
- established a trust fund for cleanup when no responsible party could be identified.

The law authorizes two kinds of response actions:

- Short-term removals, where actions may be taken to address releases or threatened releases requiring prompt response.
- Long-term remedial response actions, that permanently and significantly reduce the dangers associated with releases or threats of releases of hazardous substances that are serious, but immediately life threatening. These actions can be conducted only at sites listed on EPA's National Priorities List (NPL).

CERCLA also enable the revision of the National Contingency Plan (NCP). The NCP provided the guidelines and procedures needed to respond to releases and threatened releases of hazardous substances, pollutants, or contaminants. The NCP also established the NPL.

CERCLA was amended by the Superfund Amendments and Reauthorization Acts (SARA) on October 17, 1986.

<www.epa.gov/superfund/policy/cercla.html>

SOURCE 5.37 United States *Comprehensive Environmental Response, Compensation and Liability Act* (CERCLA), 1980

ISBN 978 1 4202 3077 2

The Convention on Climate Change sets an overall framework for intergovernmental efforts to tackle the challenge posed by climate change. It recognizes that the climate system is a shared resource whose stability can be affected by industrial and other emissions of carbon dioxide and other greenhouse gases.

The Convention enjoys near universal membership. Latest information on ratifications of the Convention can be found here.

Under the Convention, governments:

- gather and share information on greenhouse gas emissions, national policies and best practices
- launch national strategies for addressing greenhouse gas emissions and adapting to expected impacts, including the provision of financial and technological support to developing countries
- cooperate in preparing for adaptation to the impacts of climate change

The Convention entered into force on 21 March 1994.

<http://unfccc.int/essential_background/convention/items/2627.php>

SOURCE 5.38 United Nations Framework Convention on Climate Change, 1994

ACTIVITY 10

Chronology, terms and concepts

1. Use Source 5.38. What is the UN Framework Convention on Climate change?
2. What did it recognise?
3. When did it come into force?
4. Create a mind map—UN Framework Convention on Climate Change—that indicates what governments should do under the convention.

SOURCE 5.40 Demonstrators outside the United States Embassy in London on 5 May 2001 protesting about the American government's withdrawal from the Kyoto Treaty; the placard shows President George W Bush

SOURCE 5.39 Opening session of the United Nations Framework Convention on Climate Change in Kyoto, Japan, 2 December 1997

ISBN 978 1 4202 3077 2

The Kyoto Protocol is an international agreement linked to the United Nations Framework Convention on Climate Change. The major feature of the Kyoto Protocol is that it sets binding targets for 37 industrialized countries and the European community for reducing greenhouse gas (GHG) emissions. These amount to an average of five per cent against 1990 levels over the five-year period 2008-2012.

The major distinction between the Protocol and the Convention is that while the Convention *encouraged* industrialised countries to stabilize GHG emissions, the Protocol *commits* them to do so.

Recognizing that developed countries are principally responsible for the current high levels of GHG emissions in the atmosphere as a result of more than 150 years of industrial activity, the Protocol places a heavier burden on developed nations under the principle of 'common but differentiated responsibilities.'

The Kyoto Protocol was adopted in Kyoto, Japan, on 11 December 1997 and entered into force on 16 February 2005. The detailed rules for the implementation of the Protocol were adopted at COP 7 in Marrakesh in 2001, and are called the 'Marrakesh Accords.'

<http://unfccc.int/kyoto_protocol/items/2830.php>

SOURCE 5.41 Kyoto Protocol, 1997

ACTIVITY 11

Explanation and communication

1. Use Source 5.41. What is the Kyoto Protocol?
2. What is its main feature?
3. Explain the difference between the Protocol and the Convention.
4. What did the Protocol recognise?
5. When was it adopted?
6. What are the Marrakesh Accords?

Perspectives and interpretations

1. Whose view is being expressed in Source 5.40?
2. Describe their point of view.
3. How does the information about the Protocol (Source 5.41) help us to understand the activists' view?

SOURCE 5.42 A flood plume of sediments and run-off flows from the mouth of the Maria Creek out to the Great Barrier Reef in January 2003. This type of land-based pollution continues to threaten the Reef

ISBN 978 1 4202 3077 2

The outlook for the Great Barrier Reef ecosystem is at a crossroad, and it is decisions made in the next few years that are likely to determine its long-term future. Unavoidably, future predictions of climate change dominate most aspects of the Great Barrier Reef's outlook over the next few decades. The extent and persistence of the damage to the ecosystem will depend to a large degree on the amount of change in the world's climate and on the resilience of the Great Barrier Reef ecosystem in the immediate future.

This first Outlook Report identifies climate change, continued declining water quality from catchment runoff, loss of coastal habitats from coastal development and remaining impacts from fishing and illegal fishing and poaching as the priority issues reducing the resilience of the Great Barrier Reef. It also highlights gaps in information required for a better understanding of ecosystem resilience.

While populations of almost all marine species are intact and there are no records of extinctions, some ecologically important species, such as dugongs, marine turtles, seabirds, black teatfish and some sharks, have declined significantly. Although the declines of loggerhead turtles and dugongs are believed to have halted, there are few examples of increasing populations in species of conservation concern. The obvious example is the humpback whale, which is recovering strongly after being decimated by whaling. Disease in corals and pest outbreaks of crown-of-thorns starfish and cyanobacteria appear to be becoming more frequent and more serious.

Most commercial and non-commercial use of the Great Barrier Reef is dependent on an intact, healthy and resilient ecosystem and it continues to be a significant economic resource for regional communities and Australia. Millions of people continue to enjoy their visits to the Great Barrier Reef. Major changes to the condition of the ecosystem will have social and economic implications.

The Great Barrier Reef continues to be exposed to increased levels of sediments, nutrients and pesticides, which are having significant effects inshore close to developed coasts, such as causing die-backs of mangroves and increasing algae on coral reefs. Substantial resources are being provided to improve water quality to the Great Barrier Reef, but progress is slow and patchy.

Coastal development is increasing the loss of coastal habitats that support the Great Barrier Reef. Human population increases within the Great Barrier Reef catchment are projected to be nearly two per cent per annum. This will place greater pressure on the ecosystem and increase use of the Great Barrier Reef Region. Integrated planning, knowledge and compliance in managing coastal development are areas highlighted as requiring improvement.

Great Barrier Reef Outlook Report, 2009, pp. i–ii

SOURCE 5.43 The future for the Great Barrier Reef

ACTIVITY 12

Explanation and communication

1 Use Source 5.43. What, according to the report, will dominate the Great Barrier Reef's outlook?

2 What other threats to the reef does the first *Outlook Report* identify?

3 What has happened to some important species in the reef system?

4 What one species was recovering its numbers?

5 a Name three other things that the Great Barrier reef continued to be exposed to.

b What were their effects?

c Which of the causes of these problems does Source 5.42 help us to understand? Explain.

6 a What is happening in the region in terms of population?

b What will population increases do?

c What is needed to combat these serious pressures on the Great Barrier Reef?

ISBN 978 1 4202 3077 2

History challenges

Go to OneStopDigital for internet lessons relating to this chapter.

Being creative

SOURCE 5.44 An American fisherman on the Patuxant River, 2001, near an electrical power plant. In his campaign for president, George W Bush promised to place mandatory emissions reductions for carbon dioxide at these sorts of plants but he did not keep his promise.

1 Use the photograph of the fisherman (Source 5.44) and its caption, and the information about the Kyoto Protocol (Source 5.41). Design a poster using this image (or another similar one you find) for a group of environmental activists. The poster should indicate why countries like the United States should reduce carbon emissions.

ICT

1 Find a blog about an environmental issue. Write a report on discussions and points of view in the blog. You may also want to contribute to it.

Getting the message across

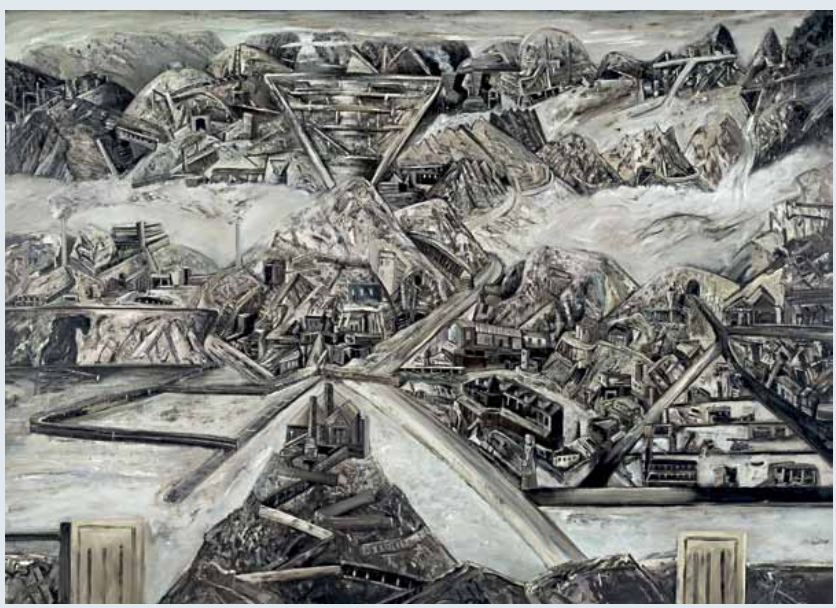
SOURCE 5.45 Anti-logging activists camped in a tree in New South Wales, 2009

1 What is the message in Source 5.45?

2 What does this source tell us about changes in the environmental movement from the 1960s?

Visual communication

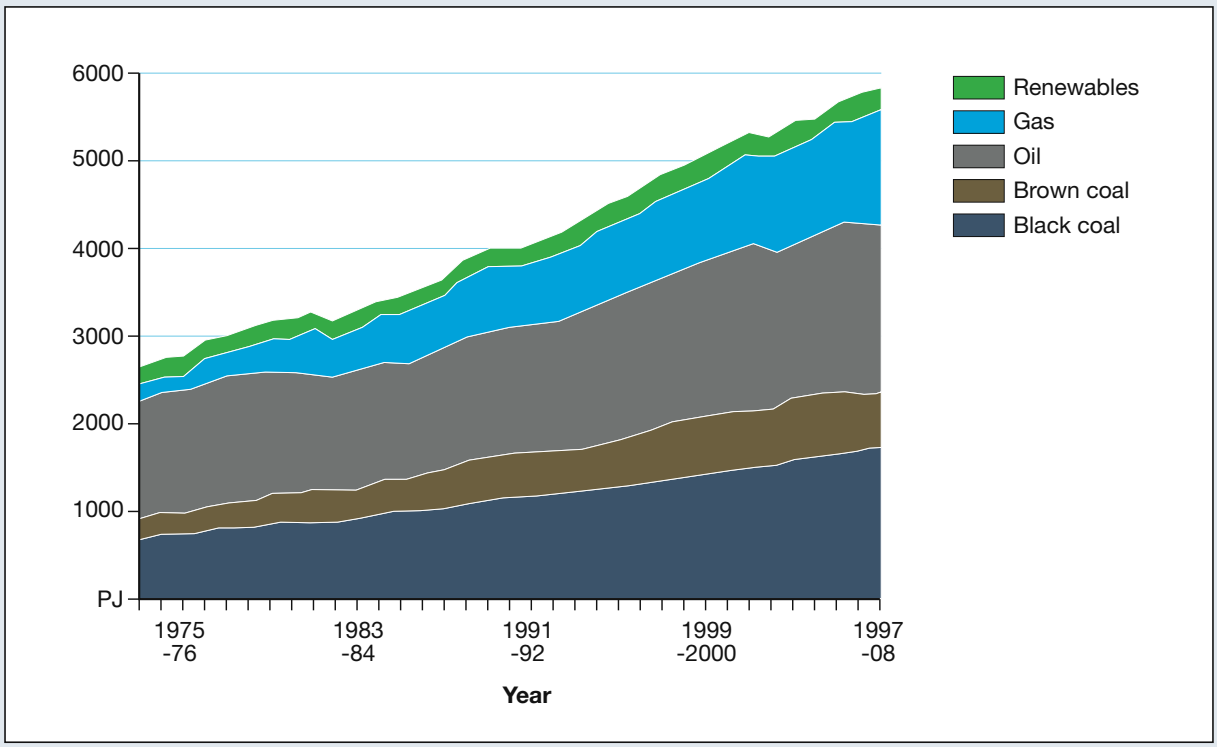
1 What is the artist saying in Source 5.46? (You may need to do some research on the internet using his name and the title of the painting.)



SOURCE 5.46 Jan Senbergs, *Copperopolis—Mt Lyell*, synthetic polymer paint on canvas, 1983

ISBN 978 1 4202 3077 2

Figure it out



SOURCE 5.47 Energy consumption in Australia, 1975–2008

1 Use Source 5.47.
   - **a** What does this graph tell us about changes in energy consumption since 1975?
   - **b** What does it tell us about current energy consumption?
2 How would an environmentalist view this graph?
3 How would the Chief Executive Officer of a gas company view this graph?

Crossing cultures

1 Investigate Japanese attitudes towards whaling and the consumption of whale meat.

Talking points

1 Hold a class debate on the topic: 'Should Australia have a carbon tax?'

Go to OneStopDigital for group activities relating to this chapter.

ISBN 978 1 4202 3077 2

Chapter 6

Migration experience, 1945–present »

'Field of Hearts' protest at Parliament House, Canberra, for UN World Refugee Day, June 2004

HISTORY SKILLS

In this chapter you will learn to apply the following skills:

- Investigate the nature of the waves of immigration, such as the countries that were the source of immigrants, the numbers of immigrants from those countries and trends in immigration since World War II: for example, increasing immigration from Asia
- describe the main features of a government policy that affected immigration to Australia, such as the *Immigration Restriction Act 1901* and use of the dictation test to restrict the immigration of non-Europeans
- explain the reasons for changes in government policy
- describe the impact of the Vietnam War on Vietnam and how the communist victory in Vietnam (1975) resulted in the arrival of refugees into Australia
- investigate policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation
- analyse Australia's population growth since World War II and the development of Australia's culturally diverse society using different types of graphs.

© Australian Curriculum, Assessment and Reporting Authority 2012

Inquiry questions

1. What led to the waves of immigration to Australia after World War II?
2. What was the impact of changing government policies on Australia's immigration patterns?
3. What was the impact and significance of the Vietnam War and Indochinese refugees on Australia?
4. How did immigration contribute to Australia's changing identity as a nation and to its international relationships?

Introduction

AUSTRALIA'S IMMIGRATION PROGRAMS have been generally based on economic, defence or humanitarian reasons. After World War II, the country needed a larger domestic market and a bigger workforce to supply labour for growing industries and major national projects such as the Snowy Mountains scheme. After the Vietnam War, Australia took in refugees from South Vietnam. These people were fleeing Vietnam's new communist government. In accepting these refugees, Australia was protecting them. But it was also protecting its relationship with the United States by taking in people who were escaping communism after the Vietnam War. In this instance, Australian immigration policy was about both humanitarian reasons and the Cold War. Immigrant experiences have also been very different. These have depended upon factors such as class, ethnicity, gender and ability.

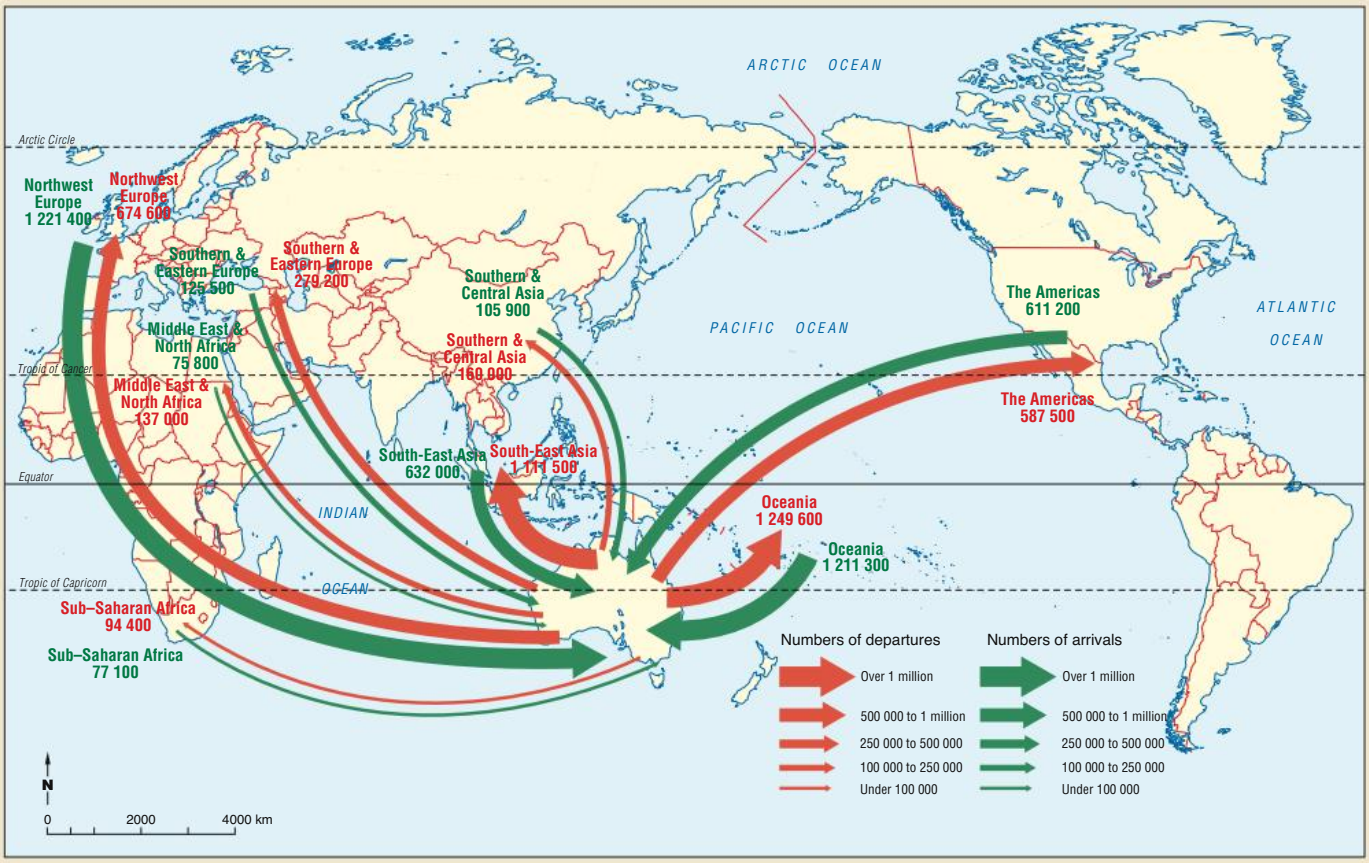
KEY TERMS

Go to OneStopDigital for podcasts relating to this chapter.

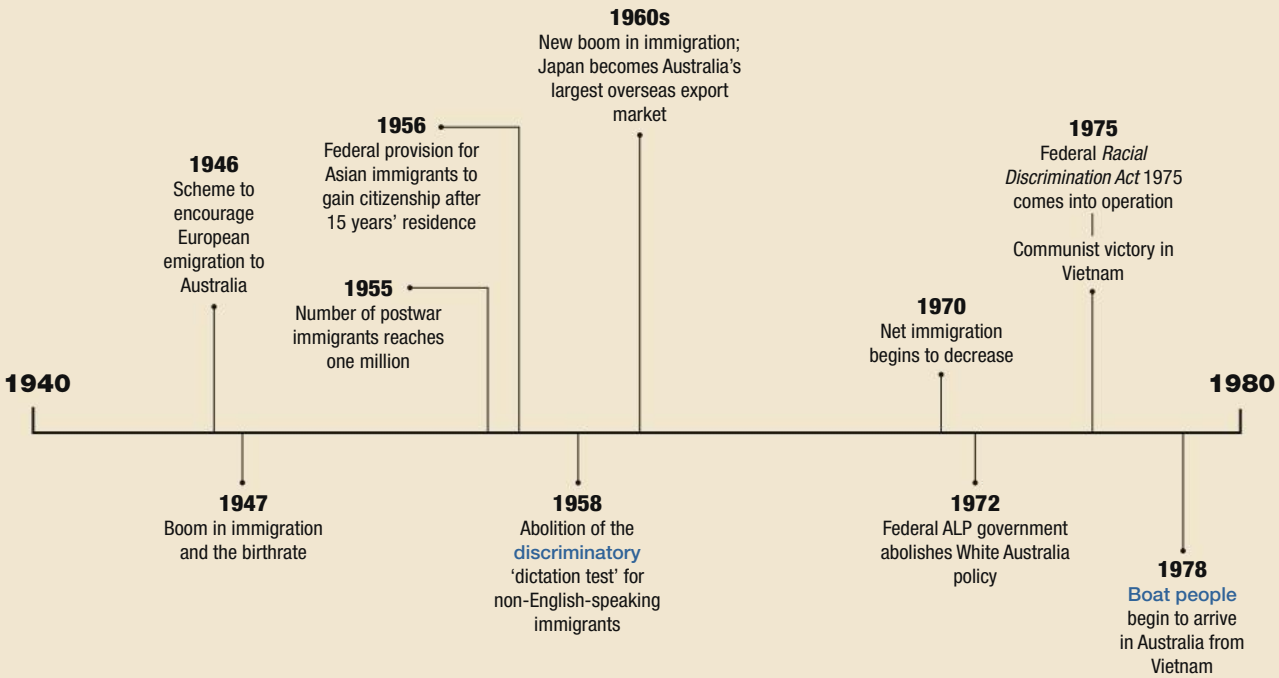
alien races	people from foreign countries
assimilation	when a person gives up their own customs and way of life to live like other people (for example, giving up Aboriginal ways for European customs)
boat people	refugees, illegal immigrants or asylum seekers who travel in often poorly maintained boats to seek a new life in another country
cultural heritage	the total ways of living evolved by a community and passed on to later generations
demography	basic make up or structure of a population
discriminatory	making or showing an unfair or prejudicial distinction between different categories of people or things
Displaced Persons	people who were forced out of their country, in this case due to World War II
ideology	a complete system of political and cultural plans or ideas
multiculturalism	in Australia, a policy aimed at managing cultural diversity
new Australians	migrants who came to Australia after World War II and were expected to leave behind their 'old' way of life and adopt the white Australian culture of the time
paternalism	treating people like children
racism	discrimination against people on the basis of supposed racial characteristics
refugees	people who flee from their country to another for protection because of war, political upheavals or because they face persecution in their own country
Vietcong	guerrilla force with the support of the North Vietnamese Army; fought against South Vietnam during the Vietnam War

ISBN 978 1 4202 3077 2

Present-day international arrivals and departures



Timeline of key dates



ISBN 978 1 4202 3077 2

Focus on history skills

SKILL

The analysis and use of sources

Historians analyse sources to see if they contain evidence that can be used for two main reasons:

- to explain why an event occurred
- to support or refute (disprove) a point of view.

The first steps when working with a source are to:

- identify its origin—when was it made?
- determine the context—what was happening at the time?
- consider its purpose—what does it aim to do?
- assess its type—is it primary or secondary?

For evidence to be useful and reliable, the historian must check it thoroughly:

- authenticity—is it real?
- relevance—does it relate to the topic?
- coherence—is it logical?
- credibility—is it believable?
- completeness—is it all there?
- consistency—is it similar to other sources of the time/on the same topic?
- objective—is it factual?
- subjective—is it biased?
- detecting points of view—does it represent a common or unusual point of view?

Once useful and reliable evidence is obtained, the historian must synthesise it into an explanation or historical argument (see 'Focus on history skills', page 44). Synthesis is a similar process to building a brick wall. The collected evidence is the bricks; just as the bricks need to be put together to form the wall, the evidence must be pieced together to form the explanation or argument.

Synthesis requires you to select the best evidence from a variety of sources and combine it with your own knowledge into a logical text.

Focus on history skills activities

1 The websites listed at OneStopDigital will provide a variety of sources on the history of immigration to Australia. Visit the websites and locate 10 sources that provide useful and reliable evidence on these two topics:

   a why government policies on immigration changed in the 20th century

   b from where and how many immigrants came to Australia between 1945 and 2010.

2 Select two of the sources you located. For each, use the checklist to assess its usefulness and reliability.

3 Synthesise the evidence from your sources to answer in 200 words either of these questions:

   a Why did Australian government policies on immigration change in the 20th century?

   or

   b How many immigrants came to Australia between 1945 and 2010 and where did they come from?

ISBN 978 1 4202 3077 2

Using timelines and chronologies

A chronology is a written list of events in the order in which they occurred. A timeline is similar except that it provides a graphic representation of when the events happened rather than simply a list. Both are useful. Chronologies provide a quick way to see the major events that happened in a particular period, while timelines can graphically represent how close together or far apart in time events occurred. A scaled timeline is particularly useful for demonstrating whether events are clustered together at particular points in time or occurred at regular intervals. Generally, a chronology is created as the first step in making a timeline.

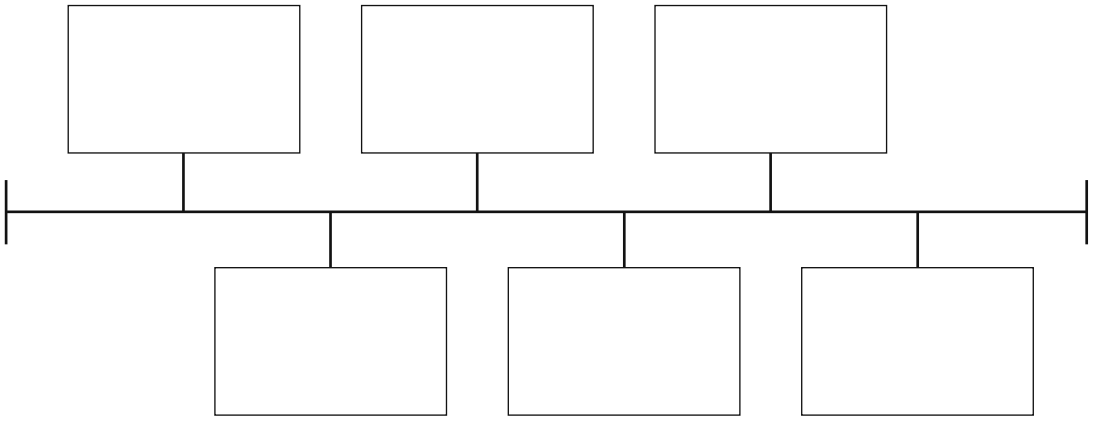
Focus on history skills activities

1 Look at the timeline on page 207.

- **a** What is the scale used?
- **b** Using only the events shown in the years between 1940 and 1970, re-draw the timeline using the scale 1 cm = 3 years.
- **c** Why does using a scale make a timeline more useful to a historian studying a series of events?

2 There are many ways you can create a timeline using ICT. Go to OneStopDigital for some examples. Take the timeline on page 207 and recreate it using technology.

3 Search the internet to find a site that allows you to create a timeline online. An example can be found at OneStopDigital. Use this site to enter the details from the timeline you created in part 1(a).



ISBN 978 1 4202 3077 2

Think, Puzzle, Explore

1. Imagine you have been transported back in time to the second half of last century. Close your eyes and picture the world. What is influencing why people decide to move from one country to another?
2. What sights and thoughts came into your head? Perhaps you thought of a person, event or a place.
3. Draw up a list of what you remember about the influences on immigration to Australia in the second half of the 20th century.
4. Discuss in class what you remembered and draw up a class list.
5. Make another list, this time of the factors affecting immigration to Australian in the second half of the 20th century that you would like to know more about or explore further. How might you find answers to your questions? What words could you search for on the internet? What topics in the index of this book might be relevant? What would be other useful sources of information?

What led to the waves of immigration to Australia after World War II?

Since the end of World War II, more than seven million people have immigrated to Australia. Around 1.6 million people came to Australia between 1945 and 1960. Approximately one million people immigrated in each decade after this period.

People came to Australia because of the destruction and displacement caused by World War II. They also came in response to immigration schemes and rigorous government advertising campaigns aimed to attract immigrants.

Spotlight

Emigrant, Immigrant or Migrant?

An emigrant—a person who emigrates—is someone who leaves their country for another. For example, 'Tony's grandparents emigrated from Italy'.

An immigrant—a person who immigrates—is someone who comes into a country. For example, 'Tony's grandparents immigrated to Australia'.

The same person will be both an emigrant and an immigrant; the word chosen depends on whether the focus is on leaving (emigration) or coming into the new country (immigration).

A migrant, strictly speaking, is someone who moves between places on a regular basis. For example, 'Curlew sandpipers are birds that migrate from Siberia to southern Australia every year' or 'My family migrates to the beach every summer'. But in the media, people often say or write 'migrate' and 'migrant' when they mean 'immigrate' and 'immigrant'.

If you get confused, just remember that an **i**mmigrant comes **i**nto a country while an **e**migrant **e**xits a country.

ISBN 978 1 4202 3077 2

War intervened, and the Pacific War transformed Australia's immigration priorities. Japan's world power status gave the Australian cry 'populate or perish' a new resonance. Under Labor, with Arthur Calwell as minister for immigration, the goal became an annual population increase of two per cent—half from natural increase, the rest from migration. Because of the acute shipping shortage, the £10 assisted passage scheme for Britons bore fruit too slowly, so Australia agreed to take **Displaced Persons** from Europe's refugee camps, under a two-year tied labour scheme. Assistance was soon extended throughout Northern Europe and, as the economy boomed from the mid 1950s, to the Mediterranean and the Middle East. British immigration continued strong, but Australia was being Europeanised by default. All major parties agreed that high and continuing immigration was essential to the health of the economy. But as Jean Martin showed in *The Migrant Presence* (1978), the social impact of immigration, and the needs of migrants, especially those who did not speak English, were recognised only gradually.

Source: John Lack, 'Immigration' in *The Oxford Companion to Australian History*, p. 340

SOURCE 6.1 'Populate or perish'

ACTIVITY 1

Chronology, terms and concepts

1 What is a 'Displaced Person'?
2 What is the difference between a migrant, an immigrant and an emigrant?
3 From the extract from *The Oxford Companion to Australian History* (Source 6.1), what did the war in the Pacific do?
4 What strategies did the federal government adopt to attract immigrants?
5 Where were immigrants drawn from?
6 What was the main aim of immigration policy in the late 1940s and 1950s?
7 How well were migrants catered for?

Analysis and use of sources

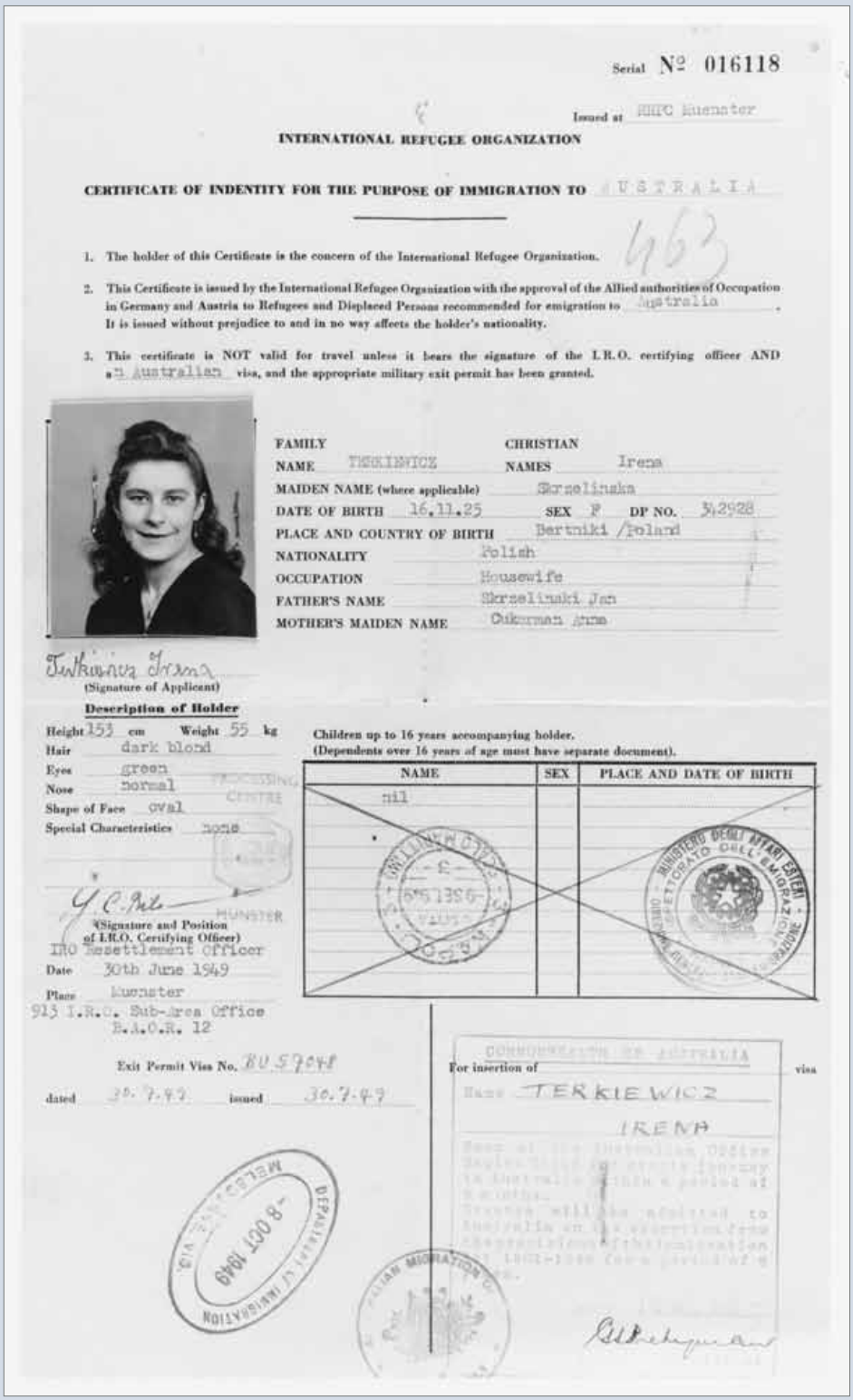
1 a Use Source 6.3 (see page 212). What was the purpose of this source?
  b How does it relate to Displaced Persons?
2 a What is shown in Source 6.2?
  b Look at the photograph carefully (Source 6.2). What might the nationality of the immigrants be? What suggests this in the photograph?
  c What could the purpose of this source have been?

SOURCE 6.2 Official photograph of the arrival of immigrants on the *Empire Brent*, May 1948

ISBN 978 1 4202 3077 2

Spotlight

Irena Terkiewicz



Serial Nº 016118

Issued at IRO Munster

INTERNATIONAL REFUGEE ORGANIZATION

CERTIFICATE OF INDENTITY FOR THE PURPOSE OF IMMIGRATION TO AUSTRALIA

463

1. The holder of this Certificate is the concern of the International Refugee Organization.
2. This Certificate is issued by the International Refugee Organization with the approval of the Allied authorities of Occupation in Germany and Austria to Refugees and Displaced Persons recommended for emigration to Australia. It is issued without prejudice to and in no way affects the holder's nationality.
3. This certificate is NOT valid for travel unless it bears the signature of the I.R.O. certifying officer AND an Australian visa, and the appropriate military exit permit has been granted.

FAMILY NAME	TERKIEWICZ
CHRISTIAN NAMES	Irena
MAIDEN NAME (where applicable)	Skrzelinska
DATE OF BIRTH	16.11.25
SEX	F
DP NO.	34928
PLACE AND COUNTRY OF BIRTH	Bartniki / Poland
NATIONALITY	Polish
OCCUPATION	Housewife
FATHER'S NAME	Skrzelinski Jan
MOTHER'S MAIDEN NAME	Cukerman Anna

Terkiewicz Irena
(Signature of Applicant)

Description of Holder

Height 153 cm Weight 55 kg
Hair dark blond
Eyes green
Nose normal
Shape of Face oval
Special Characteristics none

PROCESSING CENTRE MUNSTER

(Signature and Position of I.R.O. Certifying Officer)
IRO Resettlement Officer
Date 30th June 1949
Place Munster
913 I.R.O. Sub-Area Office
B.A.O.R. 12

Children up to 16 years accompanying holder.
(Dependents over 16 years of age must have separate document).

NAME	SEX	PLACE AND DATE OF BIRTH
nil		

Exit Permit Visa No. BU 57044
dated 28.7.49 issued 30.7.49

For insertion of visa
Name TERKIEWICZ
IRENA

8 OCT 1949

SOURCE 6.3 Irena Terkiewicz's Certificate of Identity, 1949

ISBN 978 1 4202 3077 2

Irene Terkiewicz immigrated to Australia from Poland after the end of World War II. At the end of the war, Europe was in chaos. Many people had lost everything, either through bombing, invasion or imprisonment. Other people were fleeing from eastern Europe, not wanting to live in the new communist societies. Refugees—Displaced Persons—were everywhere. As people often had no passports, and often there were no governments in a position to issue them, refugee organisations issued Certificates of Identity so that people could prove who they were.

	Date	Signature
X-Ray	24.6.49.	
Blood Test		
Medical Officer	30.VI.49	
Documentation Officer	30.6.49	
Security Officer		
Consul		
Movement		

Remarks:—

SOURCE 6.4 Irena Terkiewicz's medical documentation, 1949

Empathy

Use Source 6.3 and Source 6.4.

1 Describe some of the processes that Irena Terkiewicz had to go through to immigrate to Australia.

2 How might she have felt on her arrival at the last checkpoint before entering the country?

Patterns of migration

Source 6.5 and Source 6.6 (on page 214) provide information about the changing patterns of migration to Australia. They show the birthplace of people living in Australia in 1947 and the top 30 countries of origin of Australia's immigrants between 1945 and 1985.

ACTIVITY 2

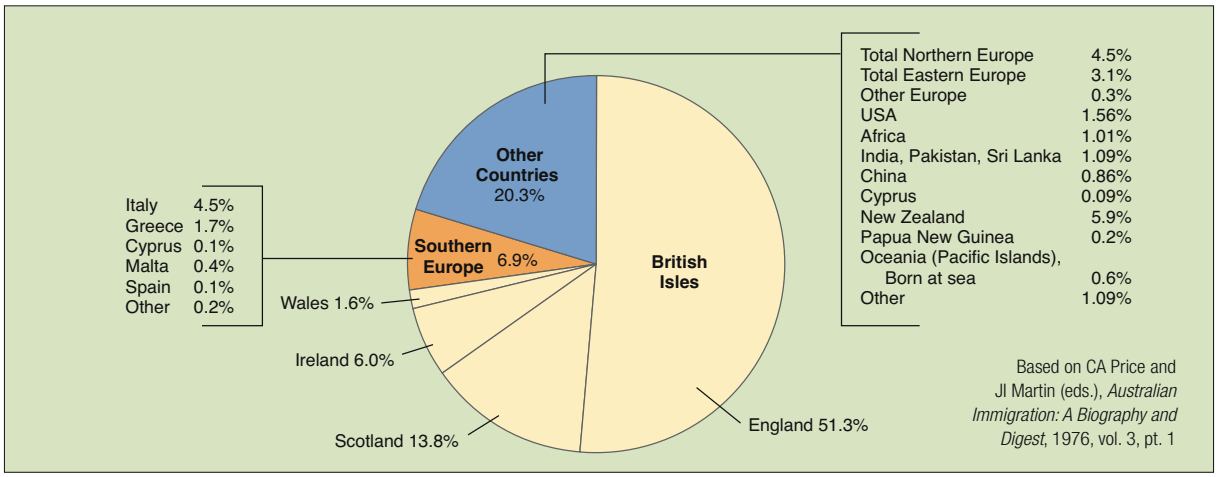
Analysis and use of sources

1 Source 6.5 (on page 214) gives information on regional birthplace groupings.
   - **a** Which region did most immigrants to Australia come from in 1947? What percentage of all immigrants did this region account for?
   - **b** Make a list of the 10 countries where most immigrants came from. Indicate the percentage of total immigrants.

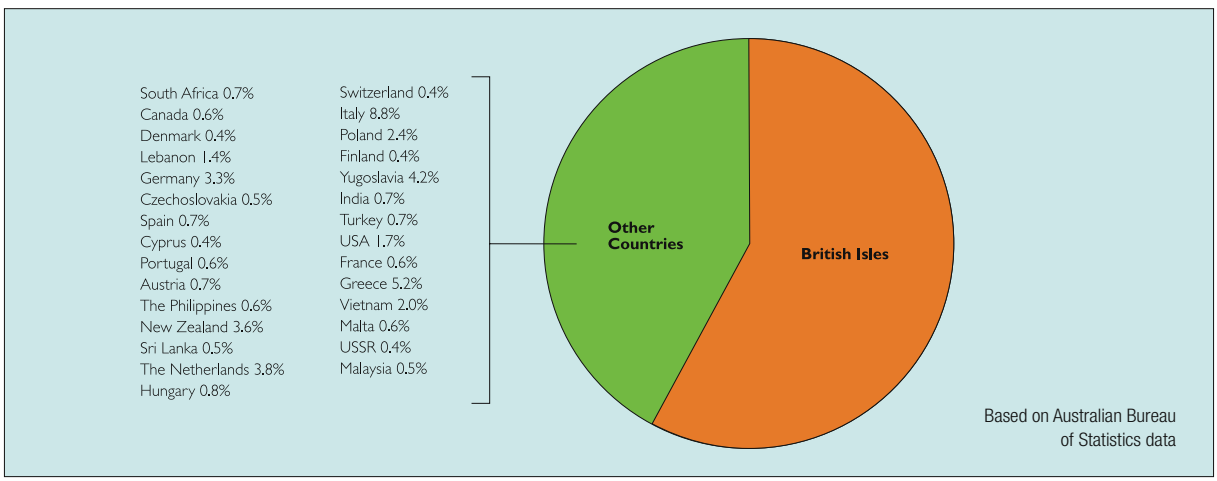
2 From Source 6.6 (on page 214), make a list of the 10 countries where most immigrants came from. Indicate the percentage of total immigrants.

3 Compare the lists you made from Sources 6.5 and 6.6. What changes in the pattern of immigration can you see?

ISBN 978 1 4202 3077 2



SOURCE 6.5 Birthplace of people living in Australia, 1947



SOURCE 6.6 Top 30 countries of origin of Australian immigrants, 1945–85

SOURCE 6.7 'The Unknown Migrant Woman', Patrick Cook

4 What reasons do you think could be given for the change in Australia's pattern of immigration?

5 a Examine Source 6.7. What does this cartoon tell us about changing patterns of immigration after World War II?

b Is the cartoonist's interpretation supported by any of the other sources in this section?

Historical questions and research

1 Go to OneStopDigital to locate a memorial to the immigrant workers of the Snowy Mountains. What was the Snowy Mountains Hydro-Electricity Scheme? Where did most of the labour force for this scheme come from? How many workers died during the construction of the scheme?

Write half a page on the scheme and include four photographs of it from the National Library of Australia website.

ISBN 978 1 4202 3077 2

SOURCE 6.8 Main tunnel T2 under construction at the Snowy Mountains Scheme, photo by Wolfgang Sievers, 1957

What was the impact of changing government policies on Australia's immigration patterns?

During the 19th century, many white Australians saw themselves as defending a white outpost of the British race. **Alien races**, they thought, needed to be repelled if British racial inheritance and traditions were to be firmly established on the continent. By the 1880s, the term 'White Australia' was being generally used.

With moves towards Federation, there was general political consensus that a policy on immigration should be developed for all colonies. This was decided at the 1896 Intercolonial Conference. Here, delegates agreed that restrictive legislation should be extended to cover all 'coloured' people. This occurred in New South Wales, Tasmania and Western Australia before the turn of the century. Queensland initially objected to the proposed legislation because of its dependence on the Melanesian (or Pacific Islander) sugar workers (see Source 6.9). But it withdrew its opposition. Southern states promised a federal subsidy to all sugar produced by white labour.

State Library of Queensland, Image no. 142387

SOURCE 6.9 Pacific Islanders loading sugarcane at Bingera, c. 1898

ISBN 978 1 4202 3077 2

Immigration Restriction Act

The first major piece of legislation that the Commonwealth Parliament passed following Federation was the *Immigration Restriction Act 1901*. Under this Act, immigrants could be asked to take a dictation test in which they had to write out a 50-word passage that was spoken to them by an immigration officer. However, the immigrants had to write out the passage in any European language that the officer chose. Between 1901 and 1908, 52 people managed to pass this deliberately unfair test—no-one has done so since. The test remained part of Australia's immigration laws until 1958.

White Australia

An **ideology** can be defined as a belief system that has some larger plan. White Australia was part of an ideology that wanted to keep Australia racially white and culturally British. As an ideology, White Australia was not solely aimed at keeping Australia white by keeping out immigrants with different skin tones. The White Australia ideal or policy aimed also at cleansing Australia's internal population.

Under White Australia, Aboriginal peoples were systematically confined and oppressed. Their movements were restricted; they were segregated from mainstream society; and policies were developed to prevent them from having children and to destroy their culture. A stark symbol of this desire to keep Australia white was the decision by the framers of the Constitution not to count Aboriginal peoples as part of the population.

From the 1920s until the 1970s, around 100 000 Aboriginal children were taken from their families as part of the White Australia ideology. These children were later called the 'Stolen Generations' (see pages 101–105).

Go to OneStopDigital to watch a video about the White Australia policy and the associated political forces and propaganda campaigns.

SOURCE 6.10 A New Year's greeting card, 1900

ACTIVITY 3

Chronology, terms and concepts

1. What was decided at the 1896 Intercolonial Conference?
2. Why did Queensland finally agree to restrict the immigration of all non-white people to Australia?
3. Name the first major piece of legislation passed by the Commonwealth Parliament.
4. a. Describe the dictation test.
   b. How many people passed this test between 1901 and 1958?
5. a. What is an ideology?
   b. Was the White Australia ideal an ideology? Why?
6. Was the White Australia ideal only concerned with keeping unwanted immigrants out of the country? Why or why not?
7. Summarise the White Australia policy in one short paragraph.
8. Examine Source 6.10.
   a. What sort of greeting card was this source?
   b. What did the writer hope for?

ISBN 978 1 4202 3077 2

Historical questions and research

1 A bibliography is a list, either complete or selective, of literature on a subject. Compile a bibliography of six books from your school library, your local, state or territory library that deals with the White Australia policy.

You may need to use a range of key words. These might include White Australia; Chinese; race relations; immigration.

Each item in your bibliography should include these details: the author/s' name/s; the title of the work; the publisher; the date and place of publication; and the call or reference number. Think laterally about key words. For example, Chinese people sometimes referred to Australia as the 'New Gold Mountain'.

If the information is available (for example, from the book's jacket or from its list of contents), write a brief description of what each item on your bibliography is about.

Assimilation

The definition, aim and application of **assimilation** for immigrants was basically the same as that for Indigenous peoples. Assimilation was Australia's official immigration policy and practice from the end of World War II until the mid to late 1960s. The idea behind assimilation was that the 'Australian way of life' was superior to all others. Immigrants, in this ideology, were seen to have nothing to offer Australian society. Rather, immigrants needed to absorb white Australian culture, habits and language and become Australian in behaviour, outlook and speech, if not in looks.

Some people feared that if immigrants did not assimilate, they would spoil, even 'contaminate' the 'Australian way of life'. Source 6.11 gives the view of the Liberal prime minister, Robert Menzies, on assimilation.

To achieve their assimilationist objectives, governments firmly discouraged differences between people. Lectures, handbooks and pamphlets, official rituals—such as naturalisation (citizenship) ceremonies—immigrant camp and immigration officials insisted that immigrants should learn to become '**new Australians**'. This term implied removing or renouncing all that was old.

Of course, some immigrants want to forget about the country they have left behind. They are all in favour of assimilation (see Source 6.13).

> It is our national desire to develop in Australia a homogeneous population in order that we may avert social difficulties which have arisen in many other countries. It is clearly the right of any nation to determine its own racial constitution ... We have witnessed many examples of nations in which a mixture of races has given rise to deep prejudices and almost insoluble social questions ... Our policy ... is not based upon any idea of racial superiority. We willingly recognise that citizens of other nations possess abilities and traditions which we sincerely respect and admire ... We are ... a friendly people not given to making distinctions among people on grounds of race or religion.
>
> Australians are keen on fair play ... you [the immigrant] will find Australians are very democratic in the way they mix together. They respect the manual labourer as much as a doctor or a lawyer ... Perhaps the most important thing is to learn to speak the language of the Australians. Australians are not used to hearing foreign languages. They are inclined to stare at persons whose speech is different ... Do not hesitate to speak English. If you make mistakes or cannot make yourself properly understood, keep trying. Someone will always be willing to help you.
>
> 'Australia's Established Immigration Policy', Australian Archives

SOURCE 6.11 Menzies on assimilation, 1959

> Migrants, however, did not meekly transform themselves into new Australians. Ethnic groups formed social and other clubs to keep alive their cultural heritage. They built shrines, temples and churches so they could practise their religions. At home, they prepared traditional meals, spoke their own language and otherwise quietly resisted assimilation. In the end, their cultures and customs were to have major influences on Australian society. In the process, however, many migrants experienced **racism**, **paternalism** and intolerance.
>
> Michael Dugan and Josef Szwarc, *'There Goes the Neighbourhood!': Australia's Migrant Experience*, 1984, p. 169

SOURCE 6.12 Pamphlet for 'new Australians', 1948

ISBN 978 1 4202 3077 2

Controversial Christian pastor Danny Nalliah has registered a new political party ... whose main platform is to oppose **multiculturalism**.

Mr Nalliah ... himself an immigrant from Sri Lanka, said he believed in a multi-ethnic Australia but only one culture with the commonsense values and democracy that made it attractive to immigrants.

The Age, 11 February 2012, p. 5

SOURCE 6.13 Immigrant opposed to multiculturalism

ACTIVITY 4

Chronology, terms and concepts

1 What was the idea behind the policy of assimilation?

Analysis and use of sources

1 When was assimilation the official immigration policy and practice?

2 a What did assimilationists think that other cultures and races had to offer Australia?

b What did they fear?

3 What did governments discourage?

4 Describe some of the ways in which they did this.

5 On what did the policy of assimilation insist?

6 a What did the term 'new Australian' imply?

b What do you think that this meant?

7 a In Dugan and Szwarc's view, did immigrants passively submit to assimilation?

b What were some of the ways in which they resisted assimilation?

Evidence

1 a Does Menzies' speech (Source 6.11) contain evidence for or against assimilation?

b How does this evidence fit with other evidence described in this section, such as government policies and the dictation test?

c Does that make the speech more or less believable as a piece of evidence?

Perspectives and interpretations

1 Read Source 6.11.

a What, in Menzies' view, was Australia's national desire?

b What did Menzies claim that Australians recognised?

c In Menzies' opinion, what were Australians not given to?

2 Find two pieces of evidence in this book to either support or refute Menzies' opinion.

3 a Read Source 6.12. Do you agree or disagree with anything in this source?

b What is 'paternalism'?

c In what way is the pamphlet paternalistic?

Immigrant contributions to Australia's development

Immigrants made important contributions to Australia's social, cultural and economic development. They contributed greatly to Australia's prosperity by providing workers for industry and markets for products.

Many Australians had feared that immigrants would be happy to work for lower wages and would put up with worse working conditions. The trade union movement and the ALP had been strong supporters of the White Australia policy for decades, believing that 'foreign' workers would undermine the wages and conditions they had fought hard to gain.

Immigrants brought new customs, ideas, food and languages to Australian society and culture. The following sources comment on some of the contributions made by immigrants.

It was not until the mid-1960s that the economic case supporting immigration was presented. In 1965, the Vernon Committee of Economic Inquiry reported [to the federal government] that immigration had made an important contribution to economic growth in Australia ... the Vernon Report concluded that, 'it is clear that GDP [Gross Domestic Product] ... has risen more rapidly in the past 15 years than it would have done without the immigration programme.

Jock Collins, *Migrant Hands in a Distant Land: Australia's Postwar Immigration*, 1991, pp. 100–2

SOURCE 6.14 The economics of immigration

ISBN 978 1 4202 3077 2

[In Australia there] is a new cosmopolitanism, with a special stress on Asia, that is wholly good. The most remarkable change in the last 10 years is the degree to which Australia has reoriented itself towards Asia. Asian languages are beginning to take the place of European languages in the schools and universities. Goods from Japan, China, Taiwan, Hong Kong and Singapore fill the shops. A young man will be proud to own a Japanese sports car and [have] a Thai friend. Middle-class women study Japanese flower arrangement or Indian yoga. Rather unexpected for a country which still practises the White Australia policy. Sydney and Melbourne always seem full of Asians—Malayan students, Japanese businessmen, Indian journalists. They add a colour to our streets and a new interest to our life. The old suspicious racialism has nearly gone to be replaced, in some cases, by a slightly alarming naivety.

Still, the change is wholly for the better. Rarely now does one hear our Asian neighbours referred to disparagingly as Boongs or Nips or Yellow Bastards. Most people are slightly ashamed of the White Australia policy even though a majority still support it. The same tolerance is extended to our own coloured minority, the Aborigines, though it has yet to be expressed in practical measures to improve their miserable lot ... Aggressive nationalism is dying, except, perhaps in sport.

Australia today is a smoother, pleasanter, more polished country with a smoother, pleasanter, more polished people—but as always in the process of polishing, some of the old character has gone.

John Douglas Pringle, *The Times*, 23 January 1968

SOURCE 6.15 A new cosmopolitanism

In 1969, David Wang was elected to the Melbourne City Council. Wang first arrived in Australia in 1942. Watch the video on OneStopDigital of David Wang's business and civic successes during a time that was crucial to Australia's changing attitude to Asian immigration.

ACTIVITY 5

Analysis and use of sources

1 Read Source 6.14. What was not presented until the mid-1960s?

2 a What was one of the Vernon Committee's findings?

b In this instance, what contribution did immigrants make to Australia?

3 What is Source 6.15 and when was it published?

4 What did Pringle think was the most remarkable change in Australia?

5 How was this apparent in daily life in Sydney and Melbourne?

6 According to Pringle, what were most Australians ashamed of?

7 Had racism disappeared in Australia? Explain.

8 What, in Pringle's opinion, had Australia become?

9 a What do you think Pringle meant by the word 'cosmopolitanism'?

b In what ways did immigrants contribute to this growing cosmopolitanism?

The end of White Australia

Chronology

1949	Annie O'Keefe, an Indonesian woman who had escaped to Australia during World War II, wins High Court case to remain in Australia
1957	Non-Europeans with 15 years' residence able to apply for citizenship
1958	Amended *Immigration Act* removes the dictation test and simplifies the system of entry for immigrants to Australia
1966	Immigration Minister Hubert Opperman announces that non-Europeans would be considered for immigration to Australia provided that they were well qualified and able to 'integrate'
1973	ALP federal government legally brings White Australia to an end
1975	*Racial Discrimination Act* passed making racially based immigration criteria illegal

SOURCE 6.16 Annie O'Keefe and her daughter Mary Jacob, Melbourne 1956

ISBN 978 1 4202 3077 2

SOURCE 6.17 Arthur Calwell, 1966

Shortly after seeing the *Aliens Deportation Act 1948* come into force, Calwell [the ALP federal Minister for Immigration] had to deal with a threat to his deportation powers on another front, involving one of the few occasions in which the High Court found against the Commonwealth in a deportation case. In *O'Keefe vs Calwell* (1948), the court quashed a deportation order against Annie O'Keefe, a wartime evacuee from Indonesia who had married a local man. This was because she had not been formally given the status of a prohibited immigrant when she was allowed to enter Australia with a certificate of exemption, so the expiration of the certificate did not make her liable to deportation as a prohibited immigrant. Nor could she be declared a prohibited immigrant more than five years after being allowed into the country. The decision threatened Calwell's determination to force the departure from Australia of non-Europeans who had been allowed into the country during World War II. Although most such arrivals departed Australia voluntarily after the war ended, approximately 800 sought to stay permanently and at the time of the *O'Keefe* decision there were a number of similar cases either before the courts or being debated in public. In an infamous speech, Calwell claimed that the *O'Keefe* case opened the floodgates to a 'mongrel Australia'.

Glenn Nichols, 'Gone with Hardly a Trace: Deportees in Immigration Policy' in K Neumann and G Tavan (eds), *Does History Matter? Making and Debating Citizenship, Immigration and Refugee Policy in Australia and New Zealand*, 2009, p. 12

SOURCE 6.18 Annie O'Keefe v Arthur Calwell, 1948–49

ACTIVITY 6

Chronology, terms and concepts

1 Use the chronology to write a response either for or against the following statement: 'The White Australia policy was phased out gradually'.

Analysis and use of sources

1 From Source 6.18, who was Annie O'Keefe?

2 Why did the High Court rule in favour of Annie O'Keefe staying in Australia?

3 a What did Calwell say in his 'infamous speech'?

b What did he mean by this?

Historical questions and research

1 Find out more about Annie O'Keefe's story. (Her maiden name was Jacob.)

What was the impact and significance of the Vietnam War and Indonesian refugees on Australia?

The impact of war on Vietnam

War wreaked havoc on Vietnam. There are various estimates of the number of Vietnamese lives lost. But it seems that during the hostilities, more than 2.2 million Vietnamese people were killed—some 6 per cent of Vietnam's population of around 38 million in 1965. Approximately 930 000 soldiers were killed in North Vietnam and 300 000 in South Vietnam. It is also thought that around one million civilians lost their lives in the war.

Large areas of Vietnam were razed during the conflict. More than 64 million tonnes of bombs were dropped on the country (three-and-a-half times the amount of bombs dropped during World War II). The use of the poisonous herbicide Agent Orange destroyed one-quarter of Vietnam's forests. And people were starving.

After the **Vietcong** victory, it is estimated that around 650 000 Vietnamese people in the south were killed as the regime consolidated power.

ISBN 978 1 4202 3077 2

Chronology

1860s	Vietnam becomes a French colony after military conquest
1941	Japanese occupation of Vietnam
1945	French presence is restored by Allied forces
1946	French Indochina war begins
1954	Vietnam is divided into North (communist) and South (pro-Western)
1956	French withdraw from Vietnam
1960	National Liberation Front (a Vietcong military arm) is established in South Vietnam
1962	24 May: Australia declares its intention to send 30 military advisers to South Vietnam
1963	1 June: William Hacking, first Australian military adviser, is killed
1964	6 July: Kevin Conway is the first Australian killed in action in Vietnam 10 November: Conscription for national service is introduced by federal Liberal government
1965	First round of conscription registration May: Combat troops arrive in South Vietnam December: Bill White is the first conscientious objector; he is jailed the following year
1966	July: Prime Minister Harold Holt gives 'All the Way with LBJ' speech in the United States October: President Lyndon Johnson visits Australia
1968	Australian troops in South Vietnam reach highest level: 8300 Draft Resistance Movement is established
1970	May: Reduction of Australian forces in South Vietnam is announced by Prime Minister John Gorton 8 May: First moratorium on the Vietnam War, a second is held on 18 September and a third on 30 June 1971
1972	February: Remaining Australian troops depart South Vietnam December: Remaining Australian advisers leave Vietnam; conscription is abolished and jailed draft resisters are freed
1973	January: United States and Vietnamese declare a ceasefire February: Australia establishes diplomatic relations with North Vietnam March: Remaining American troops withdraw from Vietnam
1974	South Vietnam re-declares war
1975	25 April: Closure of Australian embassy in Saigon 30 April: North and South Vietnam reunited under communist government
1978	'Boat people' begin to arrive in Australia from Vietnam

Indochinese refugees

After the fall of South Vietnam in 1975 and the reunification of the country under the communists, thousands of Vietnamese people feared persecution under the new government. In neighbouring Cambodia, similar fears developed when Vietnam helped Cambodian rebels to overthrow their government in 1979. Ongoing fighting led to a growing number of Indochinese refugees seeking asylum and resettlement in peaceful countries such as Australia.

Nearly two million Indochinese refugees would leave their war-torn homeland, often undertaking a dangerous journey by sea in

ISBN 978 1 4202 3077 2

overcrowded and poorly equipped boats. Between 1975 and 1987, 673 000 (120 000 from Vietnam, 228 000 from Cambodia and 325 000 from Laos) arrived in Thailand and remained in crowded refugee camps until a 'third' country would accept them. More than 120 000 came to Australia; the first 'boat people' arrived in Darwin in 1976. A conference was held in Geneva in 1979, aimed at reducing the refugees coming from Vietnam. The number reduced until a new wave of persecution of Vietnamese people of Chinese background occurred in 1984.

In Australia, opinions were divided over accepting Indochinese refugees. On one side were those who believed Australia would be 'swamped' and efforts should be made to limit the number

SOURCE 6.19 Refugees boarding a transport plane; an American official punches a man to try to remove him from the doorway of the already overloaded plane

SOURCE 6.20 Vietnamese boat people, rejected by Malaysian authorities, look for refuge on the Indonesian archipelago of Anambas

SOURCE 6.21 Three Vietnamese boats and refugees in Darwin Harbour, c. 1978, NTAS, England, NTRS 1637, Item 61

ISBN 978 1 4202 3077 2

of refugees entering Australia. On the other side were those who saw refugees as a global and humanitarian problem that required Australia's help to solve. As the controversy developed, an increased number of refugees were refused entry or sent back. Many were forced to remain in camps in South-East Asia awaiting assistance.

In 1989, another conference was held in Geneva to deal with the question of Indochinese refugees. A plan was introduced whereby refugees escaping from Vietnam, Cambodia and Laos no longer had automatic refugee status. Only those who could prove they faced persecution in their homeland would be classed as refugees. If it was determined they were fleeing to seek a better standard of living, they would be forced to return to their home country. It was felt this would deter most 'boat people' from trying to reach places such as Australia, Canada and the United States.

Indochinese refugees who were able to remain in Australia faced adjustment problems and often racism. Many had spent years in refugee camps where educational services and opportunities to learn the English language rarely existed. These factors contributed to a high unemployment rate (20–30 per cent) and a feeling of alienation once these people settled in Australia.

The number of refugees from Indochina declined in the 1990s. By 2000, most refugees coming to Australia were from Iraq, Afghanistan, Iran, China and the former Yugoslavia. The issue of accepting refugees, often referred to as asylum seekers, remains.

> Perhaps as many as a quarter of the boat people who fled Vietnam after the war ended in 1975 drowned at sea or were murdered by pirates. Every country in the region prepared an excuse for rejecting them ... Thailand did nothing to discourage the rapacity of its pirate fishermen whose treatment of the boat people seemed at times unbelievable ... In Hong Kong and Taiwan Chinese fat cats ... made fortunes by supplying unseaworthy craft ...
>
> Since the end of the war in 1975 the United States has taken 560 000 refugees, Canada 94 000 and Australia 91 000.
>
> John Pilger, *Heroes*, 1986

SOURCE 6.22 Boat people

Date	Number of refugees
April–June 1975	691
1977–78	7 077
1980–81	15 004
1984–85	7 215
1989–90	3 736

Amnesty International, *Australian Refugees and the World*, 1990

SOURCE 6.23 Indochinese refugees to Australia

> Officially there are 15 million refugees in the world and another 6 million living in refugee-like situations ... the number of refugees Australia has accepted from Indochina is a drop in the ocean when one considers the total number of displaced persons in the world.
>
> Amnesty International, *Australian Refugees and the World*, 1990

SOURCE 6.24 Australia and refugees

ACTIVITY 7

Chronology, terms and concepts

1. What led to people fleeing Vietnam and Cambodia?
2. How many Indochinese refugees landed in Thailand between 1975 and 1987?
3. When did the first 'boat people' arrive in Darwin?
4. What did the Geneva Conference on Indochinese Refugees decide in 1989?

Analysis and use of sources

1. What is shown in Source 6.21?
2. How does Source 6.22 assist our understanding of Indochinese refugees?
3. How useful is the table (Source 6.23) when investigating Indochinese refugees coming to Australia?
4. What was the purpose of Source 6.24?

Explanation and communication

1. How did the outcome of the Vietnam War affect the number of Indochinese refugees coming to Australia?

ISBN 978 1 4202 3077 2

Perspectives and interpretations

1 How does the perspective in Source 6.24 differ from that held by people who believe Australia should not accept refugees?

Historical questions and research

1 Find out more about Pol Pot and the 'Killing Fields' in Cambodia.

How did immigration contribute to Australia's changing identity as a nation and to its international relationships?

Why was the policy of multiculturalism introduced?

The word multiculturalism was coined by the Canadian federal government in 1971 to acknowledge the bi-cultural nature of Canadian society. It wished to establish a policy that recognised differences while maintaining different ethnic, cultural and linguistic communities.

Al Grassby, Minister for Immigration in the federal ALP government under Gough Whitlam, used the term officially in 1973. Grassby had two meanings for multiculturalism. Firstly, he used it to broadly describe ethnic diversity in Australia. Secondly, it was put forward as the basis for a new social policy to replace assimilation which, although officially dropped, lingered on. In an ideal Australian multicultural society, immigrants and Indigenous peoples would not be required to assimilate into white Australian culture. Rather, ethnic diversity would be recognised and supported and Aboriginal peoples and immigrants would adopt the customs of European Australians at their own pace and keep as much of their culture as they chose.

Why multiculturalism?

Multiculturalism was introduced for a number of reasons. By the early 1970s, the impact of immigration since World War II had profoundly changed Australia's **demography**. The old practice of assimilation was no longer workable. Because of these demographic changes, a new ideology for settling people in Australia and minimising social conflict was needed. Multiculturalism was the new ideology.

SOURCE 6.25 David Moore's photograph of immigrants arriving in Sydney, taken in 1966, has become emblematic of the process of immigration in Australia

ISBN 978 1 4202 3077 2

Chronology

1978	Galbally Report on Migrant Services
1980	Establishment of Australian Institute of Multicultural Affairs
1984	Geoffrey Blainey attacks multiculturalism in his book *All for Australia*
1987	Office of Multicultural Affairs replaces the Australian Institute of Multicultural Affairs
1988	FitzGerald Report on Australia's immigration policies
1989	National Agenda for Multicultural Australia is produced by the Advisory Council on Multicultural Affairs
1996	Office of Multicultural Affairs is abolished by the federal Liberal government; it is replaced by the National Multicultural Advisory Council Abolition of Bureau of Immigration, Multicultural and Population Research. One Nation Party is formed, led by Pauline Hanson
2000	Establishment of the Council for Multicultural Australia
2001	September 11: New York terrorist attack generates a climate of fear and suspicion of Muslims and people from the Middle East

Other factors helped to bring about the policy of multiculturalism. The new ALP government led by Whitlam wished to distance itself from the previous Liberal–Country Party's policy, which still had strong associations with assimilation. International opinion regarding the rights of indigenous and ethnic populations also had some influence.

Go to OneStopDigital to watch a video about a Sri Lankan migrant and his experiences being an immigrant in Australia.

ACTIVITY 8

Chronology, terms and concepts

1. When and where was the word 'multiculturalism' coined?
2. Who first used the word in Australia? When?
3. What meanings did the word have for Grassby?
4. What was multiculturalism meant to replace?
5. Why was multiculturalism introduced?
6. a. What is an ideology?
   b. Why can multiculturalism be thought of as an ideology?
7. What other factors influenced the introduction of the policy?

The impact of multiculturalism on Australian society

As an ideology, multiculturalism has generated debate and controversy. From the early 1980s, public debates over multiculturalism became increasingly heated and extremist.

Multiculturalism in many ways polarised Australian society. On the one hand, there were those who wanted to support and promote ethnic diversity. On the other, there were people who saw multiculturalism as a threat to 'traditional Australia' and to British heritage.

Multiculturalism also exposed the continuation of racist attitudes. Reactions to multiculturalism tended to become more fierce during times of economic recession and rapid globalisation. Right-wing responses to multiculturalism have included the dismantling of services and the rise of extremist and reactionary political parties. The latter included the One Nation Party, which was formed in 1996. Led by Pauline Hanson, this party had few coherent policies, was anti-Asian and appealed in particular to people in parts of rural Australia that were in severe economic trouble.

Politically, multiculturalism has not gained consistent support from any party.

ISBN 978 1 4202 3077 2

- The multicultural policy has, at times, tended to emphasise the rights of ethnic minorities at the expense of the majority of Australians, thus unnecessarily encouraging divisions and weakening social cohesion. It has tended to be anti-British, and yet the people from the United Kingdom and Ireland form the dominant class of pre-war immigrants and the largest single group of post-war immigrants.
- Recent governments emphasise the merits of a multicultural society and ignore the dangers. And yet the evidence is clear that many multicultural societies have failed and that the human cost of the failure has been high. Many of our refugees actually come from multicultural societies that are faltering or in disarray.
- There are dangers in the increasing belief that toleration can simply be imposed on people by a variety of new laws and by a bureaucracy specialising in ethnic affairs, cultural relations and human rights. Unfortunately, the laws and regulatory bodies, introduced in the hope of promoting toleration, can be invoked to attack freedom of speech, freedom of assembly, and those principles on which minority rights must, in the last resort, depend. A sensible humane immigration policy is more likely than most of these new agencies and laws—present or proposed—to maintain and foster ethnic and racial toleration.
- It is easier to maintain a reasonable level of toleration in a society by regulating the inflow of migrants and selecting the categories of migrants with care than it is to maintain toleration after an unacceptably large inflow of migrants has arrived at an inopportune time or inopportune places.

Geoffrey Blainey, *All for Australia*, 1984, pp. 170–1

SOURCE 6.26 Professor Geoffrey Blainey on multiculturalism

Blainey's stand must be countered

I leave it to others to debate and refute Professor Blainey's extraordinary claim in his book *All for Australia* ... that there exists in the labyrinths of the Canberra bureaucracy a conspiracy of immigration officials and politicians against Henry Parkes's ideal society of White Anglo-Celtic Independent Australian Britons.

Some of the contemporary evidence cited by Professor Blainey is, by implication and result, racist in character and socially destructive in object. For over 20 years many academic historians of Australia have been at some pains to analyse and explain the reasons for the extreme racial prejudice and exclusion which existed in the 19th century and for two-thirds of the present century.

In essence, his private 'evidence', with its fears, prejudices and hatreds, matches that of the old *Bulletin* [magazine] ... Most of us had hoped that scholarly and dispassionate analysis of some of the darker aspects of white Australians' past would contribute to a more mature, tolerant and compassionate society which some of us hope is still emerging as we approach our bicentenary ...

Duncan Waterson
Professor of History
Macquarie University

Sydney Morning Herald, 10 October 1984

SOURCE 6.27 A letter to the editor

Multiculturalism remains a term wreathed with the residues of strong political and social disagreements. It is a state ideology, constructed out of the social relations of the past two decades of Australian life, and designed to sustain harmony and prevent discord and conflict. It can be used by various participants in the discourse of multiculturalism, to encompass at the same time arguments for basic rights in Australia which transcend [go beyond] ethnic or racial differences, and arguments which seek to stress those differences as paramount and unbridgeable.

Andrew Jakubowicz et al.,
Racism, Ethnicity and the Media, 1994, p. 179

SOURCE 6.28 Our problem with multiculturalism

ACTIVITY 9

Analysis and use of sources

1 Read Source 6.26. What, for Blainey, did multicultural policy tend to do?

2 Describe two dangers that Blainey sees in following a policy of multiculturalism.

ISBN 978 1 4202 3077 2

3 What is Blainey's solution for maintaining tolerance in Australian society?
4 What ideal was Blainey trying to protect from immigration officials and politicians?
5 Read Source 6.27. For Waterson, what was Blainey's evidence?
6 What had some academic historians been doing for more than 20 years?
7 What did Blainey's private 'evidence' contain according to Waterson?
8 With what did Waterson compare Blainey's views?
9 What did Waterson hope for?
10 Read Source 6.28. For Jakubowicz, what did the term 'multiculturalism' remain in the 1990s?
11 In Jakubowicz's view, what was multiculturalism?
12 a Describe the two arguments that multiculturalism could be used to support.
   b Are these contradictory (in opposition to each other)? Why?

Explanation and communication

1 What has multiculturalism generated?
2 What did the debate over multiculturalism become?
3 What did multiculturalism do to Australian society?
4 Describe the two opposing positions on multiculturalism.
5 When did debates become particularly fierce?
6 Describe some of the responses to multiculturalism.

Perspectives and interpretation

1 It is 1984 and Geoffrey Blainey's book has just been released. You have read Waterson's letter to the editor of the *Sydney Morning Herald* (Source 6.27). Write a letter to the editor either in support of Waterson or Blainey.
2 Choose one of these topics and write two paragraphs: one supporting the statement and one opposing it.

   'In a multicultural society, everyone should have respect for other people's religious beliefs. This means people should be free to wear symbols of their faith, such as a crucifix (Christian cross), yarmulke (Jewish skull cap), turban (Sikh) or hijab (Muslim).'

   or

   'In a multicultural society, people should be free to eat foods traditionally eaten in the lands from which they came. This means people should be able to eat meat from cattle (not eaten by Hindus), pigs (not eaten by Muslims or Jews), sheep (not widely eaten in Asia), horses (not widely eaten in Australia), whales (traditional in some coastal communities around the world) and dogs (eaten in some Asian countries) as they wish.'

Historical questions and research

1 View the resource at OneStopDigital. How has multiculturalism influenced Australian society?

SOURCE 6.29 Bruce Petty, 'Welcome', c. 1990s

ISBN 978 1 4202 3077 2

HYGIENE LESSONS WILL HELP MIGRANTS INTEGRATE: COALITION

BY PATRICIA KARVELAS

NEW immigrants should be taught about the Australian customs of wearing deodorant and waiting patiently in queues as part of a program to help them come to grips with local culture.

Opposition citizenship spokeswoman Teresa Gambaro has also called for mandatory 'cultural awareness training' to be taught by employers who are bringing in immigrants for work under programs such as 457 visas.

Ms Gambaro said she was concerned that new immigrants who had come on visas for work were not integrating into the community and that the nation was failing its obligation to teach them how to fit into Australian culture on issues such as health, hygiene and lifestyle.

'Without trying to be offensive, we are talking about hygiene and what is an acceptable norm in this country when you are working closely with other co-workers,' Ms Gambaro told *The Australian*.

She said practices such as wearing deodorant and not pushing in when lining up were 'about teaching what are norms in Australia'. 'You hear reports of people using public transport (without deodorant) and I think Australian residents are guilty of this too,' she said.

'I think we all need to be mindful of our fellow traveller. Sometimes these things are not talked about because people find them offensive but if people are having difficulty getting a job, for instance, it may relate to their appearance and these things need to be taken into account.'

Ms Gambaro said while her comments could be painted as controversial and would make some people 'most upset', she said it was equally important that immigrants were taught about laws, customs and their rights so they were not exploited.

The Australian, 10 January 2012

SOURCE 6.30 Immigrants need to fit in with Australian culture

SOURCE 6.31 Andrew Dyson cartoon about Teresa Gambaro's comments

ACTIVITY 10

Chronology, terms and concepts

1 In your own words, what is '**cultural heritage**'?

2 What can it include?

Explanation and communication

1 What is *your* cultural heritage? Prepare a PowerPoint presentation, a multimedia presentation or a poster on your cultural heritage.

Perspectives and interpretations

1 a Use Source 6.29. What things does Petty see Australians valuing?

b How is the Australian identity portrayed in Source 6.29?

c What is Petty's view of the role of immigrants in constructing an Australian identity?

2 a Use Source 6.31. Does Andrew Dyson's cartoon support or contest Petty's view on multiculturalism? Explain.

b Describe or draw your own cartoon supporting Petty and Dyson's perspectives on multiculturalism.

ISBN 978 1 4202 3077 2

3 a Use Source 6.30. What is Teresa Gambaro's view of multiculturalism?

b How might Gambaro have reacted to the cartoons by Petty and Dyson?

Historical questions and research

1 Investigate the following question:

To what extent—a lot, a little or not at all—have migrants been included in the Australian identity?

You may want to use official sites to see what image of Australia is being presented. Try using:

- Tourism Australia
- Tourism NSW
- Tourism Victoria

or any other site you can find.

2 a Watch an episode of *Neighbours*, *Home and Away* or *Packed to the Rafters* and an episode of an Australian reality series (such as *Masterchef*, *Junior Masterchef*, *My Kitchen Rules* or *The Biggest Loser*) and note how many immigrant characters or participants are included.

b Visit a food court at a nearby shopping centre. Do the food and stallholders represent a different image of Australia from that shown on television?

3 Use the internet to find the site for your state or territory parliament. Do the members of parliament accurately reflect the immigrant make-up of Australian society? (You may want to refer back to the graphs on page 214—Sources 6.5 and 6.6.)

Spotlight

Cultural heritage

Cultural heritage can be defined as 'the total ways of living built up by a group of human beings, which is passed from one generation to the next'. UNESCO defines it in the following way:

> Cultural heritage does not end at monuments and collections of objects. It also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts

(UNESCO, <www.unesco.org/culture/ich/index.php?pg=00002>).

Cultural heritage can include things such as heirlooms, costumes and clothing, jewellery, musical instruments artwork and household items. These things are tangible. Cultural heritage can also be intangible. Here, it could include stories, songs, music, language, rituals and customs.

SOURCE 6.32 Sydney women dressed up for the festival of Holi

ISBN 978 1 4202 3077 2

History challenges

Go to OneStopDigital for internet lessons relating to this chapter.

Being creative

Oral history is a very important source for investigating the experiences of immigrants. This is especially the case for refugees or other emigrants who have had to leave their country under adverse conditions. Often, they could not bring items of personal significance with them such as family photographs.

1 Conduct an oral history interview with someone who has immigrated to Australia. Find out the following details:
   - **a** when and why they left their country
   - **b** what the journey to Australia was like
   - **c** what their perception of Australia and Australians was before they arrived
   - **d** where they settled
   - **e** their views on assimilation and multiculturalism.

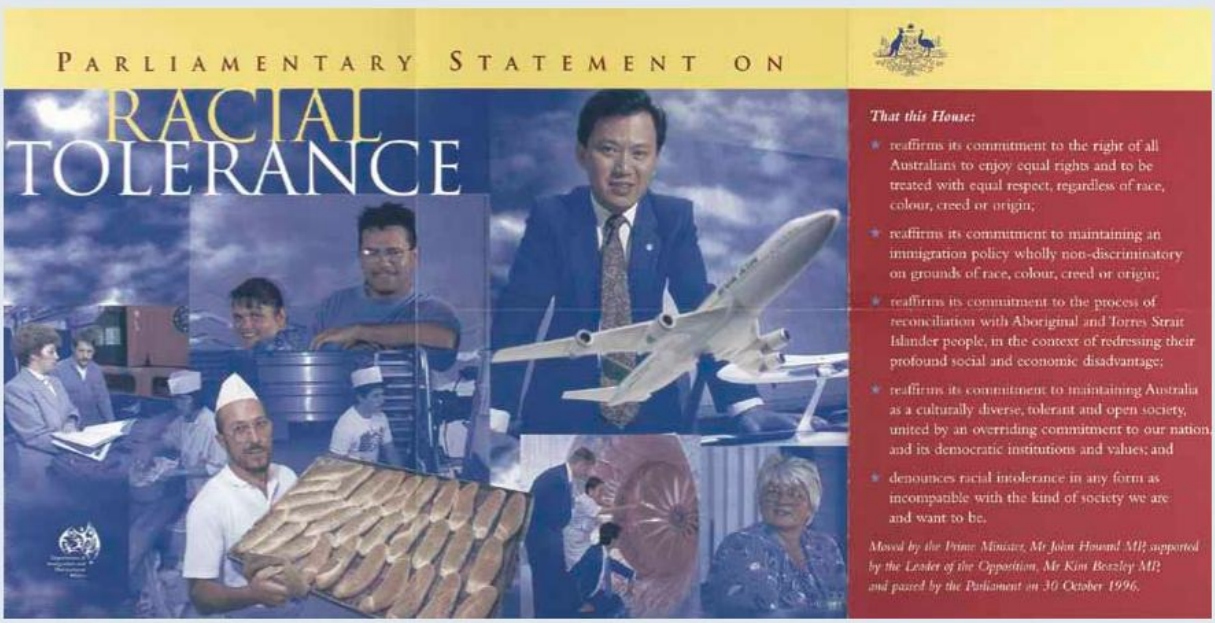
   Think of five other questions to ask them.

Take notes or record the interview. You might also ask the person you interview about any photographs or items that have special significance to them relating to their experience of immigration. Talk to the person about how they would like their story presented. Then prepare your presentation. Show the person before you show anyone else to make sure that they are happy with your version of their past.

ICT

This poster was part of a kit issued by the Liberal federal government in 1997. (Find Adrienne Millbank's publication 'An Anti-Racism Campaign: Who Needs it?' in the Commonwealth Parliamentary Library online. This will help you to answer these questions.)

1 What does the poster say?
2 Who supported it?
3 Why would there be a need to issue such a poster?

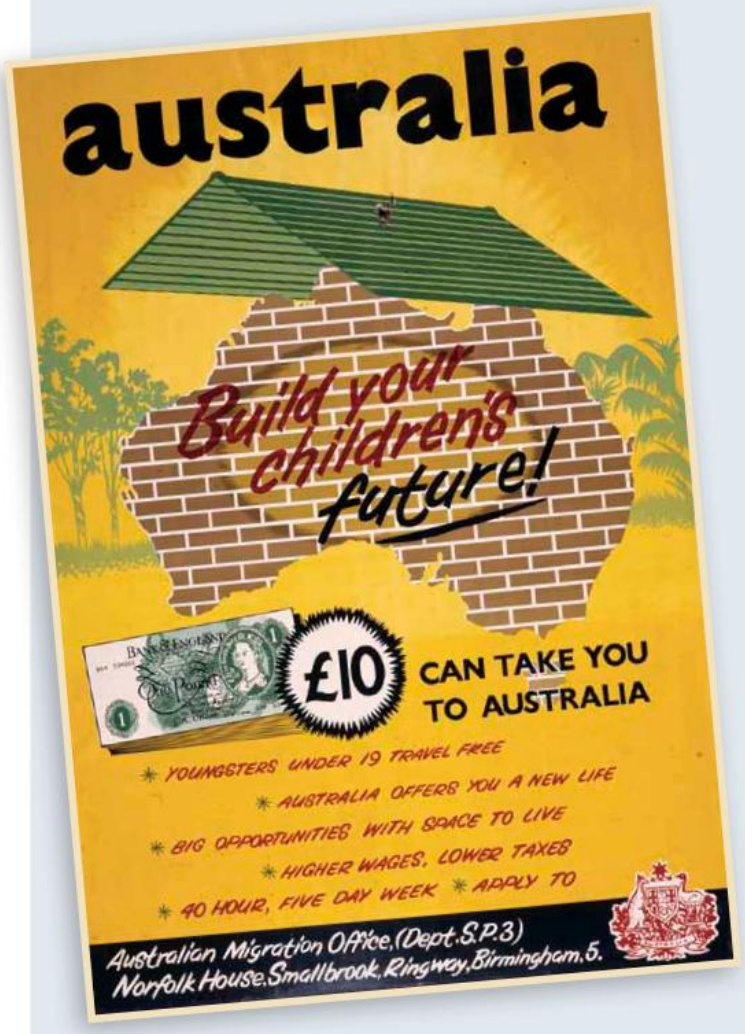


SOURCE 6.33 Racial Tolerance poster, 1997, Australian Immigration Kit

ISBN 978 1 4202 3077 2

Visual communication

1 To what program does the poster in Source 6.34 relate? How does it portray Australia to potential immigrants? If you were designing a poster today for the same purpose, what would it look like? Design or describe your poster.



SOURCE 6.34 Poster for Britain, advertising immigration to Australia, 1955–60

Figure it out

1 Use Source 6.35.
   - **a** Draw a line graph using the data from this table. Place the years along the horizontal (*x*) axis and on the vertical (*y*) axis make 1 cm equal 10 000 immigrants.
   - **b** Outline three things that your graph tells us.

2 Use Source 6.36.
   - **a** Use a bar graph to represent the figures in this table. Place the countries along the horizontal (*x*) axis. And on the vertical (*y*) axis make 2 cm equal 5000 immigrants.
   - **b** What does your graph tell us about cultural diversity in Australian society today?

Year	Arrival numbers	Net permanent immigration*
1998–99	84 100	49 000
1999–2000	92 300	51 200
2000–01	107 400	60 800
2001–02	88 900	40 700
2002–03	93 900	43 500
2003–04	111 600	52 500
2004–05	123 400	60 800
2005–06	131 600	63 700
2006–07	140 100	68 000
2007–08	149 400	72 400
2008–09	158 021	77 000

* Taking into account that business globalisation has resulted in a major flow of people who often do not intend to stay in Australia permanently

Based on Australian Bureau of Statistics data

SOURCE 6.35 Immigrant arrival figures

Country of birth	Arrivals
New Zealand	33 034
Britain	21 567
India	16 909
China	14 935
Philippines	5 619
Iraq	4 008
Sri Lanka	3 918
Malaysia	3 261
Burma (Myanmar)	2 931

Based on Australian Bureau of Statistics data

SOURCE 6.36 Major source countries for settlers, 2008–09, by country of birth

ISBN 978 1 4202 3077 2

Crossing cultures

During 2009 and 2010, three international students attending Australian universities were attacked. Use Source 6.37 as a starting point to gather information to undertake an investigation on what happened to one of these students.

In your report you must discuss the following two points:

1. the impact that these incidents had on international perceptions of Australia's national identity and
2. the impact of these incidents on international relations.

This week has seen tensions between Australia and India escalate, following yet another attack on an international student. Indian authorities have issued a travel warning about increased violence in Melbourne. The Australian Government is in damage control.

While police investigations into the fatal attack of accounting graduate Nitin Garg in Melbourne and the discovery of the body of an unidentified Indian student in NSW are ongoing, the motives behind these attacks remain unclear.

What is certain however is that there is growing disquiet about the way our international guests have been treated. Yet, our Deputy PM, and the acting Premier of Victoria have been quick to dismiss the possibility that racism may have been a factor in why these young people were targeted, attacked and killed.

While it's too soon to determine exactly what happened, to simply rule out the possibility that racism was involved is neither good leadership nor smart diplomacy in an environment of increased violence.

The Australian Government's indignant dismissal of the suggestion that racism exists in Australia, can only be seen as inflammatory in India, where emotions are still running high. And for those in Australia who have been on the receiving end of racial intolerance and abuse, it must simply be ignorant and insulting.

The state and federal Government's parroting of PR-lines on these attacks has increased the perception of government indifference. The response to the attack on Shravan Kumar last May, the young Indian student who was attacked with a screwdriver through his skull, while strongly condemned by politicians and Government officials, is a case in point.

7 January 2010, 'The Drum', ABC, <www.abc.net.au/unleashed/27974.html>

SOURCE 6.37 Greens senator Sarah Hanson-Young, 'Racism does exist in Australia', 2010

Talking points

1. Hold a class discussion on the topic: 'Should Australia assess asylum seekers in Australia or overseas?'

Go to OneStopDigital for group activities relating to this chapter.

ISBN 978 1 4202 3077 2

Glossary

abstaining not voting

activist a person who actively and vigorously promotes a cause

alien races people from foreign countries

alienation to turn away in feeling or affection

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

armistice suspension of hostilities to discuss peace

assimilation when a person gives up their own customs and way of life to live like other people (for example, giving up Aboriginal ways for European customs)

Atlantic Charter drafted by Britain and the US and issued in August 1941, it set out the Allied goals for the postwar world

blitzkrieg 'lightning war', first used by Germany in World War II; a tactic based on speed and surprise

boat people refugees, illegal immigrants or asylum seekers who travel in often poorly maintained boats to seek a new life in another country

built environment parts of the environment that people build

capitalism an economic system that allows private ownership of property and a free market to operate

charter an agreed set of aims

civil rights the rights that people in any society should have

civil rights movement a struggle for political and social reforms to end systemic discrimination against African Americans in the United States of America

civilians people who are not involved with the military

colonisation the claiming of and exerting control over foreign territories

conservationists people who try to protect the environment

conservatives people who do not like change but prefer tradition

commemoration a ceremony to remember people or events

communications refers to the ways in which information is conveyed

communism a system of society in which all property is owned by the community

concentration camps German prison camps with appalling conditions, often including gas chambers for mass murder of prisoners

conscientious objectors people whose beliefs are opposed to serving in the military

conscription compulsory enlistment and service in the armed forces

conservatives people who do not like change but prefer tradition

cultural heritage the total ways of living evolved by a community and passed on to later generations

cultural imperialism implanting the culture of a dominant society into a less powerful one

Day of Mourning the protest held by Indigenous people on Australia Day in 1938 to mark 150 years of oppression

D-Day 'D' denotes a yet unnamed day on which a specific operation is to commence; in World War II this was 6 June 1944, when the allies invaded Normandy in France

decolonisation the dismantling of colonial governments and the return of autonomy to indigenous peoples

deforestation loss of trees

degradation damage or destruction of the natural environment, such as resource depletion, deforestation and habitat destruction

demography the basic make up or structure of a population

discriminatory making or showing an unfair or prejudicial distinction between different categories of people or things

disenfranchised not permitted to vote

Displaced Persons people who were forced out of their country, in this case due to World War II

egalitarian believing in the equality of all people

environmentalism a broad movement aimed at conservation of the environment, the protection of biodiversity and the practice of sustainable development

estuary the body of water at the mouth of a river where the freshwater stream meets the ocean

executive the committee in charge of an organisation

fascist a person with extreme right-wing views, particularly about race

fauna the animal life of an area

feminist a person who supports equal rights and opportunities for women

Final Solution Nazi policy of murdering all Jews in the lands they controlled

flora the plant life of an area

Freedom Rides bus journeys organised in the 1960s to protest against segregation in the United States and Australia

ISBN 978 1 4202 3077 2

Gaia hypothesis the assertion that all living things and their environments are part of a complex, self-regulating system

gender socially learnt behaviour: for example, boys wearing blue; girls wearing pink

generational relating to different generations

genocide the systematic extermination of a racial or national group

global warming the gradual rise in the Earth's atmospheric temperature (due to the greenhouse effect) that creates damaging climatic changes

globalisation economic and cultural integration; not recognising national boundaries but trying to be the same everywhere

green bans industrial bans enforced by builders' labourers and other unions to prevent demolition or damage to places of heritage significance

greenhouse effect increased levels of gases such as carbon dioxide and methane in Earth's atmosphere trap radiation from the Sun close to the Earth, leading to a gradual rise in temperature (a bit like putting an extra blanket or doona on your bed)

human rights the basic rights and freedoms that all human beings are entitled to

ideology a complete system of political and cultural plans or ideas

infrastructure the underlying foundations essential to the function of a system; in a society, the infrastructure consists of roads, railways, sewerage, power lines, communications transmission towers, the water supply and so on

Jim Crow laws laws relating to racial segregation in the southern states of the United States

Ku Klux Klan a group opposed to racial integration in the United States, known for violent and illegal activities, including bashings and murders, as well as for wearing white hooded gowns and burning crosses

land rights movement a movement for Australian Indigenous peoples to have their rights to their traditional lands recognised and restored or be compensated in return

League of Nations an international organisation set up after World War I that was intended to help nations solve disputes without going to war

liberal someone who believes in changing society to be more tolerant, with fewer restrictions on individuals, particularly in their private lives; not to be confused with the Liberals, a conservative political party

liberalisation freeing up or relaxing of rules or traditions

mass production a quick and efficient process for producing large numbers of items, where each worker has one small task to do and an assembly line moves the product from worker to worker to enable them to do their jobs

militant aggressive

militarists people who want to have military efficiency as a country's major aim

modernisation adopting the latest technological products and processes

moratorium an agreed suspension of an activity

multiculturalism in Australia, a policy aimed at managing cultural diversity

native plants and animals that are indigenous to a particular area

native title recognition in Australian law of the rights of Aboriginal people and Torres Strait Islanders to land and waters under their laws and customs

Nazi a member of the German National Socialist Party

new Australians migrants who came to Australia after World War II and were expected to leave behind their 'old' way of life and adopt the white Australian culture of the time

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

paternalism treating people like children

phoney war period of time in World War II from September 1939 to April 1940 when, after the initial German attack on Poland, nothing seemed to happen

polarise to split into directly opposing groups

preservationists people who advocate to preserve architecturally or historically significant buildings

propaganda information that is spread to persuade the audience to believe a point of view

racial segregation a process in which people use separate facilities such as schools, restaurants, bathrooms and entrances to buildings on the basis of their race

racism discrimination against people on the basis of supposed racial characteristics

Rats of Tobruk name given to Australian and other Allied soldiers who held the Libyan port of Tobruk in battles against German troops in 1941

reactionary a person who is extremely conservative; wanting to go back to earlier values

rebellious defying authority and traditional institutions

ISBN 978 1 4202 3077 2

Reconciliation (in reference to Australia and Indigenous people) building mutually respectful relations between Indigenous and other Australians to foster cooperation and problem solving

redress remedy or compensation

refugees people who flee from their country to another for protection because of war, political upheavals or because they face persecution in their own country

repudiate to reject with disapproval

secularisation to separate from religious connection or influence

segregation separation of humans into racial groups in daily life

selective logging cutting down only the trees whose timber will be milled

self-determination the right of an indigenous people to govern themselves

Stolen Generations those approximately 100 000 Aboriginal children who were removed from their families and communities from the 1920s to the 1970s

sustainability where a natural environment is able to continue to exist in its current state, replacing animals, plants and other resources that are removed from it

synthesise to summarise evidence and combine as points for an argument

systemic part of an overall system, such as a method or a plan

terra nullius the idea that Australian land had no legal owners when the Europeans first arrived

theatre an area in which war operations take place; includes land, sea and air space

totalitarianism a dictatorial system of government that forces the population to do whatever the leaders want, with severe punishments for anyone who disobeys

total war a conflict in which opponents draw on their entire civilian and military resources to secure absolute victory

trade union an organisation consisting of workers from a particular trade that works to promote their interests

UN convention an international rule or agreement organised by the United Nations

United Nations an international organisation set up after World War II that was intended to help nations solve disputes without going to war

urbanisation the growth of cities and towns

Vietcong guerrilla force with the support of the North Vietnamese Army; fought against South Vietnam during the Vietnam War

warmongers people who want to create wars

ISBN 978 1 4202 3077 2

Index

Aboriginal activists 109, 110
  achieving change for Indigenous Australians 122–6
Aboriginal children
  experience of Cootamundra Girls' Training School 102
  memories of a stolen child 104
  problem of 'half-castes' 102, 104
  protests over removal of children 101, 103
  removal from their families 101–4
Aboriginal culture and heritage, appreciation of by non-Indigenous Australians 192
Aboriginal land rights movement 18–19, 90, 113–16
Aboriginal peoples *see* Indigenous Australians
Aboriginal Protection Board 102
  1916 regulations 102
Aboriginal rights 122–3
  see also land rights movement; Stolen Generations; voting rights
Afghanistan War 10
Africa
  division into colonies 15
  exploitation 15
African colonies, independence 16
air pollution 182, 185, 186
air travel 29
air warfare 36
Alien races 215
Aliens Deportation Act 1948 220
Allies 37, 38
American troops
  defend Australia 39, 83
  resentment of in Australian cities 39, 83
Americanisation of global culture 27, 136, 154, 155
analysis and use of sources (history skills) 142, 176–7, 208
Angola 16
anti-logging protests 203
Anzac legend 60, 65
apartheid 88, 89
Aral Sea, Uzbekistan and Kazakhstan 194, 196
Asia
  independence movements 16–17, 88
  influence on globalisation 156–8
  relations with 10
  trade with 9, 10
Asia-Pacific Economic Cooperation (APEC) 10
assimilation
  Aboriginal peoples 114, 224
  immigrants 217, 224, 225
Association of South-East Asian Nations (ASEAN) 9, 10
asylum seekers 223
Atlantic Charter 16, 99
atomic bomb 56–60
  decision to drop on Japan 58
  destruction of Hiroshima and Nagasaki 58–60
  race to develop 56, 57
  scientific research 56
  testing 57
Auschwitz 53
Australia
  close alliance with United States 9, 26, 82, 83
  coping with enemies at home (WWII) 38–9
  declares war on Japan 48–9, 65
  defends itself, World War II 39
  fear of Japanese invasion 47, 65, 75–6, 82
  as a global citizen 10
  goes to war against Germany 47
  immigrants and immigration policies 206, 210–15
  international perceptions of 167–8, 232
  international relationships as a result of WWII 82–3
  involvement in peacekeeping operations 10, 12, 13
  Japanese bomb Darwin and other towns 65, 66–7, 75
  Japanese submarine attacks on Sydney 65, 67–9, 75, 82
  national parks 181, 189
  popular culture 144–64
  relations with Asia 9–10
  relations with Britain 47, 82–3
  tensions with American troops in Australian cities, WWII 39, 83
  Unesco role 13
  in Vietnam War 9
  wartime government controls 70–3
Australian actors 161
Australian Army Medical Women's Service (AAMWS) 78
Australian Conservation Foundation 189, 191
Australian Constitution
  democratic rights under 74
  federal government powers 74
Australian environment, European perception of 178–9
Australian forces
  and fall of Singapore 60–1
  in New Guinea 40, 62–4
  in North Africa 37, 39
Australian identity, sport as part of 144
Australian society
  multiculturalism impact on 225–6, 227–8
  popular culture impact on 149–54, 170
  religion in 165–6
  sport in 144, 148
Australian War Cabinet 71
Australian way of life, changing beliefs and values influencing 165–9
Australian Women's Army Service (AWAS) 78
Australian Women's Land Army 78–80
Australians
  attitude towards Indochinese refugees 222–3
  belief in superiority of European culture 101
  and the Cold War 25–6
  experiences of World War II 37, 39, 40, 60–73
  as prisoners of war 62, 75
Australians for Native Title and Reconciliation (ANTaR) 130
Axis powers 36, 37, 38

ISBN 978 1 4202 3077 2

Bangladesh 17
banking controls, World War II 72
Barwick, Sir Garfield 189
Battle of Britain 36, 60
beach going 144, 156
the Beatles 149, 153
Belgium
  exploitation of the Congo 15
  World War II 36
Berlin Conference 1884-85 15
Berlin Wall, fall of 23, 25, 26
Blackboard Jungle (film) 151, 152
Blainey, Geoffrey 226
'boat people' 10, 222–3
Bollywood 156
Bretton Woods conference 136
Bringing Them Home report 117, 119
  recommendations and impact 119–20
  reparation 120–1
'Brisbane Line' 39
Britain
  Australia's ties with 47, 82–3
  bombings of major cities in 36
  declares war on Germany 47
  World War II 36–7
British colonies, independence 16–17
British forces
  fail to defend Australia from Japanese 39
  and fall of Singapore 60–1
  in North Africa 37
British immigrants 211
Bruce, Stanley Melbourne 7
Builders' Labourers Federation 190, 191
built environment, lack of protection for 179
Burma (Myanmar) 16
butter rationing 71

Calwell, Arthur 211, 220
Cambodian refugees 221, 222, 223
Canberra Pact 83
capitalism 23
carbon dioxide 182
cars 7, 28, 29
Chernobyl nuclear explosion, Ukraine 194, 197
Chifley, Ben 9, 147
child protection intervention, Aboriginal communities, NT 128–31
China, relations with 9, 10
chronologies, using 209
Churchill, Winston 36, 61, 82–3, 99
cinema 27
Citizens Military Force (CMF) 75, 76
citizenship, Indigenous Australians 110–13, 123
Civil Rights Act (US) 22
civil rights activists 22, 99, 105, 108
civil rights movement, growth around the world 127
civil rights movement (Australia) 105, 109, 110, 122–6, 127
civil rights movement (US) 21–2, 105–9, 127
  ending segregation in education 105
  ending segregation in public transport 106–8
  influence in Australia 105, 109
Clemenceau, Georges 5
climate change 31, 32, 186
  protests 198
clothing rationing 71
Coca-Cola 136
Cold War 17, 25, 57, 174
colonialism 14–15
colonised peoples, divided loyalties 16
Commonwealth Heads of Government Meeting (CHOGM) 10
communications 27, 138
communism
  in Australia 23
  Australians fear of 25
  China 25
  origins 23
  USSR assists spread of 23, 25
Comprehensive Environmental Response, Comprehension, and Liability Act (CERCLA) (US) 199
computers 27
concentration camps 53–5
Congo, Belgium exploitation 15
conscientious objectors 75
conscription/conscripts 74–5, 76
  limited zone for overseas service 76, 77
conservation 188, 189, 190, 191–2
conservation movement 188–90
  new conservation movement 191–2
conservationists 178
Cootamundra Girls' Training School 102
cosmopolitanism 219
Cowra breakout 39
cricket 145, 148
Crocodile Dundee (film) 161
Cuban missile crisis 25
cultural heritage 229
cultural imperialism 154
Curtin, John 11, 48, 49, 65, 66
  closer relationship with US 82
  dispute with Churchill over use of Australian troops 82–3
  limited overseas service for conscripted CMF 76, 77
  loosening of ties with Britain 82–3
  referendum on postwar reconstruction 73
  wartime controls 71, 72, 73

dancing 147
Darwin, bombing of 65, 66–7, 75
Day of Mourning 110, 113
decolonisation 16, 17, 25
Deep Water Horizon oil platform disaster, Gulf of Mexico 194, 196
Defence Acts (1903 and 1904) 74
Defence (CMF) Bill 76
deforestation 194, 196
democratic rights, under Australian Constitution 74
Denmark 36
Department of Foreign Affairs and Trade, merger 10
The Dish (film) 165
Displaced Persons 211
Dixon, Chicka 123, 124
'*Dunera* boys' 39

East Asia, trade with 10
East Pakistan 17
East Timor
  Australia sends troops to 10, 13
  Indonesian invasion of 9, 10
education
  and attacks on international students 167, 232
  ending of racial segregation, US 105
egalitarian sporting culture 144, 148
Egypt 37
Einstein, Albert 56
electricity 26–7, 182
emigrants, definition 210
emigration 137, 167–8
energy consumption, Australia 204
entertainment 138, 154
  see also film; music; television
environment movement 174
  growth of 187–92
  increased activism 191, 197–8
  new conservation movement 191–2

ISBN 978 1 4202 3077 2

environmental activism 191, 197–8, 203
environmental awareness 182–6
background 178–81
learning the world is not a tip 182–3
environmental consequences
of globalisation 138
of industrialisation 31–2
environmental hot spots 194–7
environmental protection laws 179
environmental sustainability 32
environmental threats, government and international responses to 198–203
environmentalism 32, 188
'essential services' 72
European colonies
divided loyalties, World War II 16
independence following World War II 16
European nations
colonialism 14–15
division of Africa into colonies 15
Europeans, and the Australian environment 178–9
Evans, Senator Gareth 167
Evatt, Dr Herbert Vere 'Doc' 9, 11, 100
explanation and communication (history skills) 44
extermination camps 53–5
extinction 182, 197
Exxon Valdez, grounding and oil spillage, Alaska 194, 196

fascist government, Italy 46
fashion 149
Federal Council for Aboriginal Advancement 123
federal government
banking controls, WWII 72
coordinating the war effort 71–3
immigration policies 215–23
income tax 72
multiculturalism policy 224–6
Northern Territory Intervention, 2007 128–31
powers under the Constitution 74
rationing, WWII 71
referendum on postwar reconstruction 73
response to environmental threats 199
feminist activism 19, 21
feminist movement 21
Fermi, Enrico 56
'Field of Hearts' protest 205
film 147, 156, 161, 165
'flappers' 7
flora and fauna
depiction in household decorations 180
protection 179
football 145
foreign relations
1945 to 1960s 8–9
1970s to 2000s 9–10
fossil fuels, burning of 182
Four Freedoms (Roosevelt) 97–8
France
D-day landings 37
World War II 36
Fraser, Malcolm 9–10
Fraser Island 189
Freedom Rides
Australia 109, 123–5
US 22, 106–8
French colonies, independence 16

Gaia hypothesis 191
Gandhi, Mahatma 88
Gaye, Marvin 186
gender differences, and popular culture 149
gender roles 140
General Agreement on Tariffs and Trade (GATT) 136
genocide 49–55, 96
Germany
atomic bomb research 56, 57
bombs British cities 36
economic depression, 1930s 46
expansion, 1930s 47
fighting in the Middle East and North Africa 37
and the Holocaust 49–55, 96
invades Europe 36
invades USSR 37–8
protests against Treaty of Versailles 5, 6
reparations under Treaty of Versailles 5–6
resentment of Treaty of Versailles 46
surrenders to end war in Europe 37
World War II 36–8
Gillard, Julia 9
global citizen, Australia as 10
global culture, Americanisation of 27, 136, 154, 155
global entertainment 138
global warming 182, 184
globalisation 136–7, 154–5
Asian influences 156–8
environmental consequences 138
and music festivals 159–61
United States influence 154
glossary 233–5
Go-Betweens (indie rock band) 163–4
golf 146
Gorton, John 9
Grassby, Al 224
Great Barrier Reef 189, 196
future of 202
threats to 194, 201, 202
Great Depression 7, 8, 46
Greece 36, 37
green bans movement 190
green politics 187–90
greenhouse effect 182
greenhouse gas emissions 201, 203
Greenpeace 136, 185, 194, 198
Guatemala 13
Gulf War 10

Haley, Bill, 'Rock Around the Clock' 152
'half-castes' 102, 104
Hawke, Robert James Lee 9
health and living standards 30
2007 Intervention, Aboriginal communities, NT 128–31
herbicides 220
heritage conservation 190, 192
Hiroshima, atomic bomb dropped on 58–60
historical argument 44–5
history skills
analysis and use of sources 142, 176–7, 208
explanation and communication 44
perspectives and interpretations 94–5
using sources with timelines 143
using timelines and chronologies 209
Hitler, Adolf 6, 37, 46, 49, 89
Hodgson, William 99
Hogan, Paul 161
Holocaust 49–55
concentration camps 53–5
mobile killing squads 52–3
Holt, Harold 9
horse racing 145
hotels, closing hours 149

ISBN 978 1 4202 3077 2

Howard, John 9, 85, 116
Northern Territory Intervention, 2007 128–31
views on Reconciliation 120, 121
Hughes, William (Billy) 5, 7
human rights 10, 96–7, 99
activities 127
and the 'Four Freedoms' 97–8
other international agreements 100
Universal Declaration of Human Rights 96–7, 99, 100
Human Rights and Equal Opportunity Commission 117, 118

immigrants 167–8, 211
assimilation 217–18, 224, 225
British 211
contribution to Australia's development 218–19
countries of origin 167, 213–14
definition 210
deportation 220
need to fit into Australian culture 228
refugees as 212–13
selectivity of entry 216
temporary, international students' attacked 167, 232
see also refugees
immigration
contribution to Australia's changing identity 224–9
and multiculturalism 224–5
immigration programs, Australia 206, 211
Immigration Restriction Act 1901 218
immigration to Australia
factors influencing postwar 210–15
impact of Australian government policies 215–20
pre-Federation views 215
income tax 72
India, independence from Britain 16–17, 88
Indigenous Australians
1967 referendum 110–13
2007 Intervention over child abuse and health in the NT 128–31
Aboriginal rights 122–3
assimilation 114, 224
Bringing Them Home report 117, 119
extinction of 'megafauna' 197
Freedom Rides 109, 123–5
full citizenship 110–13, 123
Kevin Rudd's Apology to Stolen Generations 120, 134
land rights movement 18–19, 90, 113–16
life expectancy 30
non-Indigenous Australians appreciation of Aboriginal culture 192
racial discrimination 90, 109, 122–5, 216
Reconciliation 118, 119, 120, 121, 132
removal of discriminatory references to 110–13
Stolen Generations 101–4, 216
under White Australia ideology 216
voting rights 18, 109–10
Indochinese refugees 10, 221–3
Australian attitudes towards 222–3
Geneva conferences on 222, 223
unemployment and alienation 223
Indonesia
independence 87, 89
invasion of East Timor 9
rainforest clearing 194, 197
relationship with 9, 10
Indonesian Confrontation of Malaysia 10
industrialisation 31–2
international cooperation 136
International Court of Justice 99
International Monetary Fund 136
international travel and tourism 137–8
internet 27
internment camps 38–9
interwar years 6–7
Iraq War 10, 85
Italy
expansion, 1930s 47
Mussolini's fascist government 46
renounces claims to its colonies 16
World War II 36, 37, 38

Japan
atomic bombs dropped on Hiroshima and Nagasaki 56, 58–60
Australia's fears of 47, 65, 82
emperor declares war is over 60
expansion, 1930s 47
influence on global culture 156–8
militarism 46
trade with 9
World War II 38, 48–9
Japanese
bomb Darwin and other towns 65, 66–7
captures Singapore 60–1, 75
invasions of South-East Asia 16, 25, 38, 48, 65, 75
in New Guinea 62–4, 75, 82
sea battles against US navy 38, 62
submarine attacks on Sydney 65, 67–9
surprise attack on Pearl Harbour 38, 48, 65
treatment of prisoners of war 58, 62
Japanese prisoners of war 38
Jewish people
at concentration camps 53–5
genocide 96
and the Holocaust 49–55, 96
massacre by mobile killing squads 51–3
Jim Crow laws 105
Johnson, Lyndon Baines 9
Jumbunna: Indigenous House of Learning, University of Technology, Sydney 127

Keating, Paul 9, 10, 114
King Jr, Martin Luther 22, 105, 108
"I have a dream speech' 108
Kinmochi, Saionji 5
Kokoda campaign 62–4, 65
Kokoda Track 62, 64, 65
Korean War 10, 13
Ku Klux Klan 106, 109
Kyoto Protocol 201

Lake Peddar, Tasmania, protests 191, 194, 195
land rights movement 18–19, 90, 113–16
Laotian refugees 222, 223
League of Nations 6, 8
Lenin, Vladimir 23
Libya 37
life expectancy 30
Lloyd George, David 4–5
logging 32, 189, 194
protests 203
Lyons, Joseph 7

Mabo, 'Eddie' Koiki 113
Mabo decision 19, 113–14, 118

ISBN 978 1 4202 3077 2

MacArthur, General Douglas 62, 83
Macau 17
McDonald's 136
McEwan, John 9
McMahon, William 9
Malayan Campaign 10
Mandela, Nelson 89
'The Manhattan Project' 57
manpower, World War II 72–3
Marx, Karl 23
The Mavis Bramston Show (television show) 150
Melbourne
  attacks on Indian students 167, 232
  heritage conservation 190
Menzies, Robert 7, 9, 47, 75, 83
  on assimilation of migrants 217
  coordinating the war efforts 71
  declares Australia is at war 47, 70
  sends troops overseas 47
Mer Islanders' traditional ownership of land 113
Microsoft 136
Middle East, World War II in 37
migrants
  definition 210
  see also immigrants; immigration to Australia
Milne Bay, New Guinea, fighting at 62
mining 189
modernisation 154
moral values, decline of 150
Moree public swimming pool 124–5
Morgan, Rex 157, 158
Mosley, Geoff 191
motor vehicles 7, 28–9
multiculturalism 218
  Blainey's perspective 226
  impact on Australian society 225–6, 227–8
  reason for introduction 224–5
  views on 226
multinational companies 136–7
Mundey, Jack 190, 191
Muraroa atoll, French Polynesia, nuclear testing 194, 195
Murdoch, Rupert 137
music 149
  festivals 159–61
  rock bands 163–4
  rock'n'roll 149, 151–4
  success of Australian groups and soloists overseas 161–2, 163–4
Mussolini, Benito 46
Nagasaki, atomic bomb dropped on 58–60
national independence, rise of 15–17, 88–9
national parks
  Australia 181, 189
  US 179, 180
National Reconciliation Week 119
National Security Act 1939 71, 72, 73
National Sorry Day 119, 132
National Trusts 189
nationalist movements 17
native title 18–19, 114–16
Native Title Act 1993 (Cwlth) 114, 115
Native Title Amendment Act (Cwlth) 116
natural environment, protection of 178–9
Nazi Party/Nazi Germany 6, 46
  concentration camps 53–5
  and the 'Final Solution' 51, 53
  and the Holocaust 49–55
  mobile killing squads 51–3
Neighbours (television show) 161
netball 146
Netherlands 36
'new Australians' 217
new conservation movement 191–2
New Guinea
  Japanese land in 62, 75, 82
  Kokoda campaign 40, 62–4
  see also Papua New Guinea
'New Imperialist' period 14–15
new media 149
New South Wales Aboriginal Welfare Board 124
News Corporation 136–7
Nicholls, Doug 123
Nigeria 16
non-government organisations (NGOs) 136
North Africa, World War II in 37, 39, 60
Northern Territory Intervention, 2007 128–31
Norway 36
nuclear accidents 194, 197
nuclear family 140
nuclear testing 194
nuclear war, fear of 25, 174

oil pollution 194, 196
oil production 184
O'Keefe, Johnny 152
Oodgeroo Noonuccal 110, 123
Operation Barbarossa 37
Oppenheimer, J Robert 57
Orlando., Vittorio 5
The Overlanders (film) 147

Pacific Islander workers 215
Page, Earl 7
Pakistan, division in two 17
Papua New Guinea 17
  independence 89
Paris Peace Conference 4, 6
Parks, Rosa 108
Partition of India 17
peacekeeping operations
  Australian involvement in 10, 12, 13
  UN role 8, 12
Pearl Harbour, Japanese attack on 38, 48, 65, 82
Pearson, Noel 116
Perkins, Charles 109, 123, 124, 125
perspectives and interpretations (history skills) 94–5
pesticides 182
petrol rationing 71
'phoney war' 47
Poland, German invasion of 36, 47
pollution 182, 185, 186
popular culture
  in Australia at the end of WWII 144–8
  Australia's contribution to 161–4
  definition 144
  developments in postwar Australia and impact on society 149–54, 170
  and egalitarian nature of society 144, 148
  see also film; music; television
population growth 183, 185, 186
Portuguese colonies, independence 16
preservationists 179
Prime Ministers
  after World War II 9
  interwar years 7
  see also specific people, e.g. Curtin, John
Prisoner (television show) 161
prisoners of war
  in Australia 38
  Australians as 62, 75
Project Jonah 197
propaganda 78
public transport
  Australia 28–9
  ending of segregation, US 106
  and Freedom Rides to end segregation 106–8

ISBN 978 1 4202 3077 2

racial discrimination
against Indigenous Australians 90, 109, 122–5
Freedom Rides, Australia 109, 123–5
South Africa 88, 89
Racial Discrimination Act (Cwlth) 130
racial segregation (US) 21–2, 105
ending segregation in education 105
ending segregation in public transport 106, 108
resistance to 22
Radcliffe, Francis 189
radio 27, 151, 155
Rainbow Warrior (Greenpeace's flagship), sunk Auckland Harbour 194, 195
'Rats of Tobruk' 37, 60
Reconciliation 118, 119, 120, 121, 132
Reconciliation March 119, 126
record players 151
Red Cross 136
referendum
on full citizenship for Aboriginal Australians 110–13
on postwar reconstruction 73
on removal of discriminatory references to Aboriginal peoples 110–13
refugees 106, 137, 205, 223
'boat people' 222–3
as immigrants 212–13
Indochinese 10, 221–3
non-Indochinese 223
reliability of sources 142, 176, 177
religion and Australian society 166
rights movements 14–22, 32
see also civil rights movements
road accidents 29
rock'n'roll 149, 151–4
Rome-Berlin-Tokyo Axis 46–7
Roosevelt, Eleanor 97, 99
Roosevelt, Franklin D 11, 16, 56, 57, 99
four 'basic freedoms' 97–8
RSPCA 136
rubber trade 15
Rudd, Kevin 9
Apology to Stolen Generations 120, 134
Russian forces, WWII 37–8

Salt March 88
The Samurai (television show) 156, 157–8
Scullin, James 7
secularisation of Australian society 165–6
selective logging 32
self-determination 16
sexual liberation 140
Sinai Emergency Force 10
Singapore, fall of 60–1, 75
'six o'clock swill' 149
Skippy the Bush Kangaroo (television series) 162
smog 185
soap operas 161
social media 138
Sons and Daughters (television show) 161
'Sorry Day' 119, 132
sources
analysis and use of 142, 176–7, 208
reliability 142, 176, 177
using with timelines 143
South Africa
apartheid 88, 89
racial discrimination 88, 89
South-East Asia
invasion by Japanese 16, 25, 38, 48, 65, 75
trade with 10
Soviet Union 23
sport
and egalitarian nature of society 144, 148
as part of Australian identity 144
and sporting events 144, 145, 146, 148
why Australians are good at sport 148
Stolen Generations 101–4, 216
and *Bringing Them Home* report 117, 119–21
consequences of policies brought about by 104
Kevin Rudd's Apology to 120, 134
National Link-Up Service 120
and the problem of 'half-castes' 102, 104
strikes 73
Student Action for Aborigines 109, 124
suburban spread 28, 185
Sukarno, President 87, 89
The Sullivans (television show) 161
Sunbury Rock Festival 160
sustainability 32, 174
'swinging sixties' 140
Sydney
central business district development 192
heritage conservation 190
Japanese submarine attacks on 65, 67–9, 75, 82
Szilard, Leo 56, 58

technological developments 26–30, 154
telephones 27
television 27, 149–50, 155
Australian export shows 161, 162
reaction to *The Samurai* 156, 157–8
tennis 146
Terkiewicz, Irena (refugee immigrant) 212–13
terra nullius 113
timelines
use with sources 143
using 209
total war
away from the battlefields 38–40
frontlines 36–8
tourism 137–8, 161
trade, with Asia 9, 10
trade unions 73, 75, 218
and the environment movement 189–90
transport 28–9
see also public transport
travel 137–8
Treaty of Versailles 4–6
Germany's reparations 5–6
Germany's resentment of 46
Truman, Harry 57, 58, 99
Tunisia 16

unemployment, Great Depression 7
United Nations 8, 10, 14, 136
Australia's role in 11–14
Charter 13, 99
formation and role 13, 99
other international agreements on human rights 100
peacekeeping activities 12
Universal Declaration of Human Rights 96–7, 99, 100
United Nations Educational, Scientific and Cultural Organization (Unesco) 13, 229
United Nations Environment Program (UNEP) 32
United Nations Framework Convention on Climate Change 201

ISBN 978 1 4202 3077 2

United Nations High Commissioner for Human Rights 99
United States
Americanisation of global culture 27, 136, 154, 155
atomic bomb research 56, 57
Australia's close alliance with 9, 26, 82, 83
civil rights movement 21–2, 105–9
and the Cold War 25
decision to drop atomic bomb 58
declares war on Japan 48
drops atomic bombs on Hiroshima and Nagasaki 58–60
'Four Freedoms' slogan 97–8
national parks 179, 180
response to environmental threats 199
shocked by Japanese attack on Pearl Harbor 38, 48, 82
and USSR, as allies, WWII 23
World War II 38, 47, 48
Universal Declaration of Human Rights
Australia's role in introducing 100
origins and significance 96–7, 99
urbanisation 28, 185
USSR (Union of Soviet Socialist Republics) 23, 25, 137
atomic bomb research 57
and the Cold War 25
declares war on Japan 59
German invasion of 37–8, 51–2
massacre of Soviet Jews in 51–2
World War II 36, 37–8, 47
vaccination programs 30
Vietnam War 9, 10, 32, 137
impact on Vietnam 220
refugees 221, 222, 223
timeline 221
Vietnamese boat people 222, 223
Volunteer Aid Detachment (VAD) 78
voting rights, Indigenous Australians 18, 109–10
wages and conditions, controls, WWII 72, 73
Walgett, NSW, discrimination against Indigenous peoples 124
war brides 39
water pollution 182, 186, 201, 202
West Pakistan 17
whaling, campaigns against 197–8
'White Australia' policy 9, 215, 216, 218
end of 219–20
Whitlam, Gough 9, 225
Wik decision 118
Wilhelm, Prince August 6
Wilson, Woodrow 5
Winmar, Nicky 90
women
change in attitude to women's role, WWII 80–1
enlistment in services 78
interwar years 7
role, World War II 39, 40, 78–81
Women's Australian Auxiliary Air Force (WAAAF) 78
Women's Land Army 78–80
women's movement 19–21
Women's Royal Australian Naval Service (WRANS) 78
Woodstock Festival 159
working women, depiction of, WWII 78–81
World Bank 136
world empires, in 1914 3
World Heritage Convention 14
World Heritage Listing 189
world population, and oil production 183
World Refugee Day 205
World Vision 136
World War II
Asia 38
atomic bomb 56–60
Australian experiences of 37, 39–40, 60–73
background 46–9
Britain and Europe 36–7
conscription 74–5
declaration of war 47
Germany in 36–8, 49–55
government controls in Australia 70–3
Holocaust 49–55
immigration to Australia following 210–11
impact on home front 38–9, 65–73
North Africa 37
numbers of Australians involved 78
Russia 37–8
significance to Australia's international relationships 82–3
timeline of key dates 43, 48
women's role 39, 40, 78–81
The Young Doctors (television show) 161
youth culture 149
and music 149, 151–4
Yugoslavia 36

ISBN 978 1 4202 3077 2

Acknowledgements

Author acknowledgements

The authors wish to thank the team at Macmillan Education Australia for their valuable assistance in creating this book. A special debt is owed to Louisa Di Bartolomeo, for writing overviews 3 and 5, Rosie Catalano, for writing section 2.6 and for invaluable research assistance in helping to pull the manuscript together, to Jaya Keaney for her important contributions to the text and to Dr Damien Spry for writing sections 1.2, 1.3, 2.1 and 2.2.

Special thanks also go to Kathy Anderson and Annika Evans for advice regarding content and activities and to Pauline O'Loughlin for much appreciated support.

Publisher acknowledgements

While every care has been taken to trace and acknowledge copyright, the publisher tenders their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to come to a suitable arrangement with the rightful owner in each case.

The author and publisher are grateful to the following for permission to reproduce copyright material:

PHOTOGRAPHS

AAP/AP Photo/Gene Herrick, **108** (left), /PR Image/NSW Police, **203** (top right); Alamy/AF archive, **165**, /Dinodia Photos, **159** (top), /Pictorial Press Ltd, **43**; Paul Ashton Collection, **18**, **126**, **132**, **170** (all); Auscape/Ian Beattie, **189**; Australian War Memorial/009771, **80** (top left), /011601, **38**, /012422, **68** (top), /013642, **63** (right), /014564, **66**, /042822, **71** (top), /045196, **59** (bottom), /060696, **70**, /128688, **54** (bottom), /137803, **78** (left), /139190, **85** (top), /305866, **76**, /ART21318, **65**, /ART24074, **63** (left), /ART25014, **53** (right), /ARTV01049, **78** (right), /ARTV01613, **16** (left), /ARTV02494, **74**, /P00090.086, **36**, /P05408.633, **13**, /P00554.003, **1**, /VIC0960, **79** (top); Poster, *The Dunera Boys: Seventy Years On*, reproduced by permission of National Library of Australia on behalf of Mr Chris Bell, **39**; The Bridgeman Art Library/In a corner on the Macintyre, 1895 (oil on canvas), Roberts, Tom (1856-1931)/National Gallery of Australia, Canberra, **179** (top right), /'It's Hard to Say Goodbye!', caricature of the de-colonisation of Africa, from 'Ludas Matyi', 2nd August 1960 (colour litho), Hegedus, Istvan (fl.1960)/Private Collection/Archives Charmet, **16** (right); Cooee Pictures, **71** (bottom right), **216**; Colourbox.com, **33** (top right); Cartoon, 'The unknown migrant woman, 1947 - a great little worker', reproduced by permission of Patrick Cook, **214** (bottom); Corbis/Bettmann, **3**, **88**, **105**, **106** (bottom right), **107** (bottom), **108** (right), **222** (top left), /Mike Gal/National Geographic Society, **175**, /Peter Turnley, **89** (bottom), /Sunset Boulevard, **141**, /Sygma/Jacques Pavlovsky, **222** (top right); Image of *The Go-Betweens*, Stuart Dayman, **163**; Image of Margaret Kay reproduced with permission of Aboriginal Affairs, Department of Education and Communities, **102**; Image of Cowra Women's Land Army Training Farm © NSW Department of Primary Industries, reproduced with permission, **79** (bottom); Image courtesy of the United States Holocaust Memorial Museum, reproduced by permission of the Dokumentationsarchiv des Oesterreichischen Widerstandes, **51** (bottom); Fairfax Photos/Andrew Dyson, **228**, /Arthur De La Rue, **viii**, /George Lipman, **93**, /Jim McEwan, **114**, /Staff, **109**, /Ted Golding, **124**; Cartoon, 'This too some time', George Finey, reproduced by permission, **80** (bottom left); Image by Pip Star, reproduced by permission of Friends of the Earth Australia, **186** (bottom right); Getty Images/AFP, **195** (top left), **195** (bottom right), **196** (bottom right), **201**, /AFP/Stephane De Sakutin, **173**, /AFP/Toru Yamanaka, **200** (bottom), /American Stock Archive, **185** (bottom left), /Anup Shah, **197** (top left), /Blank Archives, **159** (bottom right), /Central Press, **17**, /Eco Images, **196** (bottom left), /Fox Photos, **49** (right), **99**, /Galerie Bilderwelt, **54** (top), /Gamma-Keystone, **55**, /Harry Todd, **25** (top right), /Hulton Archive, **153** (bottom left), /Imagno, **5**, /K & K Ulf Kruger OHG, **139**, /Laski Diffusion, **37**, /Mark Metcalfe, **135**, /Mark Wilson, **203** (top left), /Matt Jelonek, **161**, /MCT, **196** (top left), /Neil Beckerman, **iii**, /Pavel Horejsi, **198** (bottom right), /Popperfoto, **49** (left), /Sam Panthaky, **33** (bottom right), /Sion Touhig, **200** (top right), /Time & Life Pictures, **56**, **87**, **100**, **188**, **197** (bottom left), /Time & Life Pictures/John Florea, **89** (top), /Tom Stoddart Archive, **23**, **26** / Universal Images Group, **15** (right), **35**, **46**, **41**, / William West, **198** (top left), /WireImage, **229**; iStockphoto.com, **11**, /Ben Jeayes, **iii**, /Doug Cannell, **iv**, /KJA, **196** (top right), /Rudi Tapper, **iv**; The Kobal

ISBN 978 1 4202 3077 2

Collection, **162** (top right), /MGM, **151**; Library of Congress /cph 3a36860, **59** (top right), /ppmsca 18956, **179** (top left), /ppmsca 03130, **22**, /ppmsca 04292, **106** (top left); Lonely Planet Images/Krzysztof Dydynski, **137**; Poster, *Racial Tolerance*, 1998, source: Museum Victoria, **230**; National Archives of Australia/A1200, L54110, **220**, /A12111, 1/1954/4/53, **168** (bottom), /A1500, K23441, **27** (bottom right), /A1501, A429/3, **219**; National Library of Australia/an12549227-19, **115** (bottom), /an14066835-10, reproduced by permission of Lisa Moore, **224**, /an14602899-1, photographer: Alec Bolton, **190** (top left), /an2284251, **59** (top left), /an22941937, **25** (bottom), /an23381810, **192** (top), /an23556579, **160** (top left), /an23567038, **160** (top right), /an23567079, **160** (bottom left), /an24809858, **186** (top left), Gordon Bryant Papers/MS 8256/11, folder titled 'Misc correspondence and papers I', **110** (bottom right), /ML MSS 4057/7, **113**, /nl39357-ls30, **205**, /vn3050578, **149**, /vn3066009, **179** (bottom right), /vn3079202, **85** (bottom), /vn3200773, **115** (top left), /vn3256026, **90** (bottom left), /vn3256038, **122**, /vn3299033, **185** (top), /vn3415857, **215** (top left), /vn3416715, **187**, /vn3421243, **185** (bottom left), /vn3510654, reproduced by permission of the Commonwealth Department of Foreign Affairs and Trade, **19**, /vn3525313, reproduced by permission of Geoff Pryor, **171** (left), /vn3550583, reproduced by permission of Ward O'Neill, **133** (top left), /vn3706012, **8**, /vn3991445a-s279, **195** (top right), /vn4103360 © Rennie Ellis Photographic Archive, **190** (bottom left), /vn4491987, reproduced by permission of Louise Whelan, **131**, /vn4494716, **134**, /vn4507469, reproduced with permission of Louise Whelan, **130**, /vn4507710, reproduced by permission of Louise Whelan, **104**, /vn4604799-s42-b1, **91**, /vn4702868, **116**, /vn4778874, **7**, /vn4777768-s15-a1, **181**, /vn4835196, **101**, /vn4970337, **6**, /vn5017482, **121**; Image, Piltdown cricket bat © Natural History Museum, London, **177** (right); Image, Piltdown skull © Natural History Museum, London, **177** (left); Newspix/News Ltd/3rd Party Managed Reproduction & Supply Rights, **90** (top right), **153** (top), /Paul Burston, **125**; Cover, *Nintendo DS Pokemon Black Version*, reproduced by permission, **172**; Three Vietnamese boats and refugees in Darwin Harbour, Northern Territory Archives Service, England, John Armstrong, NTRS 1637, Copyprints of official duties as Administrator, 1976-1983, Item 61, **222** (bottom); Cartoon, 'Multicultural', reproduced by permission of Bruce Petty, **227**; Bookplate image, *Detail of Waratah Panel 1889-91*, from the collection of the Powerhouse Museum, Sydney, **180**; Poster, *Australia - Build Your Children's Future*, from the collection of the Powerhouse Museum, Sydney, **231**; Cartoon, 'In the rubber coils', reproduced by permission of Punch Cartoons, **15** (left); "Freedom of Speech" (SEP 1943), "Freedom of Worship" (SEP 1943), "Freedom from Want" (SEP 1943) and "Freedom from Fear" (SEP 1943), printed by permission of the Norman Rockwell Family Agency. Book Rights Copyright © 1943 The Norman Rockwell Family Entities, **98** (all); Illustration, *Japanese midget submarine*, Nik Scott and Paul Lennon, **69**; Painting, Jan Senbergs, 'Copperopolis - Mt Lyell', 1983, reproduced with permission, **203** (bottom); Publicity image, *Mavis Bramston Show*, reproduced by permission of Seven West Media, **150**; Poster, Martin Sharp, *Luna Park: National Trust*, 1979, screenprint, printed in colour from multiple stencils, printed image 96 x 64.8cm, National Gallery of Australia, Canberra, **171** (right); Shutterstock.com/Bill Ragan, **v**, /Brian A Jackson, **44**, /Kuzma, **33** (bottom left), /Morphart Creations inc, **182**, /SeanPavonePhoto, **86**, /Steve Lovegrove, **iii**, /Yarygin, **32**; Mitchell Library, State Library of NSW/Australian Photographic Agency - 14715, **29**, /Australian Photographic Agency - 15395, reproduced by permission of the ABC, **152**, /Australian Photographic Agency - 40113, **162** (bottom right), /Government Printing Office 1 – 36841, **146** (top left), /Government Printing Office 1 - 44544, **211**, /MS 12913, Box 11/5, **111**, /NCY46/128, **146** (bottom), /NCY47/70, **146** (top right), /NCY51/657, **147** (bottom), /ON 161/687, reproduced by permission of Search Foundation, **103**, /PXD 865/11-16 © Wendy McDougall, **119** (top right), /PXA 907 Box 25/42, **144–5**, 'Polio vaccination at Liverpool Municipal Council' © State of New South Wales through the Department of Attorney General and Justice and reproduced with the approval of the Mitchell Library, State Library of NSW/Government Printing Office 2 – 09830, **30**, 'View of Sydney CBD from Kirribilli, 25 January 1979' © State of New South Wales through the Department of Attorney General and Justice and reproduced with the approval of the Mitchell Library, State Library of NSW/Australian Photographic Agency - 41112, **192** (bottom); State Library of Qld/Brisbane Racing Club neg 152014, **145** (top right); State Library of South Australia/B7798/146, **145** (bottom right); State Library of Victoria /Charles Edward Boyles/ H2008.122/70, **145** (top left), /H2002.199/831, **31**, /H2002.29/2, **213**, /H2002.29/4, **212**, /H38337, **28**, /H98.100/391, **11**, /Victorian Railways/ H92.160/239, **146** (middle); State Library of Western Australia/004554D, **34**; Poster, *The Overlanders*, produced by permission of Studio Canal, **147** (top left); UN Photo/PCD1644-IMG0084, **96**; Image, *Children eating in the ghetto streets, Warsaw, between 1940 and 1943*, United States Holocaust Memorial Museum, **51** (top left); War Posters Collection (MSS36), University of Minnesota Libraries Archives and Special Collections, Minneapolis MN, **58**; Victorian Women's Trust, RedPlanet Screenprinting & Design, Carol Porter/ H2004.32/74, **169**.

OTHER MATERIAL

Graph drawn by Bev Aisbett, based on CA Price and JI Martin (eds), Australian Immigration: A Biography and Digest, vol. 3, pt 1, Dept of Demography, ANU, Canberra, 1976, **214** (top); Graph drawn by Bev

ISBN 978 1 4202 3077 2

Aisbett, based on Jock Collins, Migrant Hands in a Distant Land: Australia's post-war immigration, Sydney, Pluto Press, 1988, **214** (middle); Background Map: 1961 Freedom Rides, courtesy of the Library of Congress. Reproduced by permission of the Associated Press, **107** (top); Logo, reproduced by permission of the Australian-American Association, **83**; Extracts from the Australian Curriculum © Australian Curriculum, Assessment and Reporting Authority 2012. For all Australian Curriculum material except elaborations: This is an extract from the Australian Curriculum. Elaborations: This may be a modified extract from the Australian Curriculum and may include the work of the author(s). ACARA neither endorses nor verifies the accuracy of the information provided and accepts no responsibility for incomplete or inaccurate information. In particular, ACARA does not endorse or verify that: the content descriptions are solely for a particular year and subject; all the content descriptions for that year and subject have been used; and the author's material aligns with the Australian Curriculum content descriptions for the relevant year and subject. You can find the unaltered and most up to date version of this material at http://www.australiancurriculum.edu.au/ This material is reproduced with the permission of ACARA, **1**, **41**, **91**, **139**, **173**, **205**; Cover, *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*, Australian Human Rights Commission, http://www.humanrights.gov.au/social_justice/bth_report/report/index.html, **119** (top left); Extracts from the *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*, Australian Human Rights Commission, http://www.humanrights.gov.au/social_justice/bth_report/report/index.html, **118** (bottom left), **118** (top right), **120** (bottom left); Extract from the *Social Justice Report, 2007*, Australian Human Rights Commission, http://www.humanrights.gov.au/social_justice/sj_report/sjreport07/index.html, **129**; Extract from Glenn Nichols, 'Gone with hardly a trace: deportees in immigration policy' in Klaus Neumann and Gwenda Taan (eds), *Does History Matter? Making and debating citizenship, immigration and refugee policy in Australia and New Zealand*, ANU E Press, 2009, reprinted with permission, **220**; Extract from Kate Matthews, curator's notes on *The Mavis Bramston Show*, from australianscreen online. http://aso.gov.au/titles/series/the-mavis-bramston-show, reproduced by permission, **150** (bottom left); Extract from *Australians for Native Title and Reconciliation* (ANTaR) website, reproduced by permission, **130**; Cover, *Australian Women's Weekly* © ACP Magazines, Australian Women's Weekly, 11 April 1942, **81** (bottom left), *Australian Women's Weekly* © ACP Magazines, Australian Women's Weekly, 8 December 1945, **81** (top right); Extract from P. Hasluck, *The Government and the People 1942–45*, Australian War Memorial, Canberra, 1970, courtesy of the Australian War Memorial, **67**; Extract from Geoffrey Blainey, *All for Australia*, Methuen Haynes, Sydney, 1984, reproduced by permission of Geoffrey Blainey, **226** (top); Screenshot, http://www.creativespirits.info/aboriginalculture/health/, reproduced with permission, **128**; Graph, 'Category of marriage celebrants 1908-2008' © Copyright Commonwealth of Australia, reproduced under a Creative Commons Attribution 3.0 Australia licence, **166** (bottom); Graph, 'Percentage of marriages preceded by cohabitation 1975-2000' © Copyright Commonwealth of Australia, reproduced under a Creative Commons Attribution 3.0 Australia licence, **166** (top); Referendum ballot © Commonwealth of Australia 1967, reproduced under a Creative Commons - Attribution licence, **112**; Peter Read, *The Stolen Generations: The removal of Aboriginal children in New South Wales 1883 to 1969*, NSW Department of Aboriginal Affairs, Sydney, 2012, reproduced by permission of the Department of Aboriginal Affairs, NSW, **102** (top left), **102** (bottom); Letter, Charles Perkins to Mr AG Kingsmill, chairman, NSW Aborigines Welfare Board, 18 Jan 1965, reproduced with permission of Aboriginal Affairs, Department of Education and Communities, **124** (top left); Nigel Parbury, *Survival: A History of Aboriginal Life in New South Wales*, NSW Ministry of Aboriginal Affairs, 1986, reproduced with permission of Aboriginal Affairs, Department of Education and Communities, **124** (top right), **125** (bottom left); Extracts from *The Native Title Amendment Bill 1997: Issues for Indigenous Peoples*, Aboriginal and Torres Strait Islander Commission, October 1997, reproduced by permission of the Australian Department of Families, Housing, Community Services and Indigenous Affairs, **114**, **115**; Graph, 'Primary energy consumption in Australia by fuel 1975-2007', from Energy in Australia 2010 report, published by the Department of Resources, Energy and Tourism. Reproduced under a Creative Commons Attribution 3.0 Australia licence, **204**; Graph, *State of the Environment 2011 Committee*, Independent report to the Australian Government Minister for Sustainability, Environment, Water, Population and Communities. Canberra: DSEWPaC, 2011. http://www.environment.gov.au/soe/2011/report/index.html, **31**; Map of the Kokoda Track, reproduced with permission Department of Veteran's Affairs, **64**; Map of Singapore in World War 2, reproduced with permission Department of Veteran's Affairs, **60**; Graph, 'Average global temperature 1880-2009', reproduced by permission of Earth Policy Institute, **184**; Extract from *Mercy Mercy Me (The Ecology)* – Marvin Gaye © 1971 Jobete Music Co Inc For Australia and New Zealand: EMI Songs Australia Pty Limited (ABN 85 000 063 267) PO Box 35, Pyrmont, NSW 2009, Australia. International copyright secured. All rights reserved. Used by permission, **186** (top right); Article, 'Migration rules set for revamp' by Mary-Anne Toy © Fairfax, *The Age*, 31 August 2009, **167**; Article, 'Pastor's new party' by Barney Zwartz © Fairfax, *The Age*, 11

February 2012, **218** (top left); TV Guide listing, *Sun-Herald* © Fairfax, 14 February 1960, **155**; Extract, *Letter from Albert Einstein to President Roosevelt*, reproduced by permission of the Franklin D. Roosevelt Presidential Library and Museum, **56**; Screenshot, Grant McLennan memorial page, *The Go-Betweens* website, reproduced by permission, **164**; Extract from The Go-Betweens website reproduced by permission, **164** (left); Extract from Great Barrier Reef Marine Park Authority, *Great Barrier Reef Outlook Report*, Townsville, 2009, pp. i-ii © GBRMPA: Reproduced with the permission of the Great Barrier Reef Marine Park Authority, **202**; Extracts from Halina Wagowska, *The Testimony*, Hardie Grant, Melbourne, 2012, reproduced with permission, **50**, **54**; Extract from Kevin J. Gilbert, *Because a White Man'll Never Do It*, Angus & Robertson, Sydney, 1973, **124** (bottom); Extract from article, 'Reuniting the Go-Betweens', 5 May 1997, copyright *Irish Times*, reproduced with permission, **164** (right); Maps, *Expansion by Germany, Italy and Japan in the 1930s*, Pat Kermode, **47** (all); Map, *Milne Bay and Kokoda Track*, Pat Kermode, **62**; Map, *Sydney Harbour and the Japanese midget submarine attack*, Pat Kermode, **68** (bottom); Map, *Zone for conscripted service*, Pat Kermode, **77**; Map reproduced with permission of the Latvian State Historical Archives, **53** (left); Article, "Head canes the Samurai TV 'sadism and cruelty'", *Daily Mirror*, 14 December 1965, reproduced by permission of Mirrorpix, **157** (bottom right); Letter to the editor, *Daily Mirror*, John Z Huie, 23 December 1965, reproduced by permission of Mirrorpix, **158**; Article, 'Government faces crisis on anti-conscription move', *The Canberra Times*, 11 December 1942, reproduction courtesy of the National Library of Australia, **75** (left); Graph, 'State and territory claimant applications 1 January 1994-31 December 2010', reproduced by permission of the National Native Title Tribunal, **133** (bottom); Article, 'Hygiene lessons will help migrants integrate: Coalition' by Patricia Karvelas © News Ltd, *The Australian*, 10 January 2012, **228**; Article, 'Race tour bus driver walks out' © News Ltd, *The Australian*, 22 February 1965, **125** (top left); Extract from *Reflections on the Challenges with the Bringing Them Home Oral History Project*, Bronwyn Fredericks, reproduced with permission Oral History Association of Australia, **118** (bottom right); Extract from 'Carteret Islands sunk by climate change', Oxfam. org.uk, April 2009. Blog author: Ian Sullivan, Oxfam GB, reproduced by permission, **186** (bottom left); Extract from John Lack, 'Immigration', in G. Davison, J Hirst and S Macintyre (eds),*The Oxford Companion to Australian History*, Oxford University Press, Melbourne, 2001, reproduced by permission of Oxford University Press Australia & New Zealand © Oxford University Press, **211**; Graph, 'World population and oil production', reproduced by permission of Post Peaking Living, **183**; Statement of Significance, 'Blackboard Jungle', reproduced by permission of the Powerhouse Museum, Sydney, **152** (left); Map, *European Ghettos in World War II*, reproduced by permission of the United States Holocaust Memorial Museum, **50**; Paul Burke, 'Evaluating the Native Title Amendment Act 1998', *Australian Indigenous Law Reporter 33* (1998), reproduced with permission of the Australian Indigenous Law Review, University of New South Wales, **116**; Screenshot, *UTS: Jumbunna House of Learning* website, reproduced by permission, **127**; Article, 'The Go-Betweens' by Mark Jenkins, *Washington Post*, 21 April 1989, reproduced by permission, **163**; Letter to the editor, *Sydney Morning Herald*, 10 October 1984, reproduced by permission of Duncan Waterson, **226** (bottom left); Map, 'International arrivals and departures', Laurie Whiddon, Map Illustrations, **207**.

The author and publisher would like to acknowledge the following:

Article, 'The new rock and roll craze' by Bernard Fletcher, *Australian Women's Weekly*, 20 July 1955, ACP Magazines, **153**; Article, 'The Samurai', *Australian Women's Weekly*, 8 December 1965, ACP Magazines, **156**; Article, 'Skippy', *Australian Women's Weekly*, 13 September 1967, ACP Magazines, **162**; Letter to the editor, *Australian Women's Weekly*, Elizabeth P, 13 February 1965, ACP Magazines, **157** (top right); Letter to the editor, *Australian Women's Weekly*, Ron Rowe, 8 June 1960, ACP Magazines, **154**; Letter to the editor, *Australian Women's Weekly*, Mrs I. Simmons, 7 November 1956, ACP Magazines, **150** (bottom right); Graph, *Timeline of Australian peacekeeping operations*, based on Australian War Memorial online publication, **13**; Map, *Australian involvement in peacekeeping operations and military conflicts*, based on Australian War Memorial online publication, **12**; Table, *Australian involvement in peacekeeping operations*, based on Australian War Memorial online publication, **12**; Article, 'Things television will kill', WA Clarke, *The Sydney Morning Herald*, 13 January 1951, **149**; Extracts from E. Klee, W. Dressen and V. Riess, Those Were the Days, Hamish Hamilton Ltd, 1993, **52**, **55**; Article, 'Racism does exist in Australia' by Sarah Hanson-Young, *ABC's The Drum*, 7 January 2010, copyright Sarah Hanson-Young, **232**; Artwork, 'It's Hard to Say Goodbye!', caricature of the de-colonisation of Africa, from 'Ludas Matyi', 2nd August 1960 (colour litho), Istvan Hegedus (fl.1960), **16** (right); Cartoon, 'Hope of his side', Jac, *The Daily Mirror*, 1943, **84**; Extract from Link-Up and Tikka Jan Wilson, *In the Best Interest of the Child? Stolen children: Aboriginal pain/White shame*, Aboriginal History Monograph, 1997, **104** (bottom); Cartoon, 'Long-distance thinking' by William Mahoney, *The Daily Telegraph*, 1942, **83** (top); Artwork, Civilization, 1931, copyright Jack Maughan, **28**; Article, 'A new cosmpolitanism', John Douglas Pringle, *The Times*, London, 23 January 1968, **219**; Image, *Loading cartons of St Peters Distillery 'Skippy' wine for export to France and Italy, July 1977*, St Peter's Distillery, **162** (bottom right).

ISBN 978 1 4202 3077 2

Macmillan

History 10
The Modern World and Australia

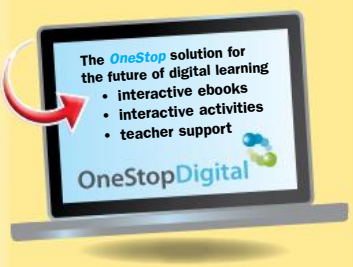
The **Macmillan History** series sets a new standard in resources for the Australian Curriculum, making history entertaining and stimulating while covering all the requirements of the syllabus. Content is written in an engaging style, using thought-provoking primary and secondary sources, interesting exercises and activities that will excite students and build historical understanding and skills. The framework suits classrooms with or without strong IT capabilities.

- Every source has educational value
- Individual learning needs are met
- Every question is written to help students acquire the right skills and knowledge.

Macmillan History incorporates contemporary learning methodologies and comes with free access to Macmillan's new digital home at OneStopDigital. The series is packed with information and fun multimedia activities, including: virtual site studies, hands-on activities from the BBC, podcasts from Scientific American, 3D reconstructions, animations, Google Earth paths and 'flyovers', interactive games and augmented reality, among many more tasks.

Comprehensive teacher editions have also been designed to save time when planning and implementing the curriculum.

OneStopDigital



www.macmillan.com.au

Also Available

Macmillan History 7: The Ancient World
978 1 4202 2977 6

Macmillan History 7: digital-only version
978 1 4202 3117 5

Macmillan History 7: The Ancient World Teacher Edition
978 1 4202 3002 4

Macmillan History 8: The Ancient to the Modern World
978 1 4202 2978 3

Macmillan History 8: digital-only version
978 1 4202 3119 9

Macmillan History 8: The Ancient to the Modern World Teacher Edition
978 1 4202 3011 6

Macmillan History 9: The Making of the Modern World
978 1 4202 3074 1

Macmillan History 9: digital-only version
978 1 4202 3121 2

Macmillan History 9: The Making of the Modern World Teacher Edition
978 1 4202 3076 5

Macmillan History 10: The Modern World and Australia
978 1 4202 3077 2

Macmillan History 10: digital-only version
978 1 4202 3123 6

Macmillan History 10: The Modern World and Australia Teacher Edition
978 1 4202 3078 9

ISBN 978-1-4202-3077-2